



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ADOPTED RESOLUTIONS

2011 FALL PLENARY SESSION

2011 Fall Plenary Session Final Resolutions

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1.0 ACADEMIC SENATE

1.01 F11 Changing Bylaws on the Number of General Sessions Requirements Jon Drinnon, Merritt College, Standards and Practices

Whereas, Article 1, Section 1, subsection I of the Academic Senate for California Community Colleges' Bylaws states, "General Session: A single scheduled meeting held during the plenary session. There are five general sessions during the plenary session"; and

Whereas, Requiring five general sessions for all plenaries in the Academic Senate Bylaws unnecessarily restricts the ability to structure the plenary activities around what the Executive Committee sees as in the best interests of the attendees and the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges change Article 1, Section 1, subsection I of the Senate's Bylaws to read "General Session: A single scheduled meeting held during the plenary session. ~~There are five general sessions during the each plenary session.~~ The number of General Sessions during a plenary session will be based on need."

MSC

1.02 F11 Timely Process for Responding to Urgent Issues Laurie Lema, Diablo Valley College, Area B

Whereas, Attacks on public higher education from numerous external organizations and agencies are increasing, and in some cases internal groups push agendas to achieve goals inconsistent with the goals of faculty;

Whereas, Responses to attacks on and challenges to California community colleges must be strategic and timely, as well as provide guidance for local academic senates so that they can inform faculty and develop local action, such as writing letters to the editor, visiting or writing legislators, dividing work among colleges, and attending hearings;

Whereas, As an example, the draft recommendations of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) necessitates an immediate response from the Academic Senate to effectively communicate the concerns of California community college faculty with the recommendations; and

Whereas, The Academic Senate for California Community Colleges functions as a democratic organization driven by resolutions and grass roots initiatives, which sometimes causes a delay in the ability to engage the numbers of faculty who want to join the cause;

Resolved, That the Academic Senate for California Community Colleges establish a process that will provide strategic directions and plans for coordinating efforts by local academic senates to respond rapidly to aspects of state or federal initiatives that challenge our primacy in educational matters.

MSC

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5.0 BUDGET AND FINANCE

5.01 F11 **Oppose Student Success Task Force Recommendation on Basic Skills Funding** **Anne Argyriou, De Anza College, Basic Skills/Noncredit Committee**

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) state that the California Community College System will “establish an alternative funding model to encourage innovation and flexibility in the delivery of basic skills instruction”;

Whereas, While the intent of this recommendation may be to encourage innovation and flexibility in the revision of basic skills curriculum, the connection of such revisions to funding could well lead to inappropriate pressure on faculty to revise curriculum for the financial benefit of the college rather than for qualitative or pedagogical reasons;

Whereas, Funding based upon student progress can lead to institutional practices that do not benefit students as institutions attempt to maximize funding even when such funding models attempt to incentivize pedagogical improvement; and

Whereas, A structure that offers financial rewards to colleges based on student progression as determined by an assessment test is a form of performance-based funding, a concept that has not been endorsed by the California Community Colleges Task Force on Student Success or approved in any form for the California Community College System;

Resolved, That the Academic Senate for California Community Colleges, while supporting efforts to improve student learning skills and success through sound research and effective innovation in all curriculum development and implementation, oppose the alternative funding model for basic skills as outlined in the California Community Colleges Task Force on Student Success recommendation 8.3 (as of September 30, 2011).

MSC

5.02 F11 **Student Success Task Force Recommendations to Redirect Prop 98 Funds** **Wheeler North, San Diego Miramar College, Area D**

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommendation 7.1 (as of September 30, 2011) calls to “Revise funding for the Chancellor’s Office by financing the office through alternative means, possibly through the use of ongoing Proposition 98 funding, to be taken from the community colleges share of the Proposition 98 guarantee, or a fee-based system”;

Whereas, To ensure an educated citizenry, the voters of California specifically created and approved Proposition 98 to assure that their tax dollars went to local education versus funding state agencies, and this task force proposal directly undermines the intent of that public policy; and

Whereas, Current economic times are among the most fiscally challenging of any in the State of California’s long history, which has left colleges critically unable to meet their communities’ needs;

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Resolved, That the Academic Senate for California Community Colleges oppose the California Community Colleges Task Force on Student Success recommendation 7.1 (as of September 30, 2011) to redirect Prop 98 funds or to impose a fee-based system for Chancellor's Office operations and activities.

MSC

5.03 F11 Campus Child Development Laboratory/Child Development Centers Dianna Chiabotti, Napa Valley College

Whereas, Recommendation 8.1 of the draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) calls for the consolidation of Child Care Tax Bailout Funds with other proposed elements of the Student Support Initiative;

Whereas, These funds, totaling \$3,000,000 annually, support 46 child development laboratory schools/campus child care centers, and research has shown that the availability of campus child care allows low-income parents to enroll in classes and complete their educational goals at a significantly higher rate than their peers; and

Whereas, Lab schools and campus child care centers throughout the California Community College System are in jeopardy, and further loss of funding is sure to cause the closure of many more programs throughout the state;

Resolved, That the Academic Senate for California Community Colleges oppose recommendation 8.1 (as of September 30, 2011) of the California Community Colleges Task Force on Student Success that calls for the consolidation of Child Care Tax Bailout Funds with other proposed elements of the Student Support Initiative.

MSC

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F11 General Fund Dollar Support for Community Service Courses Dan Crump, American River College, Executive Committee

Whereas, California Education Code §78300(c) states,

Governing boards shall not expend General Fund moneys to establish and maintain community service classes. Governing boards may charge students enrolled in community service classes a fee not to exceed the cost of maintaining community service classes... and shall maintain uniform accounting procedures to ensure that General Fund moneys are not used for community services classes;

Whereas, Discussions of repeatable courses, maintaining access, and alternative curricular solutions to student success have provided reasons why this section of Education Code should be carefully revised;

Whereas, When students from community services classes are joined with students in noncredit, certificate, degree, and transfer courses, all students can benefit from the opportunity to learn from each other; and

Whereas, In order for credit students to earn credit, the instructor of record of a course must be a faculty member who meets minimum qualifications for the course and teaches to the course outline of record as approved by local curriculum committees;

Resolved, That the Academic Senate for California Community Colleges recommend changing California Education Code §78300(c) to allow fee-based, community education students to enroll in credit classes

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supported by general fund moneys so long as those community education students do not displace credit students;

Resolved, That the Academic Senate for California Community Colleges assert that if students from community service classes, noncredit, and credit courses are taught by the same faculty member in the same class, the faculty member must meet minimum qualifications for the credit course; and

Resolved, That the Academic Senate for California Community Colleges urge faculty who teach courses with combinations of students from credit, noncredit, and community service to explain to their students the specifics of their enrollment, i.e., that community service and noncredit students do not earn college credit for these classes.

MSC

6.02 F11 Proportional Audit Fee Increases Kale Braden, Cosumnes River College, Futures Committee

Whereas, California Education Code §76370 states,

- (a) If a fee for auditing is charged, it shall not exceed fifteen dollars (\$15) per unit per semester [boards may charge fees proportionally for quarter system courses, summer, intersessions or short term classes].
- (b) Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.
- (c) No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.
- (d) Priority in class enrollment shall be given to students desiring to take the course for credit towards degree or certificate.
- (e) Classroom attendance of students auditing a course shall not be included in computing the apportionment due a community college district;

Whereas, Discussions of repeatable courses, maintaining access, and alternative curricular solutions to student success have provided reasons why this section of Education Code should be carefully revised; and

Whereas, The Academic Senate has taken positions over the years opposing fees for students, but as fees continue to rise, the California Community College System needs an audit fee structure that is proportional to regular student fees;

Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to make the fee for auditing courses proportionally greater than the fees charged per credit unit of instruction; and

Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to remove section (b) "Students enrolled in classes to receive credit for 10 or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester."

MSC

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6.03 F11 Assign Responsibility for Adult Education to California Community Colleges Esther Matthew, San Diego Continuing Education, Basic Skills/Noncredit Committee

Whereas, The responsibility for adult education in California is inconsistently applied throughout the state, in some cases being assumed by the K-12 system and in others by community colleges;

Whereas, The K-12 system has shifted millions of dollars in adult education funds to support other K-12 categorical programs that had experienced deep funding cuts, leading to a transfer of more than \$400 million out of adult education programs;

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) draft recommendations (as of September 30, 2011) indicate that the State of California should develop a comprehensive strategy for addressing basic skills instruction, including providing for adult education; and

Whereas, California community colleges are best suited to provide adult education throughout the state but cannot properly fulfill this function due to budgetary constraints;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors urge the Legislature to assign responsibility for adult education to the California community colleges but only if sufficient funding to address this mission is provided.

MSC

6.04 F11 Removal of ESL Students from Student Success Task Force Recommendations Carolyn Holcroft, Foothill College

Whereas, The recommendations (as of September 30, 2011) of the California Community College Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) do not apply specifically to enabling the success of English as a Second Language (ESL) students, with ESL only tangentially mentioned in the context of basic skills;

Whereas, Conflating ESL with basic skills ignores the fundamental differences between basic skills and ESL and creates the erroneous notion that students taking basic skills courses and those taking ESL courses have the same goals and needs; and

Whereas, Implementation of these recommendations would result in the systematic marginalization of ESL students;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community College Student Success Task Force seek substantive input from ESL faculty in shaping recommendations regarding ESL students and instruction; and

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Resolved, That the Academic Senate for California Community Colleges work to inform the members of the California Community College Student Success Task Force on the numerous distinctions between ESL student populations and those of other basic skills cohorts.

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F11 Modification to the Requirements of the Board of Governors Fee Waiver Linda Retterath, Mission College, Basic Skills/Noncredit Committee

Whereas, One of the largest expenditures of public funds to the California Community College System is the fee waiver granted by the Board of Governors (BOG) for students meeting specific criteria;

Whereas, Financial aid eligibility is commonly conditional upon satisfactory progress toward academic goals, but the BOG waiver does not currently require satisfactory progress;

Whereas, Recent proposals would remove the BOG waiver eligibility for students who accumulate more than a certain number of units or have a GPA below a certain level; and

Whereas, CCLC's message "A Defining Moment" includes data indicating that 33% of BOG waiver students have less than a 2.0 grade point average and 38% fail to complete one-third of the units they undertake;

Resolved, That the Academic Senate for California Community Colleges affirm the importance and value of the BOG waiver in promoting student access and student equity to our colleges; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to define appropriate conditions, including considerations of impact on equity and access that would allow students with financial need to continue receiving a BOG fee waiver that would be based on satisfactory progress toward academic goals.

MSC

7.02 F11 Community Access and Student Achievement in California Community Colleges Karen Saginor, City College of San Francisco, Area B

Whereas, The California community colleges are dedicated to providing broad access to affordable, high quality, comprehensive education in a supportive, engaging, and challenging environment that promotes achievement by all students, whether full- or part-time;

Whereas, Californians rely on and derive outstanding value from community colleges in a multitude of ways, not only for transfer preparation and associate degrees, but also for basic skills acquisition, acculturation, and meeting the needs brought on by poverty, career change, disability, aging, parenthood, military discharge, emancipation from foster care, and other life changes and challenges;

Whereas, The California community colleges continuously develop extensive, high quality curricula, strategies, and services in order to meet our students' diverse needs, instill in them a passion for their education, and allow them to provide for themselves and their families in ways that four-year schools cannot, including part-time

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study for the working poor, multiple assessments for need and placement, and needs-based financial assistance; and

Whereas, The Academic Senate supports the multiple missions of California community colleges (e.g., Resolution 6.03 F04) and champions the critically important roles our community colleges play—especially at this time—in the well-being of the state, its people and communities, and its economy;

Resolved, That the Academic Senate for California Community Colleges strongly oppose any attempt to abridge the mission of California community colleges, reduce their affordability, or remove their control from the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges urge the Board of Governors to not adopt any regulations that would diminish the California community colleges' ability to

- provide instruction and educational support services to all who desire them, reaching out to those of underserved communities that encounter barriers to education;
- develop sustainable campuses and sites to better serve students and neighborhoods;
- diversify and improve programs and services for the benefit of the entire community;
- build partnerships with public, private, and community-based agencies to respond with agility and efficiency to educational, economic, environmental, and societal needs;
- foster the participation of our students and employees in community life;
- enhance the availability of educational opportunities for all; and
- support the acquisition of knowledge and skills by all, including the critical thinking skills and career skills that are essential to full participation in society.

MSC

7.03 F11 BOG Fee Waiver Rules to Establish Different Academic Policies for Students Based on Differing Ability to Pay Karen Saginor, San Francisco City College

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommends (as of September 30, 2011) withholding Board of Governors fee waivers from students who have exceeded 110 units or have failed to identify a degree, transfer, or career advancement goal; and

Whereas, The poorest students cannot enroll in classes without fee waivers with the result that these students would be denied access to classes that they would be permitted to enroll in if they had financial resources;

Resolved, That the Academic Senate for California Community Colleges recognize that withholding Board of Governors fee waivers denies enrollment to the poorest students but not to those who have the resources to pay fees;

Resolved, That the Academic Senate for California Community Colleges recognize that recommendation 3.2 (as of September 30, 2011) of the California Community Colleges Task Force on Student Success will have the same effect as establishing different academic policies for students based on their differing ability to pay fees;

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Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Task Force on Student Success to acknowledge that recommendation 3.2 (as of September 30, 2011) is a proposal to establish different academic policies for students based on their differing ability to pay fees; and

Resolved, That the Academic Senate for California Community Colleges oppose recommendations that establish different academic policies for students based on their differing abilities to pay.

MSC

7.04 F11 Use of Increased Fees to Establish Different Academic Policies for Students Based on Differing Ability Karen Saginor, San Francisco City College

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommends (as of September 30, 2011) raising fees for California students to take courses that are not in their education plan, while still permitting them to enroll in such courses;

Whereas, Students who have the ability to pay higher fees will be able to enroll in courses that are outside their education plan, while students who lack the ability to pay higher fees will be denied access to courses that are outside their education plan;

Whereas, The Academic Senate recognizes that charging higher fees to California residents for courses that are not in their education plan will result in the denial of access to students who lack the ability to pay but not to students who can afford higher fees; and

Whereas, The Academic Senate recognizes that recommendation 4.1 (as of September 30, 2011) of the California Community Colleges Task Force on Student Success will have the same effect as establishing different academic policies for students based on their differing ability to pay fees;

Resolved, That the Academic Senate for California Community Colleges oppose recommendations that establish different academic policies for students based on their differing abilities to pay.

MSC

7.05 F11 Implementation of Potential Board of Governors Waiver Change Akilah Moore, Los Medanos College

Whereas, Recommendation 3.2 (as of September 30, 2011) of the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) would “require students receiving Board of Governors fee waivers to meet various conditions and requirements, as specified below.

- (A) Require students receiving a BOG fee waiver to identify a degree, certificate, transfer or career advancement goal.
- (B) Require students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal.
- (C) Limit the number of units covered under a BOG fee waiver to 110 units”; and

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Whereas, Students who participate in intervention models have an opportunity to improve their academic progress;

Resolved, That the Academic Senate for California Community Colleges recommend to the California Community College Student Success Task Force that prior to deeming students ineligible to receive a Board of Governors fee waiver the college will implement an intervention plan to allow the student to meet satisfactory progress standards within a reasonable time; and

Resolved, That the Academic Senate for California Community Colleges request that the state provide sufficient funding for such intervention efforts prior to moving forward with the implementation of recommendation 3.2 (as of September 30, 2011).

MSC

8.0 COUNSELING

8.01 F11 Update Senate Paper *Role of Counseling Faculty in California Community Colleges* Jesse Ortiz, Woodland College, CLFIC/TAC

Whereas, The Academic Senate for California Community College's 1994 paper *The Role of Counseling Faculty in California Community Colleges* describes a range of activities performed by counseling faculty which are still appropriate for counseling in the 21st century but do not include how the role of counseling has evolved with the introduction of technology;

Whereas, The Academic Senate for California Community Colleges adopted the 2003 *Consultation Council Task Force on Counseling Report*, as well as the new minimum qualifications for the counseling discipline, neither of which are reflected in the existing paper;

Whereas, In Spring 2008 the Academic Senate for California Community Colleges passed resolution 8.01 (Support for Online Counseling Services) which in part called upon the Academic Senate to "develop written documents describing effective practices for the provision of online student services in the California community colleges"; and

Whereas, Colleges continue to hire paraprofessionals without regard to the guidelines outlined in the 1994 paper or subsequent resolutions approved by the Academic Senate calling for colleges to adhere to the principles set forth in both the 2009 *Role of Counseling Faculty in California Community Colleges* and the *Standards of Practice for California Community College Counseling Faculty and Programs* adopted papers;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty in California Community Colleges* to include current minimum qualifications and information from the *Consultation Council Task Force on Counseling Report*, effective practices for the provision of online academic advising, and other student service practices under the scope of responsibility of counseling faculty.

MSC

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8.02 F11 Faculty Advisors Richard Mahon, Riverside City College

Whereas, A significant focus of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) draft recommendations (as of September 30, 2011) is the need for increased advising capacity to meet the needs of California community college students;

Whereas, Even with robust growth in the ranks of counseling faculty, California community colleges would not have adequate counseling faculty to meet the needs of California community college students; and

Whereas, The Academic Senate is on record opposing the assignment of counseling duties to “paraprofessionals”;

Resolved, That the Academic Senate for California Community Colleges investigate existing programs in California community colleges in which counseling faculty train faculty hired in other discipline areas as faculty advisors and report by the Fall 2012 Plenary Session on the potential of such programs to help meet the needs of California community college students.

MSC

9.0 CURRICULUM

9.01 F11 Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery Melynie Schiel, Copper Mountain College, Curriculum Committee

Whereas, Innovation in basic skills instruction has become a high profile issue both state- and nation-wide, and various external and internal bodies, including the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010), have called for California community colleges to develop and implement alternatives to traditional basic skills curriculum, sometimes with the proposal of incentives or benefits to colleges that would encourage curricular revision and innovation;

Whereas, Creativity and innovation in the delivery of basic skills instruction are important aspects of curricular revision that rightfully should be encouraged throughout the California Community College System;

Whereas, Various attempts have been made to promote specific approaches to the revision of basic skills delivery across the California Community College System, often privileging time to completion over quality of instruction and leading to an attempt at standardization through a “one size fits all” model; and

Whereas, California community colleges have tremendously diverse student populations, community needs, and local cultures and must therefore be allowed to develop or adopt the most appropriate approaches to basic skills instruction for their own local circumstances without having a specific model imposed on them or being pressured to adopt specific practices;

Resolved, That the Academic Senate for California Community Colleges support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction; and

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Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Task Force on Student Success modify its recommendations to emphasize consideration of all approaches for revising basic skills instruction without promoting adoption of any specific model or approach.

MSC

9.02 F11 Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment John Stanskas, San Bernardino Valley College, Basic Skills/Noncredit Committee

Whereas, The distinction between credit and noncredit basic skills courses is locally determined and inconsistent across the state;

Whereas, Local decision-making regarding the placement of courses in credit or noncredit categories may be financially driven, versus pedagogically driven, as credit apportionment is currently greater than enhanced non-credit apportionment, and the Board of Governors' March 2005 recommendations (which subsequently drove the development of SB 361, Scott, 2006) specifically called for increasing career development and college preparation noncredit funding over time to be commensurate with credit funding (minus the credit fee offset);

Whereas, Data clarification and alignment in CB21 coding have assisted faculty in the categorization of basic skills levels below transfer; and

Whereas, The acquisition of basic skills is essential to the mission of the California community colleges, and the outcomes and goals of both noncredit or credit basic skills are the same;

Resolved, That the Academic Senate for California Community Colleges initiate an exploration of the appropriate division of credit and noncredit basic skills classes;

Resolved, That the Academic Senate for California Community Colleges support funding noncredit career development and college preparation classes at apportionment rates commensurate with the March 2005 Board of Governors' recommendations; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Student Success Task Force to include the March 2005 Board of Governors' noncredit funding proposal in their recommendations.

MSC

9.03 F11 Add a Kinesiology Taxonomy of Programs (TOP) Code to the Curriculum Inventory Kim Harrell, Folsom Lake College, Area A

Whereas, The document "Recommendations Regarding Repeatability" has set an eight-course limit on the number of physical education courses students may take;

Whereas, The Chancellor's Office for California Community Colleges intends to identify these courses by the physical education Taxonomy of Programs (TOP) code 0835.00; and

Whereas, Lecture courses in the Kinesiology AS-T degrees and lecture courses in fitness related certificate programs are coded with the same TOP code as physical education "activity" courses and therefore will be

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counted in the eight-course limit for physical education, preventing students from taking advantage of multiple degree and certificate programs offered;

Resolved, That the Academic Senate for California Community Colleges work with the System Advisory Committee on Curriculum of the Chancellor's Office to develop a TOP code for Kinesiology to identify lecture courses in degree and certificate programs in the discipline of Kinesiology that will not be counted against the proposed physical education eight-course limit.

MSC

9.04 F11 Change to Title 5 §58162 "175 Hour Rule" for Student-Athletes Kathy O'Connor, Santa Barbara City College

Whereas, There have been recommendations to change the repeatability rules for physical education classes that would impact the ability of student-athletes as it would preclude them from repeating out of season conditioning and skill building courses;

Whereas, In order for student athletes to successfully compete at the intercollegiate level and transfer to four year institutions additional hours of out of season conditioning and skill development is imperative;

Whereas, An intercollegiate athletic course consumes the current Title 5 limit of 175 hours per athlete per sport per year and does not include any out of season course hours; and

Whereas, Coding out of season conditioning and skill building courses for student athletes with the athletics top code, 0835.50, would allow appropriate preparation and place limits on the number of student athlete contact hours reported for apportionment but would require a change to Title 5 §58162 (b);

Resolved, That the Academic Senate for California Community Colleges recommend amending Title 5 §58162 (b) to increase the current 175-hour limit to 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates; and

Resolved, That the Academic Senate for California Community Colleges recommend that all intercollegiate sports conditioning and skills development courses be coded using the TOP code of 0835.50.

MSC

9.05 F11 Amend "Recommendations Regarding Repeatability" John Gerhold, Bakersfield College, Area A

Whereas, The California Community Colleges' Board of Governors and Chancellor's Office have expressed a commitment to changing Title 5 §55041 regarding repeatable courses;

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of the local academic senates;

Whereas, The Academic Senate has worked throughout 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document "Recommendations Regarding Repeatability" that states in part:

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In order to become a ...music major or to find a job in these areas directly from the community college, students need practice time as individuals, practice with groups or ensembles, and exposure to many.... Students need opportunities ... to learn to play an instrument with a group, to grow to be the lead (or chair), or sing solos or with a choir. And because many students had limited access to arts programs during elementary, middle or high school, some students need more time to progress to a level of competency required for admission into upper division work or to secure a job. The development time for these disciplines may be from two to four years at the community college level. Since most community college students attend a college for more than two years for many valid reasons, programs of study for visual and performing arts majors should be planned for students to develop in a minimum of two years and reach proficiency at a competitive level soon after that. Some students may take longer to develop the necessary skills, and private lessons may be required to help some students achieve the performance level desired;

Whereas, The document “Recommendations Regarding Repeatability” recommends limiting repeats to three on the number of ensemble performance courses and eliminating repetition of all other music courses, including applied music (private lessons on an instrument or voice designed to develop soloist-level skills), which are an integral part of the proposed Transfer Model Curriculum (TMC) for music and necessary to allow students to achieve the skill level required by transfer institutions and employers of musicians;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” by altering the first bullet point of the Visual and Performing Arts section to read, “Continue repeatability for ensemble performance and applied courses in music, and ensemble performance courses in theater and dance.”

MSC

9.06 F11 Limits on Leveled Courses **Brian Sos, Santa Ana College**

Whereas, The document “Recommendations Regarding Repeatability” attempts to redefine the guidelines by which courses can be designated as repeatable;

Whereas, The leveling of courses (such as beginning, intermediate, advanced) would allow for clear curricular demonstration of progressive development of skills and knowledge; and

Whereas, The document “Recommendations Regarding Repeatability” states repeatedly that “purposes currently served by repeatability in this area can be accomplished through existing curricular options” which is open to interpretation and therefore might lead to proliferation of extraneous courses;

Resolved, That the Academic Senate for California Community Colleges recommend limiting the leveling of courses to no more than four levels.

MSC

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9.07 F11 Amend and Endorse “Recommendations Regarding Repeatability” Kim Harrell, Folsom Lake College, SACC

Whereas, The California Community Colleges’ Board of Governors and Chancellor’s Office have expressed a commitment to changing Title 5 §55041 regarding repeatable courses;

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of local academic senates;

Whereas, The Academic Senate for California Community Colleges has worked throughout 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document “Recommendations Regarding Repeatability”; and

Whereas, The document “Recommendations Regarding Repeatability” contains unnecessary limitations on both the number of ensemble performance courses and on physical education, as well as omits classification of technical theatre production courses as “ensemble performance courses”;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” by striking the phrase “and students to a total of 16 units of performance courses” which places a non-curricular based limit on student course-taking;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” by striking the recommendation to “Limit students to a total of 8 PE courses”;

Resolved, That the Academic Senate for California Community Colleges recommend that technical theatre production courses should be classified as ensemble performance courses and as such, allowed to retain current repeatability (Title 5 §55041) along with all other ensemble performance courses in music, theatre and dance; and

Resolved, That the Academic Senate for California Community Colleges endorse the document “Recommendations Regarding Repeatability” and its recommendations as amended.

MSC

9.08 F11 Clarification of Implementation of Recommendations Regarding Repeatability Kim Harrell, Folsom Lake College, Area A

Whereas, The document “Recommendations Regarding Repeatability” proposes set limits on the number of units students may take in ensemble classes and on the number of courses in physical education; and

Whereas, Students who have already taken units in ensemble and physical education courses could be adversely affected in pursuing degrees and certificates in music and physical education should the unit or course limits be implemented retroactively;

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Resolved, That the Academic Senate for California Community Colleges ensure that any proposals in the “Recommendations Regarding Repeatability” document be implemented as a forward looking policy upon the official change to Title 5 Regulations.

MSC

9.09 F11 Equity in Length of Time Between Semester and Quarter Terms Paul Setziol, De Anza College

Whereas, Lower division courses in higher education are structured to be completed in two years;

Whereas, Individual skill development instruction as well as ensembles is structured by weeks becoming years (e.g., the term “five years of piano lessons” assumes weekly piano lessons for five years);

Whereas, Current repeatability regulations governing semester and quarter term colleges refer to years worth of instruction (e.g., four semesters/six quarters); and

Whereas, To change the regulations for currently repeatable skill development courses to a limit of a single term would create an inequity for students taking such courses in different term lengths (e.g., a student at one college would get 11 weeks of lessons while a student at another college would get 16);

Resolved, That the Academic Senate for California Community Colleges recommend that any changes to regulations regarding currently repeatable courses be set in terms of years, i.e., one or two years, two semesters or three quarters equaling one year and four semesters or six quarters equaling two years.

MSC

9.10 F11 Responding to Industry Needs Wheeler North, San Diego Miramar College, Area D

Whereas, Faculty continue to hear from the Chancellor’s Office, the Legislature, industry, and others that California community colleges cannot respond to industry’s curricular needs in a timely manner;

Whereas, Community college interest in and ability to respond to the needs of business and industry vary, as do local curricular processes;

Whereas, California’s community colleges demonstrated their ability to expedite curricular processes as they sought to develop degrees to comply with the implementation of Senate Bill 1440 (Padilla, 2010); and

Whereas, Many colleges could benefit by having knowledge of the variety of effective practices currently being used throughout the state as they respond to industry and business curricular needs in a timely and efficient manner;

Resolved, That the Academic Senate for California Community Colleges support the identification of ways to appropriately respond to the curricular needs of business and industry in a timely manner, including the identification of mechanisms to expedite local curricular processes and the use of not-for-credit contract education as a means of immediately implementing curriculum delivery; and

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Resolved, That the Academic Senate for California Community Colleges explore current practices, identify barriers, and promote effective practices in responding to the curricular needs of business and industry and present this information by the Fall 2012 Session.

MSC

11.0 TECHNOLOGY

11.01 F11 Consultation Regarding Technology Tools Impacting Student Services Stephanie Dumont, Golden West College

Whereas, Draft recommendation (as of September 30, 2011) 2.2 of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) would “require students to participate in diagnostic assessment, orientation and the development of an education plan,” and recommendation 2.3 obligates colleges to “develop and use technology applications to better guide students in their educational process”;

Whereas, Online counseling and advising, electronic education plans, degree audits, and other student service technology solutions have been used by counseling faculty long before the convening of the California Community Colleges Task Force on Student Success;

Whereas, Many counseling faculty would welcome improved technological tools to augment student service activities, provided faculty primacy is honored with respect to decisions made on the appropriateness of available tools; and

Whereas, Some existing technological systems contain elements that faculty may find objectionable or problematic, including poorly designed instructor rating systems and other tools that may mislead and misinform students;

Resolved, That the Academic Senate for California Community Colleges oppose implementing any centralized electronic education plans, degree audits, or other technological tools, without the direct involvement of the Academic Senate, with a specific reliance on counseling faculty, to determine the appropriateness and utility of the system.

MSC

13.0 GENERAL CONCERNS

13.01 F11 Supporting Student Access Esther Matthew, San Diego Continuing Education, Basic Skills/Noncredit Committee

Whereas, An overlap exists between California community college’s noncredit and the California Department of Education’s (CDE) adult education programs;

Whereas, Community college noncredit education provides educational access to those students who are interested but lack the knowledge needed to gain entrance to college or do not see themselves as college capable and, while informing and engaging these students, noncredit education develops their capabilities and perceptions towards becoming college capable;

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Whereas, Unlike CDE adult education students, students who attend California community college noncredit courses are, by default, attending institutions of higher education and thus are more likely to shift their perceptions about their college-going abilities by engaging in strategically planned pathways and by proximity and physical access to the college environs; and

Whereas, The Academic Senate for California Community Colleges has positions in support of the need for noncredit programs and increased funding for noncredit (Resolutions 6.02 S98 and 5.03 S06);

Resolved, That the Academic Senate for California Community Colleges urge that any efforts to reduce or transfer any community college noncredit courses to California Department of Education's adult education programs be done in conjunction with the Academic Senate and local academic senates such that college pathways are continued or developed and that student progress is not hindered.

MSC

13.02 F11 Opposition to the Elimination of Non-CDCP Noncredit Classes Esther Matthew, San Diego Continuing Education, Basic Skills/Noncredit Committee

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommendation 4.1 (as of September 30, 2011) calls to "Amend statute to limit the scope of allowable noncredit classes to only those identified as career development or college preparatory (CDCP)";

Whereas, Contrary to the current political pressure defining community college success solely as improved employability, community colleges exist to serve their communities and do so by providing diverse opportunities for all Californians to enhance the quality of their lives in a variety of ways; and

Whereas, Discussions in numerous contexts, including those concerning repeatability, have demonstrated that noncredit courses may be an appropriate curricular option in various disciplines outside CDCP;

Resolved, That the Academic Senate for California Community Colleges oppose the limiting of noncredit offerings to only career development or college preparatory classes.

MSC

13.03 F11 Support Centralized Assessment Instrument with Local Cut Scores for Placement Debbie Klein, Gavilan College, Futures Committee

Whereas, California community colleges use an array of assessment for placement instruments, potentially resulting in duplicative costs and the needless retesting of students;

Whereas, The use of a standardized assessment for placement instrument for all community colleges would ensure the portability of assessment scores, yet permit local determination of cut scores, application of multiple measures, and additional assessment measures (e.g., a written component for an English placement);

Whereas, Increased interest in innovative approaches to basic skills curricular offerings highlights the importance of allowing course placements to be determined at the local level in support of local curricular practices; and

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Whereas, California community colleges must identify appropriate ways to leverage resources in a manner that better serves students and increases the spending power of the state's dollars, and a centralized common assessment is a viable option for accomplishing this goal;

Resolved, That the Academic Senate for California Community Colleges maintain the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures; and

Resolved, That the Academic Senate for California Community Colleges support the establishment of a centralized standard assessment as an option provided there is a local determination of cut scores for placement and encourage local academic senates to support selection of this assessment option for local use.

MSC

13.04 F11 Course Development and Enrollment Management Phil Smith, American River College, Executive Committee

Whereas, The California Community Colleges are facing an unprecedented demand for courses and are being forced to prioritize course offerings;

Whereas, Growing concern exists among some groups and individuals regarding the appropriateness of California community college course offerings—as demonstrated by the rhetoric of the Legislative Analyst's Office and the Chancellor of the California Community Colleges System, as well as the recommendations (as of September 30, 2011) made by the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010); and

Whereas, Course development and enrollment management should be guided by demonstrated student and community educational need, as well as be fiscally and academically responsible (see Academic Senate adopted paper 2009 *Enrollment Management Revisited*);

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to ensure that course development and enrollment management are appropriately determined by documented educational need and further refined by fiscal considerations.

MSC

13.05 F11 Support for Student Success Courses Craig Rutan, Santiago Canyon College, Curriculum Committee

Whereas, Many students lack effective time management and study skills when entering California community colleges;

Whereas, Student success courses provide students with valuable instruction in such areas as study skills, time management, and other student success behaviors; and

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Whereas, Students without these skills often struggle to complete courses, and research¹ has shown that completing a student success course improves student persistence and aids in the transition from basic skills to college level courses;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to encourage all students who can benefit to enroll in a student success course during their first term at the college; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to collaborate with their administrations to ensure additional resources are allocated to provide student success courses for all students who can benefit.

MSC

13.06 F11 Provide Guidelines on Significant Lapse of Time Craig Rutan, Santiago Canyon College, Curriculum Committee

Whereas, Title 5 §55043 allows districts to “permit or require repetition of a course where the student received a satisfactory grade the last time he or she took the course but the district determines that there has been a significant lapse of time since that grade was obtained”;

Whereas, No guidelines currently exist to help districts determine reasonable standards for course repetition due to a significant lapse of time, and therefore this concept is applied inconsistently throughout California community colleges; and

Whereas, Recent changes to other sections of Title 5, especially those regarding repeatable courses, may lead to increased requests to allow course repetition due to significant lapse of time;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop and provide guidance for local districts and colleges regarding policies on course repetition due to a significant lapse of time.

MSC

13.07 F11 Implementation of Student Success Task Force Recommendations Cynthia Rico-Bravo, San Diego Mesa College, Futures Committee

Whereas, The Academic Senate supports educationally sound strategies and mechanisms for improving student success;

Whereas, Strategic implementation of the recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) will permit the state and California community colleges to assess the results of these recommendations,

¹ See, for example, Laura Hope’s “Literature Review of Student Success Courses,” produced by The Carnegie Foundation for the Advancement Of Teaching, or Santa Monica College’s “Examining the Relationship between Freshman Seminars, Student Achievement, and Persistence: A Study of First-Time Santa Monica College Students Enrolled in Counseling 20.”

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including the effectiveness in improving student success, in closing the achievement gap, and in increasing student attainment of certificates, degrees, and transfer; and

Whereas, Parties remain interested in performance-based funding for community colleges, and, without reliable data that can be easily studied to see which recommendations created the most positive change, the state will not be able to make informed decisions about the future of student success measures or subsequent funding;

Resolved, That the Academic Senate for California Community Colleges support a phased approach to any implementation of the California Community Colleges Task Force on Student Success recommendations that controls for multiple variables and leads to validated conclusions about the effectiveness of the recommendations.

MSC

13.08 F11 Responding to the Student Success Task Force Recommendations Jane Patton, Mission College, Futures Committee

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) propose a complex package of integrated changes to the way the California community colleges currently function;

Whereas, Student success, specifically, and academic and professional matters more generally are areas in which primary responsibility has been granted to the local academic senate; and

Whereas, Faculty commitment to student success has always been a given and faculty are in the best position to provide an in-depth analysis of changes proposed to impact success, as well as to provide alternative approaches to student success;

Resolved, That the Academic Senate for California Community Colleges develop a timely response to the recommendations of the California Community Colleges Task Force on Student Success that provides an analysis of the proposed changes and, where appropriate, prioritizes, delineates options, and provides alternatives; and

Resolved, That the Academic Senate for California Community Colleges develop a timely response to the individual recommendations of the California Community Colleges Task Force on Student Success that provides an analysis of the proposed changes and, where appropriate, rejects, prioritizes, delineates options, and/or provides alternatives.

MSC

13.09 F11 Professional Concerns Related to California Community College Partnerships with MyEDU Diane Oren, San Joaquin Delta College, Area A

Whereas, MyEdu is a commercial company that has recently expressed interest in collaborating with California community colleges in providing students with scheduling and educational planning tools;

Whereas, MyEdu aggregates publicly available scheduling data from college websites along with professors'

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grade distributions by course (data that districts are legally required to provide to the public) as well as student reviews of professors from third-party web sites;

Whereas, MyEdu has adopted a model that encourages students to think of their college education as consumers and their professors as service-providers, encouraging them to focus on grades and anecdotal opinions rather than learning; and

Whereas, The Academic Senate acknowledges that the best sources of information to assist students in choosing an educational path and courses that will help them achieve their goals are local counseling and discipline faculty;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to oppose partnerships with MyEdu and other third party organizations that encourage students to make educational decisions based upon opinion pieces about professors or professors' grade distributions; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to urge their associated student body organizations to carefully consider the usefulness of such enterprises as opposed to local counseling and discipline faculty.

MSC

13.10 F11 Coordinating a Model of Basic Skills Instruction through Implementation of the ERWC Jon Drinnon, Merritt College, Area B

Whereas, The Expository Reading and Writing Course (ERWC) – developed by CSU faculty and high school teachers and administrators in late 2002 and disseminated to high schools via professional development since Fall 2004 – is a course designed to prepare high school juniors and seniors to meet the expectations of college and university faculty, is research based and rooted in effective instructional practices, and is aligned with California English-Language Arts Content Standards, the Common Core State Standards, and the Statements of Competencies created by the Intersegmental Council of Academic Senates articulated in *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*;

Whereas, The ERWC, a component of the CSU-CCC Early Assessment Program, has been central to the CSU's college readiness outreach efforts, has been adopted by 426 high schools, and has been shown to improve high school student preparedness for college;

Whereas, The California Community College System is being encouraged (as of September 30, 2011) by the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) to “collaborate with K-12 to jointly develop common core standards,” and to “support the development of alternatives to traditional basic skills curriculum”; and

Whereas, College readiness is critical to the success of California community college students;

Resolved, That the Academic Senate for California Community Colleges disseminate information about the California State University's Expository Reading and Writing Course by Spring 2012 to local academic senates and encourage them to involve their English faculty (including their reading faculty) in collaboration with local high schools and CSU campuses in this college readiness effort; and

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Resolved, That the Academic Senate for California Community Colleges publish a *Rostrum* article and sponsor a breakout on the California State University's Expository Reading and Writing Course at the Spring 2012 Plenary.

MSC

13.11 F11 Student Success Task Force Recommendations: Priority Enrollment Evelyn Lord, Laney College, Area B

Whereas, Recommendation 3.1 (draft dated September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) states that "Continuing students should lose enrollment priority if they

- 1) Do not follow their original or a revised education plan;
- 2) Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) or Progress Probation (failure to successfully complete at least 50 percent of their classes);
- 3) Fail to declare a program of study by the end of their third term; or
- 4) Accrue 100 units (not counting Basic Skills and ESL courses);

Whereas, Drastic cutbacks in state and local funding have forced section cuts that have not allowed students to fulfill their education plans; and

Whereas, Such changes to priority registration for continuing students could dramatically and negatively impact student equity goals;

Resolved, That the Academic Senate for California Community Colleges request that recommendation 3.1 (as of September 30, 2011) of the California Community Colleges Task Force on Student Success not move forward until the potential impact on traditionally underserved and under-performing populations has been thoroughly researched and it has been determined that there will be no disproportionate negative impact on these populations.

MSC

13.12 F11 California Community College Honors Program Completion Recognition on CSU Transfer Application Patty Dilko, Cañada College, Area B

Whereas, At least 57 of the California community colleges offer official honors transfer programs with identified entrance and completion policies;

Whereas, Currently California community college students have no way to indicate completion of an honors transfer program, including at least 15 semester units in honors level work, on their California State University (CSU) application; and

Whereas, Students in honors transfer programs have completed an academic program that requires them to engage in research and other academic work above and beyond the required coursework to be considered for transfer;

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Resolved, That the Academic Senate for California Community Colleges collaborate with members of such relevant associations as the Bay Honors Consortium to develop appropriate methods of identifying honors transfer program completion on the CSU transfer application; and

Resolved, That the Academic Senate for California Community Colleges collaborate with CSU to identify and implement an appropriate identifier on the CSU transfer application for students who have completed an official honors transfer program at a California community college.

MSC

13.13 F11 Reporting of How Feedback on Student Success Task Force Draft Recommendations was Addressed Don Gauthier, Los Angeles CCD, Area C

Whereas, The recommendations (as of September 30, 2011) of the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) are being vetted across the state through a variety of venues in which faculty can provide feedback on the recommendations; and

Whereas, Many of the recommendations of the California Community College Student Success Task Force fall within academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges request that the California Community College Student Success Task Force formally communicate to the field how the feedback received through the vetting process on the recommendations (as of September 30, 2011) has been addressed.

MSU

13.14 F11 Earned-Unit Limitations for Registration Priority Concerns Wheeler North, San Diego Miramar College, Area D

Whereas, Due to severe fiscal constraints and perceived abuse by students, continuing-student registration priorities are being restricted locally to give low registration priority to students who have attained excessive units, and a regulatory priority limit of 100 units has been recommended (September 30, 2011, recommendation 3.1) by the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010);

Whereas, The mission of the California community colleges legitimately serves some students who will typically exceed these limitations, such as those in higher unit programs or those seeking re-entry for retraining, which bars these students from enrollment priority for their final classes;

Whereas, While policies and proposals regarding enrollment priority limitations recognize that exceptions should be allowed, typical exception processes implemented in community colleges are handled by petition procedures, and such processes in these cases inappropriately create barriers for students who are legitimately engaged in programs or coursework appropriate to the California community college mission; and

Whereas, Registration automation with priority limitations is becoming the norm for colleges, and therefore many students are unaware that their priority status changes during their education and are consequently unaware of why they cannot enroll in their final classes;

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Resolved, That the Academic Senate for California Community Colleges urge colleges and policy-makers to ensure that community college students who are legitimately engaged in programs or coursework appropriate to the California community college mission are able to maintain registration priority without undue burden.

MSC

13.15 F11 Endorse CCCI Response to Student Success Task Force Recommendations Rosi Enriquez, Santiago Canyon College, Area D

Whereas, At its October 15, 2011, meeting the California Community College Independents (CCCI) passed a “Resolution in Response to the Draft Recommendations of the California Community College Task Force on Student Success”;

Whereas, The positions expressed in the CCCI resolution are fully consistent with those of the Academic Senate; and

Whereas, The CCCI resolution highlights in clear, articulate, and detailed terms both the positive aspects of the task force recommendations and the areas in which the recommendations are problematic;

Resolved, That the Academic Senate for California Community Colleges endorse in its entirety “The California Community College Independents (CCCI) Resolution in Response to the Draft Recommendations of California Community College Task Force on Student Success.”

MSC

13.16 F11 Common Assessment Derived from Current Assessment Daniel Smith, Mt. San Antonio College

Whereas, Many California community colleges have locally established, researched, vetted, and validated placement tests that place students into classes in which they are most likely to be successful;

Whereas, Assessment for placement is closely related to matters of prerequisites and curriculum and is therefore clearly an academic and professional matter; and

Whereas, Assessment instruments that do not align with established curricula are liable to increase misplacement of students into courses and therefore hinder student success;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that the California Community College Task Force on Student Success amend its recommendation (as of September 30, 2011) so as to ensure that discipline faculty have the dominant voice in the process of adapting the body of locally established and validated placement tests into the development of a common assessment instrument.

MSC

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13.17 F11 CalWORKs and the Student Success Task Force Recommendations Karen Chow, De Anza College

Whereas, The California Community College's CalWORKs program currently provides or is directly responsible for service coordination with local counties and college student services units, academic counseling and vocational planning, matriculation guidance, childcare services, job preparation and search, subsidized work placement both on and off campus, instruction, document completion, data management, post-employment, and other services, which are used by California counties to meet their federal required work participation rates;

Whereas, All CalWORKs students have a county mandated time period within which to reach their goals while receiving specific and intensive services to meet their county and college compliance requirements;

Whereas, Inclusion of community college CalWORKs in any flexible spending category will jeopardize and dilute program services and will expedite the likelihood of California receiving a work participation rate penalty from the federal government equal to \$185,000,000; and

Whereas, Implementing recommendation 8.1 (as of September 30, 2011) from the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) would discontinue dedicated funding for community college CalWORKs, which in turn would essentially eliminate \$8,000,000 dollars in federal TANF funding, and, furthermore, would jeopardize \$26,000,000 in state Maintenance of Efforts dollars at California's community colleges;

Resolved, That the Academic Senate for Community Colleges oppose the inclusion of the community college CalWORKs programs within the flexible spending category as defined within recommendation 8.1 "Consolidate Select Categorical Programs" of the draft recommendation (as of September 30, 2011) from the California Community College Task Force on Student Success.

MSC

13.18 F11 Objection to the Language of the Student Success Task Force Report Kathy Kelley, Chabot College

Whereas, The recommendations (as of September 30, 2011) of the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) calls for a refocusing and reorienting of institutions towards student success;

Whereas, Faculty are deeply concerned and offended by the document's suggestion that we need to refocus on student success; and

Whereas, Student success has always been a focus of faculty and our efforts;

Resolved, That the Academic Senate for California Community Colleges urge the California Community College Student Success Task Force in its final recommendations to use language that acknowledges and

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respects the expertise and experience of community college faculty in planning for curriculum and instruction based on our students' best interests and characteristics.

MSU

13.19 F11 Supplemental Instruction and Student Success Task Force Recommendation 5.1 Don Gauthier, Los Angeles Valley College

Whereas, Supplemental Instruction (copyrighted by the University of Missouri-Kansas City) is a defined approach to student success that is targeted toward courses that are traditionally difficult, uses specially trained peer (student) learning leaders, uses faculty-developed material, and is designed to address retention, transfer rates, degree or certificate completion, and the disconnect that can occur between disciplines, such as specific math skills needed to pass a chemistry course;

Whereas, Supplemental Instruction is a faculty-driven, team approach to student success and can either be done separately from or embedded in a specific course;

Whereas, *Basic Skills as a Foundation for Student Success in California Community Colleges* states, "The term 'basic skills' is frequently labeled as demeaning, contributing to a negative self-concept for students assigned to these programs," and supports centralization of learning support to minimize isolation of basic skills students (effective practice D10, p. 137); and

Whereas, The California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) recommendation 5.1 (as of September 30, 2011) recommends amending Title 5 Regulations to remove the requirement that "supplemental instruction" be tied to a specific course with regard to basic skills;

Resolved, That the Academic Senate for California Community Colleges remind the California Community College Student Success Task Force members that Supplemental Instruction is a proven method for achieving student success because it is tied to a course; and

Resolved, That the Academic Senate for California Community Colleges oppose any recommendation that stigmatizes a specific group of students rather than recognizing courses that are difficult and may require Supplemental Instruction as defined by the University of Missouri-Kansas City.

MSC

13.20 F11 Supplemental Instruction Survey and Glossary Don Gauthier, Los Angeles Valley College

Whereas, Many colleges are struggling to address the needs of students who face obstacles in achieving success in academically challenging courses;

Whereas, Different terms, such as learning instruction and supplemental instruction have been used interchangeably; and

Whereas, Supplemental Instruction (copyrighted by the University of Missouri-Kansas City) is a proven method for student success, involving faculty-driven, peer-to-peer learning in conjunction with a course;

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Resolved, That the Academic Senate for California Community Colleges survey colleges to gather effective practices in Supplemental Instruction and to clarify the terminology used regarding this practice; and

Resolved, That the Academic Senate for California Community Colleges publish a summary of survey results and glossary of terms regarding Supplemental Instruction in a *Rostrum* article by Fall 2012.

MSC

13.21 F11 The California Educational Policy Grant Michele Hester-Reyes, College of the Sequoias

Whereas, The California Educational Policy Grant has been given to Central Valley colleges in the “C- 6 Consortium,” which have “agreed to work together to pilot a series of innovative approaches to educational policy reform efforts focused on college readiness” that will “determine a best practice for the entire state”;

Whereas, The grant includes the following components:

- Use of a common placement and advisement test across all colleges
- Agreement on common cut scores for placement tests
- Alignment of curriculum between 12th grade and college freshmen year
- Priority registration for targeted groups

Whereas, The goals of this grant resemble other attempts at academic reform such as the Accelerated Learning College, AB 743 (Block, 2011), and some preliminary and as yet unapproved recommendations of the California Community College Student Success Task Force, and embarking on this venture bypasses Consultation Council, Academic Senate processes, and other statewide participatory governance processes; and

Whereas, Although the grant background document indicates “academic senates in the 12 colleges will share instructional reforms with colleges in state meetings, beginning the grassroots movement for change,” the faculty in the targeted colleges may not have been involved in the decision to participate in the grant and may not be aware of the administrative decision to sign on with this grant, the goals are clearly academic and professional matters, and the results of the pilot will have an effect on both local and statewide policies regarding academic and curricular matters;

Resolved, That the Academic Senate for California Community Colleges inform local colleges about the existence of this grant, remind senates of the purview of the local academic senates in academic matters, and encourage senates to insist on faculty participation in any and all academic matters; and

Resolved, The Academic Senate for California Community Colleges provide needed support to the C-6 consortium faculty.

MSU

2011 Fall Plenary Session Adopted Resolutions

15.0 INTERSEGMENTAL ISSUES

15.01 F11 Faculty Primacy in Alignment of Standards with K-12 Carolyn Holcroft, Foothill College, Curriculum Committee

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommends (as of September 30, 2011) that the California Community College System collaborate with the K-12 system to align high school exit standards with community college standards of college readiness;

Whereas, Title 5 §53200 (b) designates “Standards or policies regarding student preparation and success” as an academic and professional matter that falls under the purview of the local academic senate, and therefore community college faculty should be the primary leaders of any revision of academic standards;

Whereas, While alignment of standards between the K-12 and the California Community College System may enhance college preparedness and increase student success, such alignment must be led by community college faculty in order to ensure that pre-established Common Core Standards adopted by the K-12 system are not imposed on community colleges; and

Whereas, Any meaningful dialog regarding alignment of standards between the K-12 and the California Community College System will require significant human and financial resources to enable full participation of all appropriate parties;

Resolved, That the Academic Senate for California Community Colleges study the K-12 Common Core Standards and consider the degree to which those standards might align with community college readiness standards; and

Resolved, That the Academic Senate for California Community Colleges insist that any discussion of alignment of standards between the K-12 and the California Community College System be a faculty-led initiative with sufficient support provided by the community college and K-12 system offices.

MSC

19.0 PROFESSIONAL STANDARDS

19.01 F11 Electronic Materials and Best Practices Dustin Hanvey, Pasadena City College, Distance Education Ad Hoc Committee

Whereas, Electronic instructional materials have become increasingly common in both online and face-to-face courses in California community colleges;

Whereas, Interest in these materials is increasing, in part because they frequently cost less than traditional print materials; and

Whereas, Faculty currently using and those who are interested in using these materials may not have enough information available to them regarding effective practices for how these materials should be used;

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Resolved, That the Academic Senate for California Community Colleges disseminate information to faculty, including recommendations, on the effective and appropriate uses and on the restrictions, regulations, and liabilities of instructional e-materials.

MSC

19.02 F11 Teachers Using E-instructional Materials

Danielle Martino, Santiago Canyon College, Distance Education Ad Hoc Committee

Whereas, E-instructional materials can provide useful learning tools that also monitor student progress, include instantaneous feedback to both students and faculty, and often offer comprehensive tracking and grading tools that are costly and difficult to duplicate;

Whereas, Many e-instruction materials include assessment and grading programs for evaluating student mastery of the course content and/or required skills;

Whereas, The effectiveness of such assessment and grading components, in general, remains unproven and the specific components of e-materials varies considerably between different publishers; and

Whereas, Faculty are responsible for assessing learning and assigning grades according to Education Code §76224(a) and Title 5 §55002, and no electronic system can replace the guidance provided by faculty directly to students when learning course content and being assessed in the knowledge of the content;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review any existing policies regarding the use of e-instructional materials or develop policies regarding e-instructional materials as necessary to encourage instructors to carefully consider their responsibility in assessing, communicating about, and grading student work effectively before adopting electronic systems that claim to easily replace or replicate this crucial work of faculty.

MSC

19.03 F11 Uphold Local Control of Professional Development Activities

Dolores Davison, Foothill College, Executive Committee

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) suggest that statute or regulations should be amended to allow the California Community College Chancellor's Office or Board of Governors to mandate specific purposes for flex day activities presented by individual colleges or districts;

Whereas, Title 5 §53200 (c) lists "policies for faculty professional development activities" as an academic and professional matter under the purview of the local academic senate; and faculty expertise and knowledge regarding instruction and professional standards is necessary for determining appropriate faculty professional development activities and procedures, and thus the current assignment of such issues to the local academic senate's purview is appropriate and should not be changed;

Whereas, Local college and district local academic senates are in the best position to assess their own faculty professional development needs at any specific time or for any given flex day and therefore should be allowed the freedom to determine the most appropriate use of professional development activities and resources; and

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Whereas, Chancellor Jack Scott and other California Community College Student Success Task Force members recognized the need to revise recommendation 6.1 (as of September 30, 2011), and indicated that the intent never was to mandate specific professional development activities (Academic Senate Plenary November 3, 2011);

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community Colleges Task Force on Student Success the importance of local control over faculty professional development activities and resources and the importance of respecting the purview of the local academic senate regarding faculty professional development activities as specified under Title 5 §53200 (c).

MSC

19.04 F11 Full-Time Faculty and Student Success **Beth Smith, Grossmont College, Executive Committee**

Whereas, The Academic Senate for California Community Colleges stands on the principle that full-time faculty are essential to and an unequalled component of any effort to increase student success;

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) proposes a variety of recommendations (as of September 30, 2011) to increase student success but omits this key element to overall student success and achievement that plays a significant role in addressing the equity gaps at momentum points and completion measures;

Whereas, Full-time credit faculty now teach about 56% of all credit instructional hours within the state, woefully shy of the 75% rule, and full-time noncredit faculty now teach approximately a dismal 5% of all noncredit instructional hours; and

Whereas, Any recommendations that seek to transform the California Community College System toward greater student success yet do not include increasing the number of full-time faculty in the colleges are incomplete and deny an obvious fact identified in research and literature reviews;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) amend its recommendations (as of September 30, 2011) to include a policy statement and implementation steps to increase the number of full-time community college faculty in the state and funding to support such an increase.

MSU

19.05 F11 Faculty Evaluations Processes **Kevin Bontenbal, Cuesta College, Executive Committee**

Whereas, Education Code and Title 5 Regulations clearly define the local academic senate's purview relative to academic and professional matters, and the evaluation of faculty, including counselors and librarians, is a professional matter negotiated by local unions after consultation with local academic senates (Education Code §87610.1);

2011 Fall Plenary Session Adopted Resolutions

Whereas, The Academic Senate advocates for quality evaluations and evaluation procedures but has not recently surveyed local academic senates about the types of evaluation processes currently in use across the state and has not updated its 1990 paper *Guidelines for Developing a Faculty Evaluation Process*; and

Whereas, Many changes in teaching and service delivery have occurred in the last 20 years (i.e., distance education, hybrid courses, web-based databases and online student faculty interactions) which require modified or new evaluation techniques and processes;

Resolved, That the Academic Senate for California Community Colleges survey districts on the processes and criteria used for faculty evaluation and work with statewide bargaining organizations to analyze the results and identify and formulate effective practices for the purpose of updating the 1990 paper *Guidelines for Developing a Faculty Evaluation Process*.

MSC

19.06 F11 Student Equity for eTranscripts Jon Drinnon, Merritt College, Area B

Whereas, 75 California educational institutions are participating in eTranscripts, including 44 community colleges (as of October 20, 2011), 17 California State Universities, 9 University of California campuses, and 5 private colleges, but the remaining 68 community colleges are not yet signed up;

Whereas, There is a strong likelihood that students from community colleges who file their applications early using eTranscripts will be admitted to four-year universities before students who apply with traditional paper transcripts, taking up a disproportionate number of the available slots for entry; and

Whereas, According to a Chancellor's Office Press Release dated October 10, 2011, the California Community Colleges Chancellor's Office has just received a one-time allocation from the California State Assembly for \$500,000 "to help fund the cost of converting from the paper to an electronic transcript system";

Resolved, That Academic Senate for California Community Colleges contact the local faculty senates at those colleges that do not have eTranscripts in place and strongly encourage them to work with their administrations to use eTranscripts to protect the transfer entrance rights of their students;

Resolved, That Academic Senate for California Community Colleges contact the local faculty senates at those colleges that do not have eTranscripts in place and strongly encourage them to work with their administrations to contact the transfer institutions in their areas to get those four-year institutions signed up for eTranscripts; and

Resolved, That Academic Senate for California Community Colleges urge the Chancellor's Office to use as much of the \$500,000 one-time allocation from the California State Assembly as necessary to provide funding to colleges that do not have eTranscripts yet so that all colleges will be on an equal footing to get their students access to transfer to the four-year university of their choice.

MSC

2011 Fall Plenary Session Adopted Resolutions

19.07 F11 Review of Title 5 Regulations Pertaining to Professional Development Nickawanna Shaw, Citrus College, Area C

Whereas, Faculty professional development activities directly improve teaching and learning and should be funded by the state;

Whereas, College-wide and individual activities that satisfy “flex” requirements may include options that do not directly promote the improvement of teaching and learning; and

Whereas, Title 5 §55724 provides options and compliance measures for professional development of “instructional staff” which list the types of flex activities for which apportionment may be claimed:

55724 (a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

- (1) A complete description of the calendar configuration.
- (2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).
- (3) The number of days during which instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.
- (4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:
 - (A) course instruction and evaluation;
 - (B) staff development, in-service training and instructional improvement.
 - (C) program and course curriculum or learning resource development and evaluation;
 - (D) student personnel services;
 - (E) learning resource services;
 - (F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
 - (G) departmental or division meetings, conferences and workshops, and institutional research;
 - (H) other duties as assigned by the district;
 - (I) the necessary supporting activities for the above;

Resolved, That the Academic Senate for California Community Colleges develop a definition of faculty professional development and clarify the types of activities that would satisfy faculty professional development and bring this definition back for approval at Fall Plenary 2012;

Resolved, That the Academic Senate for California Community Colleges support the use of faculty professional development as a means of improving instruction, particularly with respect to meeting the needs of basic skills students, and assert the primacy of faculty in determining what faculty professional development activities are most appropriate; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to colleges on the appropriate use of flexible calendar days and the development of the required district flexible calendar plans.

MSC

2011 Fall Plenary Session Adopted Resolutions

19.08 F11 Value of Flex Activities Wheeler North, San Diego Miramar College, Area D

Whereas, Title 5 §55724 provides calendar options to districts that allow up to 15 of the required 175 instructional days per year to be used for “instructional improvement activities in lieu of part of regular classroom instruction”;

Whereas, Chapter 6 of the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) draft recommendations (September 30, 2011) mistakenly defines this time to be specifically for the purpose of “professional development” and then proceeds to present data and make recommendations based upon this inaccurate definition;

Whereas, Current verbiage of Chapter 6 of the task force draft recommendations provide for Board of Governors or Chancellor’s Office control of local use of the in-lieu-of-time specifically for state determined professional development outcomes; and

Whereas, Title 5 §55724 provides a non-exclusive list of allowable categories that are all appropriate out-of-classroom activities which, if well implemented per the required plans and Chancellor’s Office provided training and auditing requirements, do lead to significant and valuable improvements in instruction, and these categories include the following: course instruction and evaluation; staff development, in-service training and instructional improvement; program and course curriculum or learning resource development and evaluation; student personnel services; learning resource services; related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity; departmental or division meetings, conferences and workshops, and institutional research; other duties as assigned by the district; the necessary supporting activities for the above;

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Task Force on Student Success and the Board of Governors that there are many faculty and staff out-of-classroom activities beyond the narrow scope of professional development that lead to improvements in instruction and that limited evidence exists to prove that any of these activity categories is less significant than another.

MSC

21.0 VOCATIONAL EDUCATION 21.01 F11 Resolution Opposing Carl D. Perkins Funding Cuts Louis Quindlen, Laney College, Area B

Whereas, The United States has been in a prolonged economic crisis resulting in record unemployment, and despite this record unemployment, a serious shortage of skilled technical workers exists, a shortage that will increase over the coming years as older workers retire;

Whereas, Numerous studies show the areas of greatest job growth over the next decade are jobs requiring two-year technical degrees and certificates;

Whereas, Educational institutions that provide in-demand technical training rely heavily on Perkins funding to buy the equipment and supplies that allow them to offer up to date innovative technical training; and

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Whereas, The 2011 federal budget cut Perkins funding by 11% and Congress is proposing further cuts of 20% in the 2012 budget;

Resolved, That the Academic Senate for California Community Colleges oppose any cuts to federal Carl D. Perkins funding in the 2012 federal budget.

MSC

2011 Fall Plenary Session Referred Resolutions

6.05 F11 Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only **Phil Smith, American River College, Executive Committee**

Whereas, Need-based financial aid is awarded to students on the basis of financial necessity rather than academic merit;

Whereas, Historically, the vast majority of students have attended public or private nonprofit colleges, and thus need-based financial aid from taxpayer dollars was thought to be an investment in individuals for the good of society and not for the benefit of private investors; and

Whereas, The expansion of and aggressive marketing by for-profit colleges and universities create a situation in which need-based financial aid is additionally used to make a profit for corporate investors directly from taxpayer dollars;

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that limit need-based financial aid packages to public and private nonprofit colleges only.

MSR Disposition: To the Executive Committee to perfect and return in Spring 2012.

2011 Fall Plenary Session Failed Resolutions

5.03 F11 Endorse Student Support Fund Wheeler North, San Diego Miramar College, Area D

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) recommendations (as of September 30, 2011) Chapter 8, and specifically recommendation 8.2, calls in multiple places to redirect existing and new funds for the purpose of establishing a new Student Support Initiative categorical fund (“Both the redirection of existing resources and the acquisition of new resources will be necessary...”, “...coupled with the reallocation of existing community college funding...”, “...will require reprioritization of resources at the state and local levels...”);

Whereas, In 2006 an additional \$31 million of ongoing funds were used to establish the Basic Skills Initiative, which has subsequently led to \$165 million over the span of the initiative, and this initiative has led to a variety of documented success-improving activities; and

Whereas, The proposed amounts, plans, and additional local requirements for this initiative recommendation are vaguely stated and ill-defined and thus if implemented will need to be rigorously monitored and implemented with full consultation oversight;

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Task Force on Student Success recommendation 8.2 (as of September 30, 2011) “Invest in the Student Support Initiative” while asserting faculty primacy over state and local decisions regarding the planning and implementation of student support measures referenced in the recommendation.

MSF

6.02.02 F11 Amend Resolution 6.02 F11 Cathy Cox, Mission College, Area B

Add a third whereas:

Whereas, Students not desiring a degree or certificate may audit a course in an attempt to circumvent regular student fees, resulting in a potential loss of apportionment to colleges that may adversely impact their programs and services;

Amend the current third whereas:

Whereas, The Academic Senate for California Community Colleges has taken positions over the years opposing fees for students, but as fees continue to rise, the community college system needs an audit fee structure that is ~~proportional~~ equivalent to regular student fees;

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges recommend a change to California Education Code §76370 to make the fee for auditing courses ~~proportionally greater than~~ equal to the fees charged per credit unit of instruction.

MSF

2011 Fall Plenary Session Failed Resolutions

6.06 F11 Allow Community Colleges to Subsidize Credit Instruction with Not-For-Credit Class Fees Phil Smith, American River College, Executive Committee

Whereas, Current Education Code §78300 and Title 5 Regulation §55002 allow community colleges to offer not-for-credit, self-supporting community services classes provided that community colleges offer them only at cost;

Whereas, These courses are optional and offered for personal knowledge and enrichment and are not central to the community colleges' primary mission to prepare students for the workforce and for transfer to a four-year college;

Whereas, Due to the current budget contraction, greater and greater numbers of degree- and job-seeking students are being denied the credit courses they need to complete vocational programs or to prepare for transfer; and

Whereas, In challenging budget times, taxpayers may reasonably ask individuals to pay more for optional personal enrichment experiences in order to enhance opportunities for students to enroll in needed credit courses;

Resolved, That the Academic Senate for California Community Colleges support legislation allowing colleges and districts to charge more than the cost for not-for-credit classes and to use the proceeds solely to fund additional sections of credit courses and support services for vocational and transfer programs of study.

MSF

7.06 F11 Revisit Mission of California Community Colleges David Morse, Long Beach City College, Futures Committee

Whereas, Education Code §66010.4 (a) states, "The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school" and "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement";

Whereas, Education Code §66010.4 establishes that in addition to its primary mission, the California community colleges will also provide as important functions "remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level" and "The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges";

Whereas, While the mission of the California community colleges was established nearly 50 years ago and therefore might merit reexamination and revision, any changes to that mission should be determined through explicit dialog and consultation rather than in a piecemeal and informal fashion; and

Whereas, Recent and current economic conditions have led to Chancellor's Office directives regarding core priorities and to reports or statements from other bodies that have, without formal action or authorization, redefined the primary mission of California community colleges;

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Resolved, That the Academic Senate for California Community Colleges initiate discussions in the Consultation Council and other appropriate venues to either reconfirm as written or formally revise as appropriate the mission of the California community colleges.

MSF

7.06.01 F11 Amend Resolution 7.06 F11 Eric Kaljumagi, Mt. San Antonio College, Area C

Delete third whereas:

~~Whereas, While the mission of the California community colleges was established nearly 50 years ago and therefore might merit reexamination and revision, any changes to that mission should be determined through explicit dialog and consultation rather than in a piecemeal and informal fashion; and~~

Add a new third whereas:

Whereas, Recent and current economic conditions have led to Chancellor's Office directives regarding core priorities and to reports or statements from other bodies that have, without formal action or authorization, redefined the ~~primary~~ mission of California community colleges;

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges initiate discussions in the Consultation Council and other appropriate venues to clarify either reconfirm the mission of the California community colleges ~~or formally revise as appropriate the mission of the California community colleges.~~

MSF

9.01.01 F11 Amend Resolution 9.01 F11 Karen Saginor, City College of San Francisco, Area B

Strike the first resolve:

~~Resolved, That the Academic Senate for California Community Colleges support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction; and~~

MSF

9.07.01 F11 Amend Resolution 9.07 F11 Karen Saginor, City College of San Francisco, Area B

Add new fourth resolve:

Resolved, That the Academic Senate for California Community Colleges amend the document "Recommendations Regarding Repeatability" by striking the recommendation to "Eliminate repeatability for all

2011 Fall Plenary Session Failed Resolutions

other visual and performing classes, including all classes in studio art and all non-performance classes in music, theater, and dance”; and

MSF

9.11 F 11 Amend “Recommendations Regarding Repeatability” of Off-Season Conditioning Kim Harrell, Folsom Lake College, Area A

Whereas, The document “Recommendations Regarding Repeatability” allows repeatability for intercollegiate athletics courses but sets limits on the repetition of off-season conditioning courses to two repeats;

Whereas, The California Community Colleges Athletics Association’s (CCCAA) Bylaws state, “No athlete shall be allowed more than two (2) seasons of collegiate competition in any one sport,” (Article 1.7) yet provides an extensive appeals process for illness or injury (1.8.1), extenuating circumstances (1.8.2), eligibility verification error (1.8.3), mandatory service (1.16) and dropped sports (1.17.1); and

Whereas, Red shirt athletes may be members of teams and participate in off-seasoning conditioning courses to prepare for competition but may not compete in CCCAA sanctioned events and could thereby need to enroll in off-seasoning conditioning courses more than the proposed limit;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” by striking the recommendation to “Allow sport-specific off-season classes to be repeated twice subject to COA and NCAA eligibility requirements”; and

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” to read, “Allow repeatability for intercollegiate athletics courses and off-season conditioning courses in accordance with CCCAA and NCAA eligibility requirements.”

MSF

9.11.01 F11 Amend Resolution 9.12 F11 Kim Harrell, Folsom Lake College

Amend second resolve:

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” to read, “Allow repeatability for intercollegiate athletics courses and off-season conditioning courses. ~~in accordance with CCCAA and NCAA eligibility requirements.”~~

MSF

9.12 F11 Title 5 Changes to Physical Education Course Repeatability Linda Retterath, Mission College, Area B

Whereas, The Legislative Analyst’s Office (LAO) has recommended changes to Title 5 which would severely restrict the ability of local colleges to claim apportionment for repetition of credit physical education courses, in response to a perception that some colleges are generating an excessively large percentage of total apportionment through physical education to the possible detriment of the overall academic program;

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Whereas, The repeatability of physical education courses has been based on sound pedagogical reasoning, supported by research which indicates that the acquisition of physical skills requires repetition over an extended period of time, and also by a significant body of research that supports the role of physical education in student success and completion; and

Whereas, Changing repeatability status of physical education courses would adversely affect students completing degrees that will allow them to obtain jobs as fitness professionals, teachers, and coaches, as well as student athletes who are required to take off season physical conditioning courses;

Resolved, That the Academic Senate for California Community Colleges oppose the LAO's proposed restrictions on repeatability of physical education activity courses; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop and recommend changes to Title 5 which would cap the percentage of a college's total apportionment that could be generated by a single discipline.

MSF

9.13 F11 Limiting Performance Courses Per Discipline Sara McKinnon, College of Marin

Whereas, The document "Recommendations Regarding Repeatability" states that students are limited "to repeating a specific performance course a maximum of 3 times and to a total of 16 units of performance courses per college"; and

Whereas, Some students may take classes in more than one performing arts discipline;

Resolved, That the Academic Senate for California Community Colleges amend this recommendation to "a maximum of 3 times and to a total of 16 units of performance courses per discipline per college."

MSF

9.14 F11 Repeatability for Studio Art Courses Aldon Alger, Chaffey College, Area D

Whereas, Studio art students need to develop portfolios and choose an area of art in which to specialize;

Resolved, That the Academic Senate for California Community Colleges amend the document "Recommendations Regarding Repeatability" to define repeatability for studio art courses as one repeat.

MSF

9.15 F11 Career Technical Education Repeatability Janice Townsend, Los Medanos College, Area B

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b)(7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of the local academic senates;

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Whereas, Many districts in the state allow three repeats for career technical education activity courses per Title 5 §55041(3)(2)(B); and

Whereas, Title 5 language, “Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following” is ambiguous;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” to allow career technical education courses to be repeated one time.

MSF

9.16 F11 Amend Recommendations Regarding Repeatability of Forensics Joshua Miller, Los Angeles Valley College

Whereas, The document “Recommendations Regarding Repeatability” recommends eliminating repeatability for forensics courses;

Whereas, The California Community College Forensic Association, the sponsor of the annual State Championship Forensics Tournament, and the Phi Rho Pi National Tournament, the sponsor of the annual National Championship in Forensics, have both established eligibility criteria students must meet in order to compete in their tournaments that include the number of units students must be enrolled in;

Whereas, Student participation on a forensics team is similar to student athlete participation on an athletic team, requiring coaching and preparation for intercollegiate competition as well as state and national tournaments, and enrollment in an associated course for students is required for students to participate in travel to protect the district from liability; and

Whereas, The four major national forensics organizations for four-year colleges and universities all allow students four years of competitive eligibility, therefore eliminating repeatability of the forensics course at the community college level would effectively deny transfer students one and one half years of competitive experience, thus leaving them at a competitive disadvantage compared to students who began their competitive experience as freshmen at a four-year university;

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” to allow forensics courses to be repeated three times.

MSF

2011 Fall Plenary Session Failed Resolutions

13.03.02 F11 Amend Resolution 13.03 F11 **Daniel Smith, Mt. San Antonio College**

Amend second resolve:

Resolved, That the Academic Senate for California Community Colleges support the establishment of a centralized standard assessment for placement as an option ~~and encourage local academic senates to support selection of this assessment option for local use~~ and the adoption is not incentivized.

MSF

13.06.01 F11 Amend Resolution 13.06 F11 **Jon Drinnon, Merritt College, Area B**

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to define "significant lapse of time" in order to provide some flexibility for colleges and to limit the wide range of policies that are currently in place. ~~to develop and provide guidance for local districts for colleges regarding policies on course repetition due to significance lapse of time.~~

MSF

13.07.01 F11 Amend Resolution 13.07 F11 **Sarah Thompson, Las Positas College, Area B**

Amend second resolve:

Resolved, That the Academic Senate for California Community Colleges recommend that faculty continue efforts to improve student success in California community colleges. ~~do not end with the California Community Colleges Task Force on Student Success recommendations but are dynamic and evolve to focus on the endeavors that work and on newer strategies and recommendations.~~

MSF

13.07.02 F11 Amend Resolution 13.07 F11 **Karen Chow, De Anza College, Area B**

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges support a phased approach to any implementation of the California Community Colleges Task Force on Student Success recommendations and that any implementations require statewide faculty approval through shared governance processes mandated by the Education Code and the 10+1 that controls for multiple variables and leads to validated conclusions about the effectiveness of the recommendations; and

MSF

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13.08.01 F11 Amend Resolution 13.08 F11 **Karen Saginor, City College of San Francisco**

Add a new first resolve:

Resolved, That the Academic Senate for the California Community Colleges oppose accepting the draft California Community Colleges Task Force on Student Success Recommendations as a whole package; and

MSF

13.10.01 F11 Amend Resolution 13.10 F11 **Micah Jendian, Grossmont College**

Add a new second resolve:

Resolved, That the Academic Senate for California Community Colleges, while recognizing faculty primacy in curricular matters, encourage local academic senates to introduce their English faculty to the ERWC's emphasis and methodology as one possible methodology for their pre-college level courses to enhance the alignment of English pedagogy from K12 through CCC and CSU;

MSF

2011 Fall Plenary Session Withdrawn Resolutions

9.07.03 F11 Amend Resolution 9.07 F11 Sara McKinnon, College of Marin, Area B

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” ~~by striking the phrase “and students to a total of 16 units of performance courses” which places a non-curricular based limit on student course-taking to read “Limit students to repeating a specific performance course a maximum of 3 times and to a total of 16 units of performance courses per discipline per college.”~~

Withdrawn

9.15.02 F11 Amend Resolution 9.15 F11 John Freitas, Los Angeles City College

Add a fourth whereas:

Whereas, Career technical education curricula need to be aligned with industry demand;

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” to allow career technical education courses to be repeated ~~one time~~ at least once, and further allow districts to adopt local course repeatability policies for career technical education programs that are based on curricular need and industry demand.

Withdrawn

9.17 F11 Course Repeatability and Title 5 Changes Coleen Lee-Wheat, De Anza College, Area B

Whereas, Title 5 regulation changes concerning “repeatability” of successfully completed courses in several disciplines have been suggested to resolve a fiscal crisis;

Whereas, The outcomes of physical education courses are supported by research that indicates repetition is a mainstay of acquisition of physical skill sets and in turn lends to improved physical health and wellbeing;

Whereas, Student athletes who intend to transfer as student athletes depend upon year-round participation in physical education courses specifically addressing their skill acquisition and conditioning needs in order to be considered viable candidates for scholarships; and

Whereas, The California State University’s (CSU) kinesiology and physical education curriculum define “groups” of required course study;

Resolved, That the Academic Senate for California Community Colleges recommend that physical education activity courses taught at each college be placed into “groups” to determine repeatability in order to align community college physical education curricula with CSU patterns;

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Resolved, That the Academic Senate for California Community Colleges recommend that these “groups” be defined as combative, cardiovascular fitness, stretching and relaxation, strength development, individual and dual sports, team sports, and recreation, with the caveat that each course may only appear in one group; and

Resolved, That the Academic Senate for California Community Colleges work for a Title 5 change to allow students to take any course within the defined groups for credit and apportionment three times for any semester course and comparable number of takes for campuses on a quarter system.

Withdrawn

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9.18 F11 Add an “Athletic Conditioning and Skill Development” Taxonomy of Programs (TOP) Code to the Curriculum Inventory Kim Harrell, Folsom Lake College

Whereas, The document, “Recommendations Regarding Repeatability” places an eight-course limit on the number of physical education courses students may take, yet student athletes need more than eight courses combined in physical education and athletic conditioning and skill development to support sport participation;

Whereas, The Chancellor’s Office for California Community Colleges intends to identify athletic conditioning and skill development courses by the physical education TOP code 0835.00; and

Whereas, Athletic conditioning and skill development courses are coded with the same TOP code as physical education (0835.00) and therefore would lose repeatability under the current recommendations in the document “Recommendations Regarding Repeatability”; and

Whereas, Athletic conditioning and skill development courses cannot be coded with the athletics TOP code of 0835.50 because Title 5 §58162(b) states that “State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 hours of attendance for each enrolled student in each fiscal year, for each sport in which the student participates”;

Resolved, That the Academic Senate for California Community Colleges work with the System Advisory Committee on Curriculum of the Chancellor’s Office to develop a TOP code for athletic conditioning and skill development to identify sport conditioning and skill development courses so they are not counted against the proposed eight-course limit for physical education; and

Resolved, That the Academic Senate for California Community Colleges recommend that courses coded with the athletic conditioning and skill development TOP code remain repeatable.

Moot

***9.18.01 F11 Amend Resolution 9.18 F11 Diane Oren, San Joaquin Delta College**

Amend whereases:

Whereas, The document, “Recommendations Regarding Repeatability” places an eight-course limit on the number of physical education courses students may take, yet student athletes need more than eight courses combined in physical education ~~and athletic conditioning and skill development~~ to support sport participation;

Whereas, The Chancellor’s Office for California Community Colleges intends to identify ~~athletic conditioning and skill development~~ off-season conditioning courses by the physical education TOP code 0835.00; and

Whereas, ~~Athletic conditioning and skill development~~ Off-season conditioning courses are coded with the same TOP code as physical education (0835.00) and therefore would lose repeatability under the current recommendations in the document “Recommendations Regarding Repeatability”; and

Whereas, ~~Athletic conditioning and skill development~~ Off-season conditioning courses cannot be coded with the athletics TOP code of 0835.50 because Title 5 §58162(b) states that “State apportionment for students in

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courses of intercollegiate athletics shall not be claimed for more than 175 hours of attendance for each enrolled student in each fiscal year, for each sport in which the student participates”;

Resolved, That the Academic Senate for California Community Colleges work with the System Advisory Curriculum Committee of the Chancellor’s Office to develop a TOP code for ~~athletic conditioning and skill development to identify sport conditioning and skill development~~ off-season conditioning courses so they are not counted against the proposed eight-course limit for physical education; and

Moot

9.19 F11 Endorse “Recommendations Regarding Repeatability” Aimee Myers, Sierra College, SACC

Whereas, The California Community Colleges’ Board of Governors and Chancellor’s Office have expressed a commitment to changing Title 5 §55041 regarding repeatable courses;

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of local academic senates; and

Whereas, The Academic Senate for California Community Colleges has worked throughout 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document “Recommendations Regarding Repeatability”;

Resolved, That the Academic Senate for California Community Colleges endorse the document “Recommendations Regarding Repeatability” and all recommendations contained therein.

Moot

9.20 F11 Repeatability Task Force Karen Saginor, San Francisco City College

Whereas, Professionals representing the California community colleges and the California state universities in various C-ID/Transfer Model Curriculum discussions, debates, and decisions are considering issues pertaining to course repeatability in a variety of college disciplines;

Whereas, There is substantial and potentially inconsistent overlap among the Repeatability Task Force recommendations, the C-ID/Transfer Model Curriculum effort, and the Task Force on Student Success recommendations; and

Whereas, The Repeatability Task Force membership does not include community college faculty in many of the affected disciplines;

Resolved, That the Academic Senate for California Community Colleges suspend implementing all Repeatability Task Force Recommendations until the Academic Senate has studied and if appropriate, incorporated the outcomes of the California Community College Student Success Task Force and the C-ID/Transfer Model Curriculum effort;

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Resolved, That the Academic Senate for California Community Colleges add members from each of the targeted disciplines to the Repeatability Task Force; and

Resolved, That the Academic Senate for California Community Colleges publicize the Repeatability Task Force meeting dates.

Moot

9.21 F11 Withholding Support of “Recommendations Regarding Repeatability” Terry Shell, Santa Rosa Junior College

Whereas, Repeatable courses are a curricular matter, and both Education Code §70902 (b) (7) and Title 5 §53200 indicate that recommendations regarding curriculum are the purview of local academic senates;

Whereas, While the economic realities of the State of California have significantly changed in the intervening years, the student learning needs and curricular rationale that motivated the Chancellor’s Office to establish repeatability concessions in the 1990s (Title 5 §55041) for certain types of courses in the Visual and Performing Arts, P.E./Athletics, and Career Technology continue to exist;

Whereas, The Academic Senate for California Community Colleges began in Spring 2011 to gather input from discipline faculty and other interested parties regarding possible changes to repeatable courses and led the Repeatability Task Force that developed the document “Recommendations Regarding Repeatability” based on limited feedback; and

Whereas, The document “Recommendations Regarding Repeatability,” proposes unnecessary limitations and repeatability restrictions without substantiating these recommendations with clear curricular rationale, without sufficient analysis of the curricular nuances within each discipline, and without a holistic study of the diverse and complex needs of different programs within schools of various sizes and student populations throughout the state;

Resolved, That the Academic Senate for California Community Colleges withhold support of any recommendation contained within the document “Recommendations Regarding Repeatability” for one year in order to fully and adequately complete the discipline-specific analysis, all-inclusive statewide dialog, and holistic study necessary for action;

Resolved, That the Academic Senate for California Community Colleges advise discipline faculty that until decisions on repeatability are finalized, they continue to reduce or eliminate repeatability for select courses if and when they are deemed no longer necessary and/or if the curricular needs can be accomplished through other existing curricular options without unduly compromising the learning experience for students and/or the educational integrity of the program(s) of which those courses are a part; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges’ Board of Governors and Chancellor’s Office continue to allow the current policies on repeatability for Visual and Performing Arts, P.E./Athletics, and Career Technology Education courses (Title 5 §55041) to stand in order to serve the learning goals of students in these disciplines throughout the State of California.

Moot