

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Titles of Adopted Resolutions:

1.0 ACADEMIC SENATE

1.01 F14 Adopt the Resolutions Handbook

2.0 ACCREDITATION

2.01 F14 Student Learning Outcomes and Faculty Evaluations

2.02 F14 Accreditation Evaluation Teams and Commission Actions

2.03 F14 Faculty Participation on ACCJC External Review Committees

7.01 F14 Restructure the FON to Include Noncredit Faculty

7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program

7.03 F14 Aligning State Reporting Deadlines With Academic Calendars

7.04 F14 Student Safety: Sexual Assault

7.05 F14 Definition of Basic Skills

7.07 F14 Re-enrollment Information for Admissions and Records Staff

7.08 F14 Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education

7.09 F14 Remove the Term Remedial from the Student Success Scorecard

8.01 F14 Recognition for Skills-builder Completion

8.02 F14 Broaden the Definitions of Success and Completion

9.01 F14 Local Degrees for Transfer and General Education Requirements

9.02 F14 Reporting Data on Low Unit Certificates

9.03 F14 Reinstating Local Approval of Stand-Alone Courses

9.04 F14 Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees

9.05 F14 General Education Patterns for Community College Baccalaureate Degrees

9.06 F14 Update the paper The Course Outline of Record: A Curriculum Reference Guide

9.07 F14 Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses

9.08 F14 Impact of Changes to Course Repeatability

9.09 F14 Development of a Curriculum Platform

9.10 F14 Chancellor's Office Template Protocols

9.11 F14 Formalizing Model Curriculum

9.12 F14 Support for Allowing Exceptions to Senate Bill 440 Degree Creation Mandates

9.13 F 14 Future Direction for C-ID

10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications

11.01 F14 Common System Student Database

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

- 12.01 F14 Professional Development and the Academic Senate**
- 12.02 F14 Professional Development and Part-Time Faculty**
- 12.03 F14 Faculty Professional Development**
- 12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs**
- 13.01 F14 Improving Student Success Through Compliance with the 75/25 Ratio**
- 13.02 F14 Resolution on Dual and Concurrent Enrollment**
- 17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives**
- 17.02 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services**
- 18.01 F14 Defining Writing Assessment Practices for California Community Colleges**
- 20.01 F14 Developing a System Plan for Serving Disenfranchised Students**

The Following Resolutions were ADOPTED at the Fall Plenary Meeting. For the sake of brevity the “contact” information for each resolution has been removed in this document but is available on the ASCCC web site. The “Resolved” clauses are highlighted in dark red text:

1.0 ACADEMIC SENATE

1.01 F14 Adopt the Resolutions Handbook

Whereas, The work of the Academic Senate for California Community Colleges is directed by resolutions adopted by the body at fall and spring plenary sessions;

Whereas, Four Academic Senate documents currently exist regarding the resolutions process, two of which are public and distributed to the body prior to plenary sessions (“Resolution Writing and General Advice” and the “Plenary Session Resolutions Procedures”) and two of which are internal Executive Committee documents (“Resolutions Philosophy, Procedures and Process,” adopted by the Executive Committee in June 2012, and the “Resolutions Committee Manual,” approved by the Executive Committee in December 2008);

Whereas, At its January 2014 meeting the Executive Committee approved the Resolutions Committee’s recommendation to compile the existing Academic Senate resolutions documents into a handbook that provides a single, comprehensive source of information to the field, including information on the role of the Executive Committee and Resolutions Committee, about the resolutions process; and

Whereas, The Resolutions Committee drafted a Resolutions Handbook that consolidates all of the Senate’s internal and public resolutions documents;

Resolved, That the Academic Senate for California Community Colleges adopt the Resolutions Handbook as the official document of its resolution development and writing process that

replaces all previous resolutions process documents, effective immediately upon its adoption by the body.

Note: The draft Resolutions Handbook is found in Appendix A
http://www.asccc.org/sites/default/files/resolution-handbook_0.pdf

2.0 ACCREDITATION

2.01 F14 Student Learning Outcomes and Faculty Evaluations

Whereas, Standard III A.6 of the Accreditation Standards¹ adopted in June 2014 by the Accrediting Commission for Colleges and Junior Colleges (ACCJC) states,

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning;

Whereas, The Academic Senate for California Community Colleges, in its 2004 paper *The 2002 Accreditation Standards: Implementation*², has stated its opposition to the use of student learning outcomes (SLOs) as a basis for faculty evaluation, noting the potentially negative impact on evaluation as a collegial peer process, on academic freedom, and on local bargaining authority, and further affirmed in Resolution 2.01 F08 *Opposition to Using SLOs in Faculty Evaluation* “That the Academic Senate for California Community Colleges affirm its opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations”³;

Whereas, College personnel experience an inability to reach consensus regarding how to interpret Standard III A.6, which causes confusion about the impact on performance evaluations, including evaluations for faculty; and

Whereas, The assessment of student learning and professional development of faculty are academic and professional matters and engagement in professional development, such as practices identified in numerous ASCCC publications and by the ASCCC Professional Development Committee, is an established and valued component of evaluation;

Resolved, That the Academic Senate for California Community Colleges recommend that Standard III A. 6 of the Accreditation Standards, adopted in June 2014 by the Accrediting Commission for Community and Junior Colleges (ACCJC), be interpreted for faculty as follows and disseminate this interpretation to local colleges, system partners, and the ACCJC:

¹ http://www.accjc.org/wp-content/uploads/2014/07/Accreditation_Standards_Adopted_June_2014.pdf

² This paper is found at http://asccc.org/sites/default/files/publications/AccreditationPaper_0.pdf

³ This resolution is found at <http://asccc.org/resolutions/opposition-using-slos-faculty-evaluation>

Faculty are responsible for using the results of the assessment of student learning to participate in college processes to evaluate student achievement at the course, discipline, and college-wide scale as appropriate. Faculty should engage in professional growth and development that improves teaching and learning. The active participation of faculty in these collegial processes may be a factor in the evaluation of faculty; however, the results of assessments of learning outcomes are not a basis for faculty evaluation.

2.02 F14 Accreditation Evaluation Teams and Commission Actions

Whereas, The Academic Senate for California Community Colleges values the peer review process as a mechanism for reflective evaluation and improvement⁴;

Whereas, The Academic Senate for California Community Colleges believes the recommendations of an accreditation evaluation team, with appropriate faculty representation, should be the primary basis for evaluation; and

Whereas, The recent revelation reported in the August 28, 2014 edition of the *Los Angeles Times*⁵ that the 2012 action of the Accrediting Commission for Community and Junior Colleges to place City College of San Francisco (CCSF) on “show cause” status did not align with the recommendation of the evaluation team to place CCSF on probation;

Resolved, That the Academic Senate for California Community Colleges collaborate with its system partners to urge the Accrediting Commission for Community and Junior Colleges to provide comprehensive training to its evaluation teams that is of such depth and scope that the recommendations of evaluation teams will normally serve as the primary basis for a college’s evaluation; and

Resolved, That the Academic Senate for California Community Colleges collaborate with its system partners to urge the Accrediting Commission for Community and Junior Colleges to provide transparent justifications for its actions when they are not congruent with the evaluation team’s recommendations.

2.03 F14 Faculty Participation on ACCJC External Review Committees

Whereas, The goal of accreditation, according to the United States Department of Education, "is to ensure that the education provided by institutions of higher education meets acceptable levels of quality⁶" and faculty in the community colleges are responsible for the provision of quality education;

⁴ Resolution 2.01 F13: <http://www.asccc.org/resolutions/asccc-statement-accreditation>

⁵ <http://www.latimes.com/local/lanow/la-me-ln-sf-city-college-20140822-story.html>

⁶ www.accreditationwatch.com

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, On September 5, 2013, President Beth Smith, President of the Academic Senate for California Community Colleges, wrote to Kay W. Gilcher, Director Accreditation Division in the U.S. Department of Education Office of Postsecondary Education, noting that the Accreditation Group in the Office of Postsecondary Education found the Accrediting Commission for Community and Junior Colleges in violation of a number of requirements to be re-accredited and particularly Criteria for Recognition §602.15(a)(3), which requires a significant number of faculty on its evaluation, policy, and decision-making bodies;

Whereas, The U.S. Department of Education found that one faculty member on a college External Evaluation team did not satisfy Criteria for Recognition §602.15(a)(3) but did not spell out what represented a significant proportion of faculty on such teams; and

Whereas, According to the California Community College Chancellor's Office Fall 2013 Report on Staffing, that faculty represent 67% of staffing in California's community colleges while administrators only represent 5.6%;

Resolved, That the Academic Senate for California Community Colleges recommend that the Accrediting Commission for Community and Junior Colleges appoint college External Evaluation teams with at least 40% faculty representation; and

Resolved, That the Academic Senate for California Community Colleges report out at the Spring 2015 Plenary Session on the proportion and number of faculty on each of the Accrediting Commission for Community and Junior Colleges visiting teams for Spring 2014, Fall 2014, and Spring 2015.

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F14 Restructure the FON to Include Noncredit Faculty

Whereas, Noncredit instruction is included in the mission of California Community Colleges because "The provision of noncredit adult education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges" (California Education Code §66010.4), and noncredit instruction serves some of the state's most at-risk and needy students;

Whereas, 95% of noncredit instruction in California community colleges is taught by part-time faculty⁷ whose part-time status denies them full participation in college planning and governance discussions, and noncredit students are often deprived of full access to services such as instructor office hours, thereby negatively impacting their opportunities for academic success and advancement;

⁷ Academic Senate for California Community Colleges. (2009). Noncredit instruction: Opportunity and challenge, Sacramento, CA: Author. Retrieved September 20, 2014 from http://www.asccc.org/sites/default/files/publications/noncredit-instruction09_0.pdf.

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, The Faculty Obligation Number (FON) omits the inclusion of full-time noncredit instructional faculty, thus creating a disincentive to hiring full-time noncredit faculty, yet simply adding full-time noncredit faculty to the FON without further recalculation would have a negative effect on hiring requirements for full-time credit faculty; and

Whereas, The pending increase of funding for Career Development and College Preparation (CDCP) noncredit instruction to a level equal to that of credit instruction in 2015-2016⁸ provides numerous opportunities that could enable greater student success, opportunities that will not be fully embraced by districts while the disincentive established by the FON to hiring full-time noncredit faculty remains;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to restructure the calculation of the Faculty Obligation Number (FON) in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.

7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program

Whereas, In September 2014 the California Community Colleges Chancellor's Office issued a Request for Applications (RFA) for a new California Community College Institutional Effectiveness and Technical Assistance Program "for the benefit of all California Community Colleges and Students" with a goal of "develop[ing] and manage[ing] a comprehensive technical assistance program to enhance institutional effectiveness and further student success";

Whereas, The RFA for the Institutional Effectiveness and Technical Assistance Program solicits a community college district to serve as fiscal agent for the program and states that the grant recipient "will be responsible solely for handling the creation, fiscal and logistical needs, and the evaluation and expansion of the program" but does not at any point require the grant recipient to consult or coordinate with the Academic Senate for California Community Colleges;

Whereas, The RFA states that the primary areas in which the program will provide technical assistance are accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines and that the grant recipient will "establish a network of content experts" to help provide assistance in these areas to districts; and

Whereas, Three of the four areas in which the program will provide technical assistance — accreditation status, fiscal viability, student performance and outcomes — are related to the Academic Senate's purview over academic and professional matters, and the Academic Senate should be the content expert to provide assistance in the area of student performance and outcomes;

⁸ Education Finance: Education Omnibus Trailer Bill, Cal. Senate B. 860 (2013–14), Chapter 34 (Cal. Statute §84750.5).

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Resolved, That the Academic Senate for California Community Colleges request of and strongly urge the California Community Colleges Chancellor's Office to require the recipient of the Institutional Effectiveness and Technical Assistance Program Grant to contract directly with the Academic Senate regarding technical assistance in the areas of student performance and outcomes and to consult appropriately with the Academic Senate regarding technical assistance in the areas of accreditation status and fiscal viability.

7.03 F14 Aligning State Reporting Deadlines With Academic Calendars

Whereas, Colleges are required, per Education Code, to allow effective participation by staff and students in college governance and to collegially consult with the faculty through academic senates, which includes allowing for sufficient vetting of critical documents and reports through college governance structures;

Whereas, Most, if not all, academic senates do not meet during the summer, most faculty who are not on special assignments are not required to work during the summer, and therefore academic senates cannot deliberate and act on critical matters until the fall semester resumes;

Whereas, State-mandated reports that are directly tied to a college's funding are often revised during the summer to include additional reporting elements, making accurate data gathering and review through college governance bodies and academic senates nearly impossible to conclude in a timely manner, particularly if governing board approval is required, when report submission dates are set during the fall term; and

Whereas, The legislative and academic calendars are not aligned, yet the legislature expects funds to be spent during the fiscal year;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to align the distribution of state reporting documents and state reporting deadlines with academic calendars; and

Resolved, That the Academic Senate for California Community Colleges work with its system partners and the Chancellor's Office to establish reasonable and workable deadlines for submission of all reports related to academic and professional matters that specifically affect college budget allotments.

7.04 F14 Student Safety: Sexual Assault

Whereas, SB 967 (De León, 2014) has been passed by the legislature and signed by the governor, requiring district governing boards "to implement comprehensive prevention and outreach programs addressing sexual assault, domestic violence, dating violence, and stalking," and local academic senates should participate in the development and implementation of these programs in order to ensure the protection of faculty purview and the highest quality programs for students;

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, Numerous questions regarding the implementation of the “Yes means Yes Policy” requiring affirmative consent before sexual activity remain to be answered before implementation can take place; and

Whereas, Current policies and procedures regarding sexual assault and student safety at California community colleges vary dramatically in their appropriateness, effectiveness, and ability to comply with the law;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office, system partners, and other relevant constituencies to develop effective practices for complying with the requirements of SB 967 (De León, 2014).

7.05 F14 Definition of Basic Skills

Whereas, Data regarding basic skills are critically important for making decisions for funding allocations, as well as for assessing student success;

Whereas, The Basic Skills Initiative identifies basic skills courses as those courses necessary for students to succeed in college-level work and is identified as such on the Basic Skills Cohort Tracking Tool;

Whereas, Title 5 §55502 indicates specifically that basic skills courses cannot be degree applicable, yet some courses below transfer can be degree applicable (for example, Intermediate Algebra is the degree applicable course for math for the California community colleges, and at some colleges ESL is not basic skills and can be transferable and degree applicable); and

Whereas, The Board of Governors Scorecard identifies remedial courses as those below transfer;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office to work with the Academic Senate to develop and use one standard definition for basic skills courses that can be applied to math, reading, and English, and a separate definition for ESL courses that acknowledges that ESL can be non-degree applicable, degree applicable, or transferable.

7.07 F14 Re-enrollment Information for Admissions and Records Staff

Whereas, Title 5 §55040 (b) (9) permits students to re-enroll in a course due to a significant change in industry standards or licensure and Title 5 §55041(b) permits student re-enrollment in a course when there is a legal mandated requirement; and

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, Some career technical education faculty have expressed challenges with Admissions and Records staff prohibiting the student re-enrollment due to changes in industry standards and legal mandates;

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office to encourage Admissions and Records staff to permit the students' re-enrollment into necessary courses as presented in the California community college document, *California Community Colleges Guidelines for Title 5 Regulations on Repeats and Withdrawals*; and

Resolved, That the Academic Senate for California Community Colleges research effective practices used by local districts to re-enroll students that meet the criteria under Title 5 §55040 (b)(9) and §55041(b) and present its findings by 2016 Spring Plenary Session.

7.08 F14 Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education

Whereas, The Code of Federal Regulations, Title 34, Education §602 includes a definition of distance education which includes a requirement that regular and effective contact is initiated by the instructor;

Whereas, California Code of Regulations Title 5 §55204 contains a definition of distance education which includes a requirement for "regular effective contact between instructor and students" and establishes that "Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq."; and

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California community colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to align the definition of distance education in Title 5 §55204 with the federal definition of distance education stated in Title 34, Education §602; and

Resolved, That the Academic Senate for California Community Colleges provide assistance to local senates and curriculum committees to ensure that colleges are in compliance with all state, accreditation, and federal distance education requirements.

7.09 F14 Remove the Term Remedial from the Student Success Scorecard

Whereas, The term remedial is used in the Student Success Scorecard to describe curriculum in English, mathematics, and English as a Second Language (ESL) that is below transfer level under the heading of Momentum Points;

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, Courses in English, mathematics, and ESL that are below transfer level are also called basic skills courses in the Basic Skills Initiative; and

Whereas, Basic skills and remedial are referring to the same set of courses;

Resolved, The Academic Senate for California Community Colleges recommend to the Chancellor's Office that the term remedial in the Student Success Scorecard be replaced with the term basic skills and ESL.

8.0 COUNSELING

8.01 F14 Recognition for Skills-builder Completion

Whereas, California community colleges play an essential role in language acquisition and preparation for citizenship;

Whereas, California community colleges are vital to communities for upgrading the skills of their local workforces and may increase earning potential;

Whereas, Students often attend California community colleges to brush up on skills that lead to employment; and

Whereas, There is tremendous pressure on California community colleges to measure success through completion, and skill-building students are often not included in such metrics;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop a mechanism to count students' successfully completed educational plans as completions.

8.02 F14 Broaden the Definitions of Success and Completion

Whereas, Colleges are being held to completion targets and expectations of completion transfer to UC or CSU;

Whereas, UC or CSU are the only recognized "successful transfer" institutions, and many students have other educational goals that don't count as "success" such as health programs to gain employment or improved employment as a result of California community college education to complete low-unit certificates to improve their employability; and

Whereas, The mission of the California community colleges includes Education Code §66010.4(a)(1): "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)(2)(C)(3)]: "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 workforce improvement";

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Resolved, That the Academic Senate for California Community College work with the Chancellor's Office to collect data and the legislature to recognize other educational goals and completion parameters such as transfer to out-of-state and private universities, gaining employment or improving employment, which are consistent with the established mission of the California community colleges;

Resolved, That the Academic Senate for Community Colleges work with the Chancellor's Office and legislature to recognize individual students' self-stated educational goals on their educational plans as valid parameters of completion, consistent with the established mission of the California community colleges.

9.0 CURRICULUM

9.01 F14 Local Degrees for Transfer and General Education Requirements

Whereas, The mandate of using only the California State University (CSU) Breadth or Intersegmental General Education Transfer Curriculum (IGETC) patterns for a local degree⁹ that has the local program goal of transfer began with the 5th edition of Program and Course Approval Handbook (PCAH), with the result that a local degree with a program goal of transfer will not be approved by the Chancellor's Office if a college uses its local general education pattern;

Whereas, Title 5 §55063(b)(1) states that “Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality” and that “The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option”;

Whereas, The 5th edition of the PCAH conflicts with Title 5 §55063(b)(1) by improperly mandating the use of only CSU Breadth or IGETC general education patterns for local degrees that have the program goal of transfer; and

Whereas, Limiting students to completing the CSU Breadth or IGETC patterns in order to receive a local degree erodes local control of degree creation and local degree requirements and may result in the student having to accumulate extra units or transfer without receiving a local degree that would otherwise be obtained, which may significantly limit the ability of students to transfer to institutions other than CSU or the University of California;

Resolved, That the Academic Senate for California Colleges assert to the Chancellor’s Office that students should be able to choose the general education patterns that best serve their educational goals, regardless of the program goal associated with a local degree as reported to the Chancellor’s Office in the Curriculum Inventory; and

Resolved, That the Academic Senate for California Colleges work with the Chancellor’s Office to revise the Program and Course Approval Handbook in order to eliminate the mandate that only the CSU Breadth or IGETC patterns for a local degree that has the local program goal of transfer may be used and to ensure that Title 5 §55063(b)(1) is followed.

Note: See Appendix B for excerpts from the 3rd, 4th and 5th editions of the *Program and Course Approval Handbook*.

http://www.asccc.org/sites/default/files/Appendix%20B%20Excerpts%20from%20the%20PCAH_0.docx

9.02 F14 Reporting Data on Low Unit Certificates

⁹ Any associate degree that a college offers that is not an Associate Degree for Transfer (non-ADT)

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, Title 5 §§55070-55072 allow colleges to create certificates of less than 18 units, with those between 12 and 18 units eligible for submission at the option of the district to the Chancellor's Office for approval as Certificates of Achievement, while those below 12 units may not be submitted for such approval but may be conferred on students as a recognition of reaching an academic goal; and

Whereas, Many of these low-unit certificates are not reported into the system data-gathering records and therefore are not counted in the state's reporting, contributing to a failure to tell the full story about student success and completion in California's community colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to report optional data for all certificate awards, including certificates of less than 12 units, to more comprehensively and accurately demonstrate student success in California's community colleges.

9.03 F14 Reinstating Local Approval of Stand-Alone Courses

Whereas, Assembly Bill (AB) 1943 (Nava, 2006) amended California Education Code §§70901-70902 to allow California community college districts to offer credit courses that are not part of an approved educational program (stand-alone credit courses), requiring approval only by local curriculum committees and district governing boards and eliminating the requirement for approval by the Chancellor's Office for the period Fall 2007 through December 31, 2012;

Whereas, The extension of local approval of credit stand-alone courses until January 1, 2014, authorized by AB 1029 (Lara, 2011) expired, removing the authority to approve credit stand-alone courses from local curriculum committees and governing boards and returning this authority to the Chancellor's Office, which has created a backlog of curriculum review and approval; and

Whereas, The removal of approval authority for stand-alone courses from local curriculum committees and governing boards prevents colleges from responding to emerging community needs in a timely manner;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to sponsor new legislation that would return stand-alone course approval authority to local curriculum committees and district governing boards; and

Resolved, That the Academic Senate for California Community Colleges recommend to the Chancellor's Office that guidelines that provide colleges with instructions and effective practices for local approval of stand-alone courses be developed in consultation with the System Advisory Committee on Curriculum and the Academic Senate.

9.04 F14 Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees

Whereas, On September 29, 2014, the governor signed Senate Bill (SB) 850 (Block, 2014), authorizing a baccalaureate degree pilot program in which 15 community colleges in 15 separate districts can be authorized to develop and offer one baccalaureate degree if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The Academic Senate for California Community Colleges had previously taken a position opposing the community college baccalaureate degrees, but now that SB 850 been passed by the legislature and signed by the governor, the Academic Senate should participate in the implementation of the pilot in order to ensure the protection of faculty purview and the highest quality programs for students;

Whereas, Numerous questions regarding the implementation of the community college baccalaureate degrees remain to be answered before implementation can take place, including but not limited to questions regarding instructors' minimum qualifications, articulation of upper division courses, determinations of similar programs at the university level, upper division general education, and appropriate funding; and

Whereas, The implementation of the baccalaureate degree pilot program may have significant implications for the CSU and UC systems as well as for the community college system, and thus faculty from all three segments should be included in the implementation process in order that all implementation issues are addressed and resolved clearly and successfully;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and local senates to ensure that community college faculty are appropriately represented on all task forces and other bodies, including any local committees, involved with the development and implementation of the community college baccalaureate degree pilot program; and

Resolved, That the Academic Senate for California Community Colleges request of the Chancellor's Office that appropriate faculty representation from the California State University and University of California segments be included on task forces and other bodies involved with the implementation of the community college baccalaureate degree pilot program.

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to establish parameters and standards for the California Community College Baccalaureate Degree before any degree is approved by the Chancellor's Office.

9.05 F14 General Education Patterns for Community College Baccalaureate Degrees

Whereas, Senate Bill (SB) 850 (Block, 2014)¹⁰ creates a baccalaureate degree pilot program that authorizes the creation of one baccalaureate degree per college if that degree is not offered by any California State University (CSU) or University of California (UC) campus;

Whereas, The CSU Executive Order 1065 (General Education Breadth Requirements)¹¹ mandates that “At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained”; and

Whereas, No perceived difference should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates (ICAS) to define the expectations for lower division and upper division general education course work and communicate the expectations for transfer general education and non-transfer general education; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other relevant constituencies to ensure that any baccalaureate degree created in the California community colleges must include upper division general education requirements comparable with those offered by the California State University.

9.06 F14 Update the paper The Course Outline of Record: A Curriculum Reference Guide

Whereas, The Academic Senate for California Community Colleges adopted the paper *The Course Outline of Record: A Curriculum Reference Guide*¹² in Spring 2008 and has not updated it since; and

Whereas, Numerous changes to the California Community Colleges Chancellor’s Office curriculum requirements have occurred since Spring 2008;

Resolved, That the Academic Senate for California Community Colleges update *The Course Outline of Record: A Curriculum Reference Guide* to more accurately reflect the current

¹⁰ Public Postsecondary Education: Community College Districts: Baccalaureate Degree Pilot Program, Cal. Senate B. 850 (2013–14), Chapter 747 (§§78040-78043)

¹¹ CSU Executive Order 1065 (2011) is found at <http://www.calstate.edu/eo/EO-1065.html>

¹² This paper is found at http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

curriculum processes, guidelines, and requirements and present it for adoption at the Spring 2016 Plenary Session.

9.07 F14 Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses

Whereas, Statewide efforts are currently underway to align and integrate instruction for college preparation, including credit basic skills, noncredit basic skills, adult education, regional occupational programs, and both public and private K-12 education;

Whereas, The various approaches to college preparation lead to inconsistent expectations and standards across these systems, often causing incoming college students to be placed in lower levels before embarking on transfer-level study;

Whereas, Course Identification Numbering (C-ID) System course descriptors establish broad minimum expectations for a course and define the expectations for student achievement and success, and thus developing C-ID descriptors for the top pre-transfer level courses would provide a means for these systems to voluntarily adopt common curricular expectations for students entering into college; and

Whereas, The California Community College System and the State of California have not allocated sufficient resources to coordinate and support the efforts required to develop C-ID descriptors for pre-transfer level basic skills education;

Resolved, That the Academic Senate for California Community Colleges work with college preparation stakeholders to secure funding for the development, submission, and review of C-ID course descriptors for levels below transfer in order to establish consistent curricular expectations and pathways for California's pre-transfer level students.

9.08 F14 Impact of Changes to Course Repeatability

Whereas, Title 5 regulations concerning repeatability of classes in physical education, visual arts, and performing arts place active participatory classes into families of courses that are related in content;

Whereas, Under Title 5 §55040 students are allowed to take only four courses from any given group with withdrawals and substandard grades counting toward the enrollment limit;

Whereas, Some degrees within the physical education, visual arts, and performing arts require four semesters of coursework within a content group (e.g., four semesters of applied music lessons for an AA-T in music), and students who withdraw from such a class face a significant obstacle to degree completion that can only be overcome through the waiver process in which the college forfeits apportionment for any repeats of the course beyond the limit; and

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, This approach to content grouping represents both a barrier to student success and inequitable treatment of students;

Resolved, That the Academic Senate for California Community Colleges gather information from local senates about the impact at the program level of the 2012 changes to the repeatability regulations and hold a breakout at the Spring 2015 Plenary; and

Resolved, That the Academic Senate for California Community Colleges research the impact at the program level of the 2012 changes to the repeatability regulations, use the research to inform possible future actions or guidance regarding this issue, and present the research at the Spring 2016 Plenary Session.

9.09 F14 Development of a Curriculum Platform

Whereas, Curriculum is the core of our work in community colleges and all California community colleges are required to meet the same Title 5 requirements and submit identical curriculum forms;

Whereas, There are no adequate responsible curriculum management systems widely available to community colleges; and

Whereas, Curriculum data will be an integral component of student education plans and student information in the educational portal;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office to investigate the development of a curriculum management system with the California community colleges.

9.10 F14 Chancellor's Office Template Protocols

Whereas, Chancellor's Office requires templates for submission of Associate Degrees for Transfer and it is critical that the availability of the Chancellor's Office Templates (COTs) be predictable and that any change in a COT be communicated in a timely manner;

Whereas, The Intersegmental Curriculum Workgroup has recommended that new COTs be posted twice a year, February 1 and September 1;

Whereas, The System Advisory Committee on Curriculum has recommended that COTs meet the stated deadlines of September 1 and February 1 as identified by the Intersegmental Curriculum Workgroup; and

Whereas, The Chancellor's Office has modified COTs without explanation, removed COTs without explanation or notice, and back-dated COTs when the expected dates for initial posting were missed;

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Resolved, That the Academic Senate for California Community Colleges adopt the position that the February 1 and September 1 dates are designated for the release of new Chancellor's Office Templates (COTs); and

Resolved, That the Academic Senate for California Community Colleges request that the Chancellor's Office refrain from posting revised Chancellor's Office Templates (COTs) on dates other than February 1 and September 1 unless the posting is clearly communicated via a process developed in conjunction with the Academic Senate.

9.11 F14 Formalizing Model Curriculum

Whereas, In developing Transfer Model Curriculum (TMCs) in response to SB 1440 (Padilla, 2010), an additional benefit was identified when California Community College and California State University discipline faculty, although unable to conform to some aspect of the TMC requirements, were able to craft model curricula designed to best prepare students for careers or transfer within a specified discipline;

Whereas, One benefit derived from the development of degrees based on a model curriculum is the opportunity to allow reciprocity between colleges offering comparable degrees as was called for in SB 1440 and codified in Education Code §66746 by encouraging colleges to "facilitate the acceptance of credits earned at other community colleges toward the associate degree..."; and

Whereas, Students benefit from the development of educational pathways and the clear designation of those pathways with easily recognized names and designations such as Associate of Arts for Transfer (AA-T), Associate of Science for Transfer (AS-T), and Associate Degrees for Transfer (ADT);

Resolved, That the Academic Senate for California Community Colleges officially endorse the ongoing work of discipline faculty in the creation of model curricula and create a special designation to ensure clear identification for degrees and certificates based on model curricula;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to recognize the benefits of model curricula as a pathway to assist students in achieving their educational goals, develop degrees when warranted that adhere to model curricula, and adopt reciprocity agreements to ensure seamless transitions of students between colleges with comparable degrees based on model curricula; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to officially recognize degrees and certificates based on model curricula and consider streamlining the approval process for such degrees.

9.12 F14 Support for Allowing Exceptions to Senate Bill 440 Degree Creation Mandates

Whereas, When Transfer Model Curricula (TMCs) were first created in response to Senate Bill 1440 (Padilla, 2010), no expectation existed that all colleges would be mandated to develop Associate Degrees for Transfer (ADTs) for all TMCs in which they possessed an existing local degree in the same TOP Code;

Whereas, The California Community College System consists of 112 colleges in 72 districts with unique priorities, resources, and populations, yet the Board of Governors' method of requiring locally determined goals as a means of encouraging development of ADTs has resulted in over 1500 new degree options for students as of November 5, 2014;

Whereas, Associate degrees with a program goal of "transfer" are distinguished from those with a program goal of "Career Technical Education" and "Career Technical Education and transfer" in the Curriculum Inventory, as these degrees are subject to different approval processes and are often significantly different in design and purpose; and

Whereas, The California Community Colleges have made great progress in responding to the degree obligations established by both the Board of Governor's goals and the legislated mandates established by Senate Bill 440 (Padilla, 2013), yet instances remain in which some colleges, although under legislative mandate, may not be able to develop degrees based on a specific TMC because of local circumstances such as a lack of faculty expertise for required curriculum, unresolvable unit issues, or lack of resources to offer required courses;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to specify in policy that the degree development mandate created by Senate Bill 440 only applies when the college has a local degree in the TOP Code associated with a TMC and that local degree has a program goal of transfer; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to establish a process to exempt a college from being required to develop a specific Associate Degree for Transfer if the college meets established criteria, including lack of faculty expertise for required curriculum, unresolvable unit issues, or lack of resources to offer required courses, and the college provides evidence of sufficient depth and scope to warrant granting the exception.

9.13 F 14 Future Direction for C-ID

Whereas, Since 2007 the Academic Senate for California Community Colleges (ASCCC) has overseen and coordinated the Course Identification Numbering System (C-ID), providing staffing, resources, and structure through a grant to a single district from the California Community Colleges Chancellor's Office;

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, The Chancellor's Office has expressed its intent to provide more stability to C-ID by distributing a Request for Applications (RFA) through which a single district would again become the fiscal agent for C-ID, and, while the Chancellor's Office has repeatedly expressed its expectation that the ASCCC would retain its responsibility for all curricular aspects of C-ID, the RFA includes no requirement that the ASCCC retain those responsibilities and may include a suggested stakeholder oversight body that would give only a minority voice to the faculty in guiding the future directions of C-ID;

Whereas, C-ID is a means of establishing articulation and provides curriculum standards, both of which are areas that fall under the purview of the Academic Senate according to Education Code §70902 (b) (7) and Title 5 §53200 (b) and §53206; and

Whereas, In order to retain credibility, C-ID must remain faculty-driven and faculty-controlled, and no other organization in California has the experience or the expertise to manage and coordinate C-ID as the ASCCC has;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the district that receives the C-ID grant to ensure that the ASCCC has a primary voice in making decisions regarding the future directions of C-ID;

Resolved, That the Academic Senate for California Community Colleges urge the district receiving the C-ID grant to sub-contract with the ASCCC for all curricular functions of the C-ID, including the selection of the C-ID curriculum director; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to explore the possibility of making C-ID a direct allocation from the state budget that is not required to pass through a separate fiscal agent before contracting with the ASCCC similar to the current funding of the ASCCC.

Resolved, That the Academic Senate for California Community Colleges share with the Chancellor's Office the possible unintended consequences which may result if the Academic Senate is no longer the primary voice in making decisions regarding all curricular functions and future directions such as CSU faculty deciding not to work with a lone district instead of the Academic Senate, colleges viewing the district as biased, and UC withdrawing any interest in participating in C-ID.

10.0 DISCIPLINES LIST

10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications

Whereas, Education Code §87359(b) states that local academic senates are responsible for developing procedures for evaluating and determining equivalency to minimum qualifications by joint agreement with their governing boards;

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, The Academic Senate for California Community Colleges adopted Resolutions 10.06 S07, 10.01 S09, 10.02 F09, and 10.11 S11¹³, which call for further guidance on equivalency through such actions as the development of criteria and standards and the presentation of model practices for determining equivalence to minimum qualifications by establishing eminence;

Whereas, Numerous breakout sessions held at plenary sessions since 2006 on minimum qualifications and equivalency have included discussions and requests for assistance regarding eminence, criteria, and model practices; and

Whereas, The paper *Equivalence to the Minimum Qualifications* was last revised in 2006¹⁴;

Resolved, That the Academic Senate for California Community Colleges survey the field to identify local practices for establishing equivalence to minimum qualifications, including the use of eminence; and

Resolved, That the Academic Senate for California Community Colleges revise the paper *Equivalence to the Minimum Qualifications* and bring it to the body for adoption at the Spring 2016 Plenary Session.

11.0 TECHNOLOGY

11.01 F14 Common System Student Database

Whereas, Each of the current technology initiatives (Common Assessment, Educational Planning, and Online Education) may require the development of a database that tracks student information on the basis of a random student identifier; and

Whereas, The cost of developing discrete databases using discrete student identifiers would exceed that of developing a single database with a federated student identifier capable of supporting current and future technology and other initiatives;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to develop a student identifier database to support current and future technology and other initiatives.

12.0 FACULTY DEVELOPMENT

12.01 F14 Professional Development and the Academic Senate

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area that falls under the purview of local academic senates and by extension, at the state level, the Academic Senate for California Community Colleges;

¹³ All adopted resolutions are found at <http://asccc.org/resources/resolutions>

¹⁴ This paper is found at http://asccc.org/sites/default/files/publications/Equivalency_2006_0.pdf

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, The Board of Governors Standing Orders¹⁵ §332 (b) states, “The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate”;

Whereas, The Online Education and the Common Assessment Initiatives have identified faculty professional development components and appointed faculty and selected colleges which are leading these components without consultation with the Academic Senate or, in some cases, the local academic senates; and

Whereas, The presence of faculty on these initiatives does not equate with the participation of either the Academic Senate for California Community Colleges or local academic senates;

Resolved, That the Academic Senate for California Community Colleges assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other system partners to ensure that the Board of Governors’ Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

12.02 F14 Professional Development and Part-Time Faculty

Whereas, Professional development benefits all faculty, regardless of discipline, position, or college;

Whereas, Professional development opportunities for part-time faculty can be limited or even non-existent in many districts; and

Whereas, Part-time faculty are able to contribute to professional development activities in many ways, including bringing a variety of perspectives and experiences to the college;

Resolved, That the Academic Senate for California Community Colleges urge local senates to extend and promote professional development opportunities to part-time faculty to ensure their inclusion in professional development.

¹⁵ *Procedures and Standing Orders of the Board of Governors*, January 2013, pp. II-27 to II-28 (http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/january/updated_procedures_standing_orders_2013.pdf)

12.03 F14 Faculty Professional Development

Whereas, The passage of Assembly Bill (AB) 2558 (Williams, 2014)¹⁶ establishes a new structure for professional development at the California community colleges, creating a new Community College Professional Development Program for professional development opportunities for faculty, administration, and staff;

Whereas, Funding for professional development would only be allocated to districts which submit affidavits demonstrating that the district has established a professional development advisory committee (comprised of faculty, staff, and administrators), that the district has a completed campus human resources development plan which covers the current and subsequent years, and that the district provides a report of the actual expenditures for faculty and staff development for the preceding year;

Whereas, The academic and professional matters identified in Title 5 §53200 include “faculty professional development policies” as an area which falls under the purview of local senates; and

Whereas, The new legislation has no provision specifically naming local senates as a body that should, as stated in Title 5, be involved in the development of faculty professional development policies, including the dissemination of any funds forthcoming from AB 2558 (Williams, 2014);

Resolved, That the Academic Senate for California Community Colleges remind local senate leaders of their rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014); and

Resolved, That the Academic Senate for California Community Colleges provide opportunities and information to local senate leaders regarding faculty professional development and its role at their colleges.

12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) has proposed that if the system could purchase a Common Course Management System (CCMS) for distance education courses throughout the state it would provide an “economy of scale” allowing this course management system to be provided at little or no cost to colleges and districts;

Whereas, The CCCCCO is hopeful that a potentially significant migration to a CCMS would provide the system leverage to create or purchase a system that exceeds those course management systems currently on the market;

¹⁶ Community Colleges: Faculty and Staff Development, Cal. Assembly B. 2558 (2013–14), Chapter 473 (§§87150-87152)

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, While the adoption of a CCMS would be optional for local colleges, local senates and faculty potentially could feel great pressure to adopt this system because of anticipated budgetary savings arising from migration to the CCMS; and

Whereas, A conversion between course management systems without careful forethought may result in unanticipated financial and personnel costs for the college and place burdens upon faculty, including but not limited to training in the new system, and conversion of course materials, assignments, and other materials into the new system;

Resolved, That the Academic Senate for California Community Colleges urge local senates and bargaining units to work with their administrations to ensure that any monetary savings which may result from a district or college transitioning to a Common Course Management System (CCMS) be used primarily to support the professional development needs of distance education faculty making the transition to the new CCMS.

13.0 GENERAL CONCERNS

13.01 F14 Improving Student Success Through Compliance with the 75/25 Ratio

Whereas, The California Legislature stated in AB 1725 (Vasconcellos, 1988) that “If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges”;

Whereas, The full-time/part-time faculty ratio since 1993 has, statewide, steadily declined from 63.2%/36.8%¹⁷ to 56.14%/43.86% in 2013¹⁸;

Whereas, Research shows that increased reliance on part-time faculty correlates with declining graduation rates, particularly at public comprehensive institutions¹⁹, and that community college graduation rates decrease as the ratio of full-time to part-time faculty employed decreases²⁰; and

Whereas, The successful implementation of mandated programs such as the Basic Skills Initiative, Student Success and Support Programs, and Student Equity Plans requires sufficient numbers of full-time faculty;

Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.

¹⁷ From The Use of Part-Time Faculty in the California Community Colleges: Issues and Impact, adopted by the body Spring 1996, p.6 (http://asccc.org/sites/default/files/publications/UsePartTime_0.pdf)

¹⁸ From the Chancellor’s Office 2013 Full-time Faculty Obligation compliance report

¹⁹ In 2005, Ronald G. Ehrenberg, director of the Cornell Higher Education Research Institute (Conference presentation reported in Chronicle of Higher Education).

²⁰ Daniel Jacoby and Harry Bridges. "Effects of Part-Time Faculty Employment on Community College Graduation Rates." Journal of Higher Education November 2006.

13.02 F14 Resolution on Dual and Concurrent Enrollment

Whereas, California Education Code (§48800 and §76001) permits colleges to allow high school students to enroll in college courses where the course is offered at the college or at the high school and where either only college credit is earned or both college and high school credit are earned, and in all cases apportionment is only collected by one, either the high school or the college;

Whereas, Common terminology has typically coined the terms “dual enrollment” and “concurrent enrollment” to mean specific variants of these options, but these terms are often used interchangeably along with the term “special admission students,” which is the regulatory term provided in Education Code;

Whereas, Historically these provisions have in many cases not been applied appropriately, which has led to many nuanced restrictions that add to the confusion regarding what practices are allowed and what requirements must be met; and

Whereas, The establishment and implementation of courses and pathways intended for students currently enrolled in high school is an academic and professional matter that falls under faculty purview, and therefore such courses and pathways must be developed and approved through normal curriculum and academic planning processes;

Resolved, That the Academic Senate for California Community Colleges compile and communicate guidance which identifies pertinent regulations and effective practices and clarifies terminology regarding the enrollment of high school students in college courses and publish this guidance by the end of Fall 2015.

17.0 LOCAL SENATES

17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives

Whereas, The Chancellor’s Office launched three major grant-funded initiatives in Fall 2013, with those initiatives being the Education Planning, Common Assessment, and the Online Education Initiatives;

Whereas, Participation in each of these initiatives has implications for local senate purview over academic and professional matters at college campuses, including but not limited to curriculum, educational program development, policies or standards for student preparation and success, faculty professional development and institutional planning processes; and

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Whereas, Participation in the initiatives may lead governing boards and their designees to believe that local senate purview over academic and professional matters does not apply to matters related to college participation in any of the phases of these initiatives, or to any future statewide initiative that encompasses academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges affirm that college or district participation in any of the current or future statewide initiatives does not nullify local senate purview over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to focus on the educational needs of their students and the professional needs of their faculty when deciding whether or not to recommend to their governing boards and/or designees participation in any current or future statewide initiative.

17.02 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services

Whereas, The academic and professional matters identified in Title 5 §53200, including, but not limited to, curriculum development, approval policies, and procedures; educational program development; faculty professional development policies; student success policies; and institutional planning processes are matters of faculty primacy equally vital to ensuring the development and delivery of both quality in-person and distance education instructional programs and student services that promote educational success for faculty and students;

Whereas, The Academic Senate for California Community Colleges recommends in its paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (adopted Spring 2008)²¹ that “colleges should create a committee structure that ensures that the incorporation of technology into the college is initiated and proceeds from an educational perspective rather than a technological perspective” and “colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students”; and

Whereas, The provision of college and district distance education instructional programs and student services may be viewed by some colleges as purely an operational matter, which may result in misunderstandings about the necessary oversight role of college participatory governance structures, and about the requirements for collegial consultation with local academic senates on academic and professional matters in the development of policies and procedures for

²¹ This paper is found at http://www.asccc.org/sites/default/files/publications/Educational_Technology_0.pdf

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

the development and delivery of quality college and district distance education instructional programs and student services;

Resolved, That the Academic Senate for California Community Colleges affirm that requirements for collegial consultation on academic and professional matters fully apply to college and district distance education instructional programs and student services; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates in their efforts to assert to their governing boards and designees that faculty primacy over academic and professional matters applies fully to college and district distance education instructional programs and student services.

18.0 MATRICULATION

18.01 F14 Defining Writing Assessment Practices for California Community Colleges

Whereas, Writing assessment, from placement in appropriate courses to certifying proficiency in a single course or a series of courses, involves high stakes for students and has a profound impact on their educational journeys and success;

Whereas, Best placement practice is informed by pedagogical and curricular goals and is, therefore, continually under review and subject to change by well-informed faculty and experienced instructor/evaluators; and

Whereas, The decontextualized assessment of student's rhetorical choices may disadvantage students whose home language or formative cultural experience reflects the diversity of California Community Colleges' student population;

Resolved, That the Academic Senate for California Community Colleges recommend that the Common Assessment Initiative include writing samples as a required component of the common assessment and that the writing samples are scored by human readers whose participation will inform assessment procedures that promote the growth of students across the composition sequence; and

Resolved, That the Academic Senate for California Community Colleges urge the Common Assessment Initiative steering committee to ensure that English and ESL instructors with knowledge and experience as to how integrated assessment programs inform curriculum and pedagogy participate in the design and evaluation of writing samples to ensure that the assessment test is grounded in the latest research on language learning and assessment practices.

20.0 STUDENTS

20.01 F14 Developing a System Plan for Serving Disenfranchised Students

Whereas, California's community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California's community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and Board of Governors to develop a long range plan that will increase services for disenfranchised students.

The following resolutions were presented but failed adoption:

Whereas, The Academic Senate for California Community Colleges represents all faculty currently teaching at our California community colleges, serving as the voice of all faculty in academic and professional matters;

Whereas, The Academic Senate for California Community Colleges strengthens and supports all local California community college academic senates, many of which currently have part-time faculty designated seats or representatives, and supports diversity and equal opportunity for all faculty;

Whereas, Part-time faculty comprise a majority of academic faculty in the California Community College System, and simple democracy would dictate that the majority retain some degree of permanent representation; and

Whereas, Part-time faculty retain some very specific viewpoints and knowledge within the California Community College System which should be included in the governance structure for the healthy functioning of the system;

Resolved, That the Academic Senate for California Community Colleges bring to the body for consideration at the Spring 2015 plenary session an amendment to its bylaws to establish a permanent, designated seat on the Executive Committee to be filled specifically and exclusively by part-time faculty.

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

Note: This resolution requires a two-thirds vote in the affirmative of delegates voting. It seeks to reverse the established Academic Senate position on this matter in its position paper *Participation of Part-Time Faculty on the Executive Committee of the Academic Senate for California Community Colleges* (p.15), adopted by the body Fall 1998.

http://asccc.org/sites/default/files/publications/PartTime_Exec_0.pdf

1.03 F14 The Two Thirds Vote Rule Required To Overturn A Prior Position

Whereas, The Academic Senate for California Community Colleges has not adopted the two-thirds vote rule required to reverse a prior position, in addition the Senate bylaws and resolutions manual do not contain this rule;

Whereas, Robert's Rules of Order requires a two-thirds vote to rescind a prior position of the body only if prior notice to the body is not given in advance;

Whereas, A supermajority vote is limited to cases where individual and membership rights are in potential danger of being abridged; and

Whereas, The good of the Academic Senate for California Community Colleges and the welfare of this body are, in general, best served by majority vote of its Members Senates;

Resolved, That the Academic Senate for California Community Colleges limit the two-thirds vote rule required to change a position previously taken to those matters where prior notice of the proposed change to the body has not been given; and

Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions taken more than ten years prior to any proposed change in position.

Note: This resolution requires a two-thirds vote in the affirmative of delegates voting.

@1.03.01 F14 Amend Resolution 1.03 F14

Resolved, That the Academic Senate for California Community Colleges not apply the two-thirds vote rule to positions previously taken more than ten years prior to any proposed change in position effective immediately upon its adoption by the delegates.

13.03 F14 Faculty Primacy and Support for Faculty-Created Assessment Instruments in the Common Assessment Initiative Project

Whereas, California community college faculty are highly educated and extremely experienced with combined expertise in their fields of math, English, and ESL and regularly create assessments to measure their students' grasp of concepts and skills;

Whereas, The Interim Environmental Scan produced for the Common Assessment Initiative (CAI) Steering Committee did not take into account or look at faculty-created assessments

REPORT OUT FROM FALL 2014 ASCCC PLENARY RESOLUTIONS VOTING

currently validated and used throughout the UC, CSU, and CCC systems, such as the CTEP (College Test for English Placement), which was developed by a faculty member at Santa Barbara City College; and

Whereas, Many California Community College faculty and higher education professionals are concerned about the privatization of public higher education and are wary of the outsourcing of what should be faculty-controlled tasks to for-profit companies and of loss of local control over curricular decisions;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and the Steering Committee of the Common Assessment Initiative to establish guidelines that give primacy and priority to community college faculty-created assessment instruments and community college faculty in the development of said assessment instruments.

The following resolutions were referred to the ASCCC Executive Committee:

2.04 F14 Freedom to Choose

Whereas, The Academic Senate for California Community Colleges supported a change to Title 5 regulations on Accreditation in Resolution 2.01 S14 that would remove the Accrediting Commission for Community and Junior College's on accrediting California's community colleges;

Whereas, The Board of Governors will consider at its November 17, 2014 meeting, a change in Title 5 regulation §51016, which will allow the Board of Governors, at the recommendation of the Chancellor, to specify accreditors other than the Accrediting Commission for Community and Junior Colleges (ACCJC) as an accreditor for California's community colleges;

Whereas, The North Central Association of Colleges and Schools accredits colleges in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, and Wisconsin; and the Northwest Commission on Colleges and Universities accredits colleges in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington; and

Whereas, The ACCJC is currently under a condition that is the equivalent of "show cause" why they should not lose their accreditation ability by the U.S. Department of Education;

Resolved, That the Academic Senate for California Community Colleges bring to the next Consultation Council meeting a proposal to reach out to the North Central Association of Colleges and Schools and the Northwest Commission on Colleges and Universities to determine their interest in accrediting community colleges in California.

*referred to Exec because the body was uncertain whether we are in a position to do this