

Santiago Canyon College Academic Senate

8045 East Chapman
Orange, CA 92869

(714) 628-4831
FAX (714) 532-2055

SENATORS

Business and Career Education

Deeley, Steve 2014
Salcido, Andrew 2015

Continuing Education (OEC)

Shields, Jolene 2015

Counseling & Student Services

Aguilera, Leonor 2015
Carrion, Rudy 2014
Mettler, Mary 2014

Humanities and Social Sciences

Deaver, Doug 2014
Elchlepp, Elizabeth 2015
Cannon, Cari 2015
Dela-Cusack, Lisa 2015
Shekarabi, Nooshan 2014

Fine & Performing Arts and Communication

Freidenrich, Leah 2015

Library

Sproat, Barbara 2015

Mathematics and Sciences

Cummins, Shawn 2015
Hovanitz, Eric 2014
Taylor, Mike 2015
Nance, Craig 2014
Frost, Alicia 2015

Adjunct

Matthews, Evangeline
2014
Volz, Matt 2014

OFFICERS

President

Evelt, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

AGENDA

18 March 2014

1:30 pm – 3:00 p.m.

Room B-212

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 4 March 2014

III. Public Comments (2 minute limit per person)

IV. AS Executive Board Reports (15 minutes)

President, Vice President, Secretary/Treasurer, CIC Chair

V. ASG Report (5 minutes)

VI. Action (10 minutes)

First Reading

A. **Resolution SP2014.6:** Adoption of Spring 2014 Professional Development Committee Governance Handbook Description

Second Reading

B. **None**

VII. Discussion Items

A. **Counseling & Student Support Services Division Update:** Question and Answer with Dean, Counseling & Student Support Services Ruth Babeshoff. (4 & 5) (10 minute discussion)

B. **ASCCC Resolution Discussion:** Discussion of "46th Spring Session Resolutions: For Discussion at Area Meetings March 21-22, 2014." (1-10 +11) (20 minute discussion)

C. **Institutional Standards & Goals:** Discussion of the institutional standards and goals: state and accreditation expectations and implications. (5 & 7) (10 minute discussion)

VIII. Summary Reports Discussion (5 minutes total)

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

Rancho Santiago Community College District BP2410 (previously BP9001) (Setting Policy)

Adopted 03/17/97

Revised March 28, 2011

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority.

The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).*

For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the District Council. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.

The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.

***For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:**

1) Curriculum, including establishing prerequisites and placing courses within disciplines; 2) Degree and certificate requirements; 3) Grading policies; 5) Standard or policies regarding student preparation and success; 8) Policies for faculty professional development activities;

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

4) Educational program development; 6) District and college governance structures, as related to faculty roles; 7) Faculty roles and involvement in accreditation processes, including self study and annual reports; 9) Processes for program review; 10) Processes for institutional planning and budget development.

Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy. Administrative regulations may be revised as deemed necessary by the Chancellor. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the District website.

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e.

Santiago Canyon College

Academic Senate

8045 E Chapman Ave
Orange, CA 92869-4512

(714) 628-4831
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Minutes-Tentative

Senate Business Meeting

March 4, 2014

1:30 pm-3:00 pm B-212

Present:

Senators

Aguilera, Leonor
Cannon, Cari
Carrion, Rudy
Cummins, Shawn
Deaver, Doug
Dela-Cusack, Lisa
Deeley, Steve
Freidenrich, Leah
Frost, Alicia
Hovanitz, Eric
Nance, Craig
Salcido, Andrew
Shekarabi, Nooshan

Shields, Jolene

Sproat, Barbara

Taylor, Michael

Volz, Matt

Officers

Evelt, Corinna (President)

DeCarbo, Michael (Vice President)

Wagner, Joyce (Sec/Treasurer)

Rutan, Craig (Curriculum Chair)

Guests:

Childress, Curt

Harsen, Eric

Hopkins, Dean

James, Scott

Jeffery, Bill

Oropeza, Alfonso

Recinos, Theresa

Smith, Mark

Smith, John

Styffe, Amy

Absent:

Elchlepp, Elizabeth

Matthews, Evangeline

Mettler, Mary

I. Order of the Agenda—Discussion about **Resolution SP2014.5** was moved to before approval of minutes.

V. Action Items

A. **Resolution SP2014.5:** Approve Spring 2014 Website Redesign—First reading

1. Background

- a. Last year, a taskforce of the Web Committee was charged to bring forward a plan to redesign the SCC website.
 - i. The goal was to have an improved site ready by Summer 2014, in time for the visiting accreditation team to view.
 - ii. Student focus groups reviewed award-winning sites from colleges across the United States.
- b. It was a priority to ensure that the redesign process was transparent to each constituency group of the college.
 - i. Minutes were posted online, and updates were given in e-blasts and in the Technology Committee newsletter.
 - ii. Faculty were invited multiple times to attend all meetings and to provide feedback.

2. Website

- a. The Senate is being asked to approve the overall visual format, not the content, of the site, which can be previewed at <http://sccollege.edu/new/>
- b. Structure:
 - i. The top (blue) navigation bar will remain visible in any page on the site.
 - ii. The translate button allows the use of Google to translate written content to other languages.
 - iii. The lower navigation bar will be visible on most pages; some pages will have customized navigation bars.
 - iv. The pictures shown will link to stories or more information. The pictures will be regularly updated so that the content referenced is not outdated or stale.
 - v. The middle group of three pictures provides a way to showcase SCC.
 - vi. The bottom area will list the 10 most visited pages. This information will be gleaned from Google Analytics and updated manually.
 - vii. There is a link to the DSPS department on the bottom of the page.

3. Future Process

- a. If approved, the project will be turned over to the vendor and will take about two months to create.

- b. At the beginning of May, the content from the old site will be moved into the new site, though the new site will remain offline. Changes made after that period need to be made to both sites until the new site goes live. ITS needs time to make sure the new site works with the content.
- c. The current plan is to go fully live around the middle of June after Spring finals week.
- 4. **Comments** from Senators and guests:
 - a. Create a fly-out menu under academics/departments that would list departments, so that departments can be accessed directly from the main page.
 - b. There will be landing pages for each item listed on a drop-down menu; sometimes it is difficult to move across from an item in the drop-down menu to items on a fly-out menu.
 - c. There should be something about athletics directly on main page; perhaps one of the three pictures shown could permanently remain athletics.
 - d. It was felt that the heading “What makes an SCC Education Different” wasn’t necessarily positive. The word “exceptional” was suggested.
 - e. A suggestion was made to revise the title “First Class Programs.”
 - f. The SCC Foundation helped with the student focus groups.
 - g. The work of Prof. Kessler, who helped design the first SCC website, which was award-winning, should be applauded.
 - h. The work of the web-redesign task force is to be commended.
- 5. On behalf of the faculty, President Evett commended the Website Redesign Task Force for their excellent work in creating a functional and aesthetically appealing website as well as for their diligent efforts in maintaining a transparent and inclusive process.
- 6. **A motion to waive the first reading passed without dissent** (moved by Prof. Nance and seconded by Prof. Rutan).
- 7. **The motion to approve resolution SP2014.5 passed** (moved by Prof. DeCarbo and seconded by Prof. Nance) [Nay—Prof. Cummins]

II. Approval of Minutes

- A. **The minutes of February 18, 2014, were approved without dissent** (moved by Prof. Deeley and seconded by Prof. Shekarabi).

III. Public Comments

- A. Prof. Mark Smith: The Biology Department does not have a regular, annual budget in place to fund all of their classes. There has not been a regular budget for the last 4 years, even as more sections are being offered and new classes are being created. In the past, the Vice President of Administrative Services, Steve Kawa, has been able to find money for necessary equipment, but there is concern about what might happen after he retires. The Biology Department has approached the budget committee and the administration, but no permanent solution has been put into place. The other science departments are having similar problems. There is also concern about grants and the eventual costs for lab assistants, teachers, and supplies. (Other departments that rely heavily on supplies may be having the same problems. Funding has not been provided for departments to update technology. The Senate Executive Board will further explore these issues and report back to the Senate).
- B. Prof. Freidenrich: It is difficult to prioritize budget requests that range from the butcher paper needed for art classes to large, one-time purchases.
- C. Prof. Shekarabi: Prof. Rabii is holding a meeting on March 17, at 2:00, in the D116 conference room, to get input from department chairs and other interested faculty regarding the “X-factor” that will aid in determining the amount of LHE release time for department chairs.
- D. Prof. Smith: Prof. Smith and Prof. Barembaum just returned from the FACCC Advocacy and Policy Conference in Sacramento, on March 2-3, in conjunction with the March in March for students. They were able to meet with four local legislators or their representatives. The conference went well, though the March in March had disappointing attendance, probably due to the lack of pressing issues for students.

IV. AS Executive Board Reports

- A. President (Prof. Evett):
 - 1. It is important for faculty to update webpages in preparation for accreditation. It might be easier to update now, before the migration to the new website.
 - 2. There is an opening for an additional faculty member to serve on the District Sustainable RSCCD Committee with Prof. Deaver. Members are appointed for a two-year term, and the committee meets on the third Wednesday of the month at the District office.
 - 3. This year’s Earthfest celebration is tentatively scheduled for May 8. The student green group and the student Senator of Innovation and Sustainability will do most of the planning.
 - 4. The faculty/Senator groups were created to facilitate communication and to help Senators report out and seek feedback. Faculty are not required to speak only to their designated Senator.
 - 5. The Cosmetology Program will start up again this semester and is based at the Santa Ana Beauty Academy. The program is projected to generate 15 FTES this Spring.

6. SCC has met its FTES target for this year and may generate enough additional FTES to reach the 3% growth target. Commendations to Prof. DeCarbo and others who advocate for SCC and equity in the budget allocation model.
7. The Careers Pathway Grant proposal was approved at College Council.
8. There has been some discussion about the possibility of SCC partnering with Brandman University, which is part of the Chapman University system, to offer the first two years of a bilingual courses program. Several concerns have already been raised and much more discussion will occur before any decision is reached.
9. Events:
 - a. The FARSCCD First Annual Spring Mixer will be this Wednesday, March 5, from 5:30-7:00, at the Bowers Museum.
 - b. Science Night will be March 14, at 6:00 p.m. Prof Smith invited several legislators to attend and learn more about SCC.
10. The Deans have been invited to future Senate meetings. Please send Prof. Evett any questions you might want a visiting Dean to address.

B. Vice President (Prof. DeCarbo):

1. The standardized schedule for committees and meetings was brought to College Council.
 - a. The Facilities Committee recently voted to move their meetings from the second to the fourth Mondays, at 3:00.
 - b. It was suggested that the Student Success Committee needed to approve the proposed change in their meeting times. They currently meet at 3:00, but are listed at 1:30 in the schedule.
 - c. There will be an effort to find permanently assigned rooms for these committees.

C. Secretary/Treasurer (Prof. Wagner):

1. Beginning January 1, 2014, all legislative bodies of local agencies in California, including school boards, must publicly report any action taken as well as the vote or abstention on that action of each member present. These new requirements are imposed by Senate Bill 751 as an amendment to the Ralph M. Brown Act. To comply, our Senate will be recording the votes of the Senators as follows:
 - i. Members recorded as absent are presumed not to have voted.
 - ii. If only yeas: "the motion passed without dissent."
 - iii. If there are nays and/or abstains, the names of members voting in the minority and/or abstaining will be recorded, and all other members are presumed to have voted in the majority.

D. CIC Chair (Prof. Rutan): no report

V. ASG Report (none)

VI. Action

- B. **Resolution SP2014.1:** To Dissolve the Academic Senate/Castle Foundation OSHER Scholarship and to Discontinue Annual Contributions to a Scholarship—Second reading
 1. **The motion "If this scholarship resolution passes, the entire full-time faculty will be called upon to vote whether the scholarship is indeed dissolved" passed without dissent** (moved by Prof. DeCarbo and seconded by Prof. Deaver)
 2. Cons:
 - a. If we consider that the Senate is saving \$500 each year by not annually contributing to a scholarship, the \$4000 initial outlay will have been "paid-off" in 6 years.
 - b. This OSHER Scholarship is generating money in perpetuity, without any more funds from the Senate.
 - c. Many other senates have scholarships.
 3. Pros:
 - a. Faculty should get a chance to reconsider their vote for this scholarship given the additional information about the BOG waiver requirement.
 - b. Individuals, not the Senate, should determine whether to contribute to a scholarship.
 - c. Worthy students are now ineligible if they do not receive a BOG waiver.
 4. The feedback that Senators brought from their faculty supported both the pro and con positions.
 5. There is nothing in the bylaws or constitution about how dues are used. It is the purview of the Senate.
 6. **The motion to split the two resolves passed** (moved by Prof. Nance and seconded by Prof. Hovanitz): [Nay—Profs. Deaver, DeCarbo, Nance, Sproat, Taylor. Abstain—Profs. Carrion, Shields, Volz]
 7. **The motion to approve the first Resolve of resolution SP2014.1 failed** (moved by Prof. Nance and seconded by Prof. Shekarabi) [Aye—Profs. Aguilera, Carrion, Deeley, Dela-Cusack, Hovanitz, Nance, Salcido, Sproat. Abstain—Profs. Cannon, Shields, Volz] It should be noted that upon the initial count, there appeared to be a split vote, but upon recount, there were 8 aye votes, 9 nay votes, 3 abstentions; this did not create a split vote to be decided by the chair.
 8. **The motion to approve the second Resolve of resolution SP2014.1 failed** (moved by Prof. Nance and seconded by Prof. Shekarabi) [Aye—Profs. Cannon, Carrion, Cummins, Nance, Sproat, Wagner. Abstain—Profs. Shields, Volz]
 9. Because the resolution failed, there will not be a further vote of the entire full-time faculty.

- C. **Resolution SP2014.2:** Adoption of the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy—Second reading
 - 10. **The motion to approve resolution SP2014.2 was passed without dissent** (moved by Prof. Nance and seconded by Prof. Rutan).
- D. **Resolution SP2014.3:** Adoption of Strategic Enrollment Management Implementation Plan—Second reading
 - 11. **The motion to approve resolution SP2014.3 was passed without dissent** (moved by Prof. Nance and seconded by Prof. Shekarabi) [abstain—Prof. Cummins]
- E. **Resolution SP2014.4:** Accelerated One-Year Degree—Second reading
 - 12. **The motion to approve resolution SP2014.4 was passed without dissent** (moved by Prof. Shekarabi and seconded by Prof. Elchlepp).

***Approved resolutions are posted online: <http://sccollege.edu/Departments/AcademicSenate/Pages/resolutions.aspx> ***

VII. Discussion Items

A. Student Discipline Issues:

1. Concerns

- a. Faculty are unsure what action is taken for they often do not hear back after filing a disciplinary report.
- b. It is not always clear to faculty why some students get penalized and some don't.
- c. Some senators said they stopped filing student conduct letters because of the lack of disciplinary action; faculty felt it was easier just to deal with the student in class.
- d. Some threatening students showed up again in class.

2. Possible Courses of Action

- a. Invite the Associate Dean of Student Development Lori Jordan to respond to concerns.
 - i. What processes, including ones about confidentiality, must she follow?
 - ii. Can some of the current processes be changed, or are they legally mandated?
 - iii. Does she have the final say in student discipline at SCC?
- b. Some colleges document disciplinary action on transcripts.

3. Send any other examples of issues, questions, or concerns to Prof. Evett.

B. Intersession and 2015-2016 Calendar:

- 1. The 2015-2016 Calendar was passed by the Board of Trustees and assumes the colleges will offer Intersession.
- 2. It was reported that due to catalog/calendar publishing dates, there wasn't time to plan and to analyze the impact of Intersession; this may not necessarily have been the case.
- 3. Discussions with FARSCCD:
 - a. Since each college would have to fund their own Intersession, there should have been a planning process.
 - b. There is the possibility that either college may determine not to hold Intersession.
 - c. It may be possible to revise this calendar.
 - d. The calendar falls into a grey area between the Senate and the Union because it impacts academic and professional matters as well as working conditions.
- 4. The Enrollment Management Committee, the PIE Committee, and the Budget Committee will discuss Intersession.
- 5. There is a point in time after which the calendar should not be changed, because of the impact any change would have.
- 6. If SAC offers Intersession and SCC doesn't, it may affect the budget split.

VIII. Summary Reports Discussion (see attached)

Meeting Adjourned at 3:15 p.m.

Respectfully submitted,

Joyce Wagner SCC-AS Secretary/Treasurer

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Curriculum

Rutan, Craig Chair 2016

Resolution SP2014.6

Adoption of Spring 2014 Professional Development Committee Governance Handbook Description

Moved:

Seconded:

Whereas, The Faculty Development Committee (FDC) is part of the participatory governance structure at Santiago Canyon College;

Whereas, The California Community College Chancellor's Student Success Task Force recommendation #6 is to revitalize and re-envision professional development;

Whereas, The Chancellor's Student Success Initiative's Professional Development Committee recommends all personnel have ongoing opportunities to develop and expand their skills and practices that influence student learning and support students in achieving their educational goals; and

Whereas, A collaborative effort among the members of FDC has resulted in a revised committee name, mission statement, description of responsibilities, and membership;

Resolved, That the Academic Senate of Santiago Canyon College reaffirms the importance of ongoing professional development opportunities for faculty and staff; and

Resolved, That the Academic Senate of Santiago Canyon College adopt the Spring 2014 Professional Development Committee Governance Handbook Description.

Attachment: Spring 2014 Professional Development Committee Governance Handbook Description

Date Presented: 18 March 2014

Date Approved:

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

PROFESSIONAL DEVELOPMENT COMMITTEE

Mission

The Professional Development Committee will provide professional growth opportunities to faculty and staff to support instruction, support services and enhance student success.

Responsibilities

- Create a process for professional development resource requests and reports
- Request the allocation of professional development resources
- Allocate the resources for the professional development program
- Assist in the planning of professional development activities
- Recommend, review, and evaluate professional development activities
- Maintain records and data of the professional development activities

Chair

One faculty will serve as chair

Membership

6 Faculty
3 Classified
1 Administrator



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

46th SPRING SESSION RESOLUTIONS

FOR DISCUSSION AT AREA MEETINGS

March 21-22, 2014

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 10-12, 2014, in San Francisco.

Resolutions Committee 2013-2014

John Freitas, Los Angeles City College, Chair
Julie Adams, ASCCC, Executive Director
Randy Beach, Southwestern College, Area D
Kenneth Bearden, Butte College, Area A
Dolores Davison, Foothill College, Area B
Michelle Grimes-Hillman, Mt. San Antonio College, Area C

Unknown

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John Freitas 2/16/14 3:07 PM

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RESOLUTIONS PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

- 1.01 S14 Insert the Phrase “Promotes Academic Excellence” in the ASCCC Mission Statement
- 1.02 S14 Adopt the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*
- 2.01 S14 Modify Title 5 To Allow Colleges To Be Accredited By Any Nationally Recognized Accrediting Agency
- 2.02 S14 Submitting Proposed Revisions to the *2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)
- 2.03 S14 Explore Use of Mock Accreditation Site Visits
- 3.01 S14 Infusing Cultural Competence
- 7.01 S14 Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings
- 9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia
- 10.01 S14 Adopt the Discipline List Handbook
- 12.01 S14 Consistent and Sustainable Funding for Professional Development
- 12.02 S14 Faculty Professional Development
- 13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree
- 14.01 S14 Adopt the Paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam*
- 14.02 S14 Local Use of Available Noncredit Progress Indicators
- 18.01 S14 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*

Consent calendar resolutions in the packet are marked with a *

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EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS
MARCH 21-22, 2014

1.0 ACADEMIC SENATE

***1.01 S14 Insert the Phrase “Promotes Academic Excellence” in the ASCCC Mission Statement**

Whereas, The Academic Senate for California Community Colleges is the official representative of all California community college faculty on academic and professional matters, and as that representative is responsible for promoting academic excellence in policy, initiative, consultative situations, to the legislature and Board of Governors, and to the media;

Whereas, The Academic Senate mission currently states¹:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Whereas, While the current mission implies that the Academic Senate actively promotes academic excellence, an explicit statement to that effect will strengthen the understanding of the work and mission of the academic senate given the competing state and national organizations that attempt to claim that they ensure academic quality in the state; and

Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, ~~promotes,~~ advocates for, and acts upon policies of responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Dianna Chiabotti, Executive Committee

¹ The current Academic Senate mission statement is found at <http://asccc.org/about/mission>

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1.02 S14 Adopt the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria

Whereas, Academic Senate Resolution 1.02 S13² directed the Academic Senate to “create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process” and that the task force’s recommendation “be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session”;

Whereas, In response to resolution 1.02 S13 the Operational Oversight Committee was formed and charged with developing an evaluation process for the Academic Senate, and this committee held a breakout at the Fall 2013 Plenary Session to present progress to and obtain feedback from the body that was used to inform the work of the committee;

Whereas, The deadline for completion of the first periodic review established as Fall 2014 Plenary Session would place a substantial burden on the organization and the individuals charged with completing the review, and therefore an extension of the timeline to Spring 2016 is much more reasonable; and

Whereas, Upon completion of the periodic evaluation review the Academic Senate should assess the entire process to determine what, if any, changes are required to improve the process and ensure its usefulness to the organization;

Resolved, That the Academic Senate for California Community Colleges adopt the *Guidelines for the Periodic Review of Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria*;

Resolved, That the Academic Senate for California Community Colleges complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first periodic review by the Spring 2016 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges assess the efficacy of the Periodic Evaluation of ASCCC process, including the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session.

² The text of this resolution is found at <http://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>.

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Contact: Julie Bruno, Executive Committee, Operational Oversight Committee

(Please see Appendix A for the full text of these documents.)

2.0 ACCREDITATION

***2.01 S14 Modify Title 5 To Allow Colleges To Be Accredited By Any Nationally Recognized Accrediting Agency**

Whereas, California Code of Regulations, Title 5 § 51016 currently requires that, “Each community college within a district shall be an accredited institution. The Accrediting Commission for Community and Junior Colleges shall determine accreditation;”

Whereas, A basic criterion for participation in federal financial aid programs is that colleges be accredited by a nationally recognized accrediting agency, not one specific agency;

Whereas, Naming a specific accrediting agency in Title 5 is problematic because agencies may change their names, merge with other entities, or cease to be recognized, any one of such circumstances requiring a corresponding change to Title 5; and

Whereas, Naming a specific accrediting agency in Title 5 reduces the options California community colleges have to affiliate with an accrediting agency that fits their mission and circumstances³;

Resolved, That the Academic Senate for California Community Colleges work with the appropriate bodies to remove references to one specific accrediting agency in Title 5 and to replace the language with a neutral statement requiring only that colleges be accredited by a federally recognized agency.

Contact: Kevin Bontenbal, Cuesta College, Accreditation and Assessment Committee

***2.02 S14 Submitting Proposed Revisions to the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)**

Whereas, On January 24, 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) released for first reading a revised set of Eligibility Requirements and Accreditation Standards and began soliciting public comment about the draft revisions until April 30, 2014;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) will hold public hearings about *the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* at Sylmar, California on April 28, 2014 and Sacramento, California on April 29, 2014;

³ For example, if a California community college chooses or is required to become an institution that offers multiple baccalaureate degrees, it must be accredited by an agency that has been nationally recognized to assess such institutions.

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Whereas, In order to assist the Academic Senate for California Community Colleges in providing public comment to the ACCJC, the Accreditation and Assessment Committee of the Academic Senate collected and compiled a list of recommended proposed revisions based upon research and analysis by the committee, including input from the field, in a single document entitled *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards*; and

Whereas, It would be impossible to present oral testimony for all of the items in the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* document in the available time, and therefore the Academic Senate must prioritize the proposed revisions that are of greatest importance to faculty;

Resolved, That the Academic Senate for California Community Colleges adopt the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* and direct the Executive Committee to submit these proposed revisions on behalf of the Academic Senate through written and oral testimony at the ACCJC's public hearings, and furthermore devote its oral testimony to the proposed revisions determined to be of highest importance by the Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to provide oral and/or written testimony about the draft 2014 Eligibility Requirements and Accreditation Standards identified to the ACCJC based on their own locally identified concerns

Phil Smith, Executive Committee, Accreditation and Assessment Committee
(Please see Appendix B for the full text of this document)

***2.03 S14 Explore Use of Mock Accreditation Site Visits**

Whereas, Preparing for accreditation site visits can be a daunting experience for most colleges;

Whereas, A possible resource for colleges is the use of mock evaluation teams, a group of accreditation-knowledgeable faculty, administrators, and staff either from the college, other colleges in the same district, or outside colleges who visit the college and provide a simulated experience of an actual site visit; and

Whereas, Based upon the mock visit, the college may be better prepared to respond to the actual evaluation team visit;

Resolved, That the Academic Senate for California Community Colleges investigate the use of mock accreditation team visits and report back to the body by spring 2015.

Contact: Adrienne Foster, West Los Angeles College, Accreditation and Assessment Committee

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY

***3.01 S14 Infusing Cultural Competence**

Whereas, Resolution 1.02 Spring 2010⁴ asks for “the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates”;

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students; and

Whereas, the Academic Senate for California Community Colleges adopted its inclusivity statement⁵ in June, 2012, that reads in part:

“The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society”;

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency training at its annual Executive Committee orientation, and use the information from that training to develop its plan.

Contact: Jeff Burdick, Willow International Community College Center, Student Equity Task Force

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

***7.01 S14 Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings**

Whereas, Colleges and districts that enroll students living in other states in distance education courses may be required by those states to enter into state authorization agreements in order to enroll those students, which can be burdensome to institutions and can result in thousands of dollars in fees to a state, even for a single student;

Whereas, The proposed 34 CFR § 600.9(c) states:

“If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, *the institution must*

⁴ The full text of this resolution is found at <http://asccc.org/resolutions/plan-infuse-cultural-competence>

⁵ Executive Committee Policy 30.00 – Inclusivity is found at <http://asccc.org/policies/diversity>

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meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request."

that if enacted will become an accreditation requirement as colleges are expected to comply with all federal regulations; and

Whereas, Participation by the State of California in the State Authorization Reciprocity Agreement (SARA)⁶, which provides for "an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs," could relieve colleges and districts of having to directly negotiate agreements with states and territories", as that would be done by the State of California on behalf of colleges and districts, and could also ensure compliance with the proposed 34 CFR § 600.9(c);

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and other state entities to analyze without delay the potential benefits and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible.

Contact: John Freitas, Executive Committee

9.0 CURRICULUM

***9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia**

Whereas, In 2013 the legislature passed and the governor signed AB 86 (Education Omnibus Trailer Bill, 2013-2014) that amended California Education Code §84830 to create regional consortia to implement a plan to "better serve the educational needs of adults" in areas that include basic skills, ESL, and short-term CTE educational services; and

Whereas, AB 86 further requires an evaluation and integration of faculty professional development to achieve greater student achievement; and

Whereas, Curricular design, educational planning, student success, and faculty professional development are all part of the 10+1 academic and professional matters under the purview of local academic senates, as stated in Title 5 §53200;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established CB21 coding to develop the a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;

Resolved, That the Academic Senate for California Community Colleges assert that local academic senates should be active participants in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

⁶ For more information, please go to <http://nc-sara.org>. To review the policies and standards for State Authorization Reciprocity Agreements, please go to <http://nc-sara.org/files/docs/SARA-General-Policies.pdf>.

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Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind local governing boards that the Title 5 requirements for collegial consultation with academic senates on academic and professional matters extends to interagency legislative bodies, including joint powers authorities established between community college and K-12 governing boards.

Contact: John Stankas, Executive Committee, Noncredit Committee
(Please see Appendix C for the relevant text from AB 86.)

10.0 DISCIPLINES LIST

***10.01 S14 Adopt the Discipline List Handbook**

Whereas, The body adopted resolution 10.07 S13⁷ that directed the Academic Senate for California Community Colleges to consolidate information related to the disciplines list process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both the Standards and Practice Committee and the field;

Whereas, Resolution 10.09 S13 and amendment 10.09.01 S13, both of which were referred to the Executive Committee⁸, addressed concerns about the need to simplify the way discipline list recommendations were brought to the body and to clarify the process; and

Whereas, The Standards and Practice Committee developed a Discipline List Handbook that consolidates the disciplines list process, as directed in resolution 10.07 S13, and addresses the concerns stated in the referred resolution 10.09 S13 and amendment 10.09.01 S13;

Resolved, That the Academic Senate for California Community Colleges adopt the Discipline List Handbook and implement the new discipline list process immediately upon its adoption by the body.

Contact: Michelle Grimes-Hillman, Executive Committee, Standards and Practices Committee
(Please see Appendix D for the full text of this document.)

12.0 FACULTY DEVELOPMENT

***12.01 S14 Consistent and Sustainable Funding for Professional Development**

Whereas, AB 2558 (Williams, 2014) as of February 21, 2014 contains provisions that would implement two of the recommendations of the Chancellor's Office Professional Development Committee, including changing name of the Faculty and Staff Development Fund to the Professional Development Program and making the program inclusive of all college employees, but not does not provide the consistent and sustainable funding for professional development as recommended by the committee;

⁷ The full text of resolution 10.07 S13 is found at <http://asccc.org/resolutions/improvements-disciplines-list-process>

⁸ The full texts of resolution 10.09 S13 and 10.09.01 S13 are found at <http://asccc.org/resolutions/disciplines-list-motion> and <http://asccc.org/resolutions/amend-resolution-1009-s13>

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Whereas, AB 2558 (Williams, 2014) would repeal Education Code §87152, which allocates to districts at a minimum “an amount equivalent to one half of one percent of the fiscal year revenues . . . received by the district, for the 1987-88 fiscal year” for the Faculty and Staff Development Fund;

Whereas, The faculty and staff development funding indicated in Education Code §87152 has not been received by districts since 2002, in part because the language of the section is unclear in terms of whether the funds are subtracted from or added to the general fund and in part because of the section’s outdated reference to the 1987-88 fiscal year; and

Whereas, Ongoing consistent and sustainable funding is essential for the creation and maintenance of meaningful and vital professional development programs in the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges endorse AB 2558 (Williams, 2014) as of February 21, 2014 regarding its provisions for renaming and making the Professional Development Program inclusive of all college personnel;

Resolved, That the Academic Senate for California Community Colleges endorse AB 2558 (Williams, 2014) as of February 21, 2014 in its efforts to clarify or remove the outdated and ineffective language of Education Code §87152; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other constituent groups to establish through statute ongoing consistent and sustainable funding for the Professional Development Program.

Contact: David Morse, Executive Committee
(Note: Legislation can be tracked at <http://leginfo.legislature.ca.gov/faces/home.xhtml>)

***12.02 S14 Faculty Professional Development**

Whereas, The primary basis for faculty hiring is subject matter expertise and meeting the minimum qualifications outlined in Title 5 and in *Minimum Qualifications for Faculty and Administrators in Community Colleges (January 2012)*⁹;

Whereas, The California Community College faculty minimum qualifications do not include requirements for pedagogical knowledge or teacher preparation;

Whereas, Many colleges do not have a formal faculty professional development program tied to improvement of teaching and pedagogy; and

Whereas, The climate and culture of California community colleges have changed greatly over

⁹ This handbook is found at http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf

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the last several years and faculty must be responsive to the needs of students at all levels and the vast array of diversity among students;

Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in pedagogy that are driven by the needs of faculty; and

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning and their impact on student success, and report its findings back to the body by spring 2015.

Contact: Dianna Chiabotti, Executive Committee

Note: This resolution was first submitted to the body at the fall 2013 plenary session as resolution 12.03 F13. The body referred this resolution and amendments 12.03.01 and 12.03.02 to the Executive Committee for perfecting and to be returned to the body by spring 2014 plenary. The minor changes proposed by the two amendments were incorporated into the resolution. The resolution was rewritten and is being brought back for consideration by the body.

13.0 GENERAL CONCERNS

***13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree**

Whereas, The California Community Colleges Chancellor's Office recently released a report from the California Community Colleges Baccalaureate Degree Study Group¹⁰ on the topic of expanding the mission of community colleges in the state to include the awarding of bachelor's degrees, and the report concludes with a recommendation that the topic "merits serious review and study;"

Whereas, The Academic Senate currently has an oppose position to adding bachelor's degrees to the mission of CCCs, resolution 6.01 S10¹¹ but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Whereas, Any comprehensive change to the mission of the California community colleges should include comment and input from many California State University and the University of California colleagues, and the composition of the California community college study group that produced the report included no faculty representation from these two segments;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental

¹⁰ The full report is found at http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf

¹¹ The full text of resolution 6.01 S10 is found at <http://asccc.org/resolutions/opposition-proposed-modification-community-college-mission>

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scan by independent researchers be conducted and distributed to the colleges for information, deliberation, and further recommendations to the legislature.

Contact: Dolores Davison, Executive Committee

14.0 GRADING

14.01 S14 Adopt the Paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam

Whereas, Academic Senate Resolution 9.05 F08¹² called for the Academic Senate for California Community Colleges (ASCCC) to “assert the right of discipline faculty to establish the content of credit by exam processes, . . .” and “research and share effective practices for credit by exam processes with local senates”;

Whereas, Academic Senate Resolution 9.08 F10¹³ called for the ASCCC to “develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanism,” to “encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes,” and to “recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available”; and

Whereas, The paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam* asserts the right of discipline faculty to establish the content of credit by exam processes, shares effective practices for implementing credit by exam processes with local senates, offers effective practices for using credit by exam, including ways to ensure that students are aware of mechanisms for earning credit by exam, while encouraging local senates to consider the needs of their local communities;

Resolved, That the Academic Senates for California Community Colleges adopt the paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam*.

Contact: Lesley Kawaguchi, Executive Committee, Credit by Exam Paper Task Force

***14.02 S14 Local Use of Available Noncredit Progress Indicators**

Whereas, The Academic Senate for California Community Colleges adopted resolution 14.01 S12¹⁴ that requested changes to Title 5 to include a progress indicator of Satisfactory Progress, SP, at its Spring 2012 session;

¹² The full text of resolution 9.05 F08 is found at <http://asccc.org/resolutions/ensuring-integrity-credit-exam-processes>

¹³ The full text of resolution 9.08 F10 is found at <http://asccc.org/resolutions/credit-exam-processes>

¹⁴ The full text of resolution 14.01 S12 is found at <http://asccc.org/resolutions/progress-indicator-implementation-noncredit-coursework>

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Whereas, The Chancellor's Office Scorecard currently voids all data submitted for noncredit progress, thus indicating zero achievement and success;

Whereas, The Chancellor's Office currently lacks the staff to facilitate the requested Title 5 change; and

Whereas, The Chancellor's Office is capable of collecting noncredit progress indicators, and all other progress indicators (A, B, C, D, F, P and NP) are currently defined in Title 5 for credit and noncredit courses (§55021/§55023);

Resolved, That the Academic Senate for California Community Colleges urge local senates to recommend policies that allow their colleges to begin the practice of assigning progress indicators to all noncredit curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable progress indicator.

Contact: Ginni May, Sacramento City College, Noncredit Committee

18.0 MATRICULATION

18.01 S14 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges

Whereas, The Board of Governors held a study session on basic skills in March 2007, and passed a motion directing the Chancellor to "begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students...";

Whereas, The Academic Senate for California Community Colleges adopted the paper *Student Success: The Case for Establishing Prerequisites through Content Review* (Spring 2010)¹⁵ and its recommendations included the need for a paper on multiple measures; and

Whereas, The Academic Senate for California Community Colleges through Resolution 18.01 F13 adopted the position that any common assessment system developed for use by the California community colleges should allow local control both in the selection of multiple measures for use in placement processes and in the manner in which those multiple measures are applied;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*; and

¹⁵ This paper is available at <http://asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf>

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Resolved, That the Academic Senate for California Community Colleges urge local academic senates to continue to engage in discussions at their colleges regarding the determination of appropriate multiple measures and placement processes that improve the success of their students.

Contact: Michelle Grimes-Hillman, Executive Committee, Multiple Measures Task Force
(Please see Appendix F for the full text of this document.)

Summary Report

Committee: SAC Senate

Meeting date: March 11, 2014

The following are informal highlights:

Content

1 Discussion items:

- SACTAC (tech committee)
 - TAG discussed the purchase of site improving software which would find broken links, spelling problems, and accessibility issues.
 - There was a discussion of which group SACTAC reports to, especially in terms of requesting funding.
- SAC Nursing is very much in favor of offering a bachelor degree. They are having difficulty now getting clinical placement sites for their students who have only AAs.
- There was a discussion about student cheating.
 - It is felt that the staff member in charge of the complaints is an advocate for the student.
 - Some faculty felt put on trial when they filed a dishonesty complaint.
 - There is no one to advocate for the faculty in many situations.
- The SAC Senate approved funds to buy special nameplates and graduation stoles for all the past, present, and future Distinguished Faculty members.
- The resolutions for the upcoming Spring Plenary were briefly looked at and faculty were asked to provide feedback at the next Senate meeting.

Summary Report for the Senate

Faculty Development

March 11, 2014

Actions Taken:

- Changed committee's responsibilities, Anita will send the vote in email and the resolution will be ready for Senate's approval

Events Planned:

1- The website will go live this week

2-

Week

Activity

5 (March 10th)

Send email for repeat sessions (Done)

7 (March 24th)

First general call for proposals

9 (April 14th)

Second general call for proposals

11(April 28th)

All proposals are due and finalized

	Put calendar together
13 (May 12 th)	Senate approval (depends on meeting schedule)
14 (May 19 th)	Send an all faculty email with calendar

Items for Recommendation: none

Other Resources needed/acquired/allocated: none

Useful Information:

- None

**Summary Report for Senate
Planning & Institutional Effectiveness
5 March 2014**

Actions Taken:

- Approval of 2015/2016 Prioritization Rubric
- Approval of Resource Request Process Flowchart for PIE
- Approval of SCC Resource Request Forms

Discussion:

- Joint Chairs recommendations and the current planning process

Items for Recommendation: None

Other Resources needed/acquired/allocated: None

Useful Information:

- Will compile a 2014/2015 Prioritization Rubric at the next meeting