



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

45th FALL SESSION RESOLUTIONS
FOR DISCUSSION

Saturday, November 9, 2013

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 Academic Senate Fall Plenary Session held November 7 - 9, 2013, in Irvine.

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*.

- *2.01 F13 ASCCC Statement on Accreditation
- *7.02 F13 Request of CCCC0 to Provide Faculty Obligation Number Data
- *9.01 F13 Associate Degrees for Transfer (ADT) Development and Implementation Guidelines Resolution
- *12.01 F13 Community College Faculty Exchanges
- *18.01 F13 Use of Multiple Measures in Common Statewide Assessment Exams

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2.0 ACCREDITATION STANDARDS

*2.01 F13 ASCCC Statement on Accreditation

Whereas, The “faculty roles and involvement in accreditation processes, including self study and annual reports” is one of the “10+1” academic and professional matters designated to academic senates in Title 5 section 53200;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has been intricately involved in accreditation processes since its founding and continues to actively support faculty and colleges in their accreditation work through breakouts presented at plenary sessions, *Rostrum* articles, Senate position papers, its standing Accreditation and Assessment Committee, and its annual Accreditation Institute;

Whereas, The ASCCC further provides colleges, upon request, with Accreditation Response Teams consisting primarily of faculty experienced in various areas of accreditation, in order to assist colleges that are facing sanctions or are otherwise concerned with the involvement and roles of faculty in regards to accreditation processes within their own college governance structures; and

Whereas, Despite the ASCCC’s strong advocacy for and assistance with “faculty roles and involvement in accreditation processes” and extensive set of adopted positions to that effect, the ASCCC currently has no statement regarding the ASCCC’s responsibility with respect to accreditation;

Resolved, That the Academic Senate for California Community Colleges adopt the following statement on accreditation to be published widely and used to guide the ASCCC in its ongoing work to support college accreditation efforts:

The Academic Senate for California Community Colleges (ASCCC) values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates have Title 5-mandated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards for which they will be held accountable and to generate comprehensive and forthright assessments of progress toward the standards. The ASCCC’s main tool for supporting colleges is the annual Accreditation Institute, through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, the Academic Senate shares accreditation information and provides support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, the ASCCC’s secondary responsibility is to recommend and advocate for improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

Contact: Phil Smith, Chair, Accreditation Committee

2.02 F13 Request of ACCJC to Model Effective Self-Evaluation Practices

Whereas, The Academic Senate for California Community Colleges has expressed various concerns with the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding faculty participation and representation on the Commission’s committees and on on-site evaluation teams through a variety of means, including resolutions passed by the body, concerns expressed to the California Community College

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Chancellor's Office, and the Board of Governors, and letters sent by the Academic Senate to the U.S. Department of Education (USDE)¹; and

Whereas, The ACCJC expects its member institutions to reflect honestly and critically about areas identified as being non-compliant with Commission policies and accreditation standards and to address them in a timely manner;

Resolved, That the Academic Senate for California Community Colleges urge the ACCJC to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified in evaluations by the USDE's Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document and make public what steps it will take to address any areas of non-compliance.

Contact: Dolores Davison, Past Chair, Accreditation Committee

2.02.01 F13 Amend Resolution 2.02 F13

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges ~~urge request that the ACCJC to model and exemplify for its member institutions effective self-evaluation practices by acknowledging and addressing any areas of non-compliance~~ acknowledge the importance of direct communication, and in particular with the ASCCC as the representative of faculty, by publicizing its steps to address issues of non-compliance as identified in evaluations by the USDE's Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document what steps it will take to address any areas of non-compliance. in the most open and timely manner possible.

Contact: Kale Braden, Cosumnes River College, Area A

2.03 F13 Sufficient Advance Notice for Changes to Required ACCJC Annual Reports

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) requires member colleges to file Annual Reports and Annual Fiscal Reports to maintain their status as accredited institutions;

Whereas, Member colleges have difficulty completing such reports in a meaningful and comprehensive way when the requirements and required data for these reports differ substantially from year to year, and sufficient advance notice and instructions are not provided; and

Whereas, Government agencies and professional licensing organizations typically follow a process in which proposed changes to required reports or policies are announced well in advance, with opportunities for comments and suggestions from impacted parties, and with new procedures published with sufficient notice for effective compliance by affected individuals or institutions;

¹ Official expressions of concern about lack of faculty representation on ACCJC teams and committees include resolutions passed by the body dating back to 2004 that describe inadequate faculty representation on accreditation visiting teams, a letter sent in 2010 by then-President Jane Patton expressing concerns about the ACCJC not observing its bylaws regarding faculty appointments to the ACCJC Commissioner Selection Committee, and a third-party comment sent to the USDE in September 2013 by President Beth Smith describing the ongoing concerns the Academic Senate has with the ACCJC with respect to faculty representation.

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Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC provide member institutions opportunities for meaningful input to the ACCJC about any proposed changes to the required annual reports, and that any adopted changes by ACCJC to annual reports be published at least six months in advance of the effective date of implementation of the required annual reports.

Contact: Dolores Davison, Past Chair, Accreditation Committee

2.03.01 F13 Amend Resolution 2.03 F13

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC provide member institutions opportunities for meaningful input to the ACCJC about any proposed changes to the required annual reports, and that any changes by ACCJC to the annual reports be published at least six months in advance of the effective date of implementation of the required annual reports, or within four weeks of the ACCJC being notified of a federal mandate if a notice of six months is not possible.

Contact: Matthew Clark, Woodland College, Area A

2.04 F13 Employ “Resolve a Deficiency” Rather Than “Recommendation for Improvement” for Evaluation Findings That Must Be Addressed by the Two-Year Rule

Whereas, Section 602.20(a) of the Secretary’s Criteria for Recognition mandates that recognized accrediting agencies for institutions such as the California community colleges must either take immediate adverse action against the institution, or give the institution two years to bring itself into compliance (the so-called Two-Year Rule);

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) currently uses the term “recommendation” in two senses when communicating the Commission’s actions, namely, “to meet the standard” or “to improve institutional effectiveness,” and thus it is unclear which of the “recommendations” issued to member institutions by the ACCJC fall under the Two-Year Rule;

Whereas, ACCJC’s use of the term “recommendation” in two different ways concerned the Accreditation Group of the United States Department of Education enough for it to note in its memo to the ACCJC dated August 13, 2013² that “what is not clear is how the recommendations are differentiated between the two types and how an institution, an evaluation team, the Commission, or the public is to know the difference”; and

Whereas, Given the high stakes involved with receiving one type of recommendation over the other, the California community colleges and their academic senates would benefit from clear distinctions between the types of findings issued them;

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC adopt and employ “requirement to resolve a deficiency” for those ACCJC findings of non-compliance that must be addressed under the Two-Year Rule, and reserve “recommendation for improvement” exclusively for

² Letter to the Dr. Barbara Beno, dated August 13, 2013: http://www.accjc.org/wp-content/uploads/2013/08/08_13_2013_Letter_from_USDE_on_Complaint.pdf

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Commission suggestions that the institution may implement at its discretion to improve institutional effectiveness.

Contact: Michelle Grimes-Hillman, Past Chair, Accreditation Committee

2.04.01 F13 Amend Resolution 2.04 F13

Amend title to read:

Employ the Term “Action Required” ~~“Resolve a Deficiency”~~ Rather Than ~~“Recommendation for Improvement”~~ “Recommendation” for Evaluation Findings That Must Be Addressed by the Two-Year Rule

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC adopt and employ two consistent terms: One, such as ~~“requirement to resolve a deficiency”~~ “action required,” used for those ACCJC findings of non-compliance that must be addressed under the Two-Year Rule, and a second term ~~reserve~~ ~~“recommendation for improvement”~~ such as “recommendation,” used exclusively for Commission suggestions that the institution may implement at its discretion. ~~to improve institutional effectiveness~~

Contact: Dianna Chiabotti, Napa Valley College

+2.04.02 F13 Amend Resolution 2.04 F13

Amend title to read:

Employ the Term “Action Required” ~~“Resolve a Deficiency”~~ Rather Than ~~“Recommendation for Improvement”~~ “Recommendation” for Evaluation Charges Findings That Must Be Addressed by the Two-Year Rule

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC adopt and employ two consistent terms: One, such as ~~“requirement to resolve a deficiency”~~ “action required,” used for those ACCJC charges findings of non-compliance that must be addressed under the Two-Year Rule, and a second term ~~reserve~~ ~~“recommendation for improvement”~~ such as “recommendation,” used exclusively for Commission suggestions that the institution may implement at its discretion. ~~to improve institutional effectiveness~~

Contact: Travis Gibbs, Moreno Valley College

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2.05 F13 Reinserting terms “Academic Senate” and “Curriculum” in Standard IV, Criterion A.4

Whereas, For more than 20 years, Title 5 §53200(b) has recognized academic senates as “organizations whose primary function is to make recommendations with respect to academic and professional matters”, including curriculum;

Whereas, The proposed revision to Accrediting Commission for Community and Junior Colleges Accreditation Standard IV, criterion A.4 (as of November 7, 2013) has completely eliminated any reference to academic senates and curriculum committees and has replaced it with the following wording:

Faculty and academic administrators, through well-defined structures and processes, have responsibility for recommendations about curriculum and student learning programs and services; and

Whereas, While the Accrediting Commission for Community and Junior Colleges has previously taken the position that not all states have academic senates, the primacy of faculty in determining curriculum and student learning outcomes is universal but that primacy is not clear in the proposed standard;

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revise Standard IV, criterion A.4 to read:

Faculty ~~and academic administrators~~, through well-defined structures and processes such as academic senates and curriculum committees, have responsibility for recommendations about curriculum and student learning programs and services.

Contact: Karolyn Hanna, Santa Barbara City College

+2.05.01 F13 Amend Resolution 2.05 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revised to Standard IV, criterion A.4 to read:

Faculty ~~and academic administrators~~, through well-defined structures and processes, including those established by state and local laws and regulations such as academic senates and curriculum committees, have responsibility for recommendations about curriculum and student learning programs and services.

Contact: Mark Yeager, MiraCosta College

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+2.05.02 F13 Amend Resolution 2.05 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to revised to Standard IV, criterion A.4 to read:

Faculty and academic administrators, through well-defined structures and processes, such as academic senates and curriculum committees, have primary responsibility for recommendations about curriculum and student learning programs and services with support from academic administrators as appropriate.

Contact: Carrie Roberson, Butte College

2.06 F13 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services

Whereas, As of November 7, 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) has drafted new Standards to replace the 2002 Standards without incorporating proposals given to the Commission from the Council of Chief Librarians, a group that represents librarians in the California Community Colleges, to strengthen the coordination of student learning among librarians, learning support staff, and discipline faculty;

Whereas, The current Substandard II.C.2 entitled “Library and Learning Support Services” contains elements that have provided for constructive assessment of libraries and systematically improved them;

Whereas, The ACCJC draft Standards weaken, to the detriment of student learning, the criteria used in the 2002 Standards in regard to information competency and access to library materials and services regardless of location or means of delivery; and

Whereas, The ACCJC draft Standards eliminate all reference to institutions “providing personnel responsible for student learning programs” and eliminate the current Substandard II.C.2 entitled “Library and Learning Support Services” and place the standards now in that section under Standard IIB (Student Services);

Resolved, The Academic Senate for California Community Colleges express the concerns of library faculty and advocates for reconsideration of the draft Standards by the ACCJC at the January 2014 meeting of the ACCJC; and

Resolved, That the Academic Senate for California Community Colleges advocate for the retention of the “Library and Learning Support Services” as a separate Substandard in the proposed new ACCJC Standards.

Contact: Kenley Neufeld, Santa Barbara City College

+2.06.01 F13 Amend Resolution 2.06 F13

Amend resolved to read:

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Resolved, The Academic Senate for California Community Colleges advocate for the ~~express these~~ concerns of library faculty and ~~advocates~~ for reconsideration of the draft Standards by the ACCJC at the January 2014 meeting of the ACCJC; and

Contact: Alex Immerblum, East Los Angeles College

2.07 F13 Equitable Access to College Resources for Part-Time Faculty

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is gathering input on revisions to the Accrediting Standards, with an expected adoption in June 2014;

Whereas, As of November 7, 2013, II.A.8 reads, “Responsibilities of all teaching faculty include instruction, assessment, and the systematic understand of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility.”; and

Whereas, Part-time faculty are increasingly held responsible for achieving student learning outcomes even when they are denied the resources which California Education Code §87482.8(d) indicates that colleges should provide to them:

(d) Part-time faculty should be considered to be an integral part of their departments and given all the rights normally afforded to full-time faculty in the areas of book selection, participation in department activities, and the use of college resources, including but not necessarily limited to telephones, copy machines, supplies, office space, mail boxes, clerical staff, library, and professional development.

Resolved, That the Academic Senate for California Community recommend that the Accrediting Commission for Community and Junior Colleges add to II.A.8 or another appropriate location in the accreditation standards, language that reflects the expectation that colleges will provide equitable access to college infrastructure and resources to all faculty members so that the teaching mission of the college may be more effectively attained.

Contact: Paul Setziol, De Anza College

2.08 F13 Extend Deadline for CCSF to Meet Accreditation Standards

Whereas, The Accrediting Commission for Community and Junior Colleges has acted to remove accreditation from City College of San Francisco (CCSF) through a process that has been found to be flawed by the US Department of Education;

Whereas, CCSF has made and continues to make progress in all areas of concern expressed by the Accrediting Commission for Community and Junior Colleges; and

Whereas, CCSF is rated highly in the California Community College Chancellor’s Office’s “Score Card”;

Resolved, That the Academic Senate for California Community call on the ACCJC to extend the deadline for CCSF to meet accreditation compliance based on CCSF’s ongoing efforts to meet the accreditation standards.

Contact: Bob Grill, College of Alameda

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+2.08.01 F13 Amend Resolution 2.08 F13

Amend the first whereas:

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) has acted to remove accreditation from City College of San Francisco (CCSF) by July 2014 ~~through a process that has been found to be flawed by the US Department of Education;~~

Replace the second and third whereases:

~~Whereas, CCSF has made and continues to make progress in all areas of concern expressed by the Accrediting Commission for Community and Junior Colleges; and~~ Whereas, The ACCJC's decision to disaccredit CCSF is being contested legally by at least three pending lawsuits, an unprecedented situation which has never been faced by colleges on accreditation sanction; and

~~Whereas, CCSF is rated highly in the California Community College Chancellor's Office's "Score Card";~~ Whereas, CCSF's current uncertain legal situation creates a confusing and at times politically charged environment for those faculty and other employees trying to develop and implement processes to comply with the Standards;

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges urge ~~call~~ the Accrediting Commission for Community and Junior Colleges (ACCJC) to extend by one year the deadline for City College of San Francisco (CCSF) to comply with meet accreditation Standards and recommendations, due to the unprecedented legal situation faced by CCSF. ~~to meet accreditation compliance based on CCSF's ongoing efforts to meet the accreditation standards.~~

Contact: Phil Smith, American River College

+2.08.02 F13 Amend Resolution 2.08 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to extend the deadline by one year for CCSF to meet accreditation compliance based on CCSF's ongoing efforts to meet the accreditation standards.

Contact: Eduardo Cairo, Pasadena City College

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+2.08.03 F13 Amend Resolution 2.08 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges explore and pursue the appropriate channel(s) to urge call on the ACCJC to extend the deadline for CCSF to meet extension of the deadline for CCSF to meet accreditation compliance based on CCSF's ongoing efforts to meet the accreditation standards.

Contact: Buran Haider, San Diego Miramar College

2.09 F13 ACCJC Transparency and Limitations on Standards

Whereas, There is widespread concern with respect to the performance of the Accrediting Commission for Community and Junior Colleges reflected in letters and resolutions from:

- The Academic Senate for California Community Colleges,
- The League of United Latin American Citizens,
- Superintendent of Public Instruction Tom Torlakson,
- The Community College Council of the California Federation of Teachers,
- The Community College Association of the California Teachers Association,
- The California Community College Independents,
- The Faculty Association of the California Community Colleges,
- The California Faculty Association (CSU),
- The American Association of University Professors, and
- The Council of UC Faculty Associations, as well as legal and legislative actions by the United States Department of Education, the California State Legislature, the City Attorney of San Francisco, and the California Federation of Teachers;

Whereas, The ACCJC performs the bulk of its business in private, affords the faculty and public limited time at their meetings and then only when the business of the Commission has already taken place, and generally operates in an excessively secret manner;

Whereas, The ACCJC provides no avenue for faculty correction of the findings of the Commission or its visiting teams and as a consequence, in the resulting decisions of the Commission, have tarnished the integrity of the academic profession and the scholarly reputation of our academic institutions; and

Whereas, The cost of complying with ACCJC requirements, including the hiring of personnel devoted to satisfying ACCJC demands, has not resulted in commensurate increases in the quality of education offered;

Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to implement a policy of transparency in its proceedings and decision making which includes the opportunity for the public to discuss proposed sanctions before they are voted on and publishing visiting team recommendations for sanctions and minutes of ACCJC meetings including a record of votes taken; and

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Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to avoid standards that speak to college financial and governance policies, including the behavior of local governing boards (leaving those issues to the California Community College system and the voters), and limit its standards to those that are widely accepted within the California community colleges based, at least in part, by input from the ASCCC.

Contact: Marty Hittelman, Los Angeles Valley College

+2.09.01 F13 Amend Resolution 2.09 F13

Delete all the whereases:

~~Whereas, There is widespread concern with respect to the performance of the Accrediting Commission for Community and Junior Colleges reflected in letters and resolutions from:~~

- ~~• The Academic Senate for California Community Colleges,~~
- ~~• The League of United Latin American Citizens,~~
- ~~• Superintendent of Public Instruction Tom Torlakson,~~
- ~~• The Community College Council of the California Federation of Teachers,~~
- ~~• The Community College Association of the California Teachers Association,~~
- ~~• The California Community College Independents,~~
- ~~• The Faculty Association of the California Community Colleges,~~
- ~~• The California Faculty Association (CSU),~~
- ~~• The American Association of University Professors, and~~
- ~~• The Council of UC Faculty Associations, as well as legal and legislative actions by the United States Department of Education, the California State Legislature, the City Attorney of San Francisco, and the California Federation of Teachers;~~

~~Whereas, The ACCJC performs the bulk of its business in private, affords the faculty and public limited time at their meetings and then only when the business of the Commission has already taken place, and generally operates in an excessively secret manner;~~

~~Whereas, The ACCJC provides no avenue for faculty correction of the findings of the Commission or its visiting teams and as a consequence, in the resulting decisions of the Commission, have tarnished the integrity of the academic profession and the scholarly reputation of our academic institutions; and~~

~~Whereas, The cost of complying with ACCJC requirements, including the hiring of personnel devoted to satisfying ACCJC demands, has not resulted in commensurate increases in the quality of education offered;~~

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Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to implement a policy of transparency in its proceedings and decision making which includes the opportunity for the public to discuss proposed sanctions before they are voted on and publishing visiting team recommendations for sanctions and minutes of ACCJC meetings including a tally record of votes taken; and

Contact: Phil Smith, American River College

+2.09.02 F13 Amend Resolution 2.09 F13

Strike the fourth whereas:

~~Whereas, The cost of complying with ACCJC requirements, including the hiring of personnel devoted to satisfying ACCJC demands, has not resulted in commensurate increases in the quality of education offered;~~

Strike the second resolved:

~~Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to avoid standards that speak to college financial and governance policies, including the behavior of local governing boards (leaving those issues to the California Community College system and the voters), and limit its standards to those that are widely accepted within the California community colleges based, at least in part, by input from the ASCCC.~~

Contact: Angel Lujan, Mt. San Antonio College

+2.09.03 F13 Amend Resolution 2.09 F13

Replace fourth whereas:

~~Whereas, The cost of complying with ACCJC requirements, including the hiring of personnel devoted to satisfying ACCJC demands, has not resulted in commensurate increases in the quality of education offered;~~
Whereas, the ACCJC has on occasion chosen to ignore and override the recommendations of a site visit team, sanctioning colleges whose teams had recommended full reaffirmation;

Contact: Leigh Anne Shaw, Skyline College

2.10 F13 Resolution Affirming Support for Diversity and Equity in Accreditation Standards

Whereas, A highly diverse college community has academic value for all students because it creates a rich learning environment that encourages critical thinking while honoring different points of view and supports society's compelling interest in increasing diversity in leadership;

Whereas, Improving educational success for all students must include modeling the principles of student equity and fostering respect for diversity;

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Whereas, Requiring community and junior colleges to make progress in these areas has always been and ought to continue to be included in accreditation standards; and

Whereas, The Accrediting Commission for Community and Junior Colleges is moving towards adopting standards with less focus on the diversity and equity, by making the following changes in particular:

- Draft new ACCJC standards removes language from Standard II.A.1.a. without replacement:

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities;

- Draft new ACCJC standards removes language from Standard II.B. without replacement:

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission;

- Draft new ACCJC standards removes language from Standard II.B.3.d without replacement:

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity (all draft standards as of November 7, 2013);

Resolved, That Academic Senate for California Community Colleges strongly urge the Accrediting Commission for Colleges and Junior Colleges to retain requirements in the standards for colleges to actualize the principles of student equity and foster respect for diversity including a standard that institutions recruit and admit diverse students who are able to benefit from their programs, consistent with their mission; and

Resolved, That Academic Senate for California Community Colleges strongly urge ACCJC to include a standard that institutions demonstrate commitment to hiring and maintaining personnel of diverse backgrounds, recognizing the significant educational role such diversity plays in the education of all students.

Contact: Fred Teti, City College of San Francisco

See Appendix A

2.11 F13 Accreditation Status

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) misrepresented its actions, with regard to City College of San Francisco (CCSF), of 2006 by identifying its recommendations for improvement as deficiencies and these recommendations were critical to the “show cause” sanction imposed on CCSF;

Whereas, The U.S. Department of Education (USDE) agreed that ACCJC had not distinguished clearly between recommendations to improve and the need to correct deficiencies and found that the ACCJC violated federal regulations due to a lack of faculty representation on their visiting teams;

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Whereas, Since 2007, 71 of the 112 California community colleges (63%) have been placed on sanction, while in the last three years (2010-2013), 35 of the 51 community colleges (69%) were sanctioned; and from 2003-2008 ACCJC generated 89% of all sanctions nationwide; and

Whereas, The ACCJC has publicly undermined democratically elected Boards of Trustees empowered by local voters to manage colleges, including the Board at CCSF, and has recommended that colleges and districts, including CCSF, prefund future liabilities for retiree health benefits although this is not a legal or a Board of Governors requirement;

Resolved, That the Academic Senate for California Community Colleges call on the ACCJC to restore CCSF and other colleges currently with less than full accreditation status to fully accredited status until such time as the ACCJC reviews and evaluates these colleges using proper criteria, policies, and procedures.

Contact: Marty Hittelman, Los Angeles Valley College

2.12 F13 Request of ACCJC to Evaluate and Improve Inter-rater Reliability of Visiting Teams

Whereas, Accrediting Commission for Community and Junior Colleges (ACCJC) visiting teams that visit institutions completing self-evaluations vary widely in composition and background, resulting in recommendations often more focused on team members' areas of expertise than a balanced evaluation of all standards;

Whereas, Current ACCJC standards tend to be subjective, vague and open to interpretation allowing for inconsistencies from one visiting team to another;

Whereas, The training of visiting teams does not include any kind of norming to promote inter-rater reliability, resulting in further inconsistencies in the application of ACCJC standards; and

Whereas, ACCJC does not appear to evaluate its own processes to determine if standards are being applied fairly and consistently across institutions;

Resolved, That the Academic Senate for California Community Colleges urge the ACCJC to include training to promote inter-rater reliability in and among visiting teams sent to institutions under review; and

Resolved, That the Academic Senate for California Community Colleges urge that ACCJC conduct evaluations to determine if standards are being consistently applied across institutions and that their findings be reported to all colleges.

Contact: Sara McKinnon, College of Marin

+2.12.01 F13 Amend Resolution 2.12 F13

Strike the third whereas.

Contact: Buzz Piersol, Porterville College

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3.0 EQUITY AND DIVERSITY

3.01 F13 Demographic Data Collection of Multiple Identities

Whereas, The Academic Senate for California Community Colleges has recognized the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds in its Inclusivity statement of June 1, 2012; and

Whereas, Oftentimes colleges collect demographic data through tools that limit choices and therefore provide an incomplete and distorted understanding of their campus culture(s); and

Whereas, A growing awareness and understanding of the complexity of identity can be a powerful tool for planning inclusive activities and programs; and

Whereas, Many stakeholders do not recognize themselves in a "choose one" box for race, ethnicity, or gender-related demographic categories and therefore feel excluded from the campus community and may, in fact, be excluded by programs that are not designed with them in mind;

Resolved, That the Academic Senate for California Community Colleges urge that all demographic data collection instruments in the California Community College System provide expanded categories for identity on race, ethnicity, language, sexual orientation, and gender demographic questions and allow students to declare multiple identities so the colleges can use those demographic realities to inform planning;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to inform all students, faculty, and staff of their options to claim multiple identities or to decline answering; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office in developing a crosswalk from previous categories to expanded categories and transitioning to a broader scope of data collection throughout the system and its publications.

Contact: Jeff Burdick, Willow International Community College Center, Area A

5.0 BUDGET AND FINANCE

5.01 F13 Request of CCCCO to Alter Definition of "Apportionment"

Whereas, The definition of "enrollment" for both the purposes of apportionment and repetition have been modified by Title 5 §58161 in 2011 and later by §55000(n) in 2013 to occur "only when a student receives an evaluative or non-evaluative symbol for the course"; and, Title 5 §58003.1 declares the census date for apportionment for full-term courses to be the "Monday of the weeks nearest to one-fifth the length of the term", resulting in a census date that is the third Monday of the semester for those colleges with 13 - 17 week semesters;

Whereas, Title 5 §55024 provides that no notation "shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term whichever is less" unless the governing board establishes a shorter time;

Whereas, This combination of Title 5 language has created a situation where some students present at the census date may not yield apportionment to a district, where districts are under significant pressure to change "drop without W" deadlines to the day before census on the basis of "fiscal necessity", and where should a

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district make such a change, students in Monday only classes during the fall semester observe the "drop without W" date pass prior to their second class meeting due to the Labor Day holiday; and

Whereas, This earlier date inhibits students' success by forcing a premature commitment to courses before students can assess whether they will succeed in the course, and counts against their repetitions of these courses;

Resolved, That the Academic Senate for California Community Colleges petition the Chancellor's Office and Board of Governors to revise §55000(n) to restore the previous interpretation of "enrollment" for the purposes of apportionment to occur when a student is formally enrolled in a course as of the census date; and

Resolved, That the Academic Senate for California Community Colleges further petition the Chancellor's Office and Board of Governors to add to §55000 to maintain the current interpretation of "enrollment" for the purposes of repetition.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F13 Academic Senate Participation in the Online Course Exchange

Whereas, The 2013-2014 Budget Act enacted the Governor's Online Education initiative to expand access to online education in the California Community College System and allocated \$16.9 million for that purpose and furthermore the Chancellor's Office established the California Community College Online Education Initiative program to realize this legislation through the creation of the Online Course Exchange ("Exchange") operated through the California Virtual Campus, with the development contract for the Exchange awarded to a district or consortium of colleges and/or districts through a competitive grant process³;

Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through the centralized California Virtual Campus, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion;

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations; and

Whereas, The Chancellor's Office request for application process proposes the establishment of governance and advisory bodies for the Exchange that may make recommendations regarding the work of the Exchange related to academic and professional matters, including but not limited to:

- The development of specifications for a statewide course management system (CMS) for the Exchange
- Minimum quality standards for courses selected for the Exchange
- Minimum educational and training qualifications for faculty who will teach online courses on the Exchange
- Minimum level of preparation required of students who will take online courses on the Exchange;

Resolved, That the Academic Senate for California Community Colleges remind the Chancellor's Office that faculty primacy in academic and professional matters applies to the development of the Online Course Exchange; and

³ Chancellor's Office request for Application (RFA) released to the field on September 13, 2013

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Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include the Academic Senate as the central and vital participant in all governance, advisory and steering bodies that would guide the establishment and continuing work of the Online Course Exchange.

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

***7.02 F13 Request of CCCCCO to Provide Faculty Obligation Number Data**

Whereas, Hiring criteria, policies, and procedures for new faculty members are within the purview of the academic senate, as denoted in California Education Code 87360;

Whereas, The application of locally agreed to policies and procedures requires accurate and verifiable data;

Whereas, Faculty Obligation Number (FON) calculation worksheets for each district detailing compliance with Title 5 §51025 were posted on the Chancellor's Office website from 2006 - 2011, but were not posted in 2012; and

Whereas, Calculated advance FON for 2013 have been provided to administrators via email, but neither the advance FON nor the data used to calculate it is independently available to local senate leaders;

Resolved, That the Academic Senate for California Community Colleges request the Chancellor's Office to return to its previous practice of publishing both district FONs and the attendant calculations on a publicly available portion of its website each fall semester.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

7.03 F13 Performance Classes

Whereas, Lifelong learners from our communities often provide the necessary talent and personnel required to allow core courses in the performing arts (e.g., dance and theater productions, orchestras, bands, and ensembles) to remain viable and allow community college students to transfer into four-year performing arts degree programs;

Whereas, There are no current guidelines facilitating colleges' development of processes that allow credit and not-for-credit students to be concurrently enrolled in the same section of a course; and

Whereas, Students who participate in performing arts courses often find that these courses reinforce a love of learning and sense of personal efficacy that increases the likelihood of a student completing his/her educational and academic goals.

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's office to develop guidelines that would help colleges to develop processes that allow credit and not-for-credit students to be concurrently enrolled in the same section of a course thus supporting the viability of performing arts programs.

Contact: Michael Mangin, Cabrillo College, Area B

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+7.03.01 F13 Amend Resolution 7.03 F13

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's office to formulate ~~develop~~ guidelines that would help colleges develop processes that allow credit and not-for-credit students to be concurrently enrolled in the same section of a course ~~thus supporting the viability of performing arts programs.~~

Contact: Don Gauthier, Los Angeles Valley College

7.04 F13 Course Repetition to Maintain Workforce Skills Recency

Whereas, President Obama announced the creation of an \$8 billion Community College to Career Fund in February 2012, co-administered by the Department of Labor and Department of Education to develop partnerships between community colleges and businesses to train two million workers with skills that will lead directly to jobs;

Whereas, Essential workforce skills, such as computer and technology skills, are continually changing, and it is common that employment-related computer applications have significant upgrades every 12 months, thus rendering previously learned employment skills out of date;

Whereas, Title 5 §55043 has been amended to restrict student petitions to repeat courses due to a significant lapse of time to 36 months or more AND only if needed for transfer or as a recency prerequisite, thereby denying students the ability to petition to repeat courses that would update their computer and technology skills for employment after a specified length of time; and

Whereas, The Academic Senate for California Community Colleges recognize the importance of responding to curricular needs of business and industry as stated in resolution 9.10 F11 adopted by the body in Fall 2011;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to research possible solutions, including potential changes to regulation, that would extend the provisions of Title 5 §55043 to students who must maintain recency in essential workforce skills by allowing reasonable repetition of regular credit coursework, and report the results of the research to the body by Fall 2014.

Contact: Sara McKinnon, College of Marin, Area B

8.0 COUNSELING

8.01 F13 Counselors as Discipline Experts

Whereas, The Student Success Task Force recommendations and recent legislation require colleges to increase matriculation services and other tasks typically completed by counselors due to their discipline expertise;

Whereas, Counselors are faculty who are required to meet the minimum qualifications stated in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (January 2012), and thus are the discipline subject matter experts whose roles and responsibilities are legally reserved to them because it falls within their subject matter expertise as defined in the state minimum qualifications;

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Whereas, the recent Academic Senate for California Community Colleges paper titled *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* reiterates the four functions of Counselors notes in Title 5 §51018 and notes some of the discipline-specific competencies that counselors possess and some possible duties for paraprofessionals that are not reserved for counselors; and

Whereas, A recent Public Employment Relations Board (PERB) decision indicated “Unilateral transfer of work between classifications is unlawful.” (Desert Sands, PERB decision No. 1682, 8/25/04);

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates to work collaboratively and collectively with their local bargaining units to prevent the improper appropriation of subject matter expertise and the roles and responsibilities legally reserved for counseling faculty to non-faculty paraprofessional advisors.

Contact: Dianna Chiabotti, Napa Valley College, Area B

9.0 CURRICULUM

***9.01 F13 Associate Degrees for Transfer (ADT) Development and Implementation Guidelines**

Whereas, The California Community College Chancellor’s Office based upon the passage of SB 1440 has set Associate in Arts for Transfer and Associate in Science for Transfer degree completion goals;

Whereas, California Community College campuses are mandated to rapidly develop and implement Associate Degrees for Transfer (ADT) to improve student transfer completion and to streamline the transfer process;

Whereas, There are minimal guidelines and/or best practices available to assist instructional faculty, counselors, and articulation officers with ADT development issues such as campus coordination and oversight, alignment with and application of the Transfer Model Curriculum (TMC), modification of courses to meet C-ID descriptors; and

Whereas, There are no written guidelines and/or best practices available for student services faculty to address ADT implementation issues such as reciprocity, course pass pass-alongs, course substitutions, pass/no pass and C- grading, external examinations;

Resolved, That the Academic Senate for California Community Colleges in consultation with the Academic Senate of the California State University develop guidelines and/or best practices for the development and implementation of ADTs and report to the body by Fall 2014.

Contact: David DeGroot, Allan Hancock College

9.02 F13 Datamart Progress Tracking for California Community College ESL Coding

Whereas, Many California Community College ESL departments report inaccuracies in the California Community College Chancellor’s Office Basic Skills Progress Tracker (Datamart) that have resulted in inaccurate measuring and reporting of student success to campus administrations and outside entities;

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Resolved, That the Academic Senate for California Community Colleges request that California community colleges review data collection processes for accuracy in CB 21 coding before the data is publicized and disseminated to inform programmatic and policy decisions.

Contact: Fernando Canto-Lugo, Yuba College

9.03 F13 *Modify Title 5 Language to Include Credit by Examination Processes into §55051 Articulation of High School Courses to Simplify the Awarding of Credit for Articulated High School Courses*

Whereas, Many California community colleges delay the granting of credit for articulated career technical education high school courses for which credit has been earned through credit by exam (CBE) until the student has completed a minimum number of units at the community college, even though national research suggests that the students who do not immediately receive the credit they earned while still in high school never end up taking advantage of the credit, so the intended benefits of completing an articulated course are lost;

Whereas, Articulation agreements between secondary schools or Regional Occupational Centers and Programs and California community colleges that were established under Tech Prep programs or the Academic Senate's *Statewide Career Pathways: Creating School to College Articulation* Project often include granting secondary students college credit through CBE, yet this credit may not be awarded for one or more years due to locally imposed residency requirements often attributed to the Title 5 provision that students must be in "good standing" and/or the requirement that students be "registered" at the college;

Whereas, The Academic Senate for California Community Colleges encourages local senates to eliminate delays to the awarding of credit for secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college; and

Whereas, A regulatory change that clarifies credit by exam requirements specific to articulated high school courses that may not be appropriate for other instances of credit by exam would permit the awarding of appropriately earned credit for articulated high school coursework without impacting other provisions for awarding credit by exam;

Resolved, That the Academic Senate for California Community Colleges support changing Title 5 regulations to explicitly separate the processes for credit by exam for articulated high school courses from other forms of credit by exam; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other constituencies to modify Title 5 §55051 to stand on its own with respect to the implementation of credit by exam for articulated high school courses in a manner that removes the requirement for students to be "in good standing" and specifies that students do not need to be "registered" in any college classes as a condition of being granted this form of college credit.

Contact: Wheeler North, San Diego Miramar College

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+9.03.01 F13 Amend Resolution 9.03 F13

Amend the third whereas:

Whereas, The Academic Senate for California Community Colleges' paper *Alternative Methods for the Awarding of College Credit: Credit By Exam for Articulated High School Courses (2013)* encourages local senates to eliminate delays to the awarding of credit for secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college; and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other constituencies to modify Title 5 §55051 to stand on its own with respect to the implementation of credit by exam for articulated high school courses in a manner that removes the requirement for students to be "in good standing". ~~and specifies that students do not need to be "registered" in any college classes as a condition of being granted this form of college credit.~~

Contact: Kevin Bontenbal, Cuesta College

9.04 F13 Career Technical Education Program Curriculum Processes

Whereas, Career Technical Education (CTE) programs serve students already in the workforce, and/or with a clear path to a career; and

Whereas, Due to the close connection CTE programs have with Economic Workforce Development (EWD), and employers, they are intricately linked with changes in industry and career paths and thus must update curriculum and programs to maintain currency with industry;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to develop curriculum processes that allow CTE programs to respond to changing industry needs in a timely and appropriate manner; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to allow for a CTE curriculum process that could be completed in a year or less.

Contact: Dianna Chiabotti, Napa Valley College

+9.04.01 F13 Amend Resolution 9.04 F13

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local senates to complete all new curriculum review and approvals within one year. ~~allow for a CTE curriculum process that could be completed in a year or less~~

Contact: Don Gauthier, Los Angeles Valley College

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10.0 DISCIPLINES LIST

10.01 F13 Adding Currency Requirements in the Disciplines List

Whereas, The Community College Reform Act of 1988 (AB 1725) sought to professionalize the community college faculty policies and procedures on the model of the four year institutions rather than K-12 institutions;

Whereas, In this effort, the act eliminated any further granting of lifelong community college credentials on the expectation that currency (recency) in the area of expertise would be the expected and required standard for the qualification to teach at a California community college, not just the possession of a degree, however old and outdated;

Whereas, The disciplines list (minimum qualification for hiring a faculty member) was never modified to reflect these expectations of an applicant's currency in a discipline, as opposed to mere possession of a degree; and

Whereas, The Board of Governors has delegated to the Academic Senate the responsibility to determine and implement the professional standards by which individuals become members of the community college faculty;

Resolved, That the Academic Senate for California Community Colleges investigate the feasibility of adding discipline currency (recency) and/or work experience to the disciplines list of minimum qualifications and the implications of this addition for local colleges' hiring procedures and equivalency processes, and report its findings no later than the Fall 2014 Plenary Session.

Contact: Peter Dill, Cuesta College

12.0 FACULTY DEVELOPMENT

***12.01 F13 Community College Faculty Exchanges**

Whereas, Professional development funds and sabbaticals are limited or nonexistent in many districts; and

Whereas, Faculty can learn much by visiting other campuses and observing their processes, instructional methods and programs in a variety of capacities from short visits to a visiting appointments;

Resolved, That the Academic Senate for California Community Colleges explore methods for full-time faculty participation in faculty exchanges with colleagues at other colleges within the California Community College System, and report their findings to the body by Fall 2014.

Contact: Jennifer McCandless, Shasta College, Area A

12.02 F13 CTE Faculty Professional Development

Whereas, Career Technical Education (CTE) faculty have unique professional development needs that non-CTE faculty may not; and

Whereas, CTE faculty may have more contact hours per student per unit than non-CTE faculty, are often part time faculty, and have less time to collaborate with colleagues in CTE programs maintain currency in their discipline and in the changing dynamics of CTE and Economic Workforce Development (EWD) within California, which directly impacts funding, programs sustainability, and student success;

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Resolved, That the Academic Senate for California Community Colleges reinstate the Vocational Education Leadership Institute; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to secure funding for Career Technical Education (CTE) faculty professional development to ensure that CTE faculty are able to actively engage in statewide efforts related to CTE and Economic Workforce Development (EWD).

Contact: Dianna Chiabotti, Napa Valley College

12.03 F13 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 Community College Faculty and Administrators;

Whereas, The California Community College faculty minimum qualifications has no requirement for pedagogical knowledge or teacher preparations;

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 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 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 2014; and

Resolved, That the Academic Senate for California Community Colleges take the position that faculty need professional development that is ongoing and based on a faculty member's pedagogical needs.

Contact: Dianna Chiabotti, Napa Valley College

13.0 GENERAL CONCERNS

13.01 F 13 Campus Safety and Emergency Preparedness

Whereas, Recent events in Virginia, Colorado, Connecticut and California have served to remind us of the fragile nature of our sense of peace and security as well as creating safer environments for our faculty, staff and students;

Whereas, All members of the college faculty and staff are considered "Disaster Service workers" in the face of any emergency and will be held accountable for maintaining a level of training and expertise regarding safety and appropriate response to emergency situations;

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Whereas, All members of the college community should be aware, at all times, of the responsibility inherent in maintaining a sense of security and safety at each college and additionally to be cognizant of the duties that may become crucial in an emergency situation; and

Whereas, Issues regarding safety of facilities including lighting, keys, access, phone service, accessibility and evening operations falls under the auspices of the administration and the district but have a direct impact on college faculty and staff;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to help create and develop a program of safety training including but not limited to issues involved in natural disasters, campus emergencies, and violent attacks and to include all appropriate campus constituencies in that endeavor.

Contact: Eve Adler, Santa Monica College

+13.01.01 F13 Amend Resolution 13.01

Amend the resolved:

Resolved, that the Academic Senate for California Community Colleges encourage local senates to work with their collective bargaining colleagues to create and develop professional development programs of safety training including but not limited to issues involved in natural disasters, campus emergencies and violent attacks and to include all appropriate campus constituencies in that endeavor.

Contact: Eve Adler, Santa Monica College

+13.01.02 F13 Amend Resolution 13.01

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local senates to work with their college administrations to evaluate current facility safety issues, including campus lighting, parking lot call boxes, sufficient campus security, and create and implement a plan to address safety deficiencies.

Contact: Jason Edington, Mendocino College

13.02 F13 Reexamining the ASCCC Approach to SB 1440/SB440 Implementation

Whereas, Multiple unforeseen logistical and conceptual problems involved in implementing SB 1440 and now SB 440 may have resulted in decisions as to implementation timeframes and potential consequences for failure to meet deadlines such as June 2014, and significant staff-time and resources are required to comply with this unfunded mandate, greatly impacting both instruction and student services;

Whereas, For many students the one-size-fits-all plan amounts to just another transfer pathway, as opposed to the best pathway, creating an additional layer of complexity to the transfer process, the term “guarantee” is misleading and students find navigating the components to determine the level of “priority admissions” that

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applies highly confusing and, if UC, independents, or out-of-state institutions are being considered, the confusion increases exponentially;

Whereas, There are no guidelines and/or best practices available to assist colleges with ADT development issues such as difficult to offer majors, maintaining program integrity, alignment with and application of the Transfer Model Curriculum (TMC), modification of courses to meet C-ID descriptors (while maintaining existing articulation with other segments), and only minimum guidelines and/or best practices are available for student services faculty to address ADT implementation issues such as reciprocity, course pass-alongs, course substitutions, pass/no pass and external examinations; and

Whereas, The fundamental unfairness of the lack of CSU cooperation, while community college faculty are making compromises, may threaten the integrity of their programs;

Resolved, That the Academic Senate for California Community Colleges review its work on SB1440/SB 440 implementation and include areas not previously addressed such as reimbursement for state mandated costs, appropriate timeframes, and solutions to all manner of difficulties encountered in trying to comply with the mandates of SB 1440/SB 440 and Chancellor's Office directives to that end;

Resolved, That the Academic Senate for California Community Colleges expand the potential scope of SB1440/SB440 implementation effort review to include matters such as proposing amended or new legislation and new training of and directions to C-ID reviewers;

Resolved, That the Academic Senate for California Community Colleges make philosophical and practical SB1440/ SB440 issues a major focus of the Spring 2014 Plenary Session and survey appropriate stakeholders in preparation for general and breakout sessions at the Spring 2014 Plenary Session.

Contact: James Todd, Modesto Junior College

15.0 INTERSEGMENTAL ISSUES

15.01 F13 Endorse LEAP General Education Outcomes

Whereas, The Academic Senate for California Community Colleges has repeatedly noted the essential importance of a robust general education (GE) to becoming a well-rounded, educated citizen, and the Association of American Colleges and Universities (AAC&U) has established essential learning outcomes for a student's general education experience called the Liberal Education and America's Promise (LEAP) outcomes, defined as:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

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Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems;

Whereas, The California State University (CSU), by Executive Order 1065 (2011), states:

*Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise (LEAP)** campaign, an initiative of the Association of American Colleges and Universities;*

Whereas, California community college courses are expected to have course outcomes that connect to program and GE or institutional learning outcomes established by the college, and in the case of GE courses that transfer to CSU, the learning outcomes of those courses should align with CSU expectations; and

Whereas, The LEAP outcomes represent minimal standards for learning in courses and GE programs, and colleges may already have similar learning outcomes for GE or institution-wide;

Resolved, That the Academic Senate for California Community Colleges endorse the AAC&U LEAP⁴ outcomes as minimum standards for GE or institutional learning outcomes.

Contact: David Morse, Vice President, ASCCC

15.01.01 F13 Amend Resolution 15.01 F13

Amend the title to read:

Explore Potential Impacts of Endorsing ~~Endorse~~ LEAP General Education Outcomes

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges ~~endorse~~ explore potential impacts of endorsing the AAC&U LEAP outcomes ~~as minimum standards~~ for GE or institutional learning outcomes and report the results to the body by Fall 2014.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

⁴ For more information, go to <http://www.aacu.org/leap/vision.cfm>

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15.01.02 F13 Amend Resolution 15.01 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges endorse the AAC&U LEAP outcomes as model ~~minimum~~ standards for GE or institutional learning outcomes.

Contact: Dianna Chiabotti, Napa Valley College, Area B

15.02 F13 Avoiding the Use of a Single Element as the Determining Factor in Denying Applications for Associate Degrees for Transfer

Whereas, A course is identified primarily by its subject matter contents, course goals, and expected outcomes and, secondarily, by its mode of instruction, texts and other materials, and pedagogy; and

Whereas, SB 1440 and SB 440 both refer to articulation agreements as indicating a level of similarity, while neither refers to any single criterion as grounds for approval or disapproval of courses and the colleges use C-ID as a means to satisfy the mandates of SB 1440/SB 440;

Resolved, That the Academic Senate for California Community Colleges take the position that no single element for C-ID course approval within Associate Degrees for Transfer (ADT) applications should be a controlling variable and to convey this position to any others involved in the process;

Resolved, That the Academic Senate for California Community Colleges examine the extent to which existing articulation agreements should and can be used as substantial or sufficient proof of similarity of community college courses with CSU courses.

Contact: Paul Setziol, De Anza College

18.0 MATRICULATION

*18.01 F13 Use of Multiple Measures in Common Statewide Assessment Exams

Whereas, Title 5 §55502 requires use of multiple measures in the assessment of course placement for individual students;

Whereas, Recent research conducted by the Community College Research Center (February, 2012) suggests that:

- Using placement exam scores as the sole determinant of college access simply for the sake of consistency and efficiency may not be justified;
- Using placement exam scores as the only means for placing students in English and math courses results in significant misplacement of students at rates of 24-33% in these courses;
- Using multiple measures instead of only placement exam scores may reduce English and math misplacement rates by up to 15%;
- Using multiple measures may reduce the need for remediation by 8-12% and may also improve student success in college-level courses;

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Whereas, The California Community Colleges Chancellor's Office is soliciting proposals for developing a common assessment that will enable increased portability of assessment scores in accordance with the Student Success Act; and

Whereas, The Academic Senate for California Community Colleges (Resolution 13.03 F11) supports the establishment of a centralized standard assessment as an option provided that the right to determine cut scores for placement locally is maintained and affirms the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures;

Resolved, That the Academic Senate for California Community Colleges insist that the accuracy of placement, including the use of multiple measures, is as important to student success and advancement as the portability of a centralized standard assessment across the state; and

Resolved, That the Academic Senate for California Community Colleges assert to the Chancellor's Office and the Board of Governors that any common assessment system developed for use by the California community colleges should maintain local control in the selection of multiple measures for use in placement processes and the manner in which those multiple measures are applied.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, Area C

18.02 F13 Statewide Priority Registration for Community College Athletes

Whereas, The increased academic requirements enacted by the National Collegiate Athletics Association (NCAA) have made transfer to Division I level institutions more difficult for our student-athletes, who, in addition to obtaining an AA/AS degree, must have 48 transferable semester units in two years and obtain a cumulative 2.5 GPA with only two semester units of Physical Education activity classes counted toward these goals;

Whereas, 85% – 90% of California community college student-athletes require remediation in math and English, units which do not count for transfer, and according to NCAA regulations, student-athletes are required to complete two transferable English classes, one transferable math class, and one transferable science class in order to accept a scholarship and transfer to a Division I institution, and without that priority registration student-athletes, especially freshman, may struggle to find 12 semester units of open classes meet these requirements;

Whereas, Student-athletes must be full time students during their seasons of competition (9 semester units academic which often includes remedial English and math) and complete 24 semester units (18 semester units academic which oftentimes includes remedial English and math) between their first season of competition and their second season of competition, and without priority registration many student athletes would have difficulty maintaining appropriate general education, major, and transfer courses needed for eligibility and transfer scholarship opportunities; and

Whereas, On average student-athletes spend 30 hours per week participating in their sport (practice, games, meetings, travel, weights), with practice and competition usually take place between 2pm and 7pm, thus limiting the class selections to mostly morning hours;

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Resolved, That the Academic Senate for California Community Colleges explore a change to Title 5 that would grant the student-athletes of the California community colleges statewide Tier 2 Priority Registration behind EOPS, DSPS, Veterans, Foster Youth, and CalWorks.

Contact: Kim Harrell, Folsom Lake College

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Appendix A

FROM THE STANDARDS (as of November 7, 2013)

Current Standards

Standard II: Student Learning Programs and Services. The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Draft Future Standards

Standard II: The institution offers instructional programs, student support services and learning resources aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the broad results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional and support services offered in the name of the institution.

Current Standards

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

No comparable language in the draft for future standards.

Among the learning outcomes for general education, the current standards list:

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

The draft future standards list:

II.A.17 In addition, graduates demonstrate an understanding of ethical principles, civility and interpersonal skills, understanding of cultural diversity, historical and aesthetic sensibility, environmental sustainability, and the capacity to assume civic, political and social responsibilities locally and globally.

Current Standards:

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II.B. The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission.

No comparable language in the draft for future standards.

Current Standards:

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity

No comparable language in the draft for future standards.