

*Adopted Religion*



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## **1.0 ACADEMIC SENATE**

### **1.01 S16 Mentoring Programs for Part-Time Faculty**

Whereas, The Academic Senate for California Community Colleges has long-standing positions<sup>1</sup> in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

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

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

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

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

Contact: Executive Committee

### **3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY**

#### **3.01 S16 Diversifying Faculty to Enhance Student Success**

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

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15

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

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

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

MSC

### **3.02 S16 Student Equity: Ongoing Funding Commitment**

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

Whereas, Although the governor and legislature have made statements of support for

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## **6.0 STATE AND LEGISLATIVE ISSUES**

### **6.01 S16 Support Legislation to Increase Cal Grant Awards**

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

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

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

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

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

Contact: Sam Foster, Fullerton College

MSC

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

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

coordination” and “act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies,” thus



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

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

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

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

Contact: Julie Bruno, Sierra College

By Acclamation



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

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

MSC

## **9.01 CURRICULUM**

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

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

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

Whereas, The timely adoption and revision of curriculum requires effective faculty-driven curriculum for forms50 0 0 Tm /TT1 1 Th0.2 (/TT1 1 Tf [ (pre) 0.2 (he)hrough (s) -0.2 ( for l) 0.2 (

- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
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**9.06 S16 Student Learning Outcomes Assessment is a Curricular Matter**

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

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

Whereas, Curriculum is an academic and professional matter;

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

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

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

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

Contact: Stephanie Curry, Reedley College, Accreditation Committee

MSC

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

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



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

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

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

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

MSC

**9.08 S16 Associate Degree for Transfer in Music**



**9.10 S16 Review and Reform of Curriculum and Instruction Regulations**

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

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

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

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

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

MSC

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

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

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

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

Contact: Dave Degroot, Allan Hancock College

MSC

### **9.12 S16 Prioritize Data Integrity**

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

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

Whereas, There is broad agreement on the following:





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

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education

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

Contact: Elena Heilman, Yuba College

MSC

## **18.0 MATRICULATION**

### **18.01 S16 Develop Retesting Guidelines for the Common Assessment**

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop guidelines for the development of assessment policies that maintain local control over retesting policies and n.232.2 g3 acæ t.2 (i) 0 0 0 50 0 0 Tm /(a) 0.250 02 (forg



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

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that the proposed statistics placement

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

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

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

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

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

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

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

Contact: Ginni May, Sacramento City College, Area A

MSC

### **18.04 S16 Increase Awareness of High School Articulation Resources**

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

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





Whereas, Making progress on closing the achievement gap between disproportionately impacted groups must involve examining and questioning institutional and pedagogical

### **3.01.02 S16 Amend Resolution 3.01 S16**

Amend second and third whereas and first resolved:

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

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

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

Contact: Denise Allen-Hoyt, Crafton Hills College

MSF

### **9.02.01 F16 Amend 9.02 F16**

Strike the second whereas:

~~Whereas, The Strong Workforce Task Force<sup>16</sup> has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:~~

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- ~~Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.~~
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**3.01.03 S16 Amend Resolution 3.01 S16**

Amend the first resolved:

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

Contact: Mandy Liang, City College of San Francisco