



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

RESOLUTIONS FOR DISCUSSION AT THE FALL PLENARY SESSION

ON THURSDAY, NOVEMBER 3, 2011

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 3 – 5, 2011 in San Diego.

2011 Fall Plenary Session Resolutions

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<http://www.asccc.org/session/materials> or on site at the Registration table.

2011 Fall Plenary Session Resolutions

1.0 ACADEMIC SENATE

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

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

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

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

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

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

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

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

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

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

5.0 BUDGET AND FINANCE

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

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

6.0 STATE AND LEGISLATIVE ISSUES

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

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

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges recommend changing California Education Code §78300(c) to allow General Fund moneys be used for community service classes when those classes support degree and transfer students and programs; and

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

6.01.01 F11 Amend Resolution 6.01 F11 David Morse, Long Beach City College, Area D

Add a new first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend changing California Education Code §78300(c) to allow fee-based, community education students to enroll in credit classes supported by general fund moneys so long as those community education students do not displace credit students;

Delete original second resolve:

~~Resolved, That the Academic Senate for California Community Colleges recommend changing California Education Code §78300(c) to allow General Fund moneys be used for community service classes when those classes support degree and transfer students and programs; and~~

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

Whereas, California Education Code §76370 states,

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

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

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

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

6.02.01 F11 Amend Resolution 6.02 F11 Kale Braden, Cosumnes River College, Area A

Add second resolve:

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

6.02. 02 F11 Amend Resolution 6.02 F11 Cathy Cox, Mission College, Area B

Add a third whereas:

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

Amend the current third whereas:

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

Amend the resolve:

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

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

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

6.04 F11 Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only

Phil Smith, American River College, Executive Committee

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

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

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

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

6.05 F11 Allow Community Colleges to Subsidize Credit Instruction with Not-For-Credit Class Fees

Phil Smith, American River College, Executive Committee

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

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

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

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

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

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

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

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

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

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

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

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

See Appendix B: Education Code §66010.4

**7.01.01 F11 Amend Resolution 7.01 F11
Eric Kaljumagi, Mt. San Antonio College, Area C**

Delete third whereas:

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

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Revise new third whereas:

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

Amend resolve:

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

**7.02 F11 Modification to the Requirements of the Board of Governors (BOG) Fee Waiver
Linda Retterath, Mission College, Basic Skills/Noncredit Committee**

Whereas, One of the largest expenditures of public funds to the community college system is the fee waiver granted by the Board of Governors (BOG) for students meeting specific criteria;

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

Whereas, The perception that BOG waivers encourage students to accumulate units but not complete certificates or degrees at the California community colleges is not substantiated by the Community College League for California (CCLC), which has pointed out in "A Defining Moment," CCLC message, September 8, 2011, that only 9.8% of BOG waiver students have more than 90 units; and

Whereas, CCLC's message "A Defining Moment" includes data indicating that 33% of BOG waiver students have less than a 2.0 grade point average, 38% fail to complete one-third of the units they undertake, and 43% of African-American BOG waiver students have less than a 2.0 grade point average;

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

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

**7.02.01 F11 Amend Resolution 7.02 F11
Lee Brown, Reedley College, Area A**

Amend fourth whereas:

Whereas, CCLC's message "A Defining Moment" includes data indicating that 33% of BOG waiver students have less than a 2.0 grade point average and, 38% fail to complete one-third of the units they undertake, ~~and 43% of African-American BOG waiver students have less than a 2.0 grade point average;~~

**7.02.02 F11 Amend Resolution 7.02 F11
Eric Kaljumagi, Mt. San Antonio College, Area C**

Replace third whereas:

~~Whereas, The perception that BOG waivers encourage students to accumulate units but not complete certificates or degrees at the California community colleges is not substantiated by the Community College League for California (CCLC), which has pointed out in “A Defining Moment,” CCLC message, September 8, 2011, that only 9.8% of BOG waiver students have more than 90 units; and~~

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

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

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

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

Whereas, The California community colleges continuously develop extensive, high quality curricula, strategies, and services in order to meet our students’ diverse needs, instill in them a passion for their education, and allow them to provide for themselves and their families in ways that four-year schools cannot, including part-time study for the working poor, multiple assessments for need and placement, and needs-based financial assistance; and

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

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

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

- provide instruction and educational support services to all who desire them, reaching out to those of underserved communities that encounter barriers to education;
- develop sustainable campuses and sites to better serve students and neighborhoods;
- diversify and improve programs and services for the benefit of the entire community;

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- build partnerships with public, private, and community-based agencies to respond with agility and efficiency to educational, economic, environmental, and societal needs;
- foster the participation of our students and employees in community life;
- enhance the availability of educational opportunities for all; and
- support the acquisition of knowledge and skills by all, including the critical thinking skills and career skills that are essential to full participation in society.

8.0 COUNSELING

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

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

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

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

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

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

9.0 CURRICULUM

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

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

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

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Whereas, Various attempts have been made to promote specific approaches to the revision of basic skills delivery across the community college system, often privileging

time to completion over quality of instruction and leading to an attempt at standardization through a “one size fits all” model; and

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

Strike the first resolve:

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

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

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

Whereas, Local decision-making regarding the placement of courses in credit or noncredit categories may be financially driven, versus pedagogically driven, as credit apportionment is currently greater than enhanced non-credit apportionment;

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

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

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

Resolved, The Academic Senate for California Community Colleges support funding noncredit basic skills classes at the same apportionment rate as credit classes.

9.02.01 F11 Amend Resolution 9.02 F11 Wheeler North, San Diego Miramar College, Area D

Amend second whereas:

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

Amend second resolve:

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

Add a third resolve:

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

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

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

Whereas, The Chancellor's Office for California Community Colleges intends to identify these courses by the physical education TOP code 0835.0; and

Whereas, Lecture courses in the Kinesiology AS-T degrees and lecture courses in fitness related certificate programs are coded with the same TOP code as physical education "activity" courses and therefore will be counted in the eight course limit for physical education, preventing students from taking advantage of multiple degree and certificate programs offered;

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

See Appendix C: Recommendations Regarding Repeatability

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

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

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

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

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

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

See Appendix C: Recommendations Regarding Repeatability

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges amend the document "Recommendations Regarding Repeatability" by altering the second bullet point in the same section to read, "Limit students to repeating a specific course for a maximum of 3 years (whether measured in semesters or quarters)" thereby striking the phrase "and students to a total of 16 units of performance courses".

See Appendix C: Recommendations Regarding Repeatability

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, The document “Recommendations Regarding Repeatability” contains unnecessary limitations on both the number of ensemble performance courses and on physical education courses in general that students may take for course credit;

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

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

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

See Appendix C: Recommendations Regarding Repeatability

**9.10.01 F11 Amend Resolution 9.10 F11
Karen Saginor, City College of San Francisco, Area B**

Add third resolve:

Resolved, That the Academic Senate for California Community Colleges amend the document “Recommendations Regarding Repeatability” by striking the recommendation to “Eliminate repeatability for all other visual and performing classes, including all classes in studio art and all non-performance classes in music, theater, and dance”; and

9.10.02 F11 Amend Resolution 9.10 F11
Sara McKinnon, College of Marin, Area B

Amend first resolve:

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

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

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

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

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

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

See Appendix C: Recommendations Regarding Repeatability

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

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

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

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

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

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

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

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

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

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

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

13.0 GENERAL CONCERNS

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges urge that any efforts to reduce or transfer any community college noncredit courses to California Department of Education's adult education

programs be done in conjunction with the Academic Senate and local senates such that college pathways are continued or developed and that student progress is not hindered.

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

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

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

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

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

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

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

13.03.01 F11 Amend Resolution 13.03 F11
Kenneth Bearden, Butte College, Area A

Amend second resolve:

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

13.04 F11 Course Scheduling and Enrollment Priorities
Phil Smith, American River College, Executive Committee

Whereas, The California Community Colleges are facing an unprecedented demand for courses and are being forced both to prioritize course offerings and to alter enrollment practices in ways that offer advantages to some students over others;

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

Whereas, Course development and course offerings should be guided by demonstrated student and community educational need, as well as be fiscally and academically responsible;

Resolved, That the Academic Senate for California Community Colleges urge local senates to provide guidelines to their faculty to ensure that course development and offerings are appropriately determined by documented educational need and further refined by fiscal considerations.

Appendix A: California Community Colleges Task Force on Student Success

13.04.01 F11 Amend Resolution 13.04 F11
Sheri Berger, Los Angeles Valley College, Area C

Amend the title:

Course Development and Enrollment Management

Amend first whereas:

Whereas, The California Community Colleges are facing an unprecedented demand for courses and are being forced ~~both to prioritize course offerings and to alter enrollment practices in ways that offer advantages to some students over others;~~

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Amend third whereas:

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

Amend resolve:

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their counseling departments and other faculty to actively encourage all students to enroll in a student success course during their first term at the college; and

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

13.05.01 F11 Amend Resolution 13.05 F11 **Kenneth Bearden, Butte College, Area A**

Amend first resolve:

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

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

13.05.02 F11 Amend Resolution 13.05 F11
Susan McMurray, Los Angeles Harbor College, Area C

Amend resolves:

Resolved, That the Academic Senate for California Community Colleges urge local senates ~~to work with their counseling departments and other~~ to actively encourage all students to enroll in a student success course during their first term at the college; and

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

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

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

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

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

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

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

Amend resolve:

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

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

Whereas, The Academic Senate for California Community Colleges has supported for years all educationally sound strategies and mechanisms for improving student success, including many of the recommendations (as of September 30, 2011) in the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) draft recommendations;

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Whereas, Strategic implementation of the recommendations will permit the state and California community colleges to assess the results of these recommendations, including the effectiveness in improving student success, in closing the achievement gap, and in increasing student attainment of certificates, degrees, and transfer; and

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

Amend second resolve:

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

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

Amend first resolve:

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

Delete second resolve:

~~Resolved, That the Academic Senate for California Community Colleges recommend that efforts to improve student success in California community colleges do not end with the California Community Colleges Task~~

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~~Force on Student Success recommendations but are dynamic and evolve to focus on the endeavors that work and on newer strategies and recommendations.~~

13.07.03 F11 Amend Resolution 13.07 F11 Eric Kaljumagi, Mt. San Antonio College

Amend first two whereas:

Whereas, The Academic Senate for California Community Colleges ~~has supported~~ ~~ed~~ ~~for years~~ all educationally sound strategies and mechanisms for improving student success, ~~including many of the recommendations (as of September 30, 2011) in the California Community Colleges Task Force on Student Success (Senate Bill 1143, Liu, 2010) draft recommendations;~~

Whereas, Strategic implementation of the recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) will permit the state and California community colleges to assess the results of these recommendations, including the effectiveness in improving student success, in closing the achievement gap, and in increasing student attainment of certificates, degrees, and transfer; and

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

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

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

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Whereas, MyEdu aggregates publicly available scheduling data from college websites along with professors' grade distributions by course (data that districts are legally required to provide to the public) as well as student reviews of professors from third-party web sites;

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

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

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

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

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

Whereas, Senate Bill 946 (Scott, 2008) authorized participating California community college (CCC) campuses to use Early Assessment Program (EAP) test results for the purposes of assessment and placement and encourages the use of the California State University's Expository Reading and Writing Course (ERWC);

Whereas, Academic Senate for California Community Colleges Resolution 18.02 F06 states, "If CSU informs a [high school] student of his/her readiness for transfer-level work as a result of the Early Assessment Program (EAP) . . . community colleges should allow those students to enter directly into Freshman Composition," and the ERWC is an essential component of EAP;

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

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

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

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

Appendix E: California State University's Expository Reading and Writing Course (ERWC)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F: CCCI Resolution

15.0 INTERSEGMENTAL ISSUES

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

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

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

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

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

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

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

Appendix A: California Community Colleges Task Force on Student Success

19.0 PROFESSIONAL STANDARDS

19.01 F11 Electronic Materials and Best Practices

Dustin Hanvey, Pasadena City College, Distance Education Ad Hoc Committee

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

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

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

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

19.01.01 F11 Amend Resolution 19.01 F11

Jim Woolum, Citrus College, Area C

Amend resolve:

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

19.02 F11 Teachers Using E-instructional Materials

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

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

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

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

Whereas, No electronic system can replace the guidance provided by faculty directly to students when learning course content and being assessed in the knowledge of the content;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates review the e-instructional materials in use on their campus and remind faculty of their responsibility to assess learning and assign grades according to Education Code §76224(a) and Title 5 §55002; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop policies encouraging instructors to consider carefully their responsibility in assessing, communicating about, and

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grading student work effectively before adopting electronic systems that claim to replace easily or replicate this crucial work of faculty.

19.02.01 F11 Amend Resolution 19.02 F11 Denise Cabanel-Bleuer, Orange Coast College, Area D

Amend fourth whereas:

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

Strike first resolve:

~~Resolved, That the Academic Senate for California Community Colleges recommend that local senates review the e-instructional materials in use on their campus and remind faculty of their responsibility to assess learning and assign grades according to Education Code §76224(a) and Title 5 §55002; and~~

Amend remaining resolve:

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

19.03 F11 Uphold Local Control of Professional Development Activities Dolores Davison, Foothill College, Executive Committee

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

Whereas, Title 5 §53200 (c) lists "policies for faculty professional development activities" as an academic and professional matter under the purview of the academic senate;

Whereas, Faculty expertise and knowledge regarding instruction and professional standards is necessary for determining appropriate faculty professional development activities and procedures, and thus the current assignment of such issues to the academic senate's purview is appropriate and should not be changed; and

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

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community Colleges Task Force on Student Success the importance of local control over faculty professional

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development activities and resources and the importance of respecting the purview of the academic senate regarding faculty professional development activities as specified under Title 5 §53200 (c).

Appendix A: California Community Colleges Task Force on Student Success

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

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

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

Whereas, Full-time faculty now teach about 56% of all instructional hours within the state, woefully shy of the public policy goal of 75%; and

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

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

Appendix A: California Community Colleges Task Force on Student Success

19.04.01 F11 Amend Resolution 19.04 F11 **Kathy Kelley, Chabot College, Area B**

Amend resolve:

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

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

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

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

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

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

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

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

Whereas, Students from community colleges who file their applications early utilizing eTranscripts will be accepted before students who apply with traditional paper transcripts, taking up a disproportionate number of available slots for entry; and

Whereas, The California Community Colleges Chancellor's Office has just received a grant from the state assembly for \$500,000 to work on implementation of eTranscripts;

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

Resolved, That Academic Senate for California Community Colleges contact the local faculty senates at those colleges that do not have eTranscripts in place and strongly encourage them work with their administrations to contact the transfer institutions in their areas to get those 4 year institutions signed up for eTranscripts; and

Resolved, That Academic Senate for California Community Colleges urge the Chancellor's Office to use as much of the \$500,000 grant money from the state assembly as necessary to provide funding to colleges that do not have eTranscripts yet so that all colleges will be on an equal footing to get their students access to transfer to the 4 year university of their choice.

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

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

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

Whereas, Title 5 §55724 provides requirements and compliance measures for professional development of faculty, staff, and students which list the types of flex activities for which apportionment may be claimed:

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

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

Whereas, This specification in Title 5 has confounded and diluted faculty professional development by including all college personnel and allowing for activities that do not directly improve teaching and learning;

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

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

Resolved, That the Academic Senate for California Community Colleges revisit Title 5 §55724 to distinguish faculty professional development activities as defined by the Academic Senate for California Community Colleges from staff development/professional development activities as currently delineated in Title 5 §55724.

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

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

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

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

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

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

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

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

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

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

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

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