



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **50<sup>th</sup> FALL SESSION RESOLUTIONS**

***FOR DISCUSSION ON***

***FRIDAY, NOVEMBER 3, 2017***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 4, 2017.*

Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Carrie Roberson, ASCCC North Representative

Geoffrey Dyer, Taft College, Area A

Leigh Anne Shaw, Skyline College, Area B

Michael Dighera, Rio Hondo College, Area C

Donna Greene, College of the Desert, Area D

## RESOLUTIONS PROCESS

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

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

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

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

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

## CONSENT CALENDAR

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

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor Degree Program Requirements
- \*3.01 F17 Support for DACA Students
- \*+3.02 F17 ESL Equity Impact Caused by Termination of Common Assessment Initiative
- \*+3.03 F17 Revise the 2002 paper Student Equity: Guidelines for Developing a Plan
- \*4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions
- \*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
- \*7.03 F17 Evaluation and Certification of Coursework from Home Schools
- \*7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs
- \*7.05 F17 Student Accountability Model Codes - CB09 Revision
- \*+7.06 F17 Access to Noncredit Courses for Undocumented Students
- \*+7.07 F17 Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students
- \*+7.08 F17 Call for Faculty Leadership in Amending the *Vision for Success*<sup>1</sup>
- \*+7.09 F17 Consultation Process and System Partners
- \*+7.10 F17 Using System Consultation and Faculty Input to Address Expansion of Online Education
- \*+7.11 F17 Commitment to Reliable English as a Second Language (ESL) Success Data via the Scorecard
- \*+7.12 F17 Endorse Consortium Approach to Expanding Online Educational Opportunities
- \*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus
  - \*+9.01.01 F17 Amend Resolution 9.01
  - \*+9.01.02 F17 Amend Resolution 9.01
  - \*+9.02 F17 Expand System-wide Online Educational Opportunities
  - \*+9.03 F17 Online CTE Programs and Competency-Based Instruction

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<sup>1</sup> The Vision for Success:  
[https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf)

- \*+9.04 F17 Inclusion of Information Competency in College Institutional Learning Outcomes
- \*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications
- \*+10.02.01 F17 Amend Resolution 10.02
- \*+11.01 F17 Support for Educational Planning Initiative’s Suite of Tools
- \*+12.01 F17 Creation of Professional Development College Courses in Teaching Effective Practices
- \*13.01 F17 Recognition of Course Sections with Low-Cost Text Options
- \*+13.02 F17 Environmental Responsibility: College Campuses as Living/Learning Labs
- \*+13.03 F17 Faculty Involvement in Financial Recovery Plans
- \*14.01 F17 Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions
- \*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems
- \*15.01.01 F17 Amend Resolution 15.01
- \*+16.01 F17 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges
- \*17.01 F17 Faculty Involvement in Scheduling of Courses
- \*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks
- \*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors
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- \*17.05 F17 Support for Academic Senate Faculty Leadership Training
- \*+17.06 F17 Academic Senate Role in Appointing Faculty with Release Time for Guided Pathways Framework Design and Implementation
- \*+17.07 F17 Support for Local Academic Senates in Committing to A Guided Pathways Framework
- \*+17.08 F17 Effective Shared Governance through Communication and Collaboration
- \*+17.09 Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives
- \*+22.01 F17 Ensure Equal Access to All Qualified California Community College Students to College Promise Funds

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## **1.0 ACADEMIC SENATE**

### **1.01 F17 Emeritus Status for Paul Setziol**

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals;

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College system who has completed the required five (5) years of significant service to the Academic Senate:

- Service on committees including Standards and Practices and Educational Policies
- Participant on ASCCC papers including *Tenure: Towards a Model Four Year Process*
- Author of numerous resolutions and *Rostrum* articles, dating from the 1980s forward
- Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

Whereas, Paul's passion for the California community colleges and his interest in ensuring student access led him to be one of the most vociferous opponents of student fees, as well as a powerful advocate for low and no cost textbooks; and

Whereas, Paul's service on the De Anza College Academic Senate has extended over three decades, providing a level of institutional memory and continuity of service that is the envy of other colleges in the system;

Resolved, That the Academic Senate for California Community Colleges recognize Paul Setziol's extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Paul Setziol its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.

Contact: Area B

## **2.0 ACCREDITATION**

### **\*2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor's Degree Program Requirements**

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2016 meeting adopted requirements of a minimum of 40 upper division units and 9 upper division general education units for bachelor's degrees granted by the California Community Colleges resulting in the most prescriptive policy in the country for baccalaureate level education;



Whereas, The Academic Senate for California Community Colleges and the Board of Governors have recommended that 24 units of upper division and 6 units of general education are more appropriate for the variety of programs of study;

Whereas, Students enrolling in the California Community College Bachelor's Degree Program are seeking bachelor's level degrees to provide professional advancement in areas with demonstrable industry need in programs of study that require significant lower division preparation to enroll in upper division courses similar to typical science and engineering programs of study; and

Whereas, Healthcare and other career education associate degree programs require a high number of units to ensure competency, meet external accreditation requirements, and adequately prepare for national credentialing/licensing exams for entry to the profession, and other systems of higher education with different regional accreditors do not adhere to ACCJC's requirements without sacrificing quality or rigor;

Resolved, That the Academic Senate for California Community Colleges engage the Accrediting Commission for Community and Junior Colleges (ACCJC) to readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study.

Contact: Isaac Escoto, Foothill College, Area B

### **3.0 DIVERSITY AND EQUITY**

#### **\*3.01 F17 Support for DACA Students**

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college<sup>2</sup>;

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to DACA students who are attending our colleges; and

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<sup>2</sup> <https://edsources.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746>

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

Contact: Dolores Davison, Executive Committee, Equity and Diversity Action Committee

**\*+3.02 F17 ESL Equity Impact Caused by Termination of Common Assessment Initiative**

Whereas, The Seymour-Campbell Student Success Act (2012) directed the Common Assessment Initiative (CAI) to create a common assessment tool for placement, and the statewide faculty efforts to create that tool within the CAI's ambitious one-year mandated timeline resulted in the exodus of several producers of competing placement instruments from the placement assessment market, leaving colleges with few quality options to meet the Title 5 requirement<sup>3</sup> that all colleges have an assessment, and thus utterly dependent upon the creation of the common assessment;

Whereas, The Multiple Measures Assessment Project (MMA) has been named by the Chancellor's Office of California Community Colleges as a means to remove unnecessary barriers to students trying to place into English and Math, and MMA was cited in the Chancellor's decision to terminate work on the CAI, yet effective application of multiple measures to the range of English as a Second Language (ESL) students in college is yet to be validated, and it remains exceedingly difficult to create multiple measures for ESL students since high school transcripts cannot be used effectively in placing students from different countries, across incongruent or incompatible foreign school systems, utilizing different languages, and with gaps in schooling due to immigration factors;

Whereas, AB 705 (Irwin, 2017) permits standardized tests as a multiple measure for placement<sup>4</sup> of credit ESL students, and such tests may be critical to the success of work by the Adult Education Block Grant (2014) consortia to place ESL students into language pathways spanning several programs with multiple entry and exit levels; and

Whereas, The termination of a well-designed standardized placement tool in favor of placement measures which are ineffective for ESL students creates an egregiously inequitable and discriminatory practice of compelling ESL students to either 1) produce evidence they cannot procure in order to prove their need for more time for language and math development, or 2) self-place into a post-secondary educational system which may be completely different from the educational systems in their countries of origin;

Resolved, That the Academic Senate for California Community Colleges ask the Chancellor's Office of California Community Colleges to commit to consultation with ESL professionals on all student success mandates affecting ESL students in an effort to work towards eliminating inequitable impact on ESL students; and

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<sup>3</sup> California Code of Regulations. Title 5 §55518 (c); §55522; §55530; §56234

<sup>4</sup> Assembly Bill 705 Section 2.78213 (e)

Resolved, That the Academic Senate for California Community Colleges convene ESL professionals to determine the best and most equitable alternatives for assessing and placing students into the ESL pathways being created under Adult Education Block Grant; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that, in compliance with the provisions of AB 705, colleges may use standardized placement tools as equitable options to place ESL students into ESL sequences as needed for success in ESL pathways.

Contact: Leigh Anne Shaw, Skyline College

**\*+3.03 F17    Revise the 2002 paper Student Equity: *Guidelines for Developing a Plan***

Whereas, Resolution F14 20.01 *Developing a System Plan for Serving Disenfranchised Students*<sup>5</sup> calls for the ASCCC to work with the Chancellor's Office and Board of Governors to develop a long-range plan that will increase services for disenfranchised students, but the field is unclear to the definition of the term "disenfranchised student";

Whereas, The Academic Senate for California Community Colleges' (ASCCC) paper on developing student equity plans, *Student Equity: Guidelines for Developing a Plan*<sup>6</sup>, was adopted in Fall 2002, and does not use the term "disenfranchised students" but addresses issues that affect students often deemed disenfranchised; and

Whereas, Since the adoption of the *Student Equity: Guidelines for Developing a Plan*, changes that affect equity planning have occurred including the establishment of funding mechanisms and priorities intended to promote equity in all areas of our colleges and the increased attention on Guided Pathways and other strategies for addressing student equity achievement gaps;

Resolved, That the Academic Senate for California Community Colleges revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Transfer, Articulation, and Student Services Committee

#### **4.0    ARTICULATION AND TRANSFER**

**\*4.01 F17    Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions**

Whereas, At the September meeting, the Board of Governors adopted the systemwide goals outlined in the California Community Colleges (CCC) *Vision for Success*, including

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<sup>5</sup> <http://asccc.org/resolutions/developing-system-plan-serving-disenfranchised-students>

<sup>6</sup> [http://asccc.org/sites/default/files/publications/StudentEquity\\_0.pdf](http://asccc.org/sites/default/files/publications/StudentEquity_0.pdf)

a goal which states “Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.”;

Whereas, The Associate Degrees for Transfer have created significant opportunities for California community college students to transfer into the California State University (CSU) system;

Whereas, The Academic Senate for California Community Colleges and the Academic Senate for University of California (UC), in cooperation with the California Community College Chancellor’s Office and UC Office of the President, are facilitating the transfer of CCC students to the UC by establishing a pilot program that will define the parameters for local development of associate degrees based on the UC Transfer Pathways and include guaranteed admission to a UC campus for students who complete the degree with a minimum grade point average in the transfer pathway courses; and

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions to serve students in attaining their educational goals, and the California Community Colleges Chancellor’s Office has established transfer agreements with institutions such as Historically Black Colleges and Universities<sup>7</sup>;

Resolved, That the Academic Senate for California Community Colleges support the increase in the number of students transferring to a University of California or California State University campus; and

Resolved, That the Academic Senate for California Community Colleges affirm its support for students transferring to private non-profit and out-of-state institutions.

Contact: Executive Committee

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **7.01 F17 Creating Guidelines for Veteran Resource Centers**

Whereas, Approximately 89,000 veterans and their dependents attended a California community college during the 2015-16 academic year<sup>8</sup>;

Whereas, Senate Bill 694 (Newman, as of September 21, 2017) would require that all California community colleges, “ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veterans transition successfully from military life to educational success through the core components of academics, wellness, and camaraderie”; and

Whereas, Many colleges would benefit from information regarding how to establish veteran resource centers;

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<sup>7</sup> <http://extranet.cccco.edu/HBCUTransfer.aspx>

<sup>8</sup> <http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx>

Resolved, That the Academic Senate for California Community Colleges research effective practices and models of veteran resource centers that exist in California and at other community colleges nationwide; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested stakeholders to create guidelines for the establishment of veteran resource centers at all 114 colleges in the California Community College system.

Contact: Michael Wyly, Solano Community College, Equity and Diversity Action Committee

**\*7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses**

Whereas, There is increased interest in expanding noncredit course offerings as a means to provide students who are not college-ready with pathways into college programs of study that lead to transfer and/or employment;

Whereas, A recent survey conducted by the San Diego Continuing Education Office of Institutional Effectiveness on noncredit offerings in the California community colleges revealed that while 104 colleges offer distance education courses (credit or noncredit), only 29 of those institutions offer noncredit instruction via distance education<sup>9</sup>, signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

Whereas, The required method for calculating weekly student contact hours (WSCH) for noncredit distance education courses stated in Title 5 §58003.1(f)<sup>10</sup>, which includes accounting for the total hours of outside-of-class work and instructor contact in addition to the total hours of instruction, are confusing because outside-of-class-work is not a required element of noncredit course outlines of record per Title 5 §55002(c)<sup>11</sup> and instructor contact is typically not quantified by curriculum committees separately from the total hours of instruction required by Title 5 §55002(c);

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<sup>9</sup> The survey methodology and results are described in the report *The Past, Present and Future of Noncredit Education in California* (San Diego Continuing Education, November 2016). The report also notes that according to the survey results, 81 colleges offer noncredit instruction. The report is available at [https://sdce.edu/sites/default/files/iep/The Past Present and Future of Noncredit in CA.pdf](https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf).

<sup>10</sup> Title 5 §58003.1(f) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

<sup>11</sup> Title 5 §55002(c) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

Whereas, The method for calculating WSCH for noncredit distance education courses in Title 5 §58003.1(f) may not be well understood and thus may be regarded as a fiscal disincentive to offering distance education noncredit courses, thus creating barriers to access to students who may benefit from such educational opportunities that could provide a pathway to transfer and/or employment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education.

Contact: Curtis Martin, Modesto Junior College, Noncredit Committee

**\*7.03 F17 Evaluation and Certification of Coursework from Home Schools**

Whereas, A California community college was recently ordered by a superior court judge to certify and accept a high school language course from an unaccredited home school for Intersegmental General Education Transfer Curriculum (IGETC) purposes;

Whereas, A California Department of Education registration number does not ensure the quality of instruction at a registered, unaccredited home school, and it is increasingly difficult to verify the authenticity of transcripts submitted for evaluation from unaccredited home schools;

Whereas, The fiscal and personnel impacts of asking discipline faculty to evaluate coursework, textbooks, curriculum, contact hours and other elements for each course from unaccredited home schools for certification are unclear; and

Whereas, General education requirements are established by California community college districts in accordance to Title 5 §55063 as well as agreements with University of California, California State University, and other transfer institutions, and a court injunction ordering a college to accept and certify work from an unaccredited home school has overruled local judgement based on faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore a process and guidelines for college evaluation and/or certification of coursework from home schools.

Contact: John Freytag, Diablo Valley College, Area B

**\*7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs**

Whereas, Student internships offered through mechanisms such as cooperative work experience provide valuable opportunities for students to gain on-site work experience directly related to their programs of study;

Whereas, Title 5 §55253 allows students to earn units of college credit for internships through cooperative work experience, yet there appears to be no allowance for providing students enrolled in noncredit courses and programs comparable cooperative work experience opportunities, which is inherently inequitable; and

Whereas, Local and state-level barriers to providing students enrolled in noncredit courses similar internship opportunities as those offered to students enrolled in credit courses may exist and need to be identified;

Resolved, That the Academic Senate for California Community Colleges investigate local and statewide barriers to providing internship opportunities for students enrolled in noncredit courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate state-level barriers to providing internship opportunities for students enrolled in noncredit courses and programs.

Contact: Bernie Rodriguez, San Diego Continuing Education, Area D

**\*7.05 F17 Student Accountability Model Codes - CB09 Revision**

Whereas, The California Community Colleges Chancellor's Office Course Basic Element (CB) 09 is designed to indicate the Career Technical Education (CTE) status of courses and serves to meet the CTE Student Accountability Model (SAM) requirements for various forms of CTE funding that seek to ensure student progress through CTE programs;

Whereas, There are five possible codes for CB09: E - not occupational, D - possibly occupational/introductory, C - clearly occupational, B - advanced occupational, A - apprenticeship, and the descriptions provided for some levels are so restrictive that users typically do not use them in a way that actually shows CTE students' progress both within and tangential to CTE programs (e.g. basic skills, fulfilling other degree requirements);

Whereas, Assigning a CB09 code D to a course does not qualify that course as CTE for the purposes of funding and tracking when many of the students enrolled in these courses are CTE students, assigning code B mandates a requisite or capstone relationship to other CTE courses which imposes an unnecessary reduction in program course-offering flexibility, and assigning code A is restricted to apprenticeship courses when there are many courses that are intended for post-employment/hiring career technical training, all of which lead most faculty to code their courses using CB09 C; and

Whereas, The Academic Senate for California Community Colleges, other system stakeholders, and Strong Workforce partners are currently working with colleges to review and evaluate their CTE course and program coding, as part of the TOP Code

Alignment Project, and have identified a need to revise the CB09 code definitions and categories for courses;

Resolved, That the Academic Senate for California Community Colleges work with System stakeholders to revise Course Basic Element CB09 definitions and categories to better reflect student progress through CTE programs and into post-hiring training/retraining.

Contact: Marie McMahon, San Diego Miramar College, Area D

**\*+7.06 F17 Access to Noncredit Courses for Undocumented Students**

Whereas, Title 5 §58003.3<sup>12</sup> appears to prohibit districts from collecting apportionment for undocumented students, thus creating a barrier for noncredit student enrollment and restricting colleges from accessing adequate resources needed to serve these students;

Whereas, Noncredit programs provide a pathway into college for economically disadvantaged immigrants and create a skilled workforce by providing free and accessible education in literacy and numeracy for students at the lowest skill levels, for English-as-a-Second Language, vocational training, parenting, older adult programs, and adult secondary programs; and

Whereas, The language in Title 5 §58003.3 does not align with the criteria of AB 540 (Firebaugh, 2001)<sup>13</sup> that provide for specific undocumented students to attend community college at in-state rates and qualify for state aid, but may block access for undocumented students to noncredit programs and not allow undocumented students the same access as their credit counterparts which creates inequality in the California Community College System;

Resolved, That the Academic Senate for California Community Colleges strongly support access to noncredit instruction for undocumented students and urge that Title 5 §58003.3 be repealed; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to repeal Title 5 §58003.3 as soon as practicable.

Contact: John Freitas, Executive Committee

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<sup>12</sup> Section 58003.3 is found at [https://govt.westlaw.com/calregs/Document/IC6B967A0B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IC6B967A0B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>13</sup> The text of AB 540 is found at [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=200120020AB540](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200120020AB540).



**\*+7.07 F17 Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students**

Whereas, The recent passage of AB 705 (Irwin, 2017)<sup>14</sup> and the language in the Common Assessment Initiative Reset memo on October 24, 2017<sup>15</sup> from Chancellor Eloy Oakley suspending the development of the common assessment test has shifted the focus from assessment testing to the use of high school transcript data to make placement decisions, but the requirement to use multiple measures for assessment remains in place as indicated by §78213(d)(1)(C) which states that: *Multiple measures shall apply in the placement of all students in such a manner so that either of the following may occur: (i) Low performance on one measure may be offset by high performance on another measure. (ii) The student can demonstrate preparedness and thus bypass remediation based on any one measure;*

Whereas, While the use of high school transcript data has shown promise for students with complete high school transcripts, it has not been effective in placing English language learners, and many community college students will not be well served by using high school transcript data, including students that do not have access to complete high school transcripts (homeless or international students) and students whose high school transcripts are not accurate reflections of their abilities, skills and knowledge (adult students or veterans); and

Whereas, California community colleges must be able to serve the needs of all students and must have a variety of assessment and placement tools available to assist colleges with the accurate and appropriate student placement;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the implementation of AB 705 is flexible enough to allow the colleges to effectively place all students into courses in mathematics, English, English as a Second Language, and reading and that the requirement that colleges apply a minimum of two measures when placing students is maintained;

Resolved, That the Academic Senate for California Community Colleges work with local senates to ensure that there is appropriate professional development around the implementation of AB 705 and the application of multiple measures to determine the optimal placement for each student; and

Resolved, That the Academic Senate for California Community Colleges continue to explore additional multiple measures beyond high school transcript data to ensure that colleges have a wide range of assessment tools that will serve the needs of all community college students.

Contact: Julie Bruno: Executive Committee

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<sup>14</sup> AB 705: [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

<sup>15</sup> CAI Reset 10.24.17 from Eloy Ortiz Oakley: <https://www.cccassess.org/2016-10-05-23-31-41?download...common-assessment>

**\*+7.08 F17 Call for Faculty Leadership in Amending the *Vision for Success*<sup>16</sup>**

Whereas, During the Fall 2016 Plenary session The Academic Senate for California Community Colleges passed a resolution outlining concerns about “guided pathways” models in regard to “the development of our students as whole persons,” and “open-access, opportunity for student exploration, and the traditional breadth of a liberal education as historically critical pieces of the community college mission,” and called on the ASCCC to, “investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state;”<sup>17</sup>

Whereas, The ASCCC president, in a Rostrum Article (February 2017) called for “faculty voice and leadership” in developing guided pathways;<sup>18</sup>

Whereas, Faculty voices have been raised in critique, concern, and opposition to the ways that guided pathways models have taken shape, both before the publication of *The Vision for Success*<sup>19</sup> and afterwards in response to the *Vision for Success*;<sup>20</sup> and

Whereas, The Vision for Success, the primary document defining what guided pathways means for CCCs, was published with a paucity of faculty input and is being promulgated without the incorporation of these critical faculty voices;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to ensure that faculty voices and leadership play a role in amending the *Vision for Success* by incorporating faculty input and expertise; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to ensure that local responses to guided pathways models that vary from what is described in the *Vision for Success* be authentically respected.

Contact: Eric Thompson, Santa Rosa Junior College

**\*+7.09 F17 Consultation Process and System Partners**

Whereas, Participatory governance is a valued component of the California Community College system, at the local, regional, and state levels;

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<sup>16</sup> The Vision for Success:

[https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf)

<sup>17</sup> Resolution 09.03 F 2016, “Investigate Effective Practices for Pathways Programs”

<http://www.asccc.org/resolutions/investigate-effective-practices-pathways-programs>

<sup>18</sup> <http://www.asccc.org/content/developing-guided-pathways-importance-faculty-voice-and-leadership>

<sup>19</sup> Rostrum Article (Feb. 2017) voicing one professors opposition: <http://www.asccc.org/content/guided-pathways-one-professor%E2%80%99s-response-redesigning-america%E2%80%99s-community-colleges;>

<sup>20</sup> <https://academicssenate.santarosa.edu/sites/academicssenate.santarosa.edu/files/2017%2010%2004%20Open%20Letter%20Response%20to%20CCCCO%20Vision%20for%20Success.pdf>

Whereas, Board of Governors Standing Orders 332-334<sup>21</sup> define the role of Academic Senate, Student Senate, and Consultation Council, including “representatives of selected community college institutional and organizational groups” (SO 334), and “Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter” (SO 332);

Whereas, Standing Order 332 directs that “The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate”, and committees formed to develop proposals or make decisions with system-level impact should consist of representatives from appropriate constituencies similarly appointed by the statewide organizations that represent those constituencies;

Whereas, Decisions and recommendations involving academic and professional matters and matters of statewide impact, including termination of development of the common assessment test and proposals for an entirely online college<sup>22</sup>, are being made with minimal consultative input or only an appearance of consultative input, either by reports to committees with cursory opportunities for feedback or through creating committees and taskforces without representatives appointed by statewide organizations or constituencies;

Resolved, the Academic Senate for California Community Colleges work with system partners to communicate to the Board of Governors examples of instances where expected consultation has not occurred and urge the Board of Governors to not accept recommendations on such matters unless necessary consultation has occurred.

Contact: Cheryl Aschenbach, Executive Committee

**\*+7.10 F17 Using System Consultation and Faculty Input to Address Expansion of Online Education**

Whereas, On May 11, 2017 Governor Brown requested that Chancellor Oakley design and deploy a plan to develop a 115<sup>th</sup> college to solely offer entirely online degrees, and Chancellor Oakley contracted with National Center for Higher Education Management Systems (NCHEMS) to constitute the Flexible Learning Options for Workers (FLOW) Task Force to provide three to five options to Governor Brown;

Whereas, California already has 114 Community Colleges offering both online courses and, in many cases, fully online degree programs to students seeking immediate employment, transfer, or both, and the system has benefitted from the resources made available by the Online Education Initiative, @ONE, and other efforts;

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<sup>21</sup>[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013\\_agendas/september/updated\\_procedures\\_standing\\_orders\\_Sept\\_2013.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/september/updated_procedures_standing_orders_Sept_2013.pdf)

<sup>22</sup><http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx>

Whereas, Many of the resources necessary to serve the student populations and goals envisioned by the governor and by the FLOW task force already exist or could be developed within the existing structure of the community college system, thus more fully ensuring that the system's safeguards regarding academic quality are respected and maintained; and

Whereas, Program development and curriculum are academic and professional matters, and the Academic Senate and local academic senates should have opportunities for input and implementation, and additional system stakeholders, including Chief Instructional Officers (CIOs), Chief Business Officers (CBOs), Chief Student Service Officers (CSSOs), and Chief Executive Officers (CSSOs) as well as the students being served, as represented by the Student Senate for California Community Colleges, have information and experience critical to the discussion of the best ways to accomplish the goals of governor and the FLOW workgroup;

Resolved, That the Academic Senate for California Community Colleges work with system partners and the Chancellor's Office to relate to the governor and other interested parties that the goals of the governor and the FLOW workgroup can be better accomplished using existing resources and structures within the community college system than by creating a separate online college or other entity; and

Resolved, That the Academic Senate for California Community Colleges work with system partners and the Chancellor's Office to develop a clear and effective plan for addressing the goals of the governor and the FLOW workgroup in a manner that utilizes existing system structures and ensures academic quality for all students.

Contact: Cheryl Aschenbach, Lassen College

**\*+7.11 F17 Commitment to Reliable English as a Second Language (ESL) Success Data via the Scorecard**

Whereas, The Academic Senate for California Community Colleges passed resolution 9.04 (Spring 2014), *Consistency in Data Mart English as a Second Language Basic Skills Progress Tracker*, to call attention to the need to correct errors in Data Mart that result in inaccurate reporting of progress for credit ESL in the Student Success Scorecard;

Whereas, A preliminary analysis of the data for several ESL departments as reported by the Student Success Scorecard has revealed the continued presence of several errors, including, but not limited to, wrong courses being tracked, courses missing, and incorrect coding of courses, all of which result in an inaccurate picture of success for credit ESL departments per the Scorecard;

Whereas, Colleges may be unaware of the potential for inaccuracy when using such data as mandated for statewide initiatives, and thus unaware of the impact that using such data can cause; and

Whereas, ESL departments at colleges across the state report impact on college program development, program viability, and course offerings as a result of the continued reliance on potentially inaccurate ESL data;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, local institutional research offices, and ESL faculty to inform colleges of the potential errors in Scorecard reporting for the ESL percentages; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office for California Community Colleges to delay release of the Scorecard percentages for the ESL data until accurate percentages can be reported.

Contact: Leigh Anne Shaw, Skyline College

### **\*+7.12 F17 Endorse Consortium Approach to Expanding Online Educational Opportunities**

Whereas, a May 11, 2017 letter from Governor Brown to Chancellor Oakley directed the Chancellor to “act with dispatch and create a plan to design and deploy a fully online college” and the chancellor convened the Flex Options for Workers (FLOW) Workgroup to provide “3 – 5 options (with pros and cons for each) that enable the community colleges of California to better deliver on the student success goals outlined on pages 15-16 in the Vision for Success<sup>23</sup> recently adopted by the Board of Governors”;

Whereas, At the October 30, 2017 meeting of the FLOW Workgroup the facilitators presented three possible options accompanied by pros and cons of each for consideration, but presentation of the options was unequal and displayed considerable bias on the part of the facilitators;

Whereas, The consensus of the FLOW Workgroup, in spite of the bias of the facilitators, was to support the establishment of a cooperative or consortium of colleges or districts to develop a new online opportunity that would meet the stated goals of the governor and the presumed needs of the target population identified by the Chancellor, as this option best meets the governor's stated directive of “building on the system's existing efforts that foster student success;”

Whereas, The timeline set by the Governor for development of the plan does not allow time for sufficient consultation and deliberation, and thus system constituencies wishing to take a position must act without full opportunity for consideration and review, as must the Chancellor and the Board of Governors;

Resolved, That the Academic Senate for California Community Colleges, given the timeline provided by the Governor, endorse the establishment of a cooperative or

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<sup>23</sup> The Vision for Success:  
[https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf)

consortium of colleges or districts to develop a new online opportunity that would meet the stated goals of the Governor and the presumed needs of the target population identified by the Chancellor; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor to request of the Governor an extended deadline in order that a plan for meeting the Governor’s goals be developed with greater consultation, deliberation, and effectiveness.

Contact: Cheryl Aschenbach, Lassen College

## **9.0 CURRICULUM**

### **\*9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus**

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development and Title 5 §53203 requires “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters”;

Whereas, A “meta major” or an “area of focus”, a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest<sup>24</sup>; and

Whereas, Colleges nation-wide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest<sup>25</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200.

Contact: Executive Committee

### **\*+9.01.01 F17 Amend Resolution 9.01**

Add a second Resolved:

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local

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<sup>24</sup><https://www2.calstate.edu/csuo-system/news/Pages/Meet-the-Meta-Major.aspx>,  
<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Redesigning%20CC%20for%20Student%20Success%20Jenkins%20August%202014.pdf>

<sup>25</sup><http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>,  
<http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm>,  
[http://www.mtsac.edu/instruction/guided\\_pathways\\_of\\_study.html](http://www.mtsac.edu/instruction/guided_pathways_of_study.html)

senates to ensure that these titles and areas apply directly to the students affected by the creation of “meta majors” or “areas of focus.”

Contact: Leigh Anne Shaw, Skyline College

**\*+9.01.02 F17 Amend Resolution 9.01**

Amend the second Whereas:

Whereas, A “meta major” or an “area of focus”, a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest ~~for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest~~<sup>26</sup>; and that is intended to serve as a guide to students, for development of their educational and career goals emphasizing broad and directed exploration first, leading to better informed choices while integrating student support throughout, and;

Contact: John Freytag, Diablo Valley College

**\*+9.02 F17 Expand System-wide Online Educational Opportunities**

Whereas, The May 11, 2017 letter from Governor Brown to Chancellor Oakley spoke only of exploring options for a 115<sup>th</sup> college, an entirely online college; and

Whereas, The target population of “adults with some college and no certification” as well as “working adults with vocational needs” was defined by Chancellor Oakley<sup>27</sup> without input from system partners, including the Academic Senate for California Community Colleges despite the fact that designing programs and developing curriculum is an academic and professional matter; and

Whereas, The Flex Learning Options for Workers (FLOW) Task Force was constituted by the Chancellor’s Office to provide feedback on options identified by the National Center for Higher Education Management Systems (NCHEMS) but did not have an opportunity to recommend other options and will not be asked to officially endorse recommendations made to the Chancellor and Governor; and

Whereas, The impact of an entirely online college is likely to have an adverse effect on existing colleges given that “In 2014-2016, 45% of California’s community colleges offered certificates and degrees that could be earned without stepping onto campus for classes”<sup>28</sup> and 13% of 2016-2017 FTES system-wide were online (CCCCO Datamart);

Resolved, That the Academic Senate for California Community Colleges not support the creation of an entirely online college; and

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<sup>26</sup><https://www2.calstate.edu/cs-system/news/Pages/Meet-the-Meta-Major.aspx>,  
<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Redesigning%20CC%20for%20Student%20Success%20Jenkins%20August%202014.pdf>,

<sup>27</sup> <http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx>

<sup>28</sup> <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and system partners to explore the feasibility of developing non-traditional online programs, including but not limited to programs with a focus on awarding credit for prior learning, experience, and competencies, programs with more flexible scheduling options, and programs with innovative student service supports that are accessible 24-7; and

Resolved, That the Academic Senate for California Community Colleges advocate for the use of existing system resources, including the Online Education Initiative and C-ID, in development of identified non-traditional online programs.

Contact: Cheryl Aschenbach, Lassen College

**\*+9.03 F17 Online CTE Programs and Competency-Based Instruction**

Whereas, The California Community Colleges are currently implementing numerous impactful initiatives and in the early stages of the wholesale transformation called for by the guided pathways movement;

Whereas, The system of 114 locally governed colleges ensures that communities are served by colleges that are responsive to the needs of their people and businesses, and all 114 colleges could benefit from assistance with implementing academically appropriate and rigorous alternative mechanisms for the awarding of credit as well as development of alternate means of delivering online education, including varied term lengths and the embedding of student support services;

Whereas, A single online college as called for by Governor Jerry Brown in his May 11, 2017 letter to Chancellor Oakley that builds on existing student success efforts has been defined without any consultative process to focus on serving a unique student population (defined by Chancellor Oakley for Project Flexible Learning Options for Workers (FLOW) Task Force as 2.5 million Californians, most working adults, with a high school degree but no college credentials) that is unlikely to be well-served by an online approach;

Resolved, That the Academic Senate for California Community Colleges recognizes the value of making online CTE programs available across the state, the use of online instruction to compensate for knowledge gaps that might normally impede the awarding of credit for experiential learning, and the role of local, regional, and statewide faculty in implementing and delivering such programs; and

Resolved, That the Academic Senate for California Community Colleges encourages the development of structures to award credit through competency-based mechanisms and prior learning;

Resolved, That the Academic Senate for California Community Colleges supports faculty in identifying and implementing innovative online approaches to support students



consistent with the guided pathways movement and competency-based instructional programs.

Contact: Cheryl Aschenbach, Lassen College

**\*+9.04 F17 Inclusion of Information Competency in College Institutional Learning Outcomes**

Whereas, The Academic Senate adopted the following definition of information competency for California Community Colleges: "Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills" (Resolution 16.02 S98);

Whereas, Resolution 9.04 S08 directed the Academic Senate for California Community Colleges to urge local senates to ensure that students demonstrate information competency and provide advice and assistance to local senates that seek to institute new requirements in information competency;

Whereas, Standard II.A.11 of the Accreditation Standards of the Accreditation Commission for Community and Junior Colleges states that "The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes;" and

Whereas, Many, but not all, California community colleges have a statement of information competency fundamental to their institutional learning outcomes;

Resolved, the Academic Senate for California Community Colleges urge local colleges to include information literacy in their institutional learning outcomes.

Contact: Dan Crump, American River College

**10.0 DISCIPLINES LIST**

**10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty**

Whereas, Education Code §87357 states that the Board of Governors "shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives" when establishing minimum qualifications for apprenticeship instructors;

Whereas, The California Community Colleges Chancellor's Office recognizes the Academic Senate for California Community Colleges as the appropriate representative of

apprenticeship teaching faculty and agreed to a process<sup>29</sup> where representatives of the Academic Senate for California Community Colleges would collaborate with apprenticeship instructors to draft a recommendation for revisions to the credit apprenticeship faculty minimum qualifications outlined in Title 5 §53413(a);

Whereas, The Academic Senate for California Community Colleges engaged in the agreed-upon process in good faith to review and revise the minimum qualifications for instructors teaching credit apprenticeship courses by working with apprenticeship instructors at a meeting on April 6, 2017 to develop the following proposed revision to Title 5 §53413(a):

*(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:*

*(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or*

*(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.*

*(A) The 12 units may be completed within two years of the date of hire; or*

*(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or*

*(4) The equivalent; and*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has deemed that the process for working with apprenticeship instructors was followed and has endorsed the outcome of the April 6, 2017 meeting between apprenticeship instructors and representatives of the ASCCC;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors amend Title 5 §53413(a) by adopting the proposed revision to the minimum qualifications for teaching credit apprenticeship courses.

Contact: Executive Committee

**+10.01W F17 Withdraw Resolution 10.01 F17**

Contact: Executive Committee

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<sup>29</sup> For more information, go to <http://asccc.org/apprenticeship-minimum-qualifications>.

**\*10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications**

Whereas, The Academic Senate for California Community College believes that students are best served by well-qualified faculty members who exemplify the value of a well-rounded and specialized education and who act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge in a specific discipline;

Whereas, While the general oversight of apprenticeship programs operated by local education agencies (LEAs)<sup>30</sup> is the domain of the California Department of Industrial Relations and the California Apprenticeship Council (CAC), faculty minimum qualifications for service in the California community colleges, including those for teaching of apprenticeship courses, is an academic and professional matter under the purview of the Academic Senate; and

Whereas, Recent efforts<sup>31</sup> by the California Apprenticeship Council to recommend significant revisions to the credit apprenticeship faculty minimum qualifications that were in conflict with the Academic Senate's principles, and the subsequent efforts by the Academic Senate<sup>32</sup> to work with apprenticeship faculty to propose revisions to the credit apprenticeship minimum qualifications and engage in dialog with representatives of the California Apprenticeship Council and the apprenticeship community, have revealed the critical need for the Academic Senate to engage in sustained dialog and collaborate with apprenticeship faculty, the California Apprenticeship Council, and the Department of Industrial Relations;

Resolved, That the Academic Senate for California Community Colleges, as the representative of all faculty on academic and professional matters, continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges.

Contact: Executive Committee

**\*+10.02.01 F17 Amend Resolution 10.02**

Amend the second Whereas:

Whereas, While the general oversight of apprenticeship programs operated by local education agencies (LEAs)<sup>33</sup> is the domain of the California Department of Industrial

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<sup>30</sup> Local education agencies (LEAs) include school districts, community college districts, and regional occupational programs.

<sup>31</sup> The California Apprenticeship Council approved a recommend change to Title 5 section 53413 at its meeting January 25-26, 2017. For more information, go to <https://www.dir.ca.gov/das/DASMeetings.html#1>.

<sup>32</sup> For more information go to <http://asccc.org/apprenticeship-minimum-qualifications>.

<sup>33</sup> Local education agencies (LEAs) include school districts, community college districts, and regional occupational programs.

Relations and the California Apprenticeship Council (CAC), faculty minimum qualifications for service in the California community colleges, ~~including those for teaching of apprenticeship courses~~, is an academic and professional matter under the purview of the Academic Senate; and

Contact: Phil Crawford, San Jose City College

## **11.0 TECHNOLOGY**

### **\*+11.01 F17 Support for Educational Planning Initiative's Suite of Tools**

Whereas, The Educational Planning Initiative (EPI) has as its primary goal the development of a student services portal that will customize and sequence matriculation information and activities to lead students toward successful completion of their goals and an Education Planning and Degree Audit System to provide transcript, articulation, and curriculum inventory elements to colleges in order to help counselors reach more students;

Whereas, The student services portal and education planning and degree audit system serve as technology tools to assist colleges in achieving Student Success and Support Program components;

Whereas, The rise of Guided Pathways on the community college landscape has put the EPI's signature accomplishments, including the CCC My Path student services portal, front and center as the natural technology platform to develop a guided pathways infrastructure; and

Whereas, The Educational Planning Initiative is coming to the close of its initial grant, and questions have been raised regarding the role it will play in the future;

Resolved, That the Academic Senate for California Community Colleges endorse the Educational Planning Initiative's suite of tools (CCC MyPath, Starfish, and other technology resources and supports) as a potential tool for colleges to use in order to design and implement institutional innovations related to guided pathways frameworks; and

Resolved, That the Academic Senate for California Community Colleges communicate our support for the Educational Planning Initiative's suite of tools (CCC MyPath, Starfish, and other technology resources and supports) as a potential tool for colleges to use when discussing guided pathways frameworks to the California Community Colleges Chancellor's Office.

Contact: Randy Beach, Southwestern College, Educational Planning Initiative Advisory Committee

## **12.0 FACULTY DEVELOPMENT**

### **\*+12.01 F17 Creation of Professional Development College Courses in Teaching Effective Practices**

Whereas, Student success depends on excellent teachers, and many faculty, both full-time and part-time, have limited training in the art of teaching, and the Center for Community Colleges reports that more than 58% of community college courses are taught by “contingent” faculty;<sup>34</sup>

Whereas, All faculty, full-time or part-time, would benefit from a program of online professional development courses designed for community college faculty that present the best, most effective, and innovative ways to help students to learn;

Whereas, The sum of the total always being stronger than the individual parts, a statewide compilation of best teaching practices illustrating the innovative, original, new, novel, fresh, unusual, unprecedented, avant-garde, experimental, inventive, ingenious, and creative practices in the art of teaching would be a powerful tool for all faculty to utilize; and

Whereas, The California Community Colleges Chancellor’s Office (CCCCO) division of Institutional Effectiveness oversees development and operation of a comprehensive technical assistance program to further student success that overlays every division of the CCCCCO including academic affairs, student services, economic and workforce development, research, and fiscal affairs, and will develop a framework of indicators focused on accreditation, fiscal viability, student performance, and compliance with state and federal guidelines;

Resolved, That the Academic Senate for California Community Colleges create a module of effective practices in teaching for the online Professional Development College for all faculty, to utilize at their convenience; and

Resolved, That the Academic Senate for California Community Colleges seek funding from the California Community Colleges Chancellor’s Office Institutional Effectiveness Partnership Initiative, or other sources, to create a systematic network of effective practices in teaching for the online Professional Development College.

Contact: Ardon Alger, Chaffey College

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<sup>34</sup> Fain, P. Low Expectations, High Stakes. Inside Higher Education. 4-7-14.  
<https://www.insidehighered.com/news/2014/04/07/part-time-professors-teach-most-community-college-students-report-finds>

### **13.0 GENERAL CONCERNS**

#### **\*13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

Resolved, That the Academic Senate for California Community Colleges support efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Task Force

#### **\*+13.02 F17 Environmental Responsibility: College Campuses as Living/Learning Labs**

Whereas, Since California community colleges are involved in bond-funded building projects and campus expansion, colleges may increasingly find they are stewards of native habitats, as well as sensitive, threatened and endangered species, resulting in a need for wildlife and habitat conservation plans;

Whereas, Accreditation Standard III.B, Physical Resources, outlines that effective practices for meeting the standard include faculty participation in the creation of facilities and physical resource short-term and long-term planning documents, such as facilities

master plans<sup>35</sup>, ensures that a high-quality education is maintained;

Whereas, Faculty may utilize the college's landscape as a living and learning lab and develop innovative teaching strategies to examine a wide-range of relevant and timely environmental issues;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to take an active role in the development and implementation of educational and facility master plans, which includes collegial consultation;

Resolved, That the Academic Senate for California Community Colleges support responsible stewardship of the natural resources of California community colleges such as biodiversity, habitat conservation, and the college landscape as a living and learning lab; and

Resolved, That the Academic Senate for California Community Colleges work with the Consultation Council, California Community Colleges Chancellor's Office, and policymakers to develop responsible practices for the conservation of natural resources, including wildlife, within educational and facility master plans.

Contact: Misty Burruel, Chaffey College

#### **\*+13.03 F17 Faculty Involvement in Financial Recovery Plans**

Whereas, The administration of a college may be mandated to submit a financial recovery plan as a result of functioning under a deficit for a length of time; and

Whereas, Title 5 §53200 provides that processes for institutional planning and budget development are academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges assert that local senates make recommendations in the development and implementation of any financial recovery plan that affects academic and professional matters that can affect student success.

Contact: Robert L. Stewart Jr, Los Angeles Southwest College

## **14.0 GRADING**

### **\*14.01 F17 Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades**

Whereas, Many California community colleges allow students to repeat courses with substandard grades in order for students to improve their grade point average (GPA) and move closer to completion of their educational goals if the course is deemed equivalent and repeated at another regionally accredited institution;

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<sup>35</sup> [Effective Practices in Accreditation: A Guide for Faculty](#)

Whereas, California community colleges apply a wide range of policies regarding course repetition for substandard grades and some have more punitive policies that only allow students to repeat courses with substandard grades if they do so at the college/district in which they earned the substandard grade, which is impractical for students since they may no longer be enrolled at the college, the course has been deleted, or the course is only offered once a year;

Whereas, The California State University (CSU) system announced at the 2017 CSU Counselor Conference their intention to enforce a policy to not consider the grade of a repeated course when reviewing for transfer admission if a course with a substandard grade is not annotated as repeated on the student's community college transcript; and

Whereas, Both the California Community Colleges system and the CSU system have committed to increasing the number of graduating students, moving students more efficiently towards completion of their educational and career goals, and improving overall student success, and the practice of disallowing grade forgiveness for a repeated course that was not repeated at the campus the substandard grade was earned is inconsistent with these commitments and harms students;

Resolved, That the Academic Senate for California Community Colleges investigate and disseminate by Spring 2019 effective practices and policies surrounding the repetition of courses where students earned substandard grades.

Contact: Dave DeGroot, Allan Hancock College, Transfer, Articulation, and Student Services Committee

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems**

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;

Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems;

Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and

Whereas, The different expectation from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;



Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and

Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems.

Contact: Executive Committee

**\*15.01.01 F17 Amend Resolution 15.01**

Amend the first Whereas:

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges, and local senates and curriculum committees ensure sufficient rigor in all courses that articulate for transfer;

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and~~

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

**16.0 LIBRARY AND LEARNING RESOURCES**

**\*+16.01 F17 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges**

Whereas, The Academic Senate for California Community Colleges has adopted the paper *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* (adopted Spring 1996);

Whereas, Specific standards for library services have appeared piecemeal in various regulations and guidelines, but nowhere have these standards been collected, reviewed, and presented systematically with specific application to the roles of librarians in the California community colleges, and, in response to this concern, the Academic Senate for California Community Colleges adopted the paper *Standards of Practice for California Community College Library Faculty and Programs* (adopted Fall 2010);

Whereas, The 2010 paper *Standards of Practice for California Community College Library Faculty and Programs* illustrates how libraries and library faculty play a

significant role in supporting college curriculum and helping students succeed academically and the Academic Senate for California Community Colleges has several resolutions (including Resolutions 16.01 S08, 2.02 S12, and 7.01 S12) encouraging the inclusion and involvement of library faculty in the student success initiatives, including the Basic Skills Initiative, and the Student Success & Support Program, and by inference, later initiatives such as the Stronger Workforce Program, and the California Community College Guided Pathways Award Program; and

Whereas, Advances in the libraries, including the current statewide collection of electronic databases and the upcoming Library Services Platform, have greatly benefited the students and faculty of the California community colleges;

Resolved, That the Academic Senate for California Community Colleges explore methods to update and expand the content of the papers to illustrate the vital and important role that libraries and librarians can, and do, play in contributing to the success of our students.

Contact: Dan Crump, American River College

## **17.0 LOCAL SENATES**

### **\*17.01 F17 Faculty Involvement in Scheduling of Courses**

Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges *Vision for Success* and the Chancellor's emphasis on the guided pathways framework on their campuses;

Whereas, The implementation of local initiatives and reforms based on a guided pathways framework may result in changes in course section scheduling procedures that potentially infringe on areas of faculty purview such as curriculum development, student preparation and success, and educational program development, which are academic and professional matters with academic senate primacy as defined in California Education Code section 70902(b)(7) and Title 5 §53200;

Whereas, Resolution 6.02 S91 stated, "shared governance should include faculty involvement in deciding the scheduling of classes," and local senates should "develop a procedure whereby faculty are involved in scheduling classes and determining which courses are offered"; and

Whereas, The Academic Senate for California Community Colleges is developing resources to highlight effective practices to assist community colleges that are exploring and implementing pathway models per Resolution 9.03 S16 including resources related to scheduling and curriculum development;

Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for

scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals.

Contact: Executive Committee

**\*17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks**

Whereas, The California Community Colleges Chancellor's Office has stated in the recently approved *Vision for Success* that "Colleges can use the Guided Pathways framework to bring about transformational change" and "the entire system is expected to adopt Guided Pathways over time";

Whereas, A guided pathways framework calls on colleges to make significant change to processes that support existing curriculum and academic standards that have been agreed upon through governance processes that respect and uphold local districts' 10+1 agreements;

Whereas, Education Code §70902 (B)(7) states "The governing board shall ... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards" and Title 5 §53203 requires that a local college governing board shall adopt policies delegating authority and responsibility to its academic senate and those policies are adopted through collegial consultation with the academic senate; and

Whereas, Resolution FA14 17.01 "Consulting Collegially with Local Senates on Participation in Statewide Initiatives" reminds "governing boards and their designees that they must engage in collegial consultation with local senates before and during participation in any current or future statewide initiatives which encompass academic and professional matters;"

Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks.

Contact: Executive Committee

**\*17.03 F17 Application of Faculty Policies to Apprenticeship Instructors**

Whereas, While apprenticeship programs may be operated by colleges, apprenticeship instructors assigned to teach credit and noncredit Related and Supplemental Instruction courses (RSI) within apprenticeship programs are normally selected, trained, and

supervised by trade union apprenticeship training center directors, and typically are not integrated into the professional life of the colleges that have apprenticeship programs;

Whereas, A lack of integration of apprenticeship instructors into the professional life of college faculty may result in policies and procedures on faculty hiring and equivalency not being applied to apprenticeship instructors, and furthermore, apprenticeship instructors may not be required to adhere to faculty policies under local academic senate purview, such as faculty professional development requirements and those aspects of faculty evaluation delegated to senates, nor may they be required to adhere to requirements that are the joint responsibilities of local senates and faculty collective bargaining units; and

Whereas, Recent discussions about allowing colleges to change the funding of apprenticeship instruction to full-time equivalent students (FTES), rather than Related and Supplemental Instruction (RSI) funds (also known as Montoya Money) to encourage the expansion of apprenticeship programs beyond the traditional trade unions, shifting the responsibility to the college to directly pay for the cost of instruction of apprenticeship courses, including instructor salaries, raises concerns that local policies and procedures that apply to faculty may be circumvented as new apprenticeship programs are created and existing apprenticeship programs are expanded;

Resolved, That the Academic Senate for California Community Colleges assert that applicants for faculty positions to teach apprenticeship courses for which full-time equivalent students (FTES) are computed and reported to the California Community Colleges Chancellor's Office are subject to all local equivalency processes established pursuant to Education Code §87359, and to all faculty hiring processes established pursuant to Education Code §87360;

Resolved, That the Academic Senate for California Community Colleges assert that all policies and procedures within the purview of local academic senates that apply to faculty employed by districts, including, but not limited to, the aspects of faculty evaluation processes for which local academic senates are responsible; and faculty professional development requirements, including any flexible calendar<sup>36</sup> requirements, apply to all faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with local collective bargaining units to ensure that all policies and procedures that apply to faculty employed by districts for which there may be joint senate/union purview are applied to faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office.

Contact: Executive Committee

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<sup>36</sup> [http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex\\_Calendar\\_Guidelines\\_04-07.docx.pdf](http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)

**\*17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines**

Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates;

Whereas, The placement of courses within disciplines determines the minimum qualifications required for faculty assigned to teach courses in the California community colleges;

Whereas, The purview of local academic senates over the placement of courses within disciplines applies to all courses, including courses required for completion of apprenticeship degrees and certificates; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 17.03 S17 that asserted “that local academic senate purview over academic and professional matters applies to all academic programs, including apprenticeship”;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates exercise their authority over the placement within disciplines of all courses that are required for completion of apprenticeship degrees and certificates.

Contact: Executive Committee

**\*17.05 F17 Support for Academic Senate Faculty Leadership Training**

Whereas, it is critical for local faculty leaders to attend Plenary and other Academic Senate for California Community College institutes for leadership development and to learn the state landscape;

Whereas, it is necessary to train the next generation of leaders at each college, and recent initiatives, grants, increases in categorical funds, and changes to the curriculum processes all require local senate input and approval; and

Whereas, many local senates may not have sufficient funds to support faculty leadership opportunities;

Resolved, that Academic Senate for California Community Colleges (ASCCC) strongly encourage local senates to actively work with their local college administration, foundations, grants and other offices to provide funds and other resources specifically for ASCCC-sponsored faculty leadership training opportunities such as the Faculty Leadership Institute, ASCCC Plenaries, and the Curriculum Institute.

Contact: Erik Reese, Moorpark College, Area C

**\*+17.06 F17 Academic Senate Role in Appointing Faculty with Release Time for Guided Pathways Framework Design and Implementation**

Whereas, the California Community College Guided Pathways Grant Program, in California Education Code §88922<sup>37</sup> states that: *(g) Participating community colleges may use the grant funds to implement guided pathways programs for various limited-term purposes, including, but not necessarily limited to any, or any combination, including all of the following: (1) Faculty and staff release time to review and redesign guided pathways programs, instruction, and student services;*

Whereas, The California Code of Regulations Title 5 §53203<sup>38</sup> states that: *(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups;*

Whereas, The development, design, and implementation of guided pathways frameworks or programs include review and redesign of curriculum, educational programs, instruction, and students services which are academic and professional matters; and

Whereas, Colleges are forming various groups and leadership structures to design and implement guided pathways frameworks or programs; and faculty, who play a critical role, may be released from current duties to participate in these reforms in order to review and redesign the guided pathways frameworks or programs, instruction, and student services;

Resolved, That the Academic Senate for California Community Colleges assert that it is the role and purview of the local academic senate to appoint faculty to provide leadership or serve on college or district groups that design and implement a college’s guided pathways framework or program, including those faculty that receive release or reassigned time to serve; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to establish processes to appoint faculty to provide leadership or serve on college or district groups that design and implement guided pathways frameworks or programs, including those faculty that receive release or reassigned time to serve.

Contact: Ginni May, Executive Committee

**\*+17.07 F17 Support for Local Academic Senates in Committing to A Guided Pathways Framework**

Whereas, Resolution 9.12 F15 “urge[s] local academic senates and colleges to create formal processes and policies that require the local academic senate, in consultation with

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<sup>37</sup> CA Ed Code §§88920-88922:

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=54.81.&chapter=&article=](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=54.81.&chapter=&article=)

<sup>38</sup> Title 5 §53203:

[https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

its curriculum committee, to evaluate and endorse any proposed curricular pathways offered by an external organization before such a program is institutionalized”;

Whereas, A guided pathways framework is an intentional and integrated construct including principles built on evidence-based practices that provide flexibility to allow faculty and colleges to determine, design, and implement those practices best suited to, and in service of, their local student population and communities, and the California Community College system has 114 colleges all at different stages of investigating, discussing, designing, and implementing a guided pathways framework;

Whereas, In recognizing that the academic senate and faculty leadership and involvement is critical if any guided pathways effort is to succeed, the Legislature required in California Education Code §88920 that colleges participating in the California Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model” and that colleges may use the grant funds for “[f]aculty and staff release time to review and redesign guided pathways programs, instruction, and support services”; and

Whereas, Participation in the California Community College Guided Pathways Award Program is not mandated by the Legislature, and colleges may apply for grant funds in year two if the timeline established by the California Community Colleges Chancellor’s Office does not allow sufficient time in the first year for colleges and academic senates to engage in meaningful and deliberative decision making;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to engage in thoughtful and considered deliberation in determining if their colleges will participate in the California Community College Guided Pathways Award Program; and

Resolved, That the Academic Senate for California Community Colleges call on its administrative colleagues, including the Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, and Chief Business Officers to support local senates in providing the time required to engage in genuine dialogue and deliberation to determine the best course of action in investigating, designing, and implementing a guided pathways framework at their college.

Contact: Julie Bruno, Executive Committee

### **\*+17.08 F17 Effective Shared Governance through Communication and Collaboration**

Whereas, The Chancellor for the California Community Colleges was recently appointed (December 19th, 2016), and began to initiate and establish the California Community College Guided Pathways Award Program;

Whereas, The California Community College Guided Pathways Award Program requires completion of California Community Colleges Chancellor's Office mandates for fiscal allocations;

Whereas, The California Community College Guided Pathways Award Program establishes policy development and implementation relating to "Academic and Professional Matters" specified in the California Title 5 Regulations §53200;

Whereas, Initially, the self-assessment tool of California Community College Guided Pathways Award Program due by November 15th, 2017, and then later extended to December 23rd, 2017;

Resolved, That the Academic Senate for California Community Colleges reaffirm our commitment to ongoing and effective communication with the local academic senates on effective e practices for implementing a guided pathway framework.

Contact: Marie McMahon, San Diego Community College District

**\*+17.09 Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives**

Whereas, California Community Colleges continue to engage in numerous student success initiatives, including California Community College Guided Pathways Award Program, Student Equity, and Basic Skills Initiative; and

Whereas, The importance of libraries for student success has not been fully recognized or explored in the language or implementation of such initiatives, and often library faculty have not been encouraged to participate in developing the corresponding plans; and

Whereas, Numerous studies demonstrate that students who use the library are more successful in college; they earn better grades and are more likely to complete their courses and programs of study,<sup>39</sup> and studies show that collaborative academic programs and services involving the library enhance student learning, and information literacy instruction strengthens general education outcomes;<sup>40</sup> and

Whereas, The Academic Senate for California Community Colleges has several resolutions (including Resolutions 16.01 S08, 2.02 S12, and 7.01 S12) encouraging the inclusion and involvement of library faculty in the student success initiatives;

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<sup>39</sup> Association of College and Research Libraries. *Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects*. April 2017.

URL: [http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/value/findings\\_y3.pdf](http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/value/findings_y3.pdf)

See also:

Association of College and Research Libraries. *Assessment in Action: Academic Libraries and Student Success Website*

URL: <http://www.ala.org/acrl/AiA>

<sup>40</sup> Ibid.



Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure library faculty are included on cross-functional teams for student success initiatives and guided pathways frameworks.

Contact: Dan Crump, American River College

## **22.0 FINANCIAL AID**

### **\*+22.01 F17 Ensure Equal Access to All Qualified California Community College Students to College Promise Funds**

Whereas, AB 19 (Santiago, 2017), The California College Promise requires that colleges participate in the California Community College Guided Pathways Award Program<sup>41</sup> in order to receive additional financial aid funding for full time students;

Whereas, Participation in the California Community College Guided Pathways Award Program is decided by each college after careful consideration by college leaders and constituencies based on criteria such as, but not limited to the college's capacity and strategic plans;

Whereas, Small or rural colleges often have limited options for increasing staff to design and implement major college-wide changes, even when provided with additional funding; and

Whereas, Students may not have the option to attend a college that is participating in the California Community College Guided Pathways Award Program, especially in rural areas, and one of the goals in AB 19 is "Reducing and eliminating regional achievement gaps...";<sup>42</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that all California community college students that meet the qualifications for the California College Promise have equal access to those funds regardless of whether or not the community colleges they attend participate in the California Community College Guided Pathways Award Program.

Contact: Ginni May, Executive Committee

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<sup>41</sup> §76396.2(d): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB19](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19)

<sup>42</sup> §76396.1(d): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB19](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19)

