



## **52<sup>nd</sup> FALL SESSION RESOLUTIONS**

***FOR DISCUSSION ON THURSDAY  
NOVEMBER 1, 2018***

*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 3, 2018.*

### Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Sam Foster, ASCCC Area D Representative  
Darcie McClelland, El Camino College, Area C  
Conan McKay, ASCCC Area B Representative  
Eric Narveson, Evergreen Valley College, Area B

## 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 are 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 (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

## TABLE OF CONTENTS

<b>1.0!</b>	<b>ACADEMIC SENATE.....</b>	<b>5</b>
-------------	-----------------------------	----------



**1.0 ACADEMIC SENATE**

**1.01 F18 Academic Senate for the California Online Community College**

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited and includes input from the ASCCC Executive Committee, the ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various guided pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms<sup>5</sup> for distribution and to provide guidance on further guided pathways efforts.

Contact: Carrie Robersoo9067(p) 4 (ys3a) 4 (r) -7 (r) - cm BT 5 -7 (t) -2 (he) 4 (r) -7 ( ) JTJ ETQ q 0.24 0 0

articulation officer and one transfer center director, to ensure ASSIST functionality enables all users to successfully navigate the transfer experience;

Resolved, That the Academic Senate for California Community Colleges urge the University of California, California State University, and Student Senate for California Community Colleges to request appropriate representation on the ASSIST EMOC to ensure ASSIST functionality enables all users to successfully navigate the transfer experience; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to allocate the required resources to ensure ASSIST is fully functional as the official articulation repository no later than the launch date of May 2019, including a coherent contingency plan to ensure public access to up-to-date intersegmental articulation agreements available through ASSIST for all years no later than May 2019.

Contact: Tacey Hosley, Cuyamaca College, Area D

## **5.0 BUDGET AND FINANCE**

### **\*5.01 F18 Metrics and Coding Cleanup**

Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community Colleges system metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements, resulting in rates that are not representative of the correct coursework or student populations in many cases;<sup>8</sup>

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, Chiu, and McCarty, 2017);<sup>9</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

---

<sup>8</sup> <https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>  
<https://www.asccc.org/content/searching-authentic-definition-student-success>

<sup>9</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB19](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19)





Whereas, The Academic Senate for California Community Colleges' Paper *Budget Considerations – A Primer for Senate Leaders* (2009) was written long before new considerations in local budgeting processes, including additional sources of information that should be assessed and monitored following the enactment of AB 1809 (Ting, 2018)<sup>14</sup>, which added a new funding formula, the Student Centered Funding Formula, to the California Education Code, allocating funds to community college districts based on enrollment, equity, and student success factors; and

Whereas, The concerns raised in the Academic Senate for California Community Colleges' Paper *Performance Based Funding: A Faculty Critique and Action Agenda* (1998)<sup>15</sup> about pressure on academic integrity and neglect of academic expertise under outcomes-based budgeting are relevant under the Student Centered Funding Formula;

Resolved, That the Academic Senate for California Community Colleges develop resources with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula and ensuring local budgeting processes respect academic integrity and academic expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor's Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor's Office Consultation Council on March 17, 2016 to a positive reception<sup>16</sup>, but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of

particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

**8.01.01 F18 Amend Resolution 8.01**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline faculty, and counseling faculty, and other appropriate faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Christie Trollinger, Butte College, Area A

**8.01.02 F18 Amend Resolution 8.01**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty and with student accessibility services when determining multiple measures and consider that those

colleges that lack robust degree audit programs, as auto-awarding degrees and certificates may be more difficult at such colleges;

Whereas, For students transferring to the University of California, a private institution, or an out of state institution, a local associate degree may provide better preparation than an associate degree for transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should ind

Whereas, The question “Can a college require a noncredit support course?” that had a

Whereas, California Code of Regulations Title 5 §55206 maintains districts’ local authority to determine if courses will “be provided through distance education”;<sup>24</sup>

Whereas, ASCCC Resolution 9.01 S15 encourages “local senates to establish rubrics for online course standards”; and

Whereas, The CVC – OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

**9.03.01 F18 Amend Resolution 9.03**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use ~~and explore the development of local peer online course review.~~; and

Add a second Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to explore the development of local peer online course review.

Contact: Carrie Roberson, Butte College, Area A

**9.04 F18 Flexibility in Local Curricular F18**





Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the

Contact: Dolores Davison, Executive Committee

**\*17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16);

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

**18.0 MATRICULATION**

**18.01 F18 Guided Self-Placement**

Whereas, The implementation of California Community Colleges Guided Pathways depends on students making important decisions about their own futures, including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;<sup>28</sup> and

Whereas, Students have a right to select their own educational pathways and deserve adequate information with clear guidance to assist them with making informed decisions;

---

<sup>28</sup> Duckworth, A

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies, including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local

**\*19.01.01 F18 Amend Resolution 19.01**

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges work with faculty; to disseminate proposed equivalency resources for feedback and ensure equivalency committees, and other stakeholders ~~to~~ review proposed equivalency resources, ~~collect feedback,~~ and make revisions as needed to ensure the finished resources meet the needs of local senates; and