



51st FALL SESSION RESOLUTIONS

FOR DISCUSSION ON

THURSDAY, APRIL 12, 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 April 14, 2018.

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 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 (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 #.

- *9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development*
- *13.02 S18 Guided Pathways Handbook and Training Manual
- *13.03 S18 Research on Guided Pathways Outcomes in California

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1.0 ACADEMIC SENATE

1.01 S18 Adopt the 2018-2023 ASCCC Strategic Plan

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S18 Oppose Proposed Consolidation of Categorical Program Funding

Whereas, The California Community Colleges Chancellor’s Office recently distributed a survey³ to the system about the consolidation of categorical programs to prepare a proposal for the May revision to the Governor’s 2018-19 budget proposal;

Whereas, Categorical programs were established to guarantee support services and open access to students with disabilities and students who are educationally and financially disadvantaged;

Whereas, Consolidation of categorical program funding could easily result in a reduction of services for the colleges’ most marginalized and disproportionately impacted students; and

Whereas, Each categorical program requires continued funding so that colleges comply with state and federal directives;

Resolved, That the Academic Senate for California Community Colleges oppose any consolidation of categorical programs’ funds because it diminishes the colleges’ ability to meet their commitment to student success; and

Resolved, That the Academic Senate for California Community Colleges continue to advocate for the protection of marginalized groups.

Contact: Josh Ashenmiller, Fullerton College, Area D

6.02 S18 Opposition to the Proposed California Online Community College District

Whereas, The proposed California Online Community College District represents an investment in a new enterprise that expands the scope of the work of the California Community College Chancellor’s Office (CCCCO) such that a regulatory agency tasked with ensuring the compliance of the colleges with regulation and law would be in competition with the

Contact: Executive Committee

7.02 S18 Wrap-Around Services and Online Student Success

Whereas, The 2018-2019 Governor's Budget Trailer Bill Language (February 23, 2018) calls for creation of a new California Online Community College District for "working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations";

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to explicitly identify noncredit programs as integral components of all current and future student success efforts, including the guided pathways frameworks colleges are working to develop and implement; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure the inclusion of noncredit allocation in the initial release of st

placement process, to help students make informed decisions as to how to begin and complete their mathematics, reading, writing, and/or ESL sequences;

Resolved, That the Academic Senate for California Community Colleges assert the right and responsibility of individual California community colleges to make the local decisions to continue to offer appropriate classes below transfer level in mathematics, reading, writing, and ESL for those students that prefer to take a more measured approach to their education or need some remediation to ensure success at the transfer level; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office convene the Chancellor's Office Assessment Workgroup required by Title 5 §78213 2(c) and rely primarily upon recommendations of the Academic Senate for California Community Colleges.

Contact: Gayle Pitman, Sacramento City College, Area A

7.05 S18 Legal Interpretation of AB 705 (Irwin, 2017)

Whereas, The changes to California Education Code Section §78213(d)(1)(E) resulting from the passage of AB 705 (Irwin, 2017) stipulate regarding multiple measures that “The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years”; and

Whereas, The California Community Colleges Chancellor's Office has released AB 705 guidelines for English placement⁹ and will soon be releasing guidelines for math placement, although no regulations have been established, and genuine and meaningful collegial consultation with the Academic Senate for California Community Colleges as the legally recognized voice of faculty in academic and professional matters has not occurred;

Resolved, That the Academic Senate for California Community Colleges work with system partners, as appropriate, to seek a legal opinion to determine whether or not AB 705 (Irwin, 2017) allows students to be placed into courses below transfer-level if local faculty determine, based on local research, that these students would be best served by such placement.

Contact: Troy Myers, Sacramento City College, Area A

⁹ https://asccc.org/sites/default/files/English705Guidance_CCCCO_03_22_18.pdf

7.07 S18 Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL)

9.0 CURRICULUM

9.01 S18 Adopt the Paper *Effectiveness

9.04 S18 Effective Practices in Online Lab Science Courses

Whereas, California Code of Regulations Title 5 §55202 states that distance education courses must adhere to the “same standards of course quality” as traditional classroom courses and that determinations of course standards and quality must be made “with the full involvement of faculty,” and given that the separate course review and approval of distance education courses required by Title 5 §55206 maintains districts’ local authority to determine if courses will “be provided through distance education”;

Whereas, California State University (CSU) Executive Order 1100, section 3.2 states “GE requirements may be satisfied through courses taught in all modalities” including “completely online,”¹⁴ and most lab science classes offered by California community colleges satisfy the B3 Laboratory Activity requirement of the CSU-Breadth Pattern for General Education, with the 1 unit laboratory activity requirement often embedded into a course meeting the requirements for B1 Physical Science or B2 Life Science;

Whereas, For-

10.0 DISCIPLINES LIST

10.01 S18 Revise the Disciplines List Revision Process

Whereas, The

- (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 in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of ~~degree-applicable~~ apprenticeship or college level course work, in addition to apprenticeship credits.

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges voted at its February 2-3, 2018 meeting to support the proposed revisions to the credit apprenticeship minimum qualifications prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate for California Community Colleges and urge approval of the revisions by the Board of Governors.

Contact: Executive Committee

11.0 TECHNOLOGY

11.01 S18 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*

credentials, and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor's Office;

Whereas, The student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality¹⁷ and therefore would benefit from access to local on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students would benefit from local access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges create a task force that includes participation from system partners to explore the design and implementation of online, competency-based instruction by leveraging local resources and utilizing existing talent through a consortium-based approach; and

Resolved, That the Academic Senate for California Community Colleges engage with system partners to explore the feasibility of leveraging local resources and talent at colleges accessible to online consortium students to provide on-campus student support services and physical laboratory space regardless of the location of the teaching college.

Contact: Executive Committee

***13.02 S18 Guided Pathways Handbook and Training Manual**

Whereas, Guided pathways represents an opportunity for the 114 colleges to examine student success, identify invisible barriers accumulated in our institutions and in California's higher education system, and create clear messaging for our students to successfully complete their own educational goals;

Whereas, Faculty participation is essential to a process that builds on and rigorously examines our ability to deliver services and enable students to complete programs of study; and

Whereas, Participatory governance is the vehicle to transform institutions in a sustainable and scalable manner;

Resolved, That the Academic Senate for California Community Colleges create a handbook of actions local academic senates can use as examples to promote inquiry at their colleges and modify existing practices through participatory governance; and

¹⁷ Jagers (2011). Online Learning: Does It Help Low-Income and Underprepared Students? Community College Research Center Working Paper No.

26. <https://files.eric.ed.gov/fulltext/ED515135.pdf>

Resolved, That the Academic Senate for California Community Colleges distribute these materials in a variety of appropriate venues.

Contact: Janet Fulks, ASCCC Guided Pathways Task Force, Area A

***13.03 S18 Research on Guided Pathways Outcomes in California**

Whereas, Guided pathways represents an opportunity for California community colleges to carefully examine and transform institutional practices;

Whereas, Recent legislative mandates and external pressures may create an environment of rapid change¹⁸; and

Whereas, Faculty are responsible to maintain rigor and quality of curriculum, programs and student success;

Resolved, That the Academic Senate for California Community Colleges work with guided pathways liaisons, local academic senates, and system partners to immediately examine needs for change, areas where change has been implemented, and data associated with shifts in practice and report the findings to the field by December 2018.

Contact: Janet Fulks, ASCCC Guided Pathways Task Force, Area A

17.0 LOCAL SENATES

17.01 S18 Noncredit Instruction in Guided Pathways Efforts

Whereas, Career Development and College Preparation noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation noncredit courses provide valuable opportunities that prepare students who are unprepared or underprepared for college-level coursework for entry into the workforce, and provide onramps into credit certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a

¹⁸ Examples:

(705 creates pressure to act quick . . .)

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

(The vision)

