

FALL E I L I
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Resolutions Committee 2015-2016
John Stankas, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director

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ADOPTED RESOLUTIONS..... SECTION ONE

2.0 ACCREDITATION1

2.01 F15 Adopt the ASCCC Paper *Effective Practices in Accreditation* ~~10/01/06~~ ~~ITJ R2510~~ ~~Tf 0001~~ ~~36~~ ~~PG 1~~ ~~36~~

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ACCREDITATION

Whereas, Accreditation is an ongoing concern for all colleges in the California Community College System;

Whereas, Faculty participation in the accreditation process and the role of faculty in maintaining an individual college's accreditation a

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CALIFORNIA CHANCELLOR'S OFFICE

FULLTIME Data Collection and Dissemination

Whereas, California law (AB 620, Block, 2011) requires the California community colleges (CCC) to collect aggregate demographic information regarding the sexual orientation, gender identity, and gender expression of students, and Education Code section 66271.2 communicates a concern for the obstacles uniquely faced by lesbian, gay, bisexual, and transgender (LGBT) students;

Whereas, AB 620 (Block, 2011) requests annual transmittal of summary demographic reporting to the Legislature and posting of each summary of information on the CCC Chancellor's Office web site, and the Chancellor's Office also currently collects Management Information Systems (MIS) data to support statewide equity work;

Whereas, The collection of MIS data related to AB 620 (Block, 2011) on CCCApply creates a confusing array of questions that obfuscates the data collected on sexual orientation, gender identity, and gender expression by, for example, asking about gender identity in one spot and about being transgender in another spot and asking students to self-identify according to categories that have changed over time; and

Whereas, Specific data collected on sexual orientation, gender identity, and gender

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take online courses without individual colleges needing to seek authorization from those students' home states;

Whereas, The Academic Senate for California Community Colleges, in resolution 7.01 S14, urged "the Chancellor's Office and other state entities to analyze without delay the potential benefits and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible";

Whereas, Senate Bill 634 (Block, 2015), "provides the mechanism for California colleges and universities to participate in limited interstate reciprocity among states, including through the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement" but is now a two-year bill; and

Whereas, Current reciprocity agreements vary by college and therefore potentially prevent students in the Online Education Initiative Exchange from being able to participate as intended;

Resolved, That the Academic Senate for California Community Colleges partner with the Chancellor's Office and other organizations to urge support for the inclusion of California community colleges in reciprocity agreements, including the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement.

MSC Contact: Fabiola Torres, Glendale College, Online Education Committee

Ensuring Accuracy in Online California Virtual Campus Catalog

Whereas, The California Virtual Campus (CVC)², which is operated by the California Community Colleges Technology Center, maintains a catalog that is intended to be a resource used by students to identify the distance education classes that meet their particular educational goals, including identifying courses that fulfill their degree-completion needs;

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Resolved, That the Academic Senate for California C

from the Chancellor's Office is through the Institutional Effectiveness Division, not the Educational Services Division⁴; and

Whereas, The Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (adopted Spring 2008) asserts that "Technology in all its shapes and forms should be used to enhance and accomplish that fundamental vision — not to supplant it with a different reality, or worse, a poor substitute," and furthermore this paper recommends that "Colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students";

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to review its oversight structure for the Common Assessment Initiative, Education Planning Initiative, and Online Education Initiative to ensure that all decision-making regarding the technology resources for these

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Whereas, No perceived difference in breadth, rigor, and utility should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system; and

Whereas, Pilot programs are currently in planning and implementation stages, so establishing standards of excellence will help to ensure program and student success;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 to define baccalaureate degrees at California community colleges as a minimum of 120 semester units including a minimum of 24 upper division units; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation, and allow that upper division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects.

MSC Contact: Jolena Grande, Cypress College, ASCCC Bachelor Degree Task Force

SB 850 - Baccalaureate Level General Education at California Community Colleges

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The faculty of the California community colleges value the integral role of general education as essential to degree attainment, and the breadth of general education addresses the skills needed to succeed in the workforce as identified by employers cited in the National Association of Colleges and Employers in their October 2013 survey⁵;

Whereas, Students seeking to transfer to a public institution in California generally follow the IGETC or the CSU-GE Breadth pattern to complete lower division general education, and each segment of California's higher education, the

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Support or Baccalaureate of programs

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, Originally no additional funding was allocated to support the development of curriculum, student services, or implementation of course offerings beyond the \$84 per unit additional fee for upper division offerings; and

Whereas, Six million dollars was allocated in the 2015-16 budget cycle to support the baccalaureate pilot programs;

Resolved, That the Academic Senate for California Community Colleges urge local senates and the Chancellor's Office to ensure the baccalaureate pilot programs are adequately supported with appropriate financial and other resources without negative impact on existing programs.

MSC Contact: Cheryl Aschenbach, Executive Committee, ASCCC Bachelor Degree Task Force

Requirement of regular, effective, and substantial Contact

Whereas, The requirement of regular, effective, and

Workforce, Job Creation, and a Strong Economy (August 14, 2015)⁶ identified six recommendations for improving curriculum processes, including the recommendation to “evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval”;

Whereas, The reported inefficiencies of local curriculum processes are often cited as the reason courses and programs are not approved in a timely enough manner to meet student, community, and industry needs; and

Whereas, Colleges may benefit from an evaluation of their local curriculum processes that leads to improvements in the effectiveness and efficiency that allow for more timely responses to student, community, and industry needs;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates and curriculum committees to evaluate their curriculum approval processes in order to ensure that curriculum is developed, revised, and implemented in a timely manner, while preserving the integrity and rigor of the review process.

MSC Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

For the System to the Department of Education on the Credit Hour

Whereas, The United States Department of Education (USDE) defines the credit hour in Title 34 of the Code of Federal Regulations (CFR) §600.2⁷ as follows:

Credit hour: Except as provided in 34 CFR §668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours;

Whereas, Title 5 §55002.5 defines the credit hour as requiring “a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system,” and Title 5 §§55002 (a)(2)(B) and (b)(2)(B) state that a credit “course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses,” but unlike USDE 34 CFR §600.2 and the *Program and Course Approval Handbook*

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(*PCAH*, 5th Edition) Title 5 does not include any minimum time

Proposed External Honors Programs

Whereas, The Academic Senate for California Community Colleges has recognized the value of honors programs, encouraged their creation, and been concerned that they equitably serve California's diverse population (20.01 S98, 20.04 F98, 20.04 F99, 03.01 S07, 13.12 F11);

Whereas, A number of presidents at California community colleges with honors programs have been contacted by American Honors, Inc. (AHI), a for-profit company, seeking to bring those existing programs under their corporate control, bypassing the local academic senate, curriculum committees, and existing honors program faculty;

Whereas, Students enrolled in the AHI program pay an average of \$2,800 per year to the company in supplemental tuition and fees for participation in their honors programs,⁸ and the company is reported to be seeking establishment of differential fees in California community colleges⁹; and

Whereas, The Academic Senate for Creation, and been conc

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Whereas, Some grant-funded pathways created and promoted by external advocacy organizations may infringe on faculty purview over curricular matters as well as undermine the principles of local control and adaptation to local student populations, especially if such organizations promote only one pathway model; and

Whereas, The Academic Senate for Cal

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Resolution in Support of Credit ESL

Whereas, The California Community College (CCC) Chancellor's Office and the State of California, through legislation of AB 86 (2013, Budget Committee) and AB 104 (2015, Budget Committee), demand multiple educational pathways to increase success of English language learners transitioning into credit programs;

Whereas, These pathways include access to completing certificates or degrees or preparing for transfer via existing coursework offered at California community colleges;

Whereas, Credit courses in English as a Second Language (ESL) provide students in the CCC System instruction in the academic English language skills needed to be successful in completing certificates or degrees or preparing for transfer; and

Whereas, The efforts to align CCC ESL with other systems have revealed a limited understanding of the value of credit ESL as efforts to boost noncredit and not-for-credit

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teaching assignment or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or

(2) a bachelor degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

(f) For faculty assigned to teach upper division courses in disciplines where the

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Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administration to add C-ID numbers to student transcripts.

MSC Contact: Craig Rutan, Executive Committee

Whereas, Changes to regulations governing course repeatability, the recent efforts at realigning adult education (AB 86 and AB 104, Budget Committee, 2013), the recent equalization of funding for Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equityors2I09(1)0.874816(s)-5.37099(t)0.874347(u)-0.960221(d)-0.960221(e)6.9921

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compensation of faculty who choose to adopt open educational resources in the form of reassigned time from instructional duties;

Whereas, Evaluation and approval of grant applications under AB 798 (Bonilla, 2015) is granted to the California Open Educational Resources Council, which includes representatives from the California State University and University of California systems who may differ in their perspectives regarding the proper use of the AB 798 grant funds; and

Whereas, The practice of incentivizing faculty to adopt any specific instructional materials over others could potentially compromise academic quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound;

Resolved, That the Academic Senate for California Community Colleges inform the California Open Educational Resources Council of its objection to direct compensation to individual faculty members for adoption of open educational resources;

Resolved, That the Academic Senate for California Community Colleges direct the community college faculty appointees to the California Open Educational Resources Council to oppose approval of any grant application that allows direct compensation to individual faculty members for adoption of open educational resources; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates not to approve any grant submissions for AB 798 funding that include direct compensation to individual faculty members for adoption of open educational resources.

MSC Contact: Dan Crump, California Open Educational Resources Council

Faculty participation in CTE Consortium

Whereas, The California community colleges career technical education (CTE) mission and programs are monitored and supported (m)-0.0858734(-)-5.80734(-)-5.80734(-)-570978566(t)0.873040.874347(o)-0.90

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Whereas, In the last 15 years, new attempts to track the success of school systems around the world (e.g., The Program for International Student Assessment—PISA)¹¹ have achieved impressive bodies of data useful in measuring the effectiveness of education approaches;

Whereas, These data indicate that the more successful countries do not embrace the notion of “measurable student learning outcomes” that are central to the Accrediting Commission for Community and Junior Colleges (ACCJC) existing standards for evaluating and reviewing institutions, and the philosophy that emphasizes that tool; and

Whereas, Research fails to establish clearly that continuous monitoring of course-level student learning outcomes (SLO) results in measurable improvements in student success at a given institution while the manner of SLO assessment and use required by the ACCJC does engender frustration that continues to characterize California community colleges’ attempts to implement this SLO approach;

Resolved, That the Academic Senate for California Community Colleges request that ACCJC provide data to demonstrate the impact that accreditation required SLOs have on student success in California community colleges; and

Resolved, That the Academic Senate for California Community Colleges request that ACCJC explain why it does not support national and world-wide best practices in educating students in the community college environment more consistent with other successful approaches for supporting, encouraging, and measuring student learning.

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pattern that consists of a minimum of 36 semester units (including upper division general education) modeled after the IGETC or CSU-GE Breadth guidelines for as lower division general education preparation;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require six at least nine semest

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation and student need; and

MSF Contact: Christie Trolinger, Butte College

Revise first whereas:

Whereas, The 2015-2016 community college budget included over \$62.3 million to support the hiring of full-time faculty movement toward with the goal of reaching 75:25 and increase the hiring of new full-time faculty, and local districts and colleges are hiring new faculty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire full-time faculty hiring priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation, and student need; and

MSF Contact: Robin Fautley, Santa Rosa Junior College

Strike first resolved:

~~Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation and student need; and~~

Revise second resolved:

Resolved, That the Academic Senate for California Community Colleges conduct research on the current criteria and processes used by local colleges to set hiring priorities and disseminate information on faculty hiring by Spring 2016.

Contact: Jeff Archibald, Mt. San Antonio College

Revise second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to require urge local college faculty and administrators to develop

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Replace third whereas:

