



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

44th SPRING SESSION RESOLUTIONS

Adopted on April 21, 2012

ACADEMIC SENATE

RESOLUTION PROCESS OVERVIEW

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

- A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- B. Amendments and new pre-session resolutions are generated in the Area Meetings.
- C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- E. After all Session presentations are finished each day, members meet during the resolution 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, and amending resolutions.
- F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE

Kevin Bontenbal, Cuesta College, Chair

Julie Adams, Academic Senate, Executive Director

Julie Bruno, Sierra College

Dolores Davison, Foothill College

EXPLANATION OF TERMS

MSA Moved, Seconded, Acclamation

MSC Moved, Seconded, Carried

MSF Moved, Seconded, Failed

MSU Moved, Seconded, Unanimous

MSR Moved, Seconded, Referred

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2012 SPRING PLENARY ADOPTED RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 S12 Emeritus Status for Ian Walton

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, Ian Walton has satisfied those requirements as a retired faculty member of the California Community College System who has completed more than the required five years of significant service to the Academic Senate:

- Executive Committee member of the State Academic Senate from 1998 to 2007;
- Treasurer, Vice President, and President of the Academic Senate;
- Chair of numerous Senate committees including Educational Policies, Occupational Education, Technology, and Relations with Local Senates;
- Significant leadership in groups such as the Education Roundtable, Distance Education Technology Advisory Committee, the Intersegmental Committee of Academic Senates (ICAS), and Consultation Council;
- Significant leadership in facilitating the raising of community college degree standards and establishing the CCC Basic Skills Initiative as a means to ensure student success within the context of the higher standards;
- Colleague who by example personifies collegiality, dedication, and integrity at his college and statewide while maintaining the occasional sublime irreverence with introspective wit, melodious and depressing Celtic ballads, and many late evenings spent pondering the good nature of single-malt whiskey and dark chocolate; and

Whereas, Ian Walton has contributed to countless papers and resolutions and provided wise counsel, founded on years of experience at Mission College and as a member of Area B, and has consistently demonstrated leadership with intelligence and unfailing grace, all presented with a delightfully sexy Scottish brogue;

Resolved, That the Academic Senate for California Community Colleges recognize Ian Walton'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 Ian Walton its heartfelt congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact: Area B

MSA Disposition: Local Senates

1.02 S12 Emeritus Status for Karolyn Hanna

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

Whereas, Karolyn Hanna 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:

- Member of Standards and Practices Committee, 2002-2004;
- Member of Educational Policies Committee, 2004-2006, 2008-2009;
- Author of numerous Rostrum articles and resolutions;
- Participant in the nursing discipline under IMPAC;

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- Participant on the Senate's Nursing Ad Hoc Committee 2004-2005 which resulted in a paper (*The Status of Nursing in the California Community Colleges*);
- Participant on a second Senate paper -- *Enrollment Management Revisited*;
- As a member of the two committees above, a participant in a number of presentations on behalf of the Senate;
- Hayward Award winner, 1994;
- A colleague, who, in the words of Academic Senate Executive Director Julie Adams, "was also one of our 'go to persons' regarding anything nursing";

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

Resolved, That the Academic Senate for California Community Colleges convey to Karolyn Hanna its heartfelt congratulations during her retirement and wish her and her family every happiness in the years to come.

Contact: Area C

MSA Disposition: Local Senates

1.03 S12 Support Use of "Contact" in Resolutions

Whereas, Academic Senate resolutions are authored by individuals, random groups of people, local senates, areas, and committees;

Whereas, In order to ensure the greatest possible understanding for all interested faculty, each resolution should be explicitly connected to an individual or group who can explain, clarify, and address questions about a resolution and can assist in explaining and revising the resolution as need arises;

Whereas, Past practice has sometimes resulted in individuals being designated as "author" who may not be able to explain, clarify, and address questions when needed; and

Whereas, Once a resolution is adopted by the body it becomes an adopted position of the Academic Senate for California Community Colleges, and the Executive Committee's execution of the resolution is an obligation to the body, as opposed to the original author or maker of the resolution;

Resolved, That the Academic Senate for California Community Colleges endorse the use of the term "contact" on the Academic Senate resolutions as opposed to "author."

Contact: David Morse, Long Beach City College, Area D

MSC Disposition: Local Senates

2.0 ACCREDITATION

2.01 S12 Accreditation Effective Practices Paper

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

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Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

Contact: Michelle Grimes-Hillman, Accreditation Committee Chair
MSC Disposition: Local Senates

2.02 S12 Effective Practices for Providing California Community College Library Resources and Services to Online Students

Whereas, Fully online and hybrid course offerings by California community colleges are continuing to increase; and access to library resources and availability of library services for students taking fully online and hybrid courses varies across California community college libraries;

Whereas, Accreditation Standard II.C.1 requires that "the institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery";

Whereas, The absence of best practices on how to most effectively and efficiently meet the library portion of accreditation Standard II.C.1 leaves many California community college libraries uncertain regarding how to properly make available library resources and services to students taking fully online and hybrid courses; and

Whereas, Librarians are the faculty uniquely equipped to understand the issues related to the delivery of online library resources and services, and the funding necessary to meet the library resource needs of the community colleges has been inadequate;

Resolved, That the Academic Senate for California Community Colleges consult with community college library faculty to research and make available practices for how California community college libraries can best provide library resources and services to effectively and efficiently meet the library portion of accreditation Standard II.C.1 and support the success of students taking fully online and hybrid courses; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to identify and ensure adequate funding is made available for California community college libraries to provide library resources and services to students taking fully online and hybrid courses.

Contact: Kevin Bontenbal, Cuesta College, Area C
MSC Disposition: Chancellor's Office, Local Senates

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6.0 STATE AND LEGISLATIVE ISSUES

6.01 S12 Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only

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

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

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

Whereas, Many students respond to aggressive marketing by enrolling in for-profit colleges and assuming financial responsibilities, often without a clear understanding of the scope and consequences of such commitments, and default at rates that are five times as high as at California private, non-profit institutions¹ and graduate at rates that are 33-43% lower than at non-profit institutions²;

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

Resolved, That the Academic Senate for California Community Colleges urge the Legislature to provide funding for access to non-profit institutions for all impacted students.

Contact: Phil Smith, Executive Committee Member
MSC Disposition: Local Senates

6.02 S12 Early Childhood Education

Whereas, The governor's proposed January 2012-13 budget calls for saving \$517 million through the curtailment of early childhood education (ECE) by slashing program eligibility, lowering family income levels, and removing the enrollment in a course of study in higher education as a reason to be eligible for services, and recommendations for 2012-2014 include moving all except a fraction of ECE from the State Department of Education to the State Department of Social Services;

Whereas, These cuts and changes will disproportionately affect poor women and children seeking to raise themselves out of poverty, including those enrolling in campus-based child development centers and lab schools, resulting in the end of education for thousands of low-income women and a continuation of the cycle of poverty for them and their children;

¹ The average three-year default rate for federal loan borrowers at California for-profit colleges (24.2%) is more than five times the average rate at California private nonprofit colleges (4.8%) and almost four times the rate at California public colleges (6.5%).

http://projectonstudentdebt.org/files/pub/CA_FP_Hearing_Advisory.pdf

² The report, "Subprime Opportunity," http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf by the Education Trust, found that in 2008, only 22% of the first-time, full-time bachelor's degree students at for-profit colleges over all graduate within six years, compared with 55 % at public institutions and 65 percent at private nonprofit colleges. NY Times http://www.nytimes.com/2010/11/24/education/24colleges.html?_r=1 Ed Trust Report http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf

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Whereas, The early childhood care centers (often) serve as laboratory settings and provide hands-on training as early care and education providers, and further cuts will prevent early childhood/child development students, as well as psychology, nursing, and other related majors, from participating in essential lower division major preparation laboratory courses such as chemistry, auto technology, biology, and multimedia laboratories; and

Whereas, While it is estimated that between 62,000 and 80,000 child care and ECE slots will be cut throughout the state, the number is likely to be far higher as most agencies will not be able to absorb another 10% cut in the reimbursement rate, causing them to close;

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that protect California's investment in ECE teacher education and preserve California's half-century investment in college programs that prepare the early care and education workforce;

Resolved, That the Academic Senate for California Community Colleges support ECE policy reform that occurs thoughtfully and deliberately, not solely within the budget process but through careful planning by all those impacted, and that identifies inefficiencies within state-funded programs without threat to the integrity of California's quality early care and education system; and

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that preserve families' access to child care and education by doing the following:

- Preserve current eligibility for all low-income families, whether working or in higher education;
- Consider reforms to the delivery system that do not result in closure of programs providing quality child care and education, such as community college teacher preparation programs and early education centers and lab schools; and
- Preserve the practice that child development and early education funds remain in the Department of Education so that they can better provide optimal learning environments for California's youngest learners.

Contact: Terry Shell, Santa Rosa Junior College, Area B

MSC Disposition: Local Senates

6.03 S12 Student Success Infrastructure Act of 2012

Whereas, AB 1741 (Fong, as of March 30, 2012), the Student Success Infrastructure Act of 2012, would set up a fund, subject to the Budget Act, to enhance the following infrastructure in the community colleges:

- 1) Increase the counselor to student ratio;
- 2) Restore critical student support services;
- 3) Increase the ratio of full- to part-time faculty; and
- 4) Increase the professionalism of part-time faculty beginning with expansion of paid office hours;

Whereas, These infrastructure components directly correlate to increased student success, since they result in direct student contact and services that help identify and respond directly to student needs;

Whereas, Successful implementation of the Student Success Act of 2012 (SB 1456 Lowenthal, as of March 30, 2012) would depend upon a funding stream being identified, since this bill does not specify such a funding stream, especially for counseling and advising services; and

Whereas, The Consultation Council did not act upon a February 6, 2012 digest jointly signed by the presidents of five statewide faculty groups (FACCC, CCA/CTA, CCC/CFT, ASCCC, CCCI) which proposes that the

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California Community Colleges Chancellor's Office Consultation Council convene a funding task force to "develop a full cost scenario for implementing the Student Success Task Force recommendations";

Resolved, That the Academic Senate for California Community Colleges strongly support AB 1741 (Fong, as of March 30, 2012) Student Success Infrastructure Act of 2012.

Contact: Karen Chow, De Anza College, Area B
MSA Disposition: Local Senates

6.04 S12 Tiered Fees in the California Community Colleges

Whereas, The Academic Senate for California Community Colleges opposes "recommendations that establish different academic policies for students based on their differing abilities to pay" (Resolution 7.03 F11) and also strongly opposes "any attempt to abridge the mission of California community colleges, reduce their affordability, or remove their control from the communities they serve" (Resolution 7.02 F11);

Whereas, The Academic Senate for California Community Colleges urges "the Board of Governors to not adopt any regulations that would diminish the California community colleges' ability to

- provide instruction and educational support services to all who desire them, reaching out to those of underserved communities that encounter barriers to education;
- develop sustainable campuses and sites to better serve students and neighborhoods;
- diversify and improve programs and services for the benefit of the entire community;
- build partnerships with public, private, and community-based agencies to respond with agility and efficiency to educational, economic, environmental, and societal needs;
- foster the participation of our students and employees in community life;
- enhance the availability of educational opportunities for all; and
- support the acquisition of knowledge and skills by all, including the critical thinking skills and career skills that are essential to full participation in society." (Resolution 7.02 F11); and

Whereas, The Academic Senate for California Community Colleges has previously opposed "Assembly Bill 515 (Brownley, February 15, 2011) and any initiative that would further shift the use of human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees" (Resolution 6.06 S11);

Resolved, That the Academic Senate for California Community Colleges confirm its opposition to any bill that attempts to establish a two-tiered system, including the current Senate Bill 1550 (Wright, as of 30 March 2012).

Contact: Karen Chow, De Anza College, Area B
MSC Disposition: Local Senates

6.05 S12 Support for Middle Class Scholarship Act

Whereas, Expenses for California community college students have risen dramatically in the past few years and the Middle Class Scholarship Act (AB 1501, Perez, as of February 9, 2012) would bring much needed relief for families with annual incomes of less than \$150,000 that are struggling to meet the burdens associated with the rising costs of higher education and who often do not qualify for financial aid;

Whereas, The Middle Class Scholarship Act would increase the affordability of California community colleges by allocating \$150 million annually to California community colleges "for the provision of grants to students to reduce the impact of enrollment fees on, or to help cover the cost of textbooks and other educational expenses";

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Whereas, California community college students who transfer to California State Universities and the University of California would additionally benefit by receiving “a scholarship grant in an amount that, combined with other financial aid received by an eligible student, is at least two-thirds of the amount charged that student in that academic year for mandatory system wide fees;” and

Whereas, The source of funding for the Middle Class Scholarship Act (revenues associated with a proposed change in the corporate tax formula) is money currently not included in the state’s budget and therefore is not available for any other purpose;

Resolved, That the Academic Senate for California Community Colleges join the Student Senate for California Community Colleges, the California State University Student Association, the University of California Student Association, and the Chief Executive Officers of California Community Colleges in support of the Middle Class Scholarship Act (AB 1501, Perez, as of February 9, 2012).

Contact: Sue Loring, Shasta College
MSC Disposition: SSCCC, CSUSA, CCLC, and Local Senates

7.0 CONSULTATION WITH THE CHANCELLOR

7.01 S12 Role of California Community College Libraries in the Implementation of the Student Success Task Force Recommendations

Whereas, The Student Success Task Force Recommendations were developed to make California community college students more successful;

Whereas, The role and services of California community college libraries and librarians are not mentioned in the Student Success Task Force Recommendations; and

Whereas, The 2011 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;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to ensure California community college libraries and librarians are fully involved in the implementation of the Student Success Task Force Recommendations; and

Resolved, That the Academic Senate for California Community Colleges encourage California community college library faculty to become involved with local implementation of the Student Success Task Force Recommendations.

Contact: Kevin Bontenbal, Cuesta College, Area C
MSC Disposition: Chancellor’s Office, Local Senates

8.0 COUNSELING

8.01 S12 Adopt Paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*

Whereas, The Academic Senate for California Community Colleges adopted resolution 8.01 F11 that called for an update to the 1994 paper *Role of Counseling Faculty in the California Community Colleges*;

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Whereas, The topics covered in the newly revised paper include updated and current minimum qualifications, specific guidance on appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, and the creation and use of education plans; and

Whereas, The California Legislature is considering the Student Success Act of 2012, and this legislation will impact counseling and counseling services;

Resolved, That the Academic Senate for California Community Colleges adopt the updated paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*; and

Resolved, That the Academic Senate for California Community Colleges include in the final version of *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* a reference to the updated 1986 Seymour-Campbell Matriculation Act, which will be known as the 2012 Student Success Act, if the legislation is finalized prior to the final publication date of the paper.

Contact: Beth Smith, Counseling Library Faculty Issues Committee/Transfer and Articulation Committee Chair
MSC Disposition: Chancellor's Office, Local Senates

9.0 CURRICULUM

9.01 S12 Establish Role of Faculty Discipline Review Groups (FDRGs)

Whereas, Faculty Discipline Review Groups (FDRGs) are essential to the success of the Course Identification Number System (C-ID), which depends on faculty to create course descriptors, participate in providing feedback on the descriptors, submit courses to receive a C-ID designation, and review course outlines of record (COR) for the awarding of C-ID designations;

Whereas, The associate degrees for transfer (AA-T and AS-T) have incorporated the use of C-ID designators, which requires FDRGs to have an ongoing role in the creation, review, and approval of C-ID designators, and more and more faculty are finding C-ID to be beneficial for the articulation of courses to colleges and universities and for students in choosing appropriate courses for transfer;

Whereas, C-ID will become a standard fixture in ASSIST, the online articulation database used by counselors, articulation officers, and students to learn of course options for majors in California universities and community colleges, making the work of the FDRGs more permanent than temporary; and

Whereas, FDRGs make significant contributions to the effectiveness and viability of community college curriculum;

Resolved, That the Academic Senate for California Community Colleges endorse Faculty Discipline Review Groups (FDRGs) as being essential to the success of the C-ID articulation process for community college courses; and

Resolved, That the Academic Senate for California Community Colleges establish the FDRGs structure and function as the means to accomplish the work of intersegmental curriculum development and review.

Contact: Carol Reisner, American River College, C-ID Advisory Committee Member
MSC Disposition: Chancellor's Office, CSU, Local Senates

2012 SPRING PLENARY ADOPTED RESOLUTIONS

9.02 S12 Local Implementation of C-ID

Whereas, Academic Senate resolution 4.01 F09 called for the support of descriptor based articulation and the Course Identification Number System (C-ID) in general, including faculty participation in Faculty Discipline Review Groups (FDRGs) and review of course descriptors;

Whereas, C-ID is growing and expanding to include more disciplines and more higher education faculty, partly due to the establishment of associate degrees for transfer (AA-T and AS-T) and partly due to the benefits of intersegmental collaboration in the development of course descriptors and review of course outlines of record; and

Whereas, The growth of C-ID has led to an increased need to share information about this articulation process with curriculum committees, counselors, articulation officers, evaluators, discipline faculty, administrators, and students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to identify liaisons to local faculty and administrators regarding information about C-ID and to solicit discipline faculty participation in the vetting of new descriptors and review of course outlines of record; and

Resolved, That the Academic Senate for California Community Colleges provide resources for counselors and evaluators to help them successfully implement the use of C-ID designators locally.

Contact: Dave DeGroot, Alan Hancock College, C-ID Advisory Committee Member
MSC Disposition: Local Senates

9.03 S12 Implementing Prerequisites for Enhancing Student Success

Whereas, Chancellor's Office Student Success Task Force (SSTF) Recommendation 3.4 states that "Community Colleges will require students to begin addressing basic skills deficiencies in their first year and continue remediation as part of their education plan";

Whereas, In March 2011 the Board of Governors adopted Title 5 language that allows colleges the option of establishing communication and computation prerequisites based on either statistical validation or content review alone, thus professionalizing the implementation of prerequisites at local colleges;

Whereas, Implementation of appropriate prerequisites is the most efficient and least intrusive way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take; and

Whereas, Implementation of appropriate prerequisites throughout the California Community College System would not only enhance student success but could render any Title 5 changes to address SSTF Recommendation 3.4 unnecessary;

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of prerequisite implementation and to implement appropriate prerequisites in a timely manner in order not only to respond to Student Success Task Force Recommendation 3.4 but also to enhance student success throughout the curriculum.

Contact: David Morse, Curriculum Committee Chair

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MSC Disposition: Local Senates

9.04 S12 Adopt Paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*

Whereas, Academic Senate resolution 13.09 F09 called for the Senate to “develop a position paper with guidelines for local academic senates to work jointly with collective bargaining agents to assist discipline faculty in the determination of class caps based primarily on pedagogical and health and safety factors”; and

Whereas, The paper *Setting Course Enrollment Maximums: Process, Roles, and Principles* presents detailed principles, guidelines, and examples regarding the establishment of class caps and the proper roles to be played in such decisions by all relevant college constituencies;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*.

Contact: David Morse Curriculum Committee Chair

MSC Disposition: Local Senates

9.05 S12 Submit Courses to C-ID

Whereas, The Course Identification (C-ID) process, under the guidance of the Academic Senate for California Community Colleges, provides a course designator as a means to articulate courses, recognize common requirements in particular courses, and fulfill the core or course options in Transfer Model Curriculum (TMC); and

Whereas, ASSIST.org, the website designed to support students and student services professionals, will include C-ID numbers in the near future and will greatly enhance student course selection options and understanding of how courses at colleges meet requirements at community colleges and universities in the state;

Resolved, That the Academic Senate for California Community Colleges encourage discipline faculty to work with their articulation officers to submit courses to C-ID for review and awarding of a C-ID designation.

Contact: Beth Smith, Grossmont College

MSC Disposition: Local Senates

9.06 S12 Transfer Model Curriculum Aligned Associate Degrees for Transfer

Whereas, Implementation of SB 1440 (Padilla, 2010) has involved California State University (CSU) and California community college faculty working collaboratively to respond to the spirit and intent of the law by creating a statewide response to the mandate to create associate degrees for transfer that provide guarantees for students, that are effective pathways to transfer for a significant proportion of students within the state, and that when created provide preparation for more than 25 majors in the state;

Whereas, In Spring 2011, Resolution 9.07 was adopted urging local senates to use the Transfer Model Curricula (TMCs) when creating the newly defined AA-T and AS-T degrees which meet the criteria as defined in SB 1440 (Padilla, 2010) and California Education Code §66746, and now one year later, the value of intersegmentally created TMCs, efficient and effective Chancellor’s Office processes, and ease at which the CSU admissions process can be modified to identify and offer benefits to transfer students leads to a statewide recognition of the integrity, functionality, and simplicity of the TMC in expediting implementation of the law and messaging to students;

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Whereas, As more pressure to create SB 1440 degrees comes from within the California Community College System and from CSU, colleges need a reliable process for ensuring that their transfer students receive all due benefits from CSU and that systematic change in both community colleges and CSUs across the state improves transfer for students no matter where they live or which major they select, and the TMCs represent discipline faculty consensus because they are created through the intersegmental discipline faculty processes in the Course Identification (C-ID) System and comprised of agreed-upon C-ID course descriptors that offer the best process for accomplishing these goals; and

Whereas, Concerns raised about the effectiveness of the TMC in certain colleges or in certain disciplines may be valid and need to be evaluated as the TMC process is implemented over the next 3-5 years, and data are being collected to determine the effectiveness of the AA-T and AS-T degrees for students in all colleges and disciplines where TMCs do or will exist;

Resolved, That the Academic Senate for California Community Colleges define associate degrees for transfer, as required according to SB 1440 (Padilla, 2010) and California Education Code §66746, as those degrees aligned with the intersegmentally defined Transfer Model Curriculum (TMC) in any discipline where a TMC exists or will exist based on TMCs under development and in the queue, which is listed on the C-ID website, and founded on collaboration between the faculty of the California community colleges and California State University for five years to establish a control period during which relevant data can be collected to evaluate the effectiveness of the TMC and the transfer options they provide; and

Resolved, That the Academic Senate for California Community Colleges participate in Chancellor's Office data collection on SB 1440 (Padilla, 2010) degrees and gather its own evidence for evaluating the effectiveness of the degrees for students and faculty.

Contact: Beth Smith, Grossmont College
MSC Disposition: Chancellor's Office, Local Senates

11.0 TECHNOLOGY

11.01 S12 Creation of Distance Education Effective Practices Resource

Whereas, Distance education has continued to expand throughout California and the nation, and California community colleges offer a wide array of distance education courses and programs;

Whereas, Publishers and others are providing a wide range of for-profit resources to faculty, many of which may not be based on sound pedagogical research or effective practices in online teaching; and

Whereas, The Academic Senate for California Community Colleges has long provided guidance on sound pedagogical resources and effective practices to faculty for traditional classes in a variety of disciplines;

Resolved, That the Academic Senate for California Community Colleges research and expand available materials on effective practices to include additional resources for teaching distance education courses that are based on sound pedagogical research.

Contact: Danielle Martino, Distance Education Ad Hoc Committee member
MSC Disposition: Local Senates

2012 SPRING PLENARY ADOPTED RESOLUTIONS

13.0 GENERAL CONCERNS

13.01 S12 Noncredit Education and ARCC Reporting

Whereas, The Chancellor's Office for California Community Colleges is reforming the group involved in the Accountability Reporting for the Community Colleges (ARCC) that reports data on various educational metrics;

Whereas, ARCC reports must be publicly discussed before each district's Board of Trustees, and these reports have consistently reported incorrect data for noncredit institutions as a result of reporting difficulties, inaccurate measures, and the inability to submit data because all noncredit data are changed to UG (ungraded) prior to submission, or at the Chancellor's Office;

Whereas, Current research documents that success in noncredit is best represented by more accurate measures consistent with noncredit teaching methods (that may include open entry/open exit) and do not begin and end within the credit-length semester timeline; and

Whereas, The Noncredit Task Force has completed research suggested in previous resolutions (09.01 F09 and 13.01 S08) regarding specific recommendations about accountability reporting;

Resolved, That the Academic Senate for California Community Colleges advocate for adequate representation on the ARCC committee which includes knowledgeable noncredit faculty and administrators; and

Resolved, That the Academic Senate for California Community Colleges advocate for educational metrics, progress indicators, and grades consistent with the Noncredit Task Force and Association of Community and Continuing Education (ACCE) recommendations which include the following:

- Correct reporting for noncredit CDCP (Career Development and College Preparation) certificate completion in MIS (Management Information Systems);
- Appropriate definitions of cohorts;
- Appropriate demographics;
- Appropriate definitions of success;
- Inclusion of noncredit students, who previously took or are concurrently enrolled in credit coursework, in noncredit cohorts;
- Appropriate definitions of persistence for noncredit; and
- Noncredit course success rate, as a measure of success, is defined as students earning P, SP, A, B, C

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair
MSC Disposition: Chancellor's Office, Local Senates

13.02 S12 Arbitrary Targeting of Athletics by the Legislative Analyst's Office (LAO)

Whereas, The Legislative Analyst's Office (LAO) has recently recommended³ defunding California community college athletic programs by prohibiting colleges from collecting apportionment for intercollegiate athletics program courses in a desire to "protect the CCC system's highest-priority missions";

Whereas, The LAO's self-stated function is to serve as "California's nonpartisan fiscal and policy advisor," but the specific identification of athletics' apportionment oversteps this function and is an isolated targeted recommendation that is not put into the context of an extensive analysis of fiscal responsibility, productivity, and other measures of student success in athletics;

³ LAO document "Eliminate state funding for CCC intercollegiate athletics, for savings of about \$55 million in 2012-13" February 10, 2012

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Whereas, The student athlete cohort consistently attains higher GPAs than the rest of the community college student body (female athletes 2.7 vs. 2.46 and male athletes 2.54 to 2.3) and transfers at a higher rate than the rest of the student body (female athletes 16% vs. 6% and male athletes 9% vs. 6%); and

Whereas, Athletes are required to have an education plan in place during their first term, earlier than what is proposed by the Student Success Task Force for all students, and must be enrolled in and successfully complete 12 academic units each term with a GPA of 2.0, thereby ensuring responsible use of state funds;

Resolved, That the Academic Senate for California Community Colleges oppose the recent LAO recommendation³ which goes beyond its long established scope of examining the costs of legislative proposals and projecting state revenue.

Contact: Paul Setziol, De Anza College, Area B
MSC Disposition: LAO, Local Senates

13.03 S12 General Education and American Institutions Certification on Student Transcripts

Whereas, California community colleges are permitted by the California State University (CSU) to certify the completion of the entire CSU-GE or IGETC general education areas or certify the partial completion of a CSU-GE or IGETC general education area and certify the completion of the CSU American Institution graduation requirement;

Whereas, Some community colleges indicate this certification on student transcripts, while other community colleges submit general education and American Institutions certification to receiving institutions on separate forms;

Whereas, An indication of partial or complete general education certification and American Institutions certification on student transcripts assists the CSU by providing complete information on one document for transcript evaluation and academic advising of incoming transfer students, assists the transfer student by eliminating the need to request that separate documents be sent to the CSU, reduces the chances of lost paperwork between institutions, and streamlines the admissions process; and

Whereas, While community colleges use a variety of student information systems and some may not currently be in a position to include general education completion on transcripts, others who do not currently include such information on transcripts may have the capacity to do so now, and movement toward electronic transcripts may allow more colleges to institute such practices in the near future;

Resolved, That the Academic Senate for California Community Colleges encourage local colleges and districts to include whenever possible both partial and complete general education certification and American Institutions certification on student transcripts in order to simplify transfer and admission processes.

Contact: David Morse, Long Beach City College, Area D
MSC Disposition: Local Senates

13.04 S12 Oppose Governor's 2012-13 Proposals to Cut the CalWORKs Welfare-to-Work Program

Whereas, The Governor's January 2012 Budget proposes drastic changes to the CalWORKs Welfare-to-Work program, cutting critical services to CalWORKs students that would help their education and training on to the path of self-sufficiency, to include, beginning October 1, 2012, cutting the 'four year /48 months' time limit

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down to two years /24 months retroactively, and students will then no longer be eligible for child care and other crucial services;

Whereas, Education and training will no longer qualify as an approved Welfare-to-Work activity after 12 months, and the Self-Initiated (full-time students) participants option will be eliminated;

Whereas, There will be no more exemptions due to disability, domestic violence, substance abuse treatment, or mental health care, and any months which were granted exemption will retroactively count towards their 24 month limit; and

Whereas, Family homelessness has risen dramatically as a result of cuts in cash aid grants to 1987 levels, and thousands are being pushed to an income level almost below the 75% poverty line;

Resolved, That the Academic Senate for California Community Colleges, while recognizing the need to balance the State Budget, oppose proposed cuts to the CalWORKs Welfare-to-Work program with their devastating consequences to student-parents and their educational goals.

Contact: Joan Thompson, San Diego Miramar College, Area D
MSC Disposition: Local Senates

13.05 S12 Evaluating Current District Governance Structures

Whereas, California community colleges face the most severe fiscal challenges in their history in the current recession;

Whereas, Many colleges are struggling as a result of problematic leadership at the level of the governing board, while colleges in multi-college districts suffer bureaucracies which provide no direct service to students but consume millions of dollars while class sections are slashed; and

Whereas, The Little Hoover Commission reviewed the current state of California community colleges throughout 2011, including the effectiveness of current district governing board and district administrative structures, without finding any evidence of weakness, despite the plethora of colleges which are under accreditation sanction as a result of failings of trustees or district offices in multi-college districts;

Resolved, That the Academic Senate for California Community Colleges undertake its own review of the virtues and failings of current district governing board and district administrative structures, with particular attention to the way limited and declining resources can be preserved for instructional and student services; and

Resolved, That the Academic Senate for California Community Colleges consider pursuing modifications to existing district governing board and district administrative structures which would enhance college control and improve educational leadership and student success.

Contact: Richard Mahon (Riverside City College); Katie Townsend-Merino (Palomar College), Area D
MSC Disposition: Local Senates

13.06 S12 Success of Latino Student Achievement

Whereas, In Spring 2011, 68% of the California community college students were non-white students, and the fastest growing student population in California is Latino students, which make-up 34% of the California

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community colleges or over 603,000 students (according to the CCC Chancellor's Office DataMart) and are projected to be the majority of the students by 2019;

Whereas, By 2020, 67% of California jobs will require a career certificate or college degree (Complete College America, National Governors' Conference, July 2011), but currently only 16% of Latinos have a college degree, and California's economic competitiveness will depend on Latino student academic success in the California Community College System;

Whereas, 52 of the 112 California community colleges are already designated Hispanic Serving Institutions (HSIs), with more HSIs soon to emerge, or have Latino student populations of 25% or more, so it is vital that they be successful in closing or eliminating the achievement gap; and

Whereas, The Academic Senate for California Community College is committed to equity for all students and has shown specific support for Umoja, Puente, MESA, and LGBT students;

Resolved, That the Academic Senate for California Community Colleges identify appropriate structures to support current and emerging Hispanic Serving Institutions in meeting the needs of Latino students and increasing their success, and report the findings to the body; and

Resolved, That the Academic Senate for California Community Colleges support closing the achievement gap for all students.

Contact: Jesse Ortiz, Woodland Community College, CLFIC/TAC
MSC Disposition: Local Senates

13.07 S12 Hiring of Academic Administrators

Whereas, Local academic senates' participation with Boards of Trustees was recognized in several Academic Senate resolutions (F89 and F96) and *Rostrum* articles (2007 and 2009) that noted the participatory role of local academic senates in administrator hiring searches;

Whereas, Administrator organizations share the responsibility of making recommendations to Boards of Trustees regarding the hiring of administrators; and

Whereas, Local Board of Trustees' administrator hiring practices and searches are inconsistent and vary significantly across the state;

Resolved, That the Academic Senate for California Community College research the ways that local senates participate in administrative hiring, promotion, and transfer decisions; and

Resolved, That the Academic Senate for California Community Colleges work with the CEO and CIO organizations to determine effective principles and practices when hiring, promoting, or transferring college administrators and report the results of that collaboration at the Fall 2013 plenary.

Contact: Diane Oren, Delta College
MSC Disposition: Local Senates

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14.0 GRADES

14.01 S12 Progress Indicator Implementation for Noncredit Coursework

Whereas, Accountability reporting is required by the Legislature and plays an important role in describing the work of education by providing data for decision making regarding funding, program review, course offerings, learning and curriculum, hiring and overall institutional effectiveness;

Whereas, Noncredit education is currently limited to reporting all success as UG (ungraded) at the state level, equating to a documented success rate of zero, which does not accurately reflect the actual successful outcomes of noncredit education; and

Whereas, The Noncredit Accountability Task Force has successfully completed and analyzed three semesters of pilot progress indicators and grading data involving both large and small noncredit institutions in the California Community College System as directed by previous resolutions (3.04 S10, 09.01 F09, and 13.01 S08);

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to allow MIS (Management Information Systems) submission of the noncredit progress indicators of A, B, C, D, F, P and NP with the addition of SP (Satisfactory Progress) where SP indicates satisfactory progress towards the completion of a course and A, B, C, D, F, P and NP are used as currently defined in Title 5 for credit and noncredit courses (§55021/§55023); and

Resolved, That the Academic Senate for California Community Colleges advocate for and support that noncredit practitioners direct and guide the implementation of progress indicators based upon the research and guidelines of the Noncredit Task Force and Association of Community and Continuing Education (ACCE).

Reference: CEC § 84757 Categories of Noncredit Courses Eligible for State Funding and further described for funding in Title 5, § 55002(c) & 55150.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair
MSC Disposition: Chancellor's Office, Local Senates

19.0 PROFESSIONAL STANDARDS

19.01 S12 Faculty Training for Implementation of Noncredit Progress Indicators

Whereas, Implementation of noncredit progress indicators will require training of noncredit faculty;

Whereas, Implementation of noncredit progress indicators will require training of noncredit faculty, and over 90% of noncredit faculty are part-time or adjunct faculty for whom access to typical training methods is more difficult;

Whereas, Professional development for faculty concerning curriculum issues, particularly those associated with student assessment and accountability reporting, provides an excellent opportunity to address and update noncredit faculty on many curricular issues, including important career technical education, basic skills, and ESL issues; and

Whereas, The Noncredit Accountability Taskforce has developed training materials which are posted on the Basic Skills website and has successfully conducted noncredit grading and progress indicator training both face-to-face and via webinars;

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Resolved, That the Academic Senate for California Community Colleges explore mechanisms to fund and support faculty training for implementation and use of progress indicators and/or grades in noncredit.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair
MSC Disposition: Local Senates

19.02 S12 Academic Freedom and Electronic Communication

Whereas, Many districts have implemented computer use policies which give faculty no expectation of privacy and are requiring users of their internet to acknowledge and agree to these policies in order to gain access;

Whereas, Districts assert that they have the legal right to monitor and survey electronic communications, but many colleges and universities outside the California Community College system have committed to the concept of privacy to the greatest extent possible at a public educational institution; and

Whereas, The freedom of inquiry and expression mandates a climate in which ideas may be freely presented, examined, and discussed, and in our roles as educators faculty should have a reasonable expectation of privacy in and protection of their communications, whether those communications take verbal, written, or electronic form;

Resolved, That the Academic Senate for California Community Colleges review and update its 1999 paper on *Academic Freedom, Privacy, Copyright and Fair Use in a Technological World* to reflect current court decisions and American Association of University Professors (AAUP) language on academic freedom to give support to local senates drafting or revising computer use policies and regulations; and

Resolved, That the Academic Senate for California Community Colleges draft a response that local senates can reference when their districts state that computer users have no expectation of privacy in the use of the district's computers, networks, telecommunications, and educational technology resources.

Contact: Janice Tomson, Long Beach City College, Area D
MSC Disposition: Local Senates

19.03 S12 Faculty Commitment to Student Learning

Whereas, The Academic Senate for California Community Colleges continues to support Resolution 2.01 F08 opposing the use of student achievement of student learning outcome as a criteria of faculty evaluation;

Whereas, The Academic Senate for California Community Colleges has long recognized—in its resolutions, adopted papers, committee structure, and institutes—that the students we serve are more diverse and varied in background and skills than in any other segment of public higher education and that a changing student population requires reflection on and adaptation of the means used to educate students; and

Whereas, The Academic Senate of California Community Colleges believes that all effective teachers regularly observe and respond to the achievement of their students in meeting course, program, and institutional student learning outcomes;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to identify means whereby faculty can communicate as efficiently as possible the methods they use from term to term to improve the success of their students as a method of documenting the challenges arising from the educating of an exceptionally diverse student population and the methods faculty use in their pursuit of that goal.

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Contact: Richard Mahon, Riverside City College, Area D
MSC Disposition: Local Senates

20.0 STUDENTS

20.01 S12 Admissions Priorities and Practices Regarding Out-of-State and International Students

Whereas, Restrictive and inadequate funding from the state and enrollments caps have forced colleges to seek alternate sources of revenue;

Whereas, Out-of-state and international students pay higher fees that potentially represent additional revenue to cash-strapped colleges and in many colleges are guaranteed enrollment in 12 units; and

Whereas, Many colleges guarantee enrollment in 12 units and give enrollment priority to out of state and international students, thereby depriving resident students of access to their local community college;

Resolved, That the Academic Senate for California Community Colleges conduct a short turn-around survey regarding the impact of priority registration for out-of-state and international students on access for resident students;

Resolved, That the Academic Senate for California Community Colleges prepare a *Rostrum* article including suggestions for integrating out-of-state and international student programs into colleges and districts in ways that provide documented benefits to all students; and

Resolved, That the Academic Senate for California Community Colleges urge colleges to identify local priorities regarding enrollment of non-resident students, taking into consideration the effects on instruction, services, and resources needed to educate resident students.

Contact: Don Gauthier, Los Angeles Valley College, Educational Policies Committee
MSC Disposition: Local Senates

20.02 S12 Academic Progress for Board of Governors Fee Waiver Students

Whereas, Colleges have an obligation to assist all students in their studies and in achieving their educational goals, and students have a reciprocal responsibility to make satisfactory progress;

Whereas, Most state and all federal financial aid sources have criteria for need and as well as satisfactory academic progress in order to maintain eligibility; and

Whereas, Currently, eligibility for a Board of Governors Fee Waiver only requires that students demonstrate financial need;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that students who are awarded Board of Governors Fee Waivers maintain satisfactory academic progress as required by federal financial aid.

David Beaulieu, LA Community College District, Area C
MSC Disposition: Board of Governors, Chancellor's Office, Local Senates

2012 SPRING PLENARY ADOPTED RESOLUTIONS

21.0 VOCATIONAL EDUCATION

21.01 S12 Career Technical Education Advisory Committees

Whereas, Career technical education programs are required to seek advisory input from their respective community, industry, and governmental partners and must do so by holding formal meetings at least twice per year;

Whereas, Participating in these meetings is often difficult, particularly for those sectors or regions where community and industry individuals are being called on to advise multiple programs at multiple campuses;

Whereas, The existing regulations and guidelines provide limited information with respect to advisory requirements in terms of process, the formation of committees, and the specificity of committee parameters such as frequency of meetings, use of technology, or composition and scope; and

Whereas, Career technical education program advisory needs vary greatly across programs, colleges, regions, and industry sectors such that requiring each individual program to have at least two advisory meetings per year may not be the most effective or efficient way to garner necessary input for each program;

Resolved, That the Academic Senate for California Community Colleges investigate the possibility of additional options for regional advisory meetings and, if necessary, propose recommendations for possible changes to Title 5 to ensure that career technical education programs receive the most effective and timely input from their community and industry partners.

Contact: Patty Dilko, Occupational Education Committee Member
MSC Disposition: Chancellor's Office, Local Senates

21.02 S12 CTE Program Review

Whereas, In addition to completing the local program review cycle, career and technical education (CTE) programs must complete additional program reviews every two years;

Whereas, Many CTE programs have minimal or no full-time faculty and thus have severe time constraint issues; and

Whereas, Many CTE programs are subject to external reviews and discipline-specific accreditation reviews;

Resolved, That the Academic Senate for California Community Colleges develop and publish resources on methods and effective practices for streamlining the program review processes for CTE programs.

Contact: Dianna Chiabotti, Napa Valley College, Area B
MSC Disposition: Chancellor's Office, Local Senates

2012 SPRING PLENARY MOOT RESOLUTIONS

1.04 S12 Making Resolution Authorship Visible

Whereas, The attribution of the author in resolutions is an essential feature of resolutions allowing the field to know who is responsible for creating the resolution and who to hold accountable for the ideas contained in the resolution;

Whereas, Having just contact persons for resolutions or giving a resolution for someone else to put his or her name on (whether as contact or author) is deceptive in the sense that it hides from view the person or persons who were responsible for coming up with the idea for the resolution and thus hiding from the field who to hold accountable (positive or negative) for the ideas contained therein; and

Whereas, Changing the resolution source from “author” to “contact” person is a significant enough change to a core function of the resolution process that it should be decided by the senate body rather than only by the Executive Committee;

Resolved, That the Academic Senate for California Community Colleges revert back to the practice of putting authors’ names at the top of resolutions; and

Resolved, That the Academic Senate for California Community Colleges committees discontinue the practice of putting persons’ names on resolutions other than the name of one of the resolution’s true authors.

Contact: Bob Grill, College of Alameda, Area B
Moot

1.04.01 S12 Amend Resolution 1.04 S12

Add additional resolve:

Resolved, That the Academic Senate for California Community Colleges make allowance for authors (only) to add a contact person to their resolution in addition to their name should they have the need or desire to do so.

Contact: Jon Drinnon, Merritt College
Moot

9.03.03 12 Amend Resolution 9.03.02 S12

Amend new third whereas:

Whereas, Implementation of appropriate prerequisites is an effective way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to obtain the skills they need to be successful in ~~transfer level~~ courses both within the prerequisite discipline and across disciplines in ~~a content level transfer~~ courses that requires students attain a certain level of communication or computational proficiency before they enter the course; and

Contact: Raelene Juares, Columbia College
Moot

20.03 S12 Opposition to Additional Academic Requirements for Recipients of BOG Fee Waivers

Whereas, SB1456 (as of March 30, 2012) proposes imposing additional academic requirements upon students as a condition for receiving Board of Governors (BOG) fee waivers, stating that the student must identify one of

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a limited list of goals upon enrollment and that the Board of Governors will define academic and progress standards, including a maximum unit cap, beyond what is required from students who are paying fees; and

Whereas, The Academic Senate for California Community Colleges took a position with Resolution 07.03 F11 against BOG fee waiver rules that establish different academic policies for students based on differing ability to pay;

Resolved, That the Academic Senate for California Community Colleges adamantly oppose any provision of SB1456 (as of March 30, 2012) that would

- require students receiving BOG fee waivers to declare goals earlier than students who can afford to pay fees;
- require students receiving BOG fee waivers to meet additional academic and progress standards that are not required for students who are paying fees; and
- deny BOG fee waivers to students who declare goals that are acceptable for students who can afford to pay fees.

Contact: Karen Saginor, City College of San Francisco, Area B
Moot

20.03.01 S12 Amend Resolution 20.03

Add new second whereas:

Whereas, Such legislation will have the effect of reducing access for very low income students in comparison to California residents who do not qualify to receive BOG fee waivers but whose costs of education beyond the fee is subsidized by the State of California;

Contact: Karen Saginor, City College of San Francisco
Moot

2012 SPRING PLENARY FAILED RESOLUTIONS

9.03.01 S12 Amend Resolution 9.03 S12

Replace the current second whereas:

~~Whereas, In March 2011 the Board of Governors adopted Title 5 language that allows colleges the option of establishing communication and computation prerequisites based on either statistical validation or content review alone, thus professionalizing the implementation of prerequisites at local colleges;~~

Whereas, Implementation of appropriate prerequisites is one way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take;

Delete the current third whereas:

~~Whereas, Implementation of appropriate prerequisites is the most efficient and least intrusive way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take; and~~

Amend the current resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of communication and computational prerequisite implementation and to establish and implement appropriate prerequisites in a timely manner in order not only to respond to Student Success Task Force Recommendation 3.4 but also to enhance student success throughout the curriculum.

Contact: Sheri Berger, LA Valley College, Area C
MSF

9.03.02 S12 Amend to Resolution 9.03 S12

Replace the third whereas:

~~Whereas, Implementation of appropriate prerequisites is the most efficient and least intrusive way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take; and~~

Whereas, Implementation of appropriate prerequisites is an effective way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to obtain the skills they need to be successful in transfer level courses both within the prerequisite discipline and across disciplines in a content level transfer course that requires students attain a certain level of communication or computational proficiency before they enter the course; and

Amend the first resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of prerequisite implementation and to implement appropriate prerequisites both within target disciplines and across disciplines in a timely manner in order not only to respond to Student Success Task Force Recommendation 3.4 but also to enhance student success throughout the curriculum.

2012 SPRING PLENARY FAILED RESOLUTIONS

Add a second resolve:

Resolved, That the Academic Senate for California Community Colleges investigate the potential impact of adding additional basic skills communication and computation sections that would result from adding prerequisites across the disciplines and share with the field the results of its investigation by the Fall 2013 Plenary Session.

Contact: Jon Drinnon, Merritt College
MSF

9.03.04 S12 Amend Resolution 9.03 S12

Replace current second whereas:

~~Whereas, In March 2011 the Board of Governors adopted Title 5 language that allows colleges the option of establishing communication and computation prerequisites based on either statistical validation or content review alone, thus professionalizing the implementation of prerequisites at local colleges;~~

Whereas, Implementation of prerequisites is only one way to fulfill SSTF Recommendation 3.4, which may disproportionately exclude African Americans from college-level study;

Replace current resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to develop alternative strategies other than prerequisites (e.g., contextualized learning modules) in a timely manner in order not only to respond to SSTF recommendation 3.4 but also to enhance student success throughout the curriculum in a way that will not negatively impact a disproportionate number of African American students.

Contact: A'Kilah Moore, Los Medanos College
MSF

13.08 S12 Priority Registration for MESA Students

Whereas, The State of California is experiencing a significant shortage in the number of qualified engineers and scientists matriculating through its post-secondary institutions compared to needs in the economy;

Whereas, The student membership of the Mathematics, Engineering, Science Achievement (MESA) Community College Program consists of educationally and financially disadvantaged students pursuing degrees in science, technology, engineering, and mathematics (STEM) fields whose goal is to transfer to a four-year college or university;

Whereas, Impacted math and science courses impede the timely transfer of MESA community college students; and

Whereas, The inability of MESA community college students to enroll in sequential math and science courses required for their high unit majors unnecessarily delays the transfer of these students and postpones their eventual matriculation from the four-year institutions;

2012 SPRING PLENARY FAILED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges recommend that community colleges afford MESA students in good standing priority registration similar to students participating in existing mandated priority registration programs; and

Resolved, That the Academic Senate for California Community Colleges recommend amendment of Education Code §66025.9 to require each community college district that administers a priority enrollment system and maintains an existing MESA Program to grant priority registration to California Community College MESA Students.

Contact: Mission College Academic Senate, Area B
MSF

13.08.01 S12 Amend Resolution 13.08 S12

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend that community colleges ~~afford~~ provide MESA students in good standing priority registration ~~similar to students participating in existing mandated priority registration programs~~ within their locally defined priority groups as defined in the draft Title 5 §58108(b)3 (presented to Consultation Council on April 19, 2012); and

Strike second resolve:

~~Resolved, That the Academic Senate for California Community Colleges recommend amendment of Education Code §66025.9 to require each community college district that administers a priority enrollment system and maintains an existing MESA Program to grant priority registration to California Community College MESA Students.~~

Contact: Kale Braden, Cosumnes College
MSF

20.02.01 S12 Amend Resolution 20.02 S12

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that students who are awarded Board of Governors Fee Waivers maintain satisfactory academic progress ~~as required by federal financial aid~~ according to each college's registrar definition of satisfactory academic progress.

Contact: A'Kilah Moore, Los Medanos College
MSF

2012 SPRING PLENARY DELEGATES

Alameda, College of, Bob Grill
Allan Hancock College, Herb Elliott
American River College, Tressa Tabares
Antelope Valley College, Maria Clinton
Bakersfield College, John Gerhold
Barstow College, Sally Van Den Berg
Berkeley City College, Pieter de Haan
Butte College, Kenneth Bearden
Cabrillo College, Michael Mangin
Canada College, David Clay
Canyons, College of the, Edel Alonso
Cerritos College, Debra Moore
Chabot College, Kathy Kelley
Chaffey College, Ardon Alger
Citrus College, Nickawanna Shaw
Coastline College, Margaret Lovig
Columbia College, Raelene Juarez
Compton College, Darwin Smith
Contra Costa CCD, Lauri Lema
Contra Costa College, Wayne Organ
Copper Mountain College, Melynie Schiel
Cosumnes River College, Kale Braden
Crafton Hills College, Scott Rippy
Cuesta College, Julie Hoffman
Cuyamaca College, Michael Wangler
Cypress College, Pat Ganer
De Anza College, Karen Chow
Desert, College of the, Zerryl Becker
Diablo Valley College, Katrina Keating
East Los Angeles College, Alex Immerblum
El Camino College, Chris Wells
Evergreen Valley College, Eric Narveson
Folsom Lake College, Brian Robina
Foothill College, Carolyn Holcroft
Foothill DeAnza CCD, Coleen Lee-Wheat
Fresno City College, Claudia Habib
Gavilan College, Debbie Klein
Glendale College, Michael Scott
Golden West College, Theresa Lavarini
Grossmont College, Sue Gonda
Imperial Valley College, Eric Lehtonen
Lake Tahoe College, Michelle Risdon
Laney College, Sonja Franeta
Lassen College, Cheryl Aschenbach
Long Beach City College, Janice Tomson
Los Angeles CCD, Don Gauthier
Los Angeles City College, John Freitas
Los Angeles Harbor College, Susan McMurray
Los Angeles Mission College, Angela Echeverri
Los Angeles Pierce College, Tom Rosdahl
Los Angeles Southwest College, Alfred Reed
Los Angeles Trade Tech College, Thomas McFall
Los Angeles Valley College, Sheri Berger
Los Medanos College, Clint Ryan
Los Rios CCD, Connie Zuercher
Marin, College of, Sara McKinnon
Mendocino College, John Koetzner
Merced College, Marie Bruley
Merritt College, Tae-Soon Park
MiraCosta College, Louisa Moon
Mission College, Dianne Dorian
Modesto Junior College, Adrienne Peek
Monterey Peninsula College, Anita Johnson
Moorpark College, Riley Dwyer
Moreno Valley College, Travis Gibbs
Mt. San Antonio College, Dan Smith
Napa Valley College, Ann Gross
Norco College, Sharon Crasnow
Ohlone College, Jeff O'Connell
Orange Coast College, Vesna Marcina
Oxnard College, Robert Cabral
Palomar College, Monika Brannick
Pasadena City College, Dustin Hanvey
Peralta CCD, Karolyn Van Putten
Rancho Santiago CCD, John Zarske
Reedley College, Stephanie Curry
Rio Hondo College, Julius Thomas
Riverside CCD, Richard Mahon
Riverside College, Peter Westbrook
Sacramento City College, Virginia May
Saddleback College, Bob Cosgrove
San Bernardino Valley College, John Stankas
San Diego City College, David Fierro
San Diego Continuing Ed, Ingrid Greenberg
San Diego Mesa College, Madeline Hinkes
San Diego Miramar College, Daphne Figueroa
San Francisco, City College of, Karen Saginor
San Joaquin Delta College, Diane Oren
San Mateo CCD, Patty Dilko
San Mateo, College of, James Carranza
Santa Ana College, Raymond Hicks
Santa Barbara City College, Kathleen O'Connor
Santa Monica College, Janet Harclerode
Santa Rosa Junior College, Terry Shell
Santiago Canyon College, Danielle Martino
School of Continuing Education, Candace Lynch-Thompson
Sequoias, College of the, Sondra Bergen
Shasta College, Sue Loring
Sierra College, Brook Oliver
Siskiyou, College of the, Jerry Pompa
Skyline College, Tiffany Schmierer
Solano College, Susanna Gunther
Southwestern College, Patricia Flores-Charter
Ventura College, Peter Sezzi
West Hills College-Coalinga, Anita Bart
West Los Angeles College, Adrienne Foster
West Valley - Mission CCD, Linda Retterath
West Valley College, Lance Shoemaker
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