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## 2007 Fall Session Adopted Resolutions

### 1.0 ACADEMIC SENATE

#### 1.01 F07 Accreditation Standing Committee

##### **Marcy Alan Craig, Cabrillo College, Accreditation and Student Learning Outcomes Ad Hoc Committee**

Whereas, Formally stating and assessing student learning outcomes (SLOs) is required by the Accrediting Commission for Community and Junior Colleges (ACCJC) 2002 Accreditation Standards, and SLOs and assessment have curricular and program implications clearly defined as an area of faculty responsibility in AB 1725 (1988);

Whereas, AB 1725 and multiple Academic Senate resolutions (S95 2.01, S95 2.02, F95 2.01, F96 2.01, S98 2.02, F02 2.03, F02 2.08, F03 2.02, F04 2.01, F04 2.04, F05 2.02, S06 13.01, S07 2.01, S07 2.02) have directed the Academic Senate to give direction to faculty about their responsibilities and participation in accreditation;

Whereas, The Ad Hoc Accreditation and Student Learning Outcomes Committee has operated for nearly two years, completing two institutes in 2007, is in the process for planning another institute for 2008, and has authored a paper; and

Whereas, Accreditation and student learning outcomes are permanent aspects of faculty responsibility, not ad hoc or temporary in nature;

Resolved, That the Academic Senate for California Community Colleges change its Rules to add the Accreditation and Student Learning Outcomes Committee as a standing committee of the Academic Senate.

MSC Disposition: Local Senates  
Assigned to: Executive Director

#### 1.02 F07 Local Processes for Faculty Appointments

##### **Wheeler North, San Diego Miramar College, Area D**

Whereas, There are multiple methods by which a faculty member can be assigned to short-term, non-teaching work such as Student Learning Outcomes or accreditation coordinator, or grant director;

Whereas, A recent Academic Senate survey indicated that districts and colleges employ different methods of assigning faculty to these tasks such as appointment by the local academic senates, or by the administration, or by a competitive process; and

Whereas, The handling of these appointments has diversity, equity and fairness implications in the decision-making processes of a college or district;

Resolved, That the Academic Senate for California Community Colleges further research and disseminate information about the appointment or selection of faculty to short-term, non-teaching tasks; and

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges recommend effective practices for assigning faculty to short-term, non-teaching work that are fair, open, transparent and compliant with Title 5 Regulation §53202.

MSC Disposition: Local Senates  
Assigned to: Educational Policies Committee

### **1.03 F07 Promotion of Participatory Governance Training Chini Johnson, Los Angeles Trade Technical College, Area C**

Whereas, Administrators and trustees who understand, value, and honor the role of faculty and other participatory governance groups can create a positive collaborative teaching and learning environment that fosters student success; and

Whereas, Training in participatory governance as defined by Title 5 §53200 is on many local campuses quite limited;

Resolved, That the Academic Senate for California Community Colleges work with the Community College League of California (CCLC) and other appropriate organizations to provide ongoing training, information on best practices, and opportunities for dialogues with administrators and trustees unfamiliar with the principles of participatory governance.

MSC Disposition: CCLC, ACCA, Local Senates  
Assigned to: President

### **1.04 F07 Resolution Congratulating Marty Hittelman Peter Dill, Cuesta College**

Whereas, Marty Hittelman has contributed greatly to the success of the Academic Senate over the past decade;

Whereas, Marty has selflessly shared his expertise on budget and legal issues with California community colleges and individual faculty;

Whereas, Marty has provided invaluable insight at plenary sessions regarding the political consequences of proposed positions; and

Whereas, Marty has been elected as the new president of the California Federation of Teachers (CFT) and is the first community college faculty member to hold that position;

Resolved, That the Academic Senate for California Community Colleges convey its congratulations to Marty Hittelman on his accession to the presidency of the CFT and wish him great success in that position.

MSU Disposition: Local Senates, Marty Hittelman  
Assigned to: President

## 2007 Fall Session Adopted Resolutions

### 2.0 ACCREDITATION STANDARDS

#### 2.01 F07 Student Learning Outcomes Coordinator Paper Janet Fulks, Bakersfield College, Accreditation and Student Learning Outcomes Ad Hoc Committee

Whereas, Formally stating and assessing student learning outcomes (SLOs) is required by the Accrediting Commission for Community and Junior Colleges (ACCJC) 2002 Accreditation Standards, and SLOs and assessment have curricular and program implications, as well as a vital connection to accreditation, which are all areas of faculty responsibility clearly defined in AB 1725 (1988);

Whereas, Student Learning Outcomes (SLO) Coordinators conducting this work often act as agents of change on their campuses, changes which must be anchored in campus culture and target improved learning;

Whereas, Some California community colleges have no faculty SLO Coordinators and some SLO Coordinators are working without clear job descriptions, training, reassigned time, or opportunities to network together and exchange ideas; and

Whereas, The Academic Senate for California Community Colleges has collected data, sample information and input from California community college faculty on issues relevant to SLO Coordinators;

Resolved, That the Academic Senate for California Community Colleges adopt the paper and recommendations in *Agents of Change: Examining The Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges*.

MSC Disposition: Local Senates, SLO Coordinators  
Assigned to: Executive Director

### 3.0 EQUITY AND DIVERSITY

#### 3.01 F07 Faculty Access to Diversity and Equity Research Gil Puga, Rio Hondo College, Area C

Whereas, A significantly high percentage of students from historically underrepresented populations are enrolled in the California Community College System;

Whereas, Faculty are seeking to increase their knowledge base regarding diversity curriculum infusion and teaching strategies for our diverse student population;

Whereas, Access to high quality, current, seminal research and resources helps foster greater cultural competency; and

Whereas, There is published research available that either gives culture-general or culture-specific strategies to increase student engagement and success;

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges make available to faculty teaching materials and/or teaching strategies related to diversity and equity, which can enhance their teaching; and

Resolved, That the Academic Senate for California Community Colleges explore the possibility of hosting meetings or faculty development events where faculty can share and disseminate effective teaching methods for serving our diverse students.

MSC Disposition: Local Senates  
Assigned to: Equity and Diversity Action Committee

### **4.0 ARTICULATION AND TRANSFER** **4.01 F07 Expanding Opportunities for Concurrent Enrollment** **Catherine Cox, Mission College, Area B**

Whereas, National research demonstrates that high school students who participate in concurrent/dual enrollment receive many benefits, including improved college persistence rates, higher first-year and cumulative grade point averages (see Chronicle of Higher Education, “High-School Students Are Helped by Taking College Courses, Study Finds”, October 17, 2007);

Whereas, High school students in career technical education programs may not clearly understand the potential benefits of going to college, and they are the very students most often targeted by concurrent enrollment programs;

Whereas, The students who benefit most from concurrent enrollment opportunities frequently come from underrepresented populations; and

Whereas, The recent research paper *Beyond the Open Door: Increasing Student Success in the California Community Colleges* cites numerous studies demonstrating the effect of encouraging “direct college-going after high school” on improved student success in college due to the positive “relationship between student age and likelihood of degree completion,” and recognizing that students in concurrent programs actually begin their college studies while in high school;

Resolved, That the Academic Senate for California Community Colleges encourage expanding opportunities for concurrent enrollment of high school students in California community colleges with the goal of stimulating college-going behavior and improving subsequent student success in college.

MSC Disposition: System Office, Local Senates  
Assigned to: Educational Policies Committee

## 2007 Fall Session Adopted Resolutions

### **4.02 F07 Concurrent Enrollment for Secondary Students Jane Patton, Mission College, Executive Committee**

Whereas, The topic of concurrent or dual enrollment for secondary students who simultaneously enroll in college courses has gained national and statewide attention, as evidenced by current legislation such as AB 1409 (as of July 18, 2007) and research conducted by the Community College Research Center at Columbia University (<http://ccrc.tc.columbia.edu>);

Whereas, California is focusing more than ever on such things as the need to link schools and colleges, especially for Career and Technical Education (CTE) or occupational students and in general to improve high school graduation rates, student preparation for college and student success in completing college programs;

Whereas, There are likely advantages and disadvantages to community colleges to modifying the current limitations on concurrent enrollment; and

Whereas, Discussions about concurrent enrollment for secondary students are underway across the state, which may or may not include the faculty voice;

Resolved, That the Academic Senate for California Community Colleges urge local senates to begin discussions at the local level on the potential expansion of concurrent enrollment for secondary students; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office, the Department of Education, and other groups to ensure that all conversations around the expansion of concurrent enrollment for secondary students include the faculty voice.

MSC Disposition: System Office, Local Senates  
Assigned to: Educational Policies Committee

## **5.0 BUDGET AND FINANCE**

### **5.01 F07 California Tele-connect Fund Wheeler North, San Diego Miramar College, Executive Committee**

Whereas, The California Public Utilities Commission (CPUC) collects a small fee from every phone bill called the "Interstate Fee" which goes into the California Tele-connect Fund;

Whereas, The purpose of these fees is to provide service assistance to those public entities that promote utilization of telecommunication services, which includes public sector education segments, but does not include the California community colleges; and

Whereas, The CPUC is currently reviewing its policies regarding the utilization of these funds and is considering the inclusion of the California Community College System;

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges strongly support the inclusion of the California Community College System into the California Tele-connect Fund utilization.

MSC Disposition: System Office, Local Senates  
Assigned to: President

### **5.02 F07 Basic Skills Initiative Funding Catherine Cox, Mission College, Area B**

Whereas, The Basic Skills Initiative is a joint priority for the Academic Senate for California Community Colleges, the Chief Student Services Officers, the Chief Instructional Officers, the Chief Executive Officers and the System Office;

Whereas, The recommendations of the Basic Skills Initiative are supported in the publication *Basic Skills as a Foundation for Student Success in California Community Colleges*, which also supports the self assessment and planning agenda for student success;

Whereas, The California Governor and Legislature have allocated more than \$33.1 million annually in 2007-08 for the ongoing support of this Initiative; and

Whereas, These funds are specifically intended to support underprepared students to acquire English as a Second Language, mathematics, English, and reading skills needed for success, as well as provide necessary student support services, curriculum and staff development;

Resolved, That the Academic Senate for California Community Colleges educate local senates about the importance of internally coding and tracking these funds categorically to ensure they are used to support those effective practices specified in the Basic Skills Initiative and the document *Basic Skills as a Foundation for Student Success in California Community Colleges*.

MSC Disposition: System Office, Local Senates  
Assigned to: Basic Skills Initiative Project Director

### **5.03 F07 Noncredit Enhanced Funding Effective Practices Esther Matthew, San Diego Continuing Education, Area D**

Whereas, One outcome of SB 361 (2006) has been enhanced apportionment for targeted areas of noncredit instruction;

Whereas, Local districts and colleges are using this increased funding to support noncredit instruction in a variety of ways;

Whereas, Effective examples for using the enhanced funding for noncredit can help encourage support for future state augmentations of noncredit funding; and

## 2007 Fall Session Adopted Resolutions

Whereas, These examples can also be used as ideas for local colleges and districts to use the enhanced funding for noncredit instruction;

Resolved, That the Academic Senate for California Community Colleges research some of the effective examples for using the noncredit enhanced funding to support noncredit instruction and noncredit student success and report on these effective practices in a *Rostrum* article or future plenary breakout session.

MSC Disposition: Local Senates  
Assigned to: Noncredit Ad Hoc Committee

### **9.0 CURRICULUM**

#### **9.01 F07 Support for IGETC Standards (2007) Dan Nannini, Santa Monica College, Transfer and Articulation Ad Hoc Committee**

Whereas, The original Intersegmental General Education Transfer Curriculum (IGETC) Standards and the document “IGETC Notes” were developed by the Intersegmental Committee of Academic Senates and have not been updated since 1994;

Whereas, A committee of California Community College, California State University (CSU) and University of California (UC) faculty and staff have compiled, reviewed, revised and created the document “IGETC Standards, Policies, and Procedures (2007)”;

Whereas, The document “IGETC Standards, Policies and Procedures (2007)” maintains the academic integrity set forth in 1991, but clarifies the processes that may be used to determine course applicability for IGETC and contains significant improvements in the IGETC certification process, including information about partial IGETC certification in the absence of hardship; and

Whereas, The adoption of the document “IGETC Standards, Policies, and Procedures (2007)” would permit colleges to count courses taken in the fall but approved for IGETC in the subsequent spring to be counted for IGETC and remove some restrictions on double-counting;

Resolved, That the Academic Senate for California Community Colleges support the adoption of the document “IGETC Standards, Policies, and Procedures (2007)” by the Intersegmental Committee of Academic Senates.

MSC Disposition: ICAS, Local Senates  
Assigned to: President

## 2007 Fall Session Adopted Resolutions

### **9.02 F07 Title 5 Regulation on Remedial Coursework Limit Andrea Sibley-Smith, North Orange County CCD, Non-credit Ad Hoc Committee**

Whereas, While Title 5 Regulation changes in §55035 Remedial Coursework Limit were implemented in July, 2007, and provide some exemptions, waivers, and referrals, the section still maintains the 30-unit limit on credit remedial coursework;

Whereas, There is currently a crisis in basic skills for a large number of community college students who need basic skills courses in order to be successful;

Whereas, There have been discussions that suggest an increase in the number of credit course repetitions for a substandard grade, which is an attempt to increase the opportunities for a student to be successful in basic skills, but may not increase the opportunities enough; and

Whereas, The English and mathematics requirements for graduation will be raised in 2009 and it is likely that students struggling with basic skills will need even more opportunities to succeed;

Resolved, That the Academic Senate for California Community Colleges research the possible need for increasing the 30 units maximum allowed for credit remedial coursework in order to provide for more opportunities for basic skills students to be successful; and

Resolved, That the Academic Senate for California Community Colleges report its findings and recommendations in a breakout or *Rostrum* article before or by the Fall 2008 Plenary Session.

MSC Disposition: System Office, Local Senates  
Assigned to: SACC Representatives

### **9.03 F07 Early Childhood Education/Child Development Curriculum Alignment Project 24 Semester Unit Foundational Course Pattern Patty Dilko, Cañada College, Area B**

Whereas, Early Childhood Education/Child Development (ECE/CD) faculty members from community colleges and California State Universities (CSUs) began meeting through the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project from 2003-2006 and identified areas of curricular improvement and intersegmental transfer alignment;

Whereas, Two specific objectives of IMPAC were: the creation of a common understanding of the major preparation including key components of the lower division curriculum; and the establishment of a system of state and regional intersegmental faculty dialogues, by discipline and among related disciplines, to address curriculum issues related to articulation and transfer;

Whereas, Faculty members from 86 community colleges and six CSUs continued to meet and confer through the Curriculum Alignment Project (CAP), developing a faculty initiated project with a steering committee, state agency council, and advisory committee which convened over 300 faculty in statewide meetings and work sessions; and

## 2007 Fall Session Adopted Resolutions

Whereas, Community college ECE/CD faculty members participating in the CAP Project have reached consensus to recommend a competency-based set of foundational courses equaling 24 semester units; and the recommendations are endorsed by the California Community Colleges Early Childhood Educators (CCCECE) organization;

Resolved, That the Academic Senate for California Community Colleges acknowledge the intrepid collaboration that the Early Childhood/Child Development faculty members have modeled through this statewide project; and

Resolved, That the Academic Senate of California Community Colleges support the Early Childhood/Child Development Curriculum Alignment Project by endorsing these 24 semester units of coursework as the basis for Early Childhood Education/Child Development certificate and degree programs.

MSC Disposition: Early Childhood Educators, Local Senates  
Assigned to: President

### **9.04 F07 Early Childhood Education/Child Development Curriculum Alignment Project Inter-Segmental Collaboration Patty Dilko, Cañada College, Area B**

Whereas, The Early Childhood Education/Child Development (ECE/CD) faculty members of the California community colleges worked closely with their California State University (CSU) colleagues on lower-division major preparation and curriculum issues related to articulation and transfer through the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project between 2003 and 2006;

Whereas, This partnership has continued through the Curriculum Alignment Project (CAP) over the past two years and has inspired the CSU project entitled Integrated Preparation for Early Development, Care and Education (IPEDCE) which is considering the CAP proposal that recommends a competency-based set of foundational courses equaling 24 units; and

Whereas, The IPEDCE is sponsoring discussions among the CSU ECE faculty to consider the role of the CSU in the ECE Bachelor of Arts and how to best accommodate students' need for a smooth and effective transfer pattern between the California community colleges and California State Universities and these conversations are endorsed by the California Community Colleges Early Childhood Educators (CCCECE) organization;

Resolved, That the Academic Senate of California Community Colleges support the work of California Community College Early Childhood Education/Child Development faculty and their California State University colleagues who worked on the CAP project in the development of the 24-unit, lower-division, competency-based package for foundational courses which may be developed into transfer package agreements; and

Resolved, That Academic Senate of California Community Colleges seek ways to promote the results of this intersegmental collaboration whenever possible within discussions at the

## 2007 Fall Session Adopted Resolutions

California Community College and the California State University System Offices.

MSC Disposition: Early Childhood Educators, Local Senates

Assigned to: President

### **9.05 F07 Resolution to Update the Senate Paper on Program Review Georgie Monahan, Orange Coast College, Area D**

Whereas, Program Review is a process for self-study and improvement by the faculty for the benefit of students and is recognized as an academic and professional matter in Title 5;

Whereas, Program Review is required by the Accrediting Commission for Community and Junior Colleges under Standards IB: Institution Effectiveness and IIA: Instructional Programs, and the 2002 Standards refer to “student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning, and improvement” (Beno, 2007);

Whereas, The Accrediting Commission for Community and Junior Colleges, on September 12, 2007, distributed a rubric to support “greater consistency in [Program Review] descriptive narratives” for colleges to reach “full compliance with the standards” (Beno, 2007); and

Whereas, The last significant Academic Senate document produced on Program Review is over 10 years old;

Resolved, That the Academic Senate for California Community Colleges update its paper on Program Review to address the current accreditation standards as well as other emerging ideas and trends that impact Program Review.

MSC Disposition: Local Senates

Assigned to: Educational Policies

### **9.06 F07 Standards in Oral Communication Robb Lightfoot, Shasta College**

Whereas, Oral communication skills, including public speaking presentations, are important for students entering the workplace;

Whereas, Oral communication courses are required for many associate degrees;

Whereas, The A1 General Education Area for transfer to the California State Universities (CSU) has stated expectations that oral communication classes will include public speaking; and

Whereas, California community colleges have significant variations in their oral communication courses that satisfy local graduation requirements and/or the CSU A1 standard;

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges convene statewide conversations among discipline faculty about expectations for oral communication courses.

MSC Disposition: Local Senates  
Assigned to: President

### **9.07 F07 Credit-Noncredit Dialogue** **Michelle Pilati, Rio Hondo College**

Whereas, Noncredit courses provide students with a less intimidating means of beginning a college career, students who otherwise might not view a college certificate or degree as an attainable goal;

Whereas, Credit by exam is an option, where available, for students to demonstrate that they have achieved the objectives of a course and to be granted college credit for that course; and

Whereas, The Academic Senate for California Community Colleges supports the use of noncredit courses as a bridge to credit programs and courses;

Resolved, That the Academic Senate for California Community Colleges encourage a dialogue between faculty who teach credit and faculty who teach noncredit courses to discuss topics such as course rigor, teaching and assessment methods, goals, and means for aiding the transition from noncredit to credit programs and courses; and

Resolved, That the Academic Senate for California Community Colleges encourage credit faculty to consider developing credit by exam options for credit courses that have noncredit equivalents, where appropriate.

MSC Disposition: Local Senates  
Assigned to: Noncredit Ad Hoc Committee

## **10.0 DISCIPLINES LIST**

### **10.01 F07 Career Technical Education Minimum Qualifications** **Chini Johnson, Los Angeles Trade Technical College, Area C**

Whereas, New career technical education programs are being developed to allow our colleges to maintain a competitive edge and to stimulate the local economy with a well-prepared workforce; and

Whereas, Many of the professionals in these emerging industries do not meet minimum qualifications to teach credit courses in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges employ appropriate venues to inform faculty about the process for developing minimum qualifications for emerging professions and best practices for assigning courses to disciplines when an appropriate one may not exist.

## 2007 Fall Session Adopted Resolutions

MSC Disposition: Local Senates  
Assigned to: Standards and Practices Committee

### **11.0 TECHNOLOGY**

#### **11.01 F07 Support for the Technology III Plan Michelle Pilati, Rio Hondo College, Executive Committee**

Whereas, The Academic Senate for California Community Colleges has a long established position of supporting technology that will enhance the educational experiences of students; and

Whereas, Significant portions of the Technology III Plan 2007-2010 (Tech III) developed by the system Telecommunications and Technology Advisory Committee (TTAC) support this position;

Resolved, That the Academic Senate for California Community Colleges support the initiatives proposed by the Tech III Plan that propose a systemwide solution for various system-level problems; and

Resolved, That the Academic Senate for California Community Colleges support seeking funds in future budget cycles to fund these initiatives, particularly those portions of the Technology III plan that seek to: 1) ensure uninterrupted connectivity through the establishment of redundant circuits; 2) bolster or establish a baseline of wireless infrastructure at all campuses; 3) provide technologies to facilitate assessment and accreditation-related activities; and 4) adjust the funding model for technologies to reflect actual costs and increased use.

MSC Disposition: System Office, Local Senates  
Assigned to: TTAC Representatives

### **13.0 GENERAL CONCERNS**

#### **13.01 F07 The Effect of Calendar Compression on Noncredit Instruction Gregory Keech, City College of San Francisco, Noncredit Ad Hoc Committee**

Whereas, While noncredit instruction has many similarities with credit instruction, there are also some differences;

Whereas, If a college that has noncredit instruction changes to a compressed calendar, some of those differences might translate into a different effect on noncredit students and faculty than for credit students and faculty;

Whereas, Many noncredit classes already meet 2.5 - 4 hours per day; and

Whereas, Full-time noncredit faculty typically have student contact loads of 25-30 hours per week in uncompressed calendars, and would likely be required to meet even more hours per week with students under a compressed calendar;

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges urge that colleges considering calendar compression give special scrutiny to the impact of calendar compression on noncredit programs; and

Resolved, That the Academic Senate for California Community Colleges research the effects of calendar compression on noncredit instruction at colleges that have noncredit instruction and compressed calendars, and report the results of this research in a *Rostrum* article or other appropriate Academic Senate venue.

MSC Disposition: Local Senates  
Assigned to: Noncredit Ad Hoc Committee

### **13.02 F07 Transition of Faculty to Administration Catherine Cox, Mission College, Relations with Local Senates Committee**

Whereas, There is a severe shortage of qualified administrators within the California Community College System who are trained in participatory governance as defined by Title 5 §53200 and who understand, value, and honor the role of faculty in participatory governance;

Whereas, There is also a severely limited pool of qualified administrative candidates to draw upon for vacant positions within the California Community College System; and

Whereas, Administrators who understand, value, and honor the role of faculty in participatory governance create a positive collaborative teaching and learning environment;

Resolved, That Academic Senate for California Community Colleges work with the Community College League of California and representative groups of senior level administrators to discuss and develop pathways that facilitate the transition of faculty, who have a working understanding of the principles of participatory governance, into administrative roles; and

Resolved, That Academic Senate for California Community Colleges research barriers to and incentives for faculty transitioning into administrative roles and report back its findings through a future *Rostrum* article, breakout, or other appropriate Academic Senate venue.

MSC Disposition: CCLC, ACCA, Local Senates  
Assigned to: Educational Policies Committee

### **13.03 F07 Paper on Noncredit Issues Esther Matthews, San Diego Continuing Education, Area D**

Whereas, The Academic Senate for California Community Colleges wrote a descriptive and foundational paper in 2006 called “*The Role of Noncredit in the California Community Colleges*” that was used to provide basic information about noncredit courses and programs; and

Whereas, There is a need for a follow-up paper, or series of papers, addressing quality standards and unique issues in noncredit instruction;

## 2007 Fall Session Adopted Resolutions

Resolved, That the Academic Senate for California Community Colleges produce a paper about current issues concerning noncredit courses and programs within the California Community College System.

MSC Disposition: Local Senates  
Assigned to: Noncredit Ad Hoc Committee

### **13.04 F07 A Document in Support of an Academic Culture Greg Gilbert, Copper Mountain College, Area D**

Whereas, Some California community college administrators are from outside our system and do not understand the importance of collegial consultation and transparency in California's publicly funded institutions of higher education;

Whereas, It is of vital importance that all community college employees are reminded that just because an institution has a budget, it doesn't mean that it is a business; that just because our students pay fees, they are not customers; and just because managers have adopted such titles as Chief Instruction Officers, Chief Executive Officers, and Chief Business Officers, they are not corporate officers but managers whose jobs are to provide the necessary resources for all faculty to serve our students and missions; and

Whereas, Academe's traditional respect for critical and deliberative consultation is supported by Title 5, the California Education Code, and faculty that are tirelessly devoted to quality courses and a healthy curriculum;

Resolved, That the Academic Senate for California Community Colleges create a document that sets out the basic elements of a higher education institution, particularly within California's Community College System.

MSC Disposition: Local Senates  
Assigned to: Educational Policies Committee

### **13.05 F07 Public Awareness Campaign in Support of Academic Freedom and Collegial Peer Review Greg Gilbert, Copper Mountain College, Area D**

Whereas, Secretary of Education, Margaret Spellings, and her mentor, Texas businessman Charles Miller, are actively pursuing a federal takeover of accreditation with the eventual goal of imposing a standardized curriculum that is designed by political/business opportunists from outside of academe;

Whereas, Some of the public may be persuaded that such standardization is in the best interest of American higher education and the students we serve;

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Whereas, Academe's outrage over ongoing efforts to control course content, do away with tenure, and collect data on the achievement of students and faculty is often expressed only to those who are, in the vernacular, the choir; and

Whereas, Most of America's colleges and universities do not have their consultation rights enshrined in law and, thus, look to California and such organizations as the American Association of University Professors (AAUP) for inspiration;

Resolved, That the Academic Senate for California Community Colleges, as the largest post-secondary organization of educators in the world, direct its considerable talent and resources to creating and sustaining a public education campaign to help people outside of academe to understand how efforts to standardize education and to eliminate regional accreditation are an egregious assault on the American educational system and academic freedom.

MSC Disposition: ICAS, Local Senates  
Assigned to: President

### **13.06 F07 Budgetary Practices Wheeler North, San Diego Miramar College, Area D**

Whereas, The local budgeting process is an item of collegial consultation, as defined in Title 5 Regulations, that often leads to local senate involvement in analysis of the local college or district budget;

Whereas, Full understanding of fiscal and accounting practices used in college and district budgets can take many years to acquire;

Whereas, There are several relatively simple indicators that are common to most districts and that can be tracked and compared to statewide data for anomalies; and

Whereas, Many local senate presidents may leave office by the time they have acquired adequate practical budget expertise;

Resolved, That the Academic Senate for California Community Colleges research common district budgetary practices with the goal of producing and disseminating a brief budget primer for new local senate leaders; and

Resolved, That the Academic Senate for California Community Colleges inform the body about ways to access, understand and utilize publicly available budgetary data relevant to their colleges.

MSC Disposition: Local Senates  
Assigned to: Educational Policies Committee

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### **13.07 F07 Basic Skills Initiative Acknowledgement Barbara Illowsky, De Anza College**

Whereas, The California Community Colleges Board of Governors, System Office, Chief Instructional Officers, Chief Student Services Officers, Chief Executive Officers, and the Research and Planning Group have provided leadership and given countless hours to the Basic Skills Initiative;

Whereas, The California Community Colleges Board of Governors, System Office, Chief Instructional Officers, Chief Student Services Officers, Chief Executive Officers, and the Research and Planning Group recognized the need and importance of the Basic Skills Initiative in increasing the academic success rates of California community college students; and

Whereas, The California Community Colleges Board of Governors, System Office, Chief Instructional Officers, Chief Student Services Officers, Chief Executive Officers, and the Research and Planning Group have elevated the Basic Skills Initiative to a top priority in the California Community College System;

Resolved, That the Academic Senate for California Community Colleges send its deepest appreciation to the California Community Colleges Board of Governors, System Office, Chief Instructional Officers, Chief Student Services Officers, Chief Executive Officers, and the Research and Planning Group for their efforts and participation in phase two of the Basic Skills Initiative.

MSU Disposition: Board of Governors, CIO Organization, CSSO Organization, RP Group  
Assigned to: President

### **15.0 INTERSEGMENTAL**

#### **15.01 F07 Proper Use of the California High School Exit Exam Dan Crump, American River College, Executive Committee**

Whereas, As part of California's school reform efforts, students must receive passing scores on the California High School Exit Exam (CAHSEE) in order to graduate from high school and receive a diploma, even if they passed all of their classes;

Whereas, Our colleagues in the K-12 system continue to strive to provide quality instruction to students while endeavoring to meet the demands of the CAHSEE; and

Whereas, Study is needed to answer many questions around the high school exit exam program including whether the pass rate on the CAHSEE is being properly calculated and whether the test requirement is causing undesirable and unintended outcomes (e.g., dropping out, failure to amass appropriate credits for graduation or CSU/UC eligibility, academic frustration, teaching to the test, UC/CSU ineligibility, etc.);

Resolved, That the Academic Senate for California Community Colleges join ICAS in recommending state-sponsored and independent studies of the full impact of CAHSEE on

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curriculum and pedagogy.

MSC Disposition: ICAS, Local Senates

Assigned to: ICAS Representatives

### **15.02 F07 Impact of the California High School Exit Exam on Student Preparedness Larry Pogoler, Los Angeles Trade Technical College, Area C**

Whereas, Students must receive passing scores on the California High School Exit Exam (CAHSEE) in order to graduate from high school and receive a diploma;

Whereas, Study is needed to determine whether the CAHSEE test requirement is causing unintended outcomes that result in under-prepared students entering the California Community Colleges; and

Whereas, Resolution 13.04 approved in Spring 2006 called for the studying of the impact of CAHSEE on enrollment, access, basic skills, equity, but not preparedness;

Resolved, That the Academic Senate for California Community Colleges recommend state-sponsored and independent studies of the full impact of CAHSEE on student preparedness.

MSC Disposition: Local Senates

Assigned to: President

## **17.0 LOCAL SENATES**

### **17.01 F07 Resolution to Update Paper on Enrollment Management Peter Martinez, Palo Verde College, Area D**

Whereas, The Academic Senate paper on the *Role of Academic Senates in Enrollment Management* was written prior to 1999; and

Whereas, The issues surrounding enrollment of students in classes and the rationale to cancel or close a class should be based on data from multiple sources such as input directly from the program, analysis of current trends in enrollment, the impact of distance education enrollments on face-to-face classes, and other variables;

Resolved, The Academic Senate of California Community Colleges update its paper on the role of senates in enrollment management to address recent variables that now affect enrollment challenges, including the specific role of faculty, students, administrators, and other constituent groups in making decisions about opening, closing, or canceling classes.

MSC Disposition: Local Senates

Assigned to: Educational Policies Committee

## **18.0 MATRICULATION**

### **18.01 F07 Consultation Council Assessment Task Force Recommendations**

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### Fred Teti, City College of San Francisco, Assessment Task Force

Whereas, The Board of Governors approved a motion at its March 2007 meeting calling for the System “to begin the process of evaluating the implementation of a systemwide uniform, common assessment with multiple measures of all community college students in consultation with the Community College League of California, Academic Senate and other community college partners for consideration and adoption by the Board of Governors by no later than November 2007”;

Whereas, The Consultation Council convened a task force to address the Board’s motion, chaired by the Academic Senate, and comprising representatives from the faculty (including faculty associations), chief instructional officers, students, matriculation officers, assessment directors, chief educational officers, classified staff, the Community College League of California, Chief Student Services Officers, the Research and Planning Group, and the System Office; and

Whereas, The Task Force reached consensus on a list of recommendations to forward to the Board of Governors at its November meeting, with final approval of the recommendations scheduled for the January 2008 meeting;

Resolved, That the Academic Senate for California Community Colleges include in the implementation of the second recommendation of the Task Force, which says “to increase opportunities for assessment testing in high schools,” that community college faculty consult with high school faculty regarding the impact of additional class time devoted to assessment testing;

Resolved, That the Academic Senate for California Community Colleges change the wording of bullet point number six in the recommendation of the Assessment Task Force Report to read “The system should support a pilot project which explores how the course outcomes of Freshman Composition, the course one level below Freshman Composition, and the course one level above Freshman Composition, align across community colleges”; and

Resolved, That the Academic Senate for California Community Colleges, with the proposed change noted in the second resolve, endorse the recommendations of the Consultation Council Assessment Taskforce.

MSC Disposition: Board of Governors, Consultation Council, System Office, Local Senates  
Assigned to: President

### **18.02 F07 Faculty Authority Related to Assessment Mark Snowwhite, Crafton Hills College**

Whereas, Assessment is an evolving field of complexity;

Whereas, Curriculum varies from college to college, a fact which complicates the standardized use of a single placement instrument; and

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Whereas, The Consultation Council Task Force on Assessment recommends action toward developing a common assessment instrument for English;

Resolved, That the Academic Senate for California Community Colleges support the authority of faculty to determine assessment procedures on their respective campuses including the selection of assessment instruments and how they are used in the placement of students.

MSC Disposition: Local Senates  
Assigned to: President

### **19.0 PROFESSIONAL DEVELOPMENT**

#### **19.01 F07 Professional Development for Adjunct Faculty in Pre-transfer Level Reading, Writing, ESL and Mathematics Courses Barbara Illowsky, De Anza College, Basic Skills Committee**

Whereas, Over 70% of first time college students place into pre-transfer level reading, writing, English as a Second Language (ESL) or mathematics courses;

Whereas, Data from the System Office indicate most of our pre-transfer level reading, writing, ESL and mathematics courses are taught by adjunct faculty; and

Whereas, Adjunct faculty generally do not have the same access to professional development activities that full-time faculty have;

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to ensure better access for adjunct faculty to attend professional development activities related to these pre-transfer level courses.

MSC Disposition: Local Senates  
Assigned to: President

#### **19.02 F07 Benefits of Full-time Faculty in Noncredit Andrea Sibley Smith, North Orange County CCD, Noncredit Ad Hoc Committee**

Whereas, The Academic Senate for California Community Colleges has a longstanding policy of promoting reliance on a core of full-time faculty as one of the most important methods of providing quality instruction and institutional excellence, yet the full- to part-time faculty ratio in noncredit instruction continues to be particularly abysmal with a statewide ratio of less than 5:95, with some noncredit programs still having no full-time faculty at all;

Whereas, The Academic Senate for California Community Colleges has a history of support for increasing the number of noncredit full-time faculty, including resolutions in Spring 1990 and Fall 1998, and most recently in the 2006 Academic Senate paper *The Role of Noncredit in the California Community Colleges* recommendations; and

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Whereas, New resources are now available to support noncredit instruction, including \$30 million that was allocated by the state in 2006-2007 for an enhanced funded apportionment rate for targeted areas of noncredit instruction that meet certain criteria; and there is a hope that further funds will be made available for another augmentation for 2007-2008;

Resolved, That the Academic Senate for California Community Colleges urge local senates to educate their faculty, staff, administrators, and trustees who may not be familiar with this issue, about the need for an appropriate number of full-time noncredit faculty and how their college and students benefit.

MSC Disposition: Local Senates

Assigned to: President

### **19.03 F07 Part-time Faculty Hiring Study** **Richard Tahvildaran-Jesswein, Santa Monica College**

Whereas, The California Education Code §87360(b) explicitly specifies that local academic senates, working with representatives of the governing board, develop and agree to hiring criteria, policies, and procedures for new faculty members;

Whereas, Some community college districts have hiring policies or collective bargaining agreements that are designed to ensure that part-time faculty are given due consideration when full-time faculty hiring occurs;

Whereas, The latest available figures from the System Office website, Data Mart, show that in Fall 2006, the full-time faculty are 69.49% White, Non-Hispanic and part-time faculty are 70.84% White, non-Hispanic; and

Whereas, Districts must be mindful of the issues of diversity and will need to address diversity in their Model Equal Employment Opportunity Plans;

Resolved, That the Academic Senate for California Community Colleges survey local districts to determine what hiring policies or collective bargaining agreements exist that ensure that part-time faculty are given due consideration when full-time faculty hiring occurs, whether or not these policies or agreements have resulted in more part-time faculty from their ranks becoming

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full-time instructors, and whether or not this has increased the diversity of their full-time faculty on their campuses.

MSC Disposition: Local Senates  
Assigned to: Educational Policies Committee

### 21.0 VOCATIONAL EDUCATION

#### 21.01 F07 Residency Requirements that Delay Credit in Occupational Programs Angela Echeverri, Los Angeles Mission, Educational Policies Committee

Whereas, Many California community colleges delay granting credit for articulated occupational courses that students have taken while in high school until they have completed some minimum number of units at the community college, a practice sometimes referred to as “credit in escrow”;

Whereas, National research suggests that the students who do not immediately receive the credit they earned while still in high school never end up taking advantage of the credit, so the intended benefits of this credit are lost; and

Whereas, Articulation agreements between secondary schools or Regional Occupational Centers and Programs and California community colleges that were forged under Tech Prep programs or under the Academic Senate's new *Statewide Career Pathways: Creating School to College Articulation* Project often include granting secondary students college credit, yet locally, the credit may not be awarded for one or more years;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to eliminate the practice that delays the awarding of credit to secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college.

MSC Disposition: Local Senates  
Assigned to: Transfer and Articulation Ad Hoc Committee

#### 21.02 F07 Proposed Changes to Perkins Guidelines Paul Starer, Foothill College, Area B

Whereas, The federal government has drafted language requiring Perkins funding to be based upon new definitions and indicators, creating new and onerous requirements that will not improve teaching and learning for students enrolled in career technical education programs in California community colleges;

Whereas, These federally designed mandates impinge on areas of academic and professional matters, and such “oversight strategies” have, in the past, notoriously reduced and impeded the educational quality of the programs they have sought to improve;

Whereas, Research clearly shows that multiple measures such as vocational advisory committees and the timely and ever changing updated curriculum that they demand are the best standards of student success; that standardized testing, like that proposed by the federal government,

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disproportionately impacts populations of students that often do not perform well on these tests, many of whom demonstrate through other means that they have mastered the required program content, and who would, in turn, be harmed by relying exclusively on one of the least effective types of assessments; and

Whereas, No data have been presented to justify this radical intrusion of federal standardization, and this proposal unnecessarily abrogates the academic freedom of career technical education faculty whose professional expertise makes them the most qualified to determine the standards by which their students can and should be assessed, and faculty and program accountability and high standards have already been maintained through local advisory groups, state licensing agencies, required governmental reporting mechanisms, classroom examinations, course grading, institutional curriculum oversight, and the regular accreditation process;

Resolved, That the Academic Senate for California Community Colleges express its outrage at the intrusion of the federal government in community college teaching and learning as presented in the proposed Perkins Guidelines; and

Resolved, That the Academic Senate for California Community Colleges express its concerns to appropriate authorities/parties at the state and federal levels and inform college faculty across the state about this inappropriate federal intrusion into the academic and professional lives of community college faculty by these proposed changes to the Perkins Guidelines.

MSC Disposition: Local Senates  
Assigned to: President

### **21.03 F07 Hiring of Occupational Faculty Greg Granderson, Santa Rosa Junior College, Area B**

Whereas, A substantial number of community college faculty are at or near retirement age;

Whereas, There is an ongoing need for qualified faculty to train community college students to fill occupational job vacancies throughout the state; and

Whereas, Some districts have reported a disproportionately low number of full-time occupational faculty hired as compared to the number of transfer/general education faculty hired in recent years;

Resolved, That the Academic Senate for California Community Colleges study whether full-time occupational faculty are, in fact, hired at disproportionately lower numbers at colleges throughout the California Community College System; and

Resolved, That the Academic Senate for California Community Colleges report the results of this research in an appropriate Academic Senate venue.

MSC Disposition: CCCAOE, Local Senates  
Assigned to: Occupational Education Committee

## 2007 Fall Session Referred Resolutions

### **13.08 F07 Improving Faculty Interest in Administrative Leadership John Gerhold, Bakersfield College**

Whereas, Some estimates indicate in the next 10 years, 60% of current administrators will retire;

Whereas, Many colleges have difficulty developing adequate applicant pools for existing administrative positions;

Whereas, Many qualified faculty leaders may be so personally engaged in teaching that they would be reluctant to become administrators if that meant they had to abandon teaching entirely; and

Whereas, If this impediment were removed, more qualified applicants from the faculty ranks may consider moving into administrative roles;

Resolved, That the Academic Senate for California Community Colleges research current policies relating to educational administrators who are allowed to teach and report its findings in a *Rostrum* article or other appropriate venue; and

Resolved, That the Academic Senate for California Community Colleges encourage local districts to examine their policies regarding educational administrators continuing to teach as part of their compensated duties.

MSR Referred to the Executive Committee to perfect and bring back to the Spring 2008 Plenary Session.

### **18.03 F07 Resolution to Affirm Support for Local Curricular Autonomy David Morse, Long Beach City College**

Whereas, The Consultation Council Assessment Task Force recommendations include the suggestion of a pilot project to explore the alignment across colleges of course outcomes for a sequence of composition courses “as a first step in researching the feasibility of implementing a common assessment”;

Whereas, The Consultation Council Assessment Task Force lacked professional representation from composition and reading faculty, who are the experts in assessment in their discipline;

Whereas, The Conference on College Composition and Communication (CCCC) in its Position Statement of November 2006, asserts that “The methods and criteria that readers use to assess writing should be locally developed,” and “There is no test which can be used in all environments for all purposes, and the best assessment for any group of students must be locally determined...”; and

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Whereas, The Consultation Council Task Force itself acknowledged that “Education Code §70902(b)(7) clearly puts responsibility for curriculum under the joint responsibility of the local board and the academic senates of the district, a significant impediment to the implementation of a statewide curriculum in English, mathematics, or ESL”;

Resolved, That the Academic Senate for California Community Colleges resist the implementation of any pilot project or systemwide change that may threaten or in any way diminish the autonomy of individual colleges in curricular decisions or ability to exercise local control over academic standards.

MSR Disposition: Referred to the Executive Committee for immediate action and report back in Spring 2008.

## 2007 Fall Session Failed Resolutions

### **1.01.01 F07 Amendment to Resolution 1.01 Gary Holton, San Diego Mesa College**

Amend the resolve to read:

Resolved, that Academic Senate for California Community Colleges change its Rules to add the Accreditation and Student Learning Outcomes Committee as a standing committee of the Academic Senate.

MSF

### **9.01.01 F07 Amendment to Resolution 9.01 F07 Mike Adams, Modesto Junior College, Area A**

Strike fourth whereas and replace with:

Whereas, The Academic Senate for California Community Colleges has a philosophy that transfer and articulation should be based on course content and objectives and not the mode of delivery;

Amend the resolve to read:

Resolved, That the Academic Senate for California Community Colleges [accept](#) the document “IGETC Standards, Policies, and Procedures (2007)” by the Intersegmental Committee of Academic Senates.

MSF

### **9.05 F07 Regular and Coordinated Reporting on the Impact of Higher Graduation Requirements in English and Mathematics Evelyn Lord, Laney College, Area B**

Whereas, The Academic Senate for California Community Colleges approved resolution 9.03 in Spring 2006 requesting that the Senate research, document and report back to a future plenary session the impact of higher graduation requirements in mathematics and English on California community college students; and

Whereas, Numerous California community colleges have already implemented higher graduation requirements in mathematics and English but no study of the impact of these raised requirements has been disseminated by the Senate;

Resolved, That the Academic Senate for California Community Colleges report the results of the research called for in resolution 9.03 Spring 2006 no later than the Fall 2008 Plenary Session; and

## 2007 Fall Session Failed Resolutions

Resolved, That the Academic Senate for California Community Colleges continue to study the impact of the raised English/mathematics graduation requirements and report annually the results of this study for no fewer than three years.

MSF

### **9.06.01 F07 Standards in Oral Communication** **Robb Lightfoot, Shasta College**

Resolved, That the Academic Senate for California Community Colleges encourage local senates to engage in conversations with the faculty in communication programs to clarify the expectations about the appropriate number of student oral presentations and the rubric criteria used for student presentations in oral communication courses; and

MSF

### **19.02.01 F07 Amend Resolution 19.02 F07** **Julie Bruno, Sierra College, Area A**

Amend resolve to read:

Resolved, That the Academic Senate for California Community Colleges urge local senates to educate their faculty, staff, administrators, and trustees [as to how](#) full-time noncredit faculty [can benefit their](#) college and students.

MSF

### **21.03.01 F07 Hiring of Occupational Faculty** **Greg Granderson, Santa Rosa Junior College, Area B**

Resolved, That the Academic Senate for California Community Colleges encourage districts and colleges to hire more full-time occupational faculty should it discover that a substantial imbalance exists between the hiring of full-time occupational faculty and transfer/general education faculty throughout the California Community College System.

MSF

## 2007 Fall Session Failed Resolutions

### **4.02.01 F07 Concurrent Enrollment for Secondary Students Jane Patton, Mission College, Executive Committee**

Resolved, That the Academic Senate for California Community Colleges begin discussions immediately to inform faculty with the goal of formulating a position on the potential expansion of concurrent enrollment for secondary students; and

Moot

### **4.02.02 F07 Amendment to Resolution 4.02 F07 Kathy Schultz, Columbia College, Area A**

Amend the new second resolve to read:

Resolved, That the Academic Senate for California Community Colleges [gather feedback from local senates and](#) begin discussions immediately with the goal of formulating a position on the potential expansion of concurrent enrollment for secondary students; and

Moot

### **15.01.02 F07 Amendment to Resolution 15.01 F07 Melissa Rifino-Juarez, Rio Hondo College, Area C**

Strike the first resolve.

~~Resolved, That the Academic Senate for California Community Colleges express through the Intersegmental Committee of Academic Senates (ICAS) its concern that a single metric, the CAHSEE, is being used as either the sole or major determinant of high school graduation or the awarding of diplomas; and that more properly, the decision to permit graduation and award the high school diploma should be based on the entirety of the high school performance record, including – but not limited to – test scores;~~

Moot

### **15.01.03 F07 Amendment to Resolution 15.01 F07 Melynie Schiel, Copper Mountain College, Area D**

Amend the first resolve:

Resolved, That the Academic Senate for the California Community Colleges express through the Intersegmental Committee of Academic Senates (ICAS) its concern that a single metric, the CAHSEE, is being used as ~~either the sole or the~~ major determinant of high school graduation of the awarding of diplomas; and that more properly, the decision to permit graduation and award the high school diploma should be based on the entirety of the high school performance record, including – but not limited to – test scores; and

## 2007 Fall Session Failed Resolutions

Strike the second resolve.

~~Resolved, That the ASCCC join ICAS in encouraging two other uses of CAHSEE scores as part of effective and proper school accountability system: 1) to target those schools demonstrating lower pass rates for investment with the resources necessary to raise quality; and 2) to counsel those students not passing the CAHSEE of the value of improving their competencies and of how they might do so (such as making use of the community colleges); and~~

Moot