

1 Degree and Certificate Awards in Response to the New Funding Formula

Whereas, The Student Centered Funding Formula that was enacted by the Governor's 2018-19 Budget Trailer Bill on June 27, 2018¹ provides monetary incentives for college districts to award the Associate Degree for Transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or Associate Degrees for Transfer than larger colleges, as well as colleges that lack robust degree audit programs, as it will be more difficult to auto-award degrees and certificates;

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

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University do not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

2 Equalize Noncredit and Credit Curriculum Approval Processes

Whereas, The Curriculum Streamlining Processes², announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of Associate

¹ http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf

² http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf

Degrees for Transfer, and new credit programs with a goal of local program with the exception of new CTE credit programs and apprenticeship;

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question, “Can a college require a noncredit support course?” that had a response of, “Yes, ...” in the *FAQ on AB 705*³ from the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit and credit curriculum approval processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

3 Academic Senate for the California Online Community College

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to “Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019”;⁴

Whereas, “The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees” and has directed action to exercise jurisdiction over “Policies for and approval of courses of instruction and educational programs” and “Procedures . . . to ensure the right of the college’s academic senate to make recommendations in the areas of curriculum and academic standards”⁵ though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads “The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges”;⁶ and

³ https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf

⁴ <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

⁵ https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf

⁶ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=70901.

Whereas, California Code of Regulations Title 5 §53200 states curriculum and program development are academic and professional matters;⁷

Resolved, That the Academic Senate for California Community Colleges (ASCCC) recommend to the California Community Colleges Board of Governors that they authorize the ASCCC to act as the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establish an academic senate.

Contact: Julie Oliver, ASCCC Online Education Committee

4 Local Adoption of the CVC-OEI Course Design Rubric

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric and offered through the CVC-OEI Course Exchange have a success rate 4.9 percentage points above the statewide average; ⁸

Whereas, California Code of Regulations Title 5 §55206 maintains districts’ local authority to determine if courses will “be provided through distance education”;⁹

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

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

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

Contact: Julie Oliver, ASCCC Online Education Committee

5 Flexibility in Local Curriculum Submission Deadlines

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges July, 10, 2018,¹⁰ and changes to Title 5 Regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

⁷[https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

⁸<http://ccconlineed.org/about-the-oei/governance/consortium-expansion/>

⁹[https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019; and

Whereas, Many colleges have curriculum submission deadlines in September 2018 for courses to be offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines.

Contact: Ginni May, Executive Committee

6 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices

Whereas, The Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018¹¹ are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)¹² require colleges to use multiple measures for student assessment and placement; and

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, and in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to revise the Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018¹³, to include the use of multiple measures consisting of more than high school grade point average; and

¹⁰ AB 705 Implementation Memo 7-10-2018: https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf

¹¹ AB 705 Implementation Memo, July 10, 2018: https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf

¹² Title 5 §55502(i): [https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

¹³ AB 705 Implementation Memo, July 10, 2018: https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf

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

Contact: Ginni May, Math and Quantitative Reasoning Task Force

7 Support for UC Associate Degrees for Transfer in Physics and Chemistry

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) the commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, There have been long standing issues associated with Associate Degrees for Transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the Academic Senate of the University of California (UC) has resulted in proposed UC AD-Ts¹⁴ in both chemistry and physics that are aligned with the expectations of undergraduate preparation in those degrees and includes guarantee admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Academic Senate of the University of California to offer these UC Associate Degrees for Transfer in Physics and Chemistry by fall 2019.

Contact: Rebecca Eikey, Executive Committee

8 Encourage Dialog about Equivalency Practices

Whereas, Use of equivalency is required by California Education Code §87359 and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate's experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal

¹⁴ https://asccc.org/sites/default/files/UC%20Pathways_Physics_Template%20-%20edited%209-4-18.pdf
https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf

academic education, especially in career technical education disciplines where industry professionals may be experts in their field without having completed an associate's degree;

Whereas, equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate's degree, particularly the general education component; and

Whereas, Resolution 10.05 (Spring 2017) called for the Academic Senate for California Community Colleges "to develop and disseminate resources that empower local senates to evaluate and assess" the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office in Spring 2019 to facilitate dialog among senates and equivalency committees about equivalency practices and about determining equivalencies to the associate's degree.

Contact: Cheryl Aschenbach, ASCCC Executive Committee

9. Guided Self-Placement

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

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;¹⁵

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

Whereas, AB 705 (Irwin, 2017) states "When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students";

¹⁵ Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

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

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students, even those with complete high school transcripts, access to the local guided self-placement process.

Janet Fulks, ASCCC Guided Pathways Faculty Lead - Capacity Building, AB 705 Task Force

10. AB 705 and Financial Aid

Whereas, The local implementation of AB 705 (Irwin, 2017) includes the development of new and expansion of existing concurrent support options that may include co-requisite support courses;

Whereas, Some co-requisite implementations has increased the unit load to as high as 9 units for a single course, and not successfully completing these courses may have serious effects on students' financial aid eligibility, including the permanent loss of financial aid at a college when students are not successful in at least 66% of their coursework two semesters in a row;¹⁶

Whereas, The new Student Centered Funding Formula provides increased funding for early completion of transfer-level English and quantitative reasoning, thereby influencing student education plans to include these courses within the first semester or first year; and

Whereas, The Default Placement Rules distributed in the AB 705 Implementation Memo (July 2018)¹⁷ acknowledge that many students may only succeed at very low rates when being placed directly into transfer-level courses;

Resolved, That the Academic Senate for California Community Colleges urge local colleges to consider the potential impact of increased-unit courses and success rates on financial aid when creating support for AB 705 (Irwin, 2017) innovations.

Janet Fulks, AB 705 Task Force

11. AB 705 and Support Course Options

¹⁶https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Satisfactory_Academic_Progress.pdf
<https://www.depaul.edu/admission-and-aid/financial-aid/maintain-eligibility/sap/Pages/default.aspx>
<https://studentaid.ed.gov/sa/eligibility/staying-eligible#satisfactory-academic-progress>

¹⁷ https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_.pdf

Whereas, AB 705 (Irwin, 2017) requires students have a process to complete transfer-level composition course and a transfer-level quantitative reasoning course within two prime semesters (three prime quarters);¹⁸

Whereas, Many colleges are exploring curricular options include providing support for coursework by adding time and units to courses to increase the likelihood that students will be successful on their first attempt; and

Whereas, Some innovations include adding a laboratory unit which represents up to 3 additional hours a week but does not require the additional outside-of-class assignments required for lecture units;¹⁹

Resolved, That the Academic Senate for California Community Colleges (ASCCC) encourage California community colleges to examine innovative options for support that take into account the actual student work hours—in class, out of class, laboratory, and/or lecture—required by such options;

Resolved, That the ASCCC encourage California community colleges' local academic senates to analyze the impact of such innovations and work with their union partners to make sure that faculty work conditions and load enable the best strategies to support students; and

Resolved, That the Academic Senate for California Community Colleges develop resources on different types of support courses that comply with AB 705 (Irwin, 2017) and disseminate those resources to colleges by the July 2019 Curriculum Institute.

Janet Fulks, ASCCC AB 705 Task Force

12. Metrics and Coding Cleanup

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

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements resulting in rates that are not representative of the correct coursework or student populations in many cases;²⁰

¹⁸ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

¹⁹ <https://www.asccc.org/content/credit-where-credit-due-incongruities-value-lab-and-lecture>

²⁰ Rostrum: Searching for an Authentic Definition of Student Success

<https://www.asccc.org/content/searching-authentic-definition-student-success>

See also Rostrum: [TOP Code Alignment Project and Impacts on Local Coding](https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding)

<https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>

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

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, 2017);

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Janet Fulks, ASCCC AB 705 Task Force

13. Guided Pathways, Strategic Enrollment Management and Program Planning

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;²¹

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

²¹<https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>
https://asccc.org/sites/default/files/ClassCapsS12_0.pdf
Enrollment Management Revisited 2009
https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf
Resolution S09 17.02 <https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>
Resolution F11 13.04 Course Development and Enrollment Management
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>
Resolution 09.03 [2013Fall Datamart Progress Tracking for California Community College ESL Coding](#)
Resolution 09.06 [2009Spring Correct Coding for Non-degree Applicable Basic Skills \(referred to by MIS as CB08**\) versus Degree Applicable Courses](#)

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to include broad representation, program expertise, and general education experts; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring it to the Fall 2019 Plenary Session for adoption.

Janet Fulks, ASCCC Guided Pathways Faculty Lead - Capacity Building, AB 705 Task Force

14. Adopt the Guided Pathways Glossary

Whereas, Resolution 13.02 Spring 2018 directed the Academic Senate for California Community Colleges to create a Guided Pathways handbook, and Resolution 13.03 Spring 2018 directed the Academic Senate to conduct research on Guided Pathways outcomes in California;

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

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

Resolved, That the Academic Senate for California Community Colleges adopt the [Guided Pathways Glossary of Terms](#) for distribution and to provide guidance on further efforts.

Janet Fulks, ASCCC Guided Pathways Faculty Lead - Capacity Building