



# Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President

**Recorder:** Noemi Monterroso, Secretary

**Date:** May 4th, 2023

**Time:** 2:00-3:30 p.m.

**Location:** **In Person – Board Room**

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**Senators**

- Barragan-Echeverria, Theresa
- Ekimyan, Roza
- Estrada, Harvey
- Corona-Ramirez, Desiree
- Hobbs, Charles
- Madrid, Vanessa
- Mason, Don
- Martinez, Jose Manuel
- Martinez, Victoria
- Maruri, Carlos
- McPatchell, David

- Mills, Jesse
- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Ornelas, Miguel
- Schwitkis, Kent
- Tavaraz, Juan
- Thomas, Shirley
- Van Overbeck, Michael
- Villalobos, Jose

- Woodward, Valerie
- Ex-Officio Voting Members**
- Conn, Brad-DEFC
- Moore, Sean-Curric. Chair
- Morales, Janette-Un. Pres.
- Diaz, Corina-FDC Chair
- Guests**
- Berger, Sheri-VP Acc. Aff.
- DeLilly, Carol-Dean of Nurs

## Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from April 6th, 2022**
- 4. Reports (15 min)**
  - a. President's Report
  - b. ASG Report
  - c. Vice President's Report
  - d. Accreditation Faculty Coordinator Report
  - e. Academic Affairs Report
  - f. Curriculum Report
  - g. Distance Education Faculty Coordinator Report
  - h. Faculty Development Report
  - i. Enrollment Committee Report
  - j. OER Committee Report
  - k. LGBTQ+ Committee Report
  - l. FYE Committee Report
  - m. SLO Coordinator Report
- 5. Consent Items**
  - a. Course Inactivations: ATEC 111 - Brakes, Suspension and Four Wheel Alignment; ATEC 122 - Introduction to Engine Performance, Electrical and Fuel Systems; ATEC 127 - Electrical, Electronics and Computer Controlled systems; ATEC 133 - Transmissions, Drive Train and Drive Axles; and ATEC 141 - Engine Rebuilding.
  - b. 6-year Course Review; Distance Education: ENGL 248 - Modern Literature of Latin America; and NFOO 110- Nutrition.
  - c. 2-Year CTE Course Review; SLO Update: WELD 101 - Introduction to Welding Process.
  - d. Catalog Description: Math 99 – Independent Study.
- 6. Unfinished Business**
- 7. New Business (5 min)**
  - a. Election – Senate President Elect – Statement of Candidacy and Q & A
  - b. Outreach and Recruitment Plan
  - c. Dr. Karis Wong's Application for Equivalency in Anatomy and Physiology
  - d. OER Policy
  - e. Cosmetology Teacher Training
  - f. Academic Freedom Resolution
  - g. Artificial Intelligence Mindful Syllabus Statements
- 8. Discussion Items**
  - a. Student Retention at Compton College – Teaching and Learning Plan
  - b. Faculty & Staff Retention at Compton College
  - c. Senate Sub-Committee Chairs Having to Attend Senate Meetings
  - d. Student Photo ID
  - e. Co-Teaching Off-Site Courses
  - f. Employers' Preference for Skills vs. Degrees – What Can We Do to Remain Relevant?

- g. Ideas of Issues to Tackle as a Senate

## 9. Informational Items

- a. LGBTQIA+ Resolution Authored by Sean Moore Passes During Spring ASCCC Plenary
- b. California's Chancellor's Office Places Community College Bachelor Degrees on Hold
- c. CCSSE (Campus Climate) Survey – Remind Students to Complete
- d. Real College Survey – Remind Students to Complete
- e. Guided Pathways Summit – Friday, May 5<sup>th</sup>, 9:30-11:30 am
- f. Committee Vacancies
  - i. Curriculum Committee: 1 BIST, 1 HEPS, 1 SSCI – **High Priority**
  - ii. Institutional Effectiveness Committee: 1 Faculty
  - iii. Senators: 1 Adjunct
  - iv. Faculty Development Committee Members: All Divisions
  - v. Enrollment Committee – 1 Faculty
- g. Newly Elected Senators
  - i. BIST – Sean Moore, Michael Van Overbeck – all 3 year terms
  - ii. FACH - Andree Valdry, Juan Tavarez, Mandeda Uch – all 3 year terms
  - iii. HEPS – Division Meeting Coming Up
  - iv. SSES - Pam West, Nathan Lopez – all 3 year terms
  - v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.

## 10. Future Agenda Items

- a. May 18 – ISER – 2<sup>nd</sup> Read

## 11. Public Comment

## 12. Adjournment

**Next Scheduled Meeting: May 20th**

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
September 1	Zoom	March 2	Zoom
September 15	Zoom	March 16	SSC 108
October 6	Zoom	April 6	Board Room
October 20	Zoom	April 20	Board Room
November 3	Zoom	May 4	Board Room
November 17	Zoom	May 18	Board Room
December 1	Zoom	June 1	Board Room

Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



## CCC Academic Senate Roster 2021-2022 (26 Senators)

### Officers:

President/Chairperson	Minodora Moldoveanu (22-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (22-24)

### Members:

#### **Fine Arts, Communication and Humanities (5)**

Charles Hobbs (21-24)  
 Vanessa Madrid (21-23)  
 Harvey Estrada (20-23)  
 Juan Tavarez (20-23)  
 Valerie Woodward (20-24)

#### **Counseling (5)**

Noemi Monterroso (21-24)  
 Carlos Maruri (21-24)  
 Theresa Barragan-Echeverria (20-23)  
 Desiree Corona-Ramirez (20-23)  
 Janette Morales (20-23)

#### **Social Sciences (3)**

Jesse Mills (21-24)  
 Vacancy (20-23)  
 David McPatchell (20-23)

#### **Business and Industrial Studies (3)**

Vacancy (21-24)  
 Sean Moore (20-23)  
 Michael Van Overbeck (20-23)

#### **Science, Technology, Engineering and Mathematics (5)**

Kent Schwitkis (20-23)  
 Jose Villalobos (20-23)  
 Jose Manuel Martinez (20-23)  
 Miguel Ornelas (22-25)  
 Vacant (20-23)

#### **Health and Public Services (3)**

Don Mason (20-23)  
 Shirley Thomas (21-24)  
 Vacant (20-23)

#### **Adjunct Faculty (2)**

Vacant (22-25)  
 Victoria Martinez (20-23)

**Ex Officio Voting Members**

Janette Morales – Union President (22-24)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Brad Conn – Distance Education Faculty Coordinator (22-24)



# Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President

**Recorder:** Noemi Monterroso, Secretary

**Date:** April 20th, 2023

**Time:** 2:00-3:30 p.m.

**Location:** **In Person – Board Room**

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**Senators**

- Barragan-Echeverria, Theresa
- Ekimyan, Roza
- ~~Ellis, Stephen~~
- Estrada, Harvey
- Corona-Ramirez, Desiree
- Hobbs, Charles
- ~~Kahn, Mahbub~~
- Madrid, Vanessa
- Mason, Don
- Martinez, Jose Manuel
- Martinez, Victoria

- Maruri, Carlos
- McPatchell, David
- Mills, Jesse
- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Ornelas, Miguel
- Schwitkis, Kent
- Tavarez, Juan** (Fall 2023)
- Thomas, Shirley
- Van Overbeck, Michael

- Villalobos, Jose
- West, Pamela
- Woodward, Valerie
- Ex-Officio Voting Members**
- Conn, Brad-DEFC
- Moore, Sean-Curric. Chair
- Morales, Janette-Un. Pres.
- Diaz, Corina-FDC Chair
- Guests**
- Berger, Sheri-VP Acc. Aff
- DeLilly, Carol-Dean of Nurs

- Senators**
- Barrag
- Ekimy
- Ellis, S
- Estrada
- Corona
- Hobbs
- Kahn,
- Madric
- Mason
- Martin
- Martin

## Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

### 1. Call to Order at 2:08PM

### 2. Approval of Agenda

- Sean M. motioned to approve agenda. Roza E. seconded. Approved

### 3. Review and Approval of Minutes from April 6th, 2022

- Kent S. motioned to approve minutes. Valerie W. seconded. Approved

### 4. Reports (15 min)

- a. President's Report – Minodora Moldoveanu
  - Sean and Minodora are in ASCCC Spring Plenary. One news from Plenary (has been e-mailed) is that they have made edits to the mission of community colleges without getting input from stakeholders. ASCCC is worried about the change that has been made because it moves away from people that do not want to earn a degree. Another news is that ASCCC also wants to codify academic freedom so that it is in legislature. Also, they are trying to extend OER funds; originally it was for 6 years but we are already in 5<sup>th</sup> year and there is more work that needs to be done
  - The Equivalency committee met and decision will be in next Senate meeting
  - Taskforces are meeting to write resolution for academic freedom and AI optional syllabus statement. Trying to create another taskforce to view demonstrations for e-syllabus companies
- b. ASG Report
  - Not Present
- c. Vice President's Report – Carlos Maruri
  - Elections are coming up for anyone that wants to run for President Elect
- d. Accreditation Faculty Coordinator Report
  - Lauren S.: Committee has published the most recent ISER and it's on website. Requesting feedback from everyone. It is also included as first read in today's Senate agenda. Feedback can be related to content or grammar
- e. Academic Affairs Report – Sheri Berger
  - DEI advisory committee has submitted AR4105 for approval
  - Will be sending a new AR 3722: Hardware/Software Purchases as an Information Item on agenda
  - A new area that is coming to Compton College is Incarcerated Education. Currently College of Canyons has been offering courses at the CRDF (women's prison in Lynwood) with approval from the Sheriffs. College of Canyons was given permission by Compton College to come in during the Compton College transition (El Camino to Compton College) because we weren't able to provide that service. Sheri B. is currently trying to arrange for faculty and dean that oversees program to come to Senate meeting to provide a brief presentation about their program. College of Canyons would provide curriculum. There are a lot of components that may require Substantive Change to our curriculum (i.e., no internet, all paper application and homework, potential lockdown, etc.). Hopefully we can do this by fall 2024.
    - Corina D.: Are we also considering or looking into juvenile delinquency?
      - Sheri B.: The Sheriff contacted College of Canyons for this service (education courses for women in dealing with anger management, substance abuse,

parenting, life skills, career skills, etc.) since they already provided in the L.A. area. We are currently only looking at CRDF since that is something that the Sheriff has asked for

- f. Curriculum Report – Sean Moore
  - Attending ASCCC with Minodora and attended a workshop regarding SEM. There was a DEIA toolkit component to it that they will be presenting next week during the curriculum committee meeting. This presentation will be a PD opportunity
- g. Distance Education Faculty Coordinator Report
  - Not Present
- h. Faculty Development Report – Corina Diaz
  - During a meeting there was clarification on professional development and process. A lot of faculty noted that a lot of external PD was not being recorded. Nelson went over the different forms during their meeting. Nelson mentioned that the Deans are the ones that get the first alert to approve the PD, then it goes to Nelson. If external PD is not being recorded, faculty should connect with their dean to make sure they have approved it
  - During a meeting, the group discussed PD day and having enough choices for people to have a better opportunity to meet their needs. It seems like faculty don't usually have the opportunity to go to different trainings. How can we achieve the balance with what the president wants to do, guest speakers, and have faculty trainings?
    - Minodora: We offer opportunities for faculty to provide recommendations for PD. We also have PD liaisons that can provide those recommendations
- i. Enrollment Committee Report
  - No Report
- j. OER Committee Report
  - Not Present
- k. LGBTQ+ Committee Report
  - Desiree Corona-Ramirez: Started LGBTQ+ student club; Desiree and Susan Johnson are advisors for club
  - Looking to collaborate with City of Compton for 2<sup>nd</sup> annual LGBTQ+ pride
  - LGBTQ+ movie night will be next month
- l. FYE Committee Report
  - Not Present
- m. SLO Coordinator Report – Jose Martinez
  - Will meet on May 1<sup>st</sup>. By then, they will have identified all the faculty that will help write the reports. Need to work on 2<sup>nd</sup> round of SLO reports

## 5. Consent Items

## 6. Unfinished Business

## 7. New Business (5 min)

- a. Compton College ISER
  - **Desiree C.R. motioned to open discussion on item 7a. Jesse M. seconded**
  - Minodora M.: Recommends that Senate split the ISER to review separately and provide feedback through the form that is on Accreditation website (in ISER section). On the Microsoft form, you have to put in the section that you are commenting on; you can tell them the changes or copy and paste the change
    - Theresa and Roza – 1a
    - Harvey and Desiree – 1b
    - Charles and Vanessa – 1c

- Don and Jose M. – 2a
- Victoria and Carlos 2b
- David and Jesse – 4
- Minodora and Noemi – 2c
- Sean and Janette – 3a
- Miguel and Kent – 3b
- Shirley and Jose V. – 3c
- Michael, Pamela, and Valerie – 3d
- **David McP motioned to close discussion on item 7a. Kent S. seconded**
- b. Election – Senate President Elect Nominations
  - **Desiree C.R. motioned to open item 7b. Theresa B.E. seconded**
  - David McP nominated Sean Moore. Michael V. seconded. Sean Moore accepted nomination
  - Janette M. nominated Carlos Maruri. Carlos Maruri declined nomination
  - Janette M. nominated Jesse Mills. Jesse Mills declined nomination
  - Carlos M. nominated Janette Morales. Janette Morales declined nomination
  - Minodora M. nominated Desiree Corona Ramirez. Desiree Corona Ramirez declined nomination
  - Janette M. nominated Kent Schwitkis. Kent Schwitkis declined nomination
  - **David McP. motioned to close discussion on item 7b. Michael V. seconded.**

## 8. Discussion Items

- a. Teaching and Learning Projects – Completing the Application
  - **David McP. motioned to open discussion on item 8a. Harvey E. seconded**
  - Pilar Huffman reviewed application for Compton College 2024 Faculty Teaching and Learning Action Plan. Application is due May 15<sup>th</sup>
    - Purpose is to involve faculty in the PD process. Faculty provides the recommendation then Pilar makes it happen if it's approved; faculty just have to let them know what they want to be done. On the application, the lead can be Pilar or PD liaison
  - Feel free to email Pilar with any questions
  - Carlos M.: what do we put in “Explain How...” since it's not in the sample?
    - Pilar: it's a new area but can help when you are filling it out
  - **David McP. motioned to close discussion on item 8a. Charles H. seconded**
- b. Rocket Program at Compton College
  - **Desiree C.R. motioned to open discussion on item 8b. Theresa B.E. seconded**
  - Kent S.: We have a rocket program that is at Compton airport where a number of STEM students go and play. Right now, all the individuals that are there are Compton alumni. This is one of the activities for STEM club; they build a rocket that goes into space. There is currently a contest for 4-year schools (it's \$1million win); community colleges were not allowed in. Compton College decided to do it anyways as not part of contest. Now, Foster Bishop and other individuals are interested in outfitting a rocket lab on campus (we need to provide room and they would outfit it with the lab/materials). Dr Curry has reached out for more details but hasn't heard anything.
  - We would build a small set of rockets on campus and launch them out in an effort to recruit. A program with the Sheriff's department exists and can get more details. Kent S. will also contact Foster to hopefully convince him to do something similar as Alpha Rocket Factory
  - There are a lot of aerospace jobs in southland. A lot of campuses on southland are producing technicians for the aerospace companies in the neighborhood

- Sheri B.: There was a public comment speaker in BOT meeting that mentioned a \$10million donation that was being pulled. The information in the presentation was exaggerated. For example, they mentioned that Orange Coast had curriculum approved and facilities reserved for a similar program; Sheri reached out to their VP Academic Affairs and they said that it is only in talks. Dr. Curry is in support of Kent S. and this effort but we need more clarity on this endeavor
  - David McP: Have you reached out to Rockwell; it has an education division that helps community colleges?
  - **David McP. motioned to close discussion on item 8b. Jesse M. seconded**
- c. Retention at Compton College
- **Desiree C.R. motioned to open discussion on item 8c. Vanessa M. seconded**
  - Minodora M.: Some campuses have data coaches for each program that work with each faculty to look at course data to see where in the course you lose the most students in order to create strategies to mitigate that. What would it take for each division/department to sit down and look at the data (outside of program review)? How can we retain our students?
  - Sean M.: Was at presentation at ASCCC and they talked about importance of using data effectively. They discussed that reasons students drop from course is not due to professors, but due to financial struggles, personal commitments, and other challenges.
  - Minodora M: Teaching Men of Color (Professor Harris). Book mentioned that faculty and how they handle the classroom and relationship with students has a 30% impact on their success in college
  - Corina D.: Works hard with students to ensure that they are able to succeed in class. Spends a lot of time with students and refers to appropriate resources like tutoring but the quality of services are not good. For example, students reported to her that when they attend online tutoring, the tutor never attended the session. Also provides referral get accommodations but students get told they need to be tested first (which has a negative stigma with many students). Retention is on the shoulders of the institution itself, we need to provide the resources for students with no strings attached (no need to test or be part of a program). Current resources are not meeting student needs
  - Desiree C.R: Agrees with previous statements. Guided Pathways Summit will be in two weeks and will focus on equitable strategies and working with faculty and student services. Highly encourages all faculty to participate to collaborate with student services
  - Sheri B: If there are any issues with tutoring through SSC reach out to Shalisa Hodges. Lauren also has started data dates to start conversation on looking at course data
  - Vanessa M.: What is Early Alert process? There was disconnect/feedback loop; some alerts are closed after 6-7 weeks. We should also talk about retention for faculty and staff
  - Sean M.: We should also keep track of qualitative data (student narratives). Each division/department/course also has specific challenges. For example, Cosmetology course materials costs \$2,000 and some students can't afford that; some students are able to get the kit through scholarship program and they are the students that stay/complete
  - **Desiree C.R. motioned to close discussion on item 8c. Jesse M. seconded.**
- d. Ideas of Issues to Tackle as a Senate
- **Carlos M. motioned to open discussion on item 8d. Sean M. seconded**
  - Focus on retention of faculty and staff
  - Build up collegiality; communication skills to build sense of belongingness on campus
  - Revisit Campus civility
  - A survey (similar to Campus Climate) to gather ideas from campus
    - Gather more qualitative information

- Team building activities; faculty mixers
- Agenda item will be brought back to next meetings
- **Carlos M. motioned to close discussion on item 8d. Michael V. seconded**

## 9. Informational Items

- a. CCSSE (Campus Climate) Survey – Remind Students to Complete
- b. Real College Survey – Remind Students to Complete
- c. Committee Vacancies
  - i. Curriculum Committee: 1 BIST, 1 HEPS, 1 SSCI – **High Priority**
  - ii. Institutional Effectiveness Committee: 1 Faculty
  - iii. Senators: 1 Adjunct
  - iv. Faculty Development Committee Members: All Divisions
  - v. Enrollment Committee – 1 Faculty
- d. Newly Elected Senators
  - i. BIST – Sean Moore, Michael Van Overbeck – all 3 year terms
  - ii. FACH - Andree Valdrey, Juan Tavarez, Mandeda Uch – all 3 year terms
  - iii. HEPS – Division Meeting Coming Up
  - iv. SSCI - Pam West, Nathan Lopez – all 3 year terms
  - v. STEM – Kent Schwitkis – 3 year term, Jose Villalobos – 3 year term, vacant – 2 year term, vacant – 2 year term.
  - vi. There will be a new senator orientation for all new senators

## 10. Future Agenda Items

- a. May 4 – Senate President Elect Election – candidates present statement of candidacy
- b. May 18 – ISER – 2<sup>nd</sup> Read

## 11. Public Comment

## 12. Adjournment at 3:31pm

**Next Scheduled Meeting: May 4th**



COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

<u>FALL 2022</u>	<u>LOCATION</u>	<u>SPRING 2023</u>	<u>LOCATION</u>
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Per the *Brown Act*, all votes must be recorded by name. Only Nos and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



# 2023-2024 Outreach and Recruitment Activities Plan DRAFT

## Overview

The Outreach and Recruitment Plan focuses on the Connection and Entry phases of the Tartar Completion by Design framework. Connection centers on initial interest through submission of the admissions application, while Entry centers on enrollment through completion of “Gatekeeper” courses. The graphic below visually illustrates the Tartar Completion by Design Framework.



Moreover, the Outreach and Recruitment Plan aligns with Goal 1 of the [Compton College 2024 Enrollment Management Plan](#): develop and implement a long-range, comprehensive, and strategic plan for increasing outreach to first-time students, including traditional and non-traditional students.

The Outreach and Recruitment Plan also aligns with the [2022-2023 Compton CCD Board of Trustees Goals](#), the [2022-2023 President/CEO Priorities](#), and the [Compton College 2024 Comprehensive Master Plan, Certificated](#)

[Bargaining Unit Agreement](#), as well as Classified Staff and Administrative job descriptions to increase outreach opportunities within our District.

## Outreach and Recruitment Goals

Compton College has three Institutional-Set Goals for **Connection through Entry**:

- Successful Enrollment - CC 2024 Action Plan, Student Equity Plan, Student Centered Funding Formula, Tableau [IE Evaluation of Planning Goals November2021.pdf \(compton.edu\)](#)
- Number of Dual Enrollment Students, and
- Student Readiness Rate

Table 1 below shows Compton College’s Evaluation of Institutional-Set Goals Fall 2021 and the goals associated with Connection through Entry, which aim to improve students’ successful enrollment, dual enrollment, and Student Readiness Rate: Completion of Core Services which includes New Student Orientation and Educational Planning.

Achievement Measure	2016-17	2017-18	2018-19	2019-20	2020-21	AVG	AVG + %	Goal
<b>*Successful Enrollment</b> (Applicant Yield Rate, student count) <i>Guided Pathway North Star, Equity</i>	34% (3,175)	34% (2,904)	32% (2,527)	43% (4,776)	45% (3,517)	37% (3,365)	38% (3,533)	45%
<b>Number of Dual Enrollment Students</b>	1,114	1,150	1,391	1,863	1,600	1,561	1,639	1518
<b>Student Readiness Rate</b> (Core Service Completion)	54.7%	72.3%	67.4%	...	...	65%	68%	100%

\*Measures with an asterisk come from the Student Success Metrics [dashboard](#) provided by Cal-PASS Plus or the [CO dashboard](#)

And refer to: <https://public.tableau.com/app/profile/sean.whaley/viz/ApplicationYield2014-15to2019-20/ApplicationYield>

## Measuring Impact/Effectiveness

Data is essential to measure the impact/effectiveness of the proposed outreach and recruitment activities plan. The following provides an overview of proposed assessment measures and deliverables.

- 1) Improve the onboarding process to increase successful enrollment of a diverse student population that is reflective of the Compton Community College District community.
  - a. Increase the number of inquiries for each target audience
  - b. Increase application to registration yield
- 2) Meet the **Connection through Entry** Institutional-Set Goals:
  - a. 45% Successful Enrollment
  - b. 1,518 Dual Enrollment Students
  - c. 100% Student Readiness Rate

## Data Needs

The following resources are needed to measure the impact/effectiveness of the Outreach and Recruitment Activities.

1. Community/Environmental Survey/Scan
2. Prospective Student Database (CRM Recruit)
  - a. Inquiries via Prospective Student Forms
  - b. Event Attendance
  - c. Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply)
3. Successful Enrollment
  - a. Current enrollment breakdown by student type
  - b. Enrollment targets by student type
4. Number of Dual Enrollment Students (define AB288)
  - a. Number of Dual Enrollment Students by:
    - i. High School
    - ii. Gender
    - iii. Students who may not be college bound
      1. Grade point average below 2.0
      2. Not proficient in the English Language Arts/Literacy and Mathematics
    - iv. English Language Learners
    - v. Disproportionately Impacted Student Groups
      1. American Indian
      2. Black or African American
      3. Pacific Islander
      4. White
      5. Disabled
      6. Foster Youth/Guardian Scholars
      7. LGBTQ+
      8. Asian
5. Student Readiness Rate: Core Services completion by Guided Pathway Division, Categorical Program, and Special Programs.
  - a. Implement Core Services completion case management
  - b. Collaborate with faculty to give students extra credit points for the completion of the New Student Orientation and Comprehensive Educational Plan

**Measuring Impact:** *These data are measured annually to inform practice.*

Questions	Data	Timeline	Lead
How effective are the outreach activities? Is enrollment increasing?	Increase the number of inquiries for each target audience  Meet the <u>Connection through Entry</u> Institutional-Set Goals: <ol style="list-style-type: none"> <li>a. 45% Successful Enrollment</li> <li>b. 1,206 Dual Enrollment Students</li> </ol> 100% Student Readiness Rate	Annual in October	Director, IE

Are our Outreach activities supporting equity in access to Compton College?	Disaggregated Institutional Set Goals. a. 45% Successful Enrollment b. 1,206 Dual Enrollment Students  100% Student Readiness Rate	Annual in October	Director, IE
-----------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------	--------------

**Data Use for Improvement:** *These data are measured continuously and regularly by the college to inform practice.*

Questions	Data	Timeline	Lead
Which outreach activities are attracting prospective students? Why?	Inquiries via Prospective Student Forms Event attendance by event type Number of applicants not yet registered (triangulate data from CRM recruit to CCCApply) Comparison of data across school districts, high schools, and other groups Tracking announcements via QR codes to determine where prospective students found out about events, information Surveys	Ongoing with each event	VP Student Services, Director of Educational Partnerships
Is the dual enrollment offering successfully targeting all high school students?	Number of Dual Enrollment Students by high school, gender, students who may not be college-bound, English Language Learners, and disproportionately impacted student groups.	Annual	VP Student Services, Director of Educational Partnerships

## Steps to Enrollment

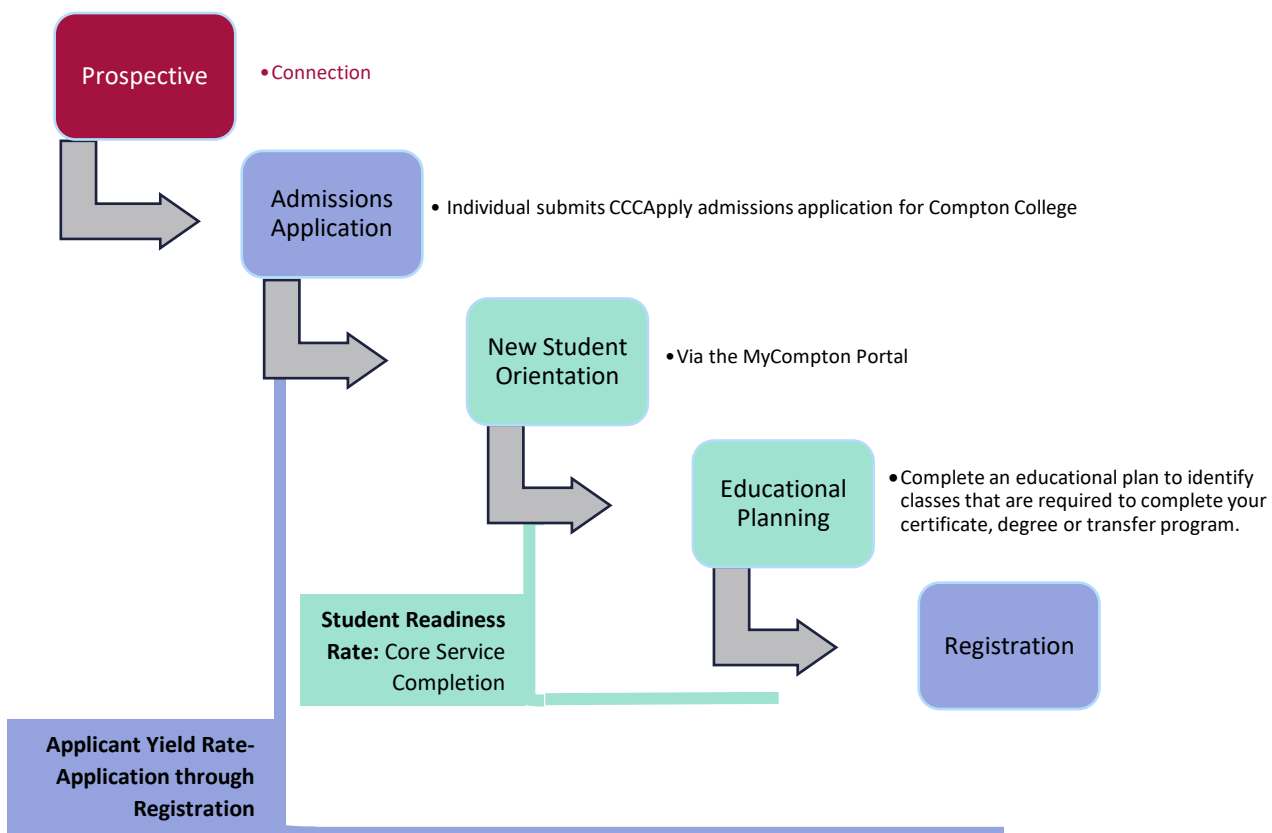
Successful enrollment requires that students complete the Steps to Enrollment. The intent of the Steps to Enrollment is to ensure that students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their educational objectives in a timely manner. Below are Compton College's Steps to Enrollment.

1. Application- submit a free CCCApply admissions application, online Financial Aid (Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA).
2. New Student Orientation- is an introduction to academic programs and support services.
3. Educational Planning- Meet with a counselor and complete an educational plan to identify classes that are required to complete a certificate, degree, or transfer program.

- Register for classes- *Student moves to the Entry Phase of the Tartar Completion by Design Framework.*

Diagram 1 below illustrates the Steps to Enrollment in relation to the Institutional Set Goals referenced in Table 1 above for Successful Enrollment and Student Readiness Rate. The diagram shows that Outreach and Recruitment Activities should be tailored based on an understanding of the Steps to Enrollment, which begins with faculty, classified professionals, and administration engaging in positive interactions to connect with prospective students to encourage them to apply to the college, and complete the core services, and register in courses.

Diagram 1: Steps to Enrollment Relationship to Compton College’s Institutional Set Goals



## Current Outreach and Recruitment Focus Areas

Enrollment Management Plan Goal #2 - Strategy #5 Increase student awareness of Compton College Promise Program benefits and ensure successful completion of the Steps to Enrollment, selection of a Guided Pathway Division, and participation in student support programs.

*Enrollment Management Plan Goal #2: Update memorandums of agreement and maintain partnerships with Compton College Promise Program partnership districts*

1. Oliver W. Conner College Promise Program Eligible Students
  - a. List existing criteria here for 2022-2023...
  - b. Class of 2019, 2020, 2021, and 2022 high school graduates
  - c. Students who applied to the Promise program but did not register
2. Dual Enrollment
  - a. Afternoon College
  - b. Early College High School
  - c. Assembly Bill (AB) 288 Agreements
3. Applied and Not Registered (2018-present)
4. Parents and Guardians
  - a. Parents of Promise-eligible students
  - b. Parents of Dual Enrollment students
5. Disproportionately Impacted Student Groups
  - a. American Indian
  - b. Black or African American
  - c. Pacific Islander
  - d. White
  - e. Disabled
  - f. Foster Youth/Guardian Scholars
  - g. LGBTQ+
  - h. Asian
  - i. Veterans - Active-duty military, military families, reserve, and guard
6. Former Students
  - a. Summer 2019 – present (pandemic stop-outs)
  - b. Non-completers
  - c. Career education students who completed 9 or fewer units
7. Single Parents
8. Adult population (25-45 years old)
  - a. Underemployed, unemployed
  - b. Little or no college experience
9. English as a Second Language (ESL)
10. Undocumented/DACA/AB-540
11. Low-Income/Pell-eligible/College Promise Grant eligible
12. [Rising Scholars](#) (Formerly Incarcerated)
13. Adult/Re-Entry
  - a. Including the National Student Clearing House (NSCH) list of in-District residents who have no college-experience
  - b. Recently Unemployed
  - c. Strong intent to continue their education (ex. Swim Digital data)
14. English as a Second Language (ESL) - non-credit
15. Reverse-Transfer Students
16. High School Counselors and Faculty
17. Community Members and Partners

## Tartar Completion by Design Correlation – Connection and Entry

Outreach and Recruitment Strategies:

- A. Develop a structured marketing plan to inform and provide prospective dual enrollment students with dual enrollment opportunities.
- B. Increase information about and access to the First Year Experience (FYE) program.
- C. Assess and refine Guided Pathway academic program maps to provide students with a semester-by-semester path from program entry to completion.
- D. Expand Welcome Center services by Guided Pathway Divisions.
- E. Resume Financial Aid Office services and outreach services, particularly with the partnership school districts (e.g., Financial Fit Plan).
- F. Fully implement Compton College Welcome Week activities in the fall and spring semesters.
- G. Provide on-campus childcare services to potential students during enrollment appointments.
- H. Implement CRM Recruit (college recruitment software).
- I. Implement recruitment for English as a Second Language (ESL) students for credit and non-credit classes.
- J. Participate in the Los Angeles Region Blackboard Call Center Student Inquiry Project.
- K. Maintain CCCMyPath cards
- L. Call Center (include targeted demographics chart and timeline)

Current & Planned Connection Outreach and Recruitment Activities

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Connection** for the 2023-2024 academic year.

<b>2023-2024 Current Outreach and Recruitment Activities</b>		
<b>Activity</b>	<b>Department Responsible</b>	<b>Lead</b>
Educational Partnerships with District	Educational Partnerships, Academic Affairs, Admissions & Records	Dir. of Educational Partnerships
Info Sessions/Presentations: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dual Enrollment</li> <li><input type="checkbox"/> Promise</li> <li><input type="checkbox"/> Steps to Enrollment (on &amp; off-site)</li> <li><input type="checkbox"/> MyCompton Portal</li> <li><input type="checkbox"/> Adult Education</li> <li><input type="checkbox"/> Career Education</li> <li><input type="checkbox"/> Honors Transfer Program</li> <li><input type="checkbox"/> Formerly Incarcerated Students in Transition (FIST)</li> <li><input type="checkbox"/> Guardian Scholars</li> <li><input type="checkbox"/> Foster &amp; Kinship Care Education</li> <li><input type="checkbox"/> EOPS/CARE</li> <li><input type="checkbox"/> Special Resource Center</li> <li><input type="checkbox"/> Athletics</li> <li><input type="checkbox"/> Financial Aid</li> <li><input type="checkbox"/> STEM Center</li> </ul>	Multiple Departments and Programs, including use of student ambassadors	As Needed
Marketing (paid and free)	Community Relations	Dir. of Community Relations
Website	Community Relations	Dir. of Community Relations



Social Media	Community Relations	Dir. of Community Relations
Prospective Student Form (General)	Educational Partnerships	Dir. of Educational Partnerships
CCCMyPath- students receive an email/text message	Counseling & Guided Pathways	Dean of Counseling
Communications (Prospective and former students, parents, and High School counselors)	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs	Community Relations, Educational Partnerships, Tartar Success Teams, categorial programs
Community Relations	Community Relations	Dir. of Community Relations
Community Outreach/Messaging	Community Relations	Dir. of Community Relations
Student Success Stories	Community Relations	Dir. of Community Relations
Engage high school students in on-campus (offsite) activities	Outreach Ambassadors	Educational Partnerships
Direct Mailing(s)	Community Relations	Dir. of Community Relations
Review and development of new and existing academic programs/offerings	Academic Affairs, Division Chairs	Faculty
Outreach Strategies by Division: Assist in coordinating activities related to supporting students, such as offering Division-specific workshops, student orientations, or major fairs	Division Chairs	Division Chairs
Supporting student recruitment efforts	Faculty	Faculty
Use of CCLA	Adult Education and Workforce Development	Director of Adult Ed and Workforce Development

The table below lists current (existing/ongoing) Outreach and Recruitment Activities around **Entry**.

<b><i>2023-2024 Current Outreach and Recruitment Activities</i></b>		
<b>Activity</b>	<b>Department Responsible</b>	<b>Lead</b>
Enrollment Services (virtual, onsite, off-campus)	Welcome Center, Educational Partnerships	Dean of Counseling and Guided Pathways and Director of Ed. Partnerships
Financial Aid	Financial Aid	Director of Financial Aid
New Student Orientation (core service)	Counseling and Guided Pathways	Dean of Counseling and Guided Pathways
Student Support – Case Management	Categorial Support Programs and Counseling and Guided Pathways	Directors as assigned
Educational Planning/Counseling	Counseling & Guided Pathways	Dean of Counseling

Promise Program	Educational Partnerships	Outreach & Promise Coordinator
Update Promise Memorandums of Understanding with Compton, Lynwood, and Paramount unified school districts	Student Services Division	VP of Student Services and President/CEO
Marketing (paid and free)	Community Relations	Dir. of Community Relations
Website Redesign <ul style="list-style-type: none"> <li><input type="checkbox"/> Upfront, easy-to-access interest form (CRM Recruit)</li> <li><input type="checkbox"/> New “Start Here” webpage</li> <li><input type="checkbox"/> Steps to Enrollment by type of student (in progress)</li> </ul>	Community Relations and Web Taskforce	Dir. of Community Relations
CRM Early Alert	Student Success & Counseling & Guided Pathways	Dean of Student Success & Dean of Counseling
Social Media	Community Relations	Dir. of Community Relations
MyCompton (Student Portal) Activation (help videos, visual guides, virtual workshops)	Multiple programs and departments	Vice President of Student Services
Communications	Community Relations, Admissions & Records, categorial support programs	Communications Matrix Workgroup
New Student Welcome Day (NSWD)	NSWD Committee	Dean of Counseling, Director of Ed. Partnerships, Director of Student Development
Tartar Success Team Activities: Core Service Case Management, collaborate with faculty to provide extra credit opportunities for students for completion	Counseling & Guided Pathways	Dean of Counseling
Call Center: Call current and prospective students regarding steps to enrollment and registration	Counseling & Guided Pathways	Dean of Counseling
Customer Service Training for Staff	Human Resources	Professional Development Manager
Expand Oliver W. Conner Promise Program (Adult SEM: Tactic 1.A.5.)	Vice President Student Services, Director Educational Partnerships, Community Relations	Outreach and Promise Coordinator

The table below lists enhanced (additional/new) Outreach and Recruitment Activities around **Connection** and **Entry** and proposed enhancements to the 2023-2024 academic year.

<b>2023-2024 Enhanced Outreach and Recruitment Activities</b>				
<b>Technology</b>				
<b>Activity</b>	<b>Department Responsible</b>	<b>Action Item</b>	<b>Timeline</b>	
Prospective Student Forms: Integrate forms from other areas into CRM Recruit (technology 1)	Outreach & Marketing Enrollment Management Subcommittee	Collect all interest forms and build in CRM Recruit	Reconvene the subcommittee	
Implement CRM Recruit (technology 2)	CRM Recruit Workgroup	Develop staff training, identify CRM recruit leads(?)	Fully implemented before Aug. 1, 2023	
Virtual Compton College Tour including Welcome Video from Dr. Curry (technology 4)	Outreach & Marketing Enrollment Management Subcommittee	Research options, make a recommendation, and include budget needs	Reconvene the subcommittee; Recommendation due by November 1, 2023	
Faculty Videos (technology 5)	Outreach & Recruitment Workgroup	Invite division chairs to Outreach & Recruitment meetings	Summer 2023	
Social Media Influencers (internal and external) (technology 6)	Community Relations	Discuss options w/ Outreach & Recruitment Workgroup; renew contract with Graduate Communications for the management of the Compton College social media channels.	Fall 2023	
<b>Events</b>				
<b>Activity</b>	<b>Department Responsible</b>	<b>Action Item</b>	<b>Timeline</b>	

Academic Open Houses Recruitment Events (events 3)-	Tartar Success Teams	Develop schedule	September 2023	
Super Saturday Event	Educational Partnerships, Student Services (Counseling, FA, A&R, Steps to Enrollment Completed)	Process same day applications	August 2023/October 2023 (Late start)	
Attend high school sporting events and open houses (events 4)-	Educational Partnerships	Develop a schedule, and coordinate with Educational Partnerships	September 2023	
Compton College Caravan to school sites (events 5)-	Tartar Success Teams, multiple programs, and departments	Develop a schedule, and coordinate with Educational Partnerships	Ongoing 2023-2024	
Summer Enrichment Programs for 9-12 graders (events 2)-	Multiple programs, faculty, and deans	Refer to approved list; application form to be developed; waiver	Summer 2023 (five approved programs)	
Community Days (events 1)	Educational Partnerships	Develop planning committee	Twice per year (spring and fall)	

### Collaborations

Activity	Department Responsible	Action Item	Timeline	
Dual Enrollment Training for Compton College Faculty/Summit (collaboration 1)-	Academic Affairs, Admissions & Records, Educational Partnerships	Develop virtual training & schedule	August 2023	
Expand the Faculty-to-Faculty Dialogues to all partner districts (collaboration 2)-	Faculty, deans/CTE	To be developed	April/May 2024	
Counselor to Counselor Conference (collaboration 3)-	Counseling & Guided Pathways	Set date, event planning	April/May 2024	
Robo-Calls Call Campaign (All Staff) (collaboration 4)	Adult Education and Workforce Development Academic Affairs, Student Services,	Guided Pathway Divisions	Pilot campaign summer 2023 for all	

	Classified, Administrators and Faculty		Academic programs	
Increase participation in outreach (info sessions, presentations, recruitment events/activities, and focus groups) (collaboration 5)	Educational Partnerships with multiple departments as needed	Invite college workgroups, taskforces, Associated Student Government, clubs, and other student groups to participate	Create a volunteer form by Spring 2022	Completed
Student Success Stories (collaboration 6)	Faculty, Staff and Managers to Community Relations	Provide student name, major, and contact info	Ongoing, every term/semester	
Content to be included on the College's social media channels (collaboration 7)	Faculty, Staff and Managers to Community Relations	Provide information, appropriate links, and images if available	Ongoing, every term/semester	
Build relationships with healthcare and manufacturing businesses (Tactic 1.A.3: Adult SEM)	Target Marketing to Adult Students	Partner with organizations	Spring 2023	
Tri City Consortium (Tactic 1.C.1: Adult SEM)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Implement strategy for consortium	Spring 2023	
County Partnership Collaborative: Assess interest in academic and career programs for partners such as the LA County Office of Education (LACOE) and Department of Public Social Services (DPSS), with the focus of enhancing planning for client access to program	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Assess interests in academic and career programs for partners like LACOE and DPSS	Fall 2024	

entry. (Adult SEM: Tactic 1.C.3)				
Identify events and partnership events, increase Skill Builder Courses and data sharing with partnerships with CBO's, FBO's, etc. (Tactic 1.C.2: Adult SEM)	Director of Adult Education and Workforce Development, Dean of Student Learning, Vice President Academic Affairs	Promote data sharing with CBOs, FBOs, and other agencies	Fall 2023	

**Marketing**

Activity	Department Responsible	Action Item	Timeline	
Develop Marketing Materials (marketing 1)- <ul style="list-style-type: none"> <li><input type="checkbox"/> Make available for employee/student/community member use. Sample webpage: <a href="https://www.palomar.edu/outreach/virtualtable/">https://www.palomar.edu/outreach/virtualtable/</a></li> <li><input type="checkbox"/> Community Newsletter (mailed to all in-District residents)</li> <li><input type="checkbox"/> <a href="#">Fast Facts</a></li> <li><input type="checkbox"/> High School Newsletter</li> <li><input type="checkbox"/> General Information Brochure</li> <li><input type="checkbox"/> Schedule of Classes Postcard with registration information and QR code</li> <li><input type="checkbox"/> Bus advertising, ELAC "Create your success story"</li> </ul>	Community Relations and Outreach	Create, publish, and distribute materials	Print-ready (or post online) - Summer 2023, Fall 2023, Spring 2024 dates: Community Newsletter – in mailboxes by September 30; High School Newsletter printed by October 28; Fast Facts updated every term; General Info Brochure printed by October 14; Schedule of Classes completed as assigned	
Identify Compton College's flagship programs. Change perceptions. (marketing 2)	Outreach & Marketing Enrollment Management Subcommittee	Utilize <a href="#">list of degrees</a> , <a href="#">certificates</a> ,	Reconvene the subcommittee;	

Transfer Admit Rates are better than SMC, Long Beach and PCC per CSU/UC transfer dashboard		<a href="#">programs/program maps, Guided Pathways, etc.</a> ; reference <a href="#">2020-2021 Fact Book</a>	List due by July 20, 2023	
Compton College photo opportunities (marketing 4)	Community Relations	Identify location on campus for a permanent backdrop, request budget	Location due by September 30; design, print and install backdrop (fall 2023)	
Street Teams (hand out swag, put up posters) (marketing 5)	Outreach & Recruitment Workgroup	Create Compton College Club at the high schools	Ongoing	
Concerned Citizens Volunteer Outreach Program (marketing 3)	Educational Partnerships	Train volunteers on behalf of the College to attend community events, college fairs, recruitment events, and within their neighborhoods	Develop a volunteer request form, Implement July 2023	
Target Marketing to Adult Students (Tactic 1.A.1: Adult SEM)	Director of Community Relations	Develop marketing materials that adult students can relate to	Spring 2023	
Videos to promote Pathway programs for REACH and Adult Education – Onboarding Materials (Welding and CIS) (Tactic 1.A.2: Adult SEM)	Dean of Counseling and Guided Pathways	Select 2–8 high value pathways and create maps that show a path from non-credit to associates	Spring 2023	

		degree and beyond		
Targeted Outreach for CTE programs, continuation schools, etc. (Tactic 1.A.4: Adult SEM)	VP Student Services, Faculty Enrollment Management Co-Chair, EMC, Academic Deans	Address how to best strengthen the role of outreach and marketing for CTE programs, expand educational partners beyond current feeder schools to continuation high schools other adult schools and CBOs	Spring 2023	

(Items are prioritized in each category. Refer to numbers listed after each activity.)

## Outreach & Recruitment Strategies



The following strategies will be conducted in an intentional and coordinated manner across the campus.

<p><b><u>GENERAL COLLEGE PROMOTION</u></b></p> <p>College Marketing Word of Mouth Passive Programming</p>	<p><b><u>WELCOME CENTER</u></b></p> <p>Centralized point of contact for providing outreach info and services Information Desk Application/My Compton assistance Campus Tours</p>	<p><b><u>ONLINE INTEREST FORM</u></b></p> <p>Prospective students High school and community members requesting information and outreach services</p>
<p><b><u>PRESENTATIONS</u></b></p> <p>Compton College Promise Financial Aid College Application GPD/Program Specific Other</p>	<p><b><u>WORKSHOPS</u></b></p> <p>Virtual and In-Person Compton College Promise GPD/Program Specific Other</p>	<p><b><u>SPECIAL EVENTS</u></b></p> <p>New Student Welcome Day Senior Day High School Principals Breakfast GPD Open Houses Other</p>
<p><b><u>STEPS TO ENROLLMENT COMMUNICATION</u></b></p> <p>Automatic messages Core Service Completion Case Management</p>	<p>Extra credit opportunities provided by faculty for completion Personal/human connection (Call Center, TST, other)</p>	<p><b><u>MARKETING MATERIALS</u></b></p> <p>Digital and print</p>

## Outreach and Recruitment Activities for Specific Populations

The list below describes Outreach and Recruitment Activities around **Connection** and **Entry**.

### 1. Compton College Promise Program

- a. Outreach campaign for the class of 2023 high school graduates from Compton, Lynwood, and Paramount unified school districts.
- b. [President/CEO acceptance letter](#) in English and Spanish (in mailboxes by January 10, 2023).
- c. Class presentations in government and economics classes beginning January 2023 through March 2023
- d. Postcards twice a year (October/November and February General Compton College, March/April EOPS/CARE sends follow-up, and June/July (on list but not registered)
- e. Increase funding for Paid social media ads compared to the year 2022-2023.
- f. Additional marketing strategies to be determined

- g. National Student Clearing House (in district high school seniors) Spring 2022 & 2023 graduates not enrolled anywhere. Encourage registration for summer and fall 2023. Include in postcard. Have call center follow-up in spring.
- h. Require all seniors to apply to Compton College
- i. Pre-schedule info sessions at high school locations fall and spring semesters
- j. Open to all first-time college students w/in our District regardless of year of graduation or set a timeframe.
- k. Potential part-time pathway for Promise students.
- l. Begin targeting high school students in 9<sup>th</sup> grade (dual enrollment options and transition to Promise program) develop a pipeline specifically for in-District K-12 students.

## 2. **New Students**

- a. Establish partnerships with private and charter schools within our District - for 2023-2024.
- b. Build a sense of community
  - i. Marketing for Guided Pathways Divisions/majors
- c. Student Organizations (increase participation and engagement)
  - i. Encourage faculty to become advisors
  - ii. Shorten the club organization form
- d. Market programs not offered by other districts
- e. Reach out to community and faith-based organizations
- f. Partner with College Access Programs- Gear up, California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), Upward Bound (UB), Upward Bound Math and Science (UBMS), Educational Opportunity Center (EOC)

## 3. **Dual Enrollment**

- a. Campaign to target parents of 9-12 grade high school students from Compton, Lynwood, and Paramount unified school districts to promote Afternoon College.

## 4. **Reverse Transfers**

- a. Marketing to target local four-year college students who want to complete college credits quickly at a lower cost at Compton College. Promote winter and summer course offerings that meet general education requirements.
- b. Print and online ads would run in University of California (UC) and California State University (CSU) newspapers promoting short-term classes. (February-April (summer classes) and October-December (winter classes).
- c. Paid social media ads targeting four-year colleges within a 50-mile radius

## 5. **Veterans**

- a. Develop and distribute marketing materials targeting military personnel.
  - i. Collaborate with CSU Long Beach Educational Opportunity Center (EOC)
  - ii. Run ads targeting Veterans – print, online and social media.
  - iii. Community outreach to local veterans' resources and organizations.
  - iv. Update Veterans Resource Center webpage (step-by-step enrollment process including application for Veterans Educational Benefits and Veterans Affairs certification).

## 6. Parents and Guardians

- a. Part of the districtwide mailing list
- b. Friends and family event (referral incentive)
- c. Parents and Guardians in terms of their children enrolling at Compton College AND in terms of “adult learners.”

## 7. Community-Based Organizations (CBO), faith based, parks and recreation, and other agencies. Refer to the list using this link [Compton College Community Agency List](#).

## 8. EOPS/CARE

- a. EOPS/CARE Student Services Advisor conducts Information/recruitment sessions every Tuesday at 11:00am.
- b. EOPS/CARE Student Services Advisors and EOPS/CARE Counselors provide In-person and virtual classroom presentations to campus and community.
- c. Connect with EOPS/CARE Advisory Committee members to provide student resources, conduct workshops, and recruit new students.
- d. Purchased postcards to recruit EOPS/CARE students in the community.
- e. Created banners on campus to increase student and staff visibility.
- f. Continue to advertise EOPS/CARE, CalWORKs, SRC (Student Resource Center) one application on Compton College website, social media, and EOPS/CARE program website.
- g. Continued partnership with the Compton Promise and CTE/Workforce Development staff.
- h. Continue to call new and continuing students that qualify for the California Promise Grant A, B, or C with an EFC (Expected Family Contribution) of zero based on Financial Aid data retrieved from Argo's report.
- i. Continue to survey CARE (Cooperative Agencies Resources for Education) students to ensure we are providing professional development and other activities that students need as single parents.
- j. Collaborate with internal and external partners such as: CalWORKs, SRC, Department of Social Services to provide programmatic content.
- k. Continue to provide in-person counseling and staff assistance twice a week to new and continuing EOPS/CARE students
- l. Created online new student orientation on Canva to increase student engagement.
- m. EOPS/CARE Counselors will continue to work directly with Educational Opportunity Program (EOP) programs at CSU to provide students' educational workshops.
- n. EOPS/CARE Coordinator and EOPS/CARE Counselors provide CARE workshops, Graduation application drop-in CARE Check-ins, and Literary Lunches.
- o. EOPS/CARE Counselors provide graduation application drop-in, Transfer Tuesday, CalWORKs, and Cal Fresh workshops for students.
- p. Use CRM Advise early alerts as a preemptive analytics tool to address EOPS/CARE student issues early and provide support.
- q. Representation at in-person events and job fairs.
- r. Representation on Tartar Success Teams and Guided Pathways meeting.
- s. Staff and faculty represented at various on and off campus committee meetings.

## **9. Current and Former Foster Youth**

- a. Partner with foster youth liaisons in high schools to present materials to high school students while 16+
- b. Partner with group homes to present college information
- c. Partner with Department of Social Services (DPSS) provide pathways for adults
- d. Partner with Los Angeles County Office of Education Service Planning Area 6 - Foster to provide pathways for students

## **10. Basic Needs**

- a. Partner with DPSS to provide pathways
- b. Have flyers at the Los Angeles County Office of Education
- c. Work with eligibility works to provide information about Compton College pathways

## **11. CalFresh Students**

- a. Partner with DPSS to provide pathways
- b. Have flyers at the Los Angeles County office of Education
- c. Work with eligibility workers to provide information about Compton College pathways

## **12. Disabled Students (SRC services)**

- a. SRC Counselors to participate in outreach activities
- b. Updated STC marketing materials
- c. SRC Advisory Committee meeting and include input from Department of Rehabilitation, Regional Center, and private support services agencies.

## **Conclusion**

As we implement the activities and strategies listed in the plan, additional conversations and training will take place to ensure a coordinated approach. The plan has been presented for feedback to the Compton College Academic Senate and will also be presented to the Compton CCD Board of Trustees.

## Application for Equivalency for Current Faculty

If you do not meet the minimum qualifications for the discipline as stated on the job announcement or the District's list of minimum qualifications, you must complete this form to provide evidence that you have the equivalent qualifications to those stated for a particular discipline in the minimum Qualifications for Faculty and Administrators in California Community Colleges (the "Disciplines List"). In some cases, this means equal to a Master's degree in a discipline or in disciplines for which a Master's degree is not generally available or expected, it means equal to either a degree or a combination of degree and experience. For more information refer to Administration Regulation 7211. ***It is the employee's responsibility to provide the documentation needed to support the equivalency.***

Complete the following form and submit it and all documentation to Human Resources. Once received, Human Resources will notify the President of the Academic Senate and Vice President of Academic Affairs in compliance with AR 7211.

Name: Karis Wong

What discipline are you currently providing service? Anatomy & Physiology

I am applying for equivalence in which discipline: Biology

The discipline is in:  BIST  FACH  HEPS  STEM  SSCI Division

What supporting documents are being submitted for consideration and review as part of the request for equivalency: (Check all that apply.)

- Official Transcripts (Highlight pertinent coursework and/or degrees.)
- Work experience/Employment (Provide documentation.)
- Specialized Training (specify)
- Licenses or Certificates (specify)
- Awards and/or Commendations (specify)
- Other (specify)

I certify that all the foregoing information is true, correct and complete. I understand that the equivalency will be revoked if the information presented in this document is found to be untrue or incorrect.

Karis Wong  
Print Name

Karis Wong  
Signature

3/28/23  
Date

Equivalency Committee:

Equivalency Granted \_\_\_\_\_ Equivalency Denied  X

Rationale: Dr. Wong does not have the required 18 graduate units of Biology.

*Donald Roach*

\_\_\_\_\_  
Signature: Division Chair, Chair

*4/18/2023*

\_\_\_\_\_  
Effective Date

*Abiodun Osanyinpeju*

\_\_\_\_\_  
Signature: Dean

Academic Senate: \_\_\_\_\_ Approve \_\_\_\_\_ Deny

\_\_\_\_\_  
Signature: Academic Senate President

\_\_\_\_\_  
Date

President/CEO: \_\_\_\_\_ Approve \_\_\_\_\_ Deny

\_\_\_\_\_  
Signature: President/CEO

\_\_\_\_\_  
Date

Board of Trustees: \_\_\_\_\_ Approve \_\_\_\_\_ Deny

\_\_\_\_\_  
Board of Trustee Approval Date

## Board Policy: Compton Community College District's Dedication to Student Success and Adoption of Open Educational Resources

The Compton Community College District (CCCD) is steadfast in its commitment to promoting student success. Recognizing the barriers imposed by the rising costs of textbooks and materials, particularly for students with limited financial resources, the District advocates for the use of Open Educational Resources (OER) to provide accessible and affordable learning materials in support of its mission.

CCCD encourages all community college faculty to consider adopting OER textbooks and resources when they meet the following criteria:


1. Faculty determines the OER to be of suitable quality and rigor, with adequate supplemental instructional resources.
2. The OER and associated supplemental resources are accessible and comply with Section 508 regulations.

The Compton Community College District shall utilize OER materials in compliance with applicable state and federal copyright laws, adhering to accepted best practices within the OER community and upholding college policies and academic standards.



Compton College Cosmetology Department  
Cosmetology Teacher Training Program





The Cosmetology Instructor Associate in Science Degree will prepare a student-instructor for a career and/or employment as an instructor trained to teach the technical skills necessary to work with hair, skin and nails. Preparation includes lesson plan development, demonstration practices, and instructional techniques. The program is designed to expand cosmetology principles and advanced techniques that can be applied during instruction. Students completing the program will accumulate 600 clock hours as an instructor trainee. This degree requires completion of 20-22 units, of which 14 units are in required courses. An additional 6-8 units must be chosen from the restricted electives list.

## Cosmetology Teacher Training-Certificate of Achievement

- COSM 150 LEC- Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 units
- COSM 151 LAB - Instructional Techniques in Cosmetology, Barbering and Esthetician  
Laboratory: 4 Units
- COSM 152 LEC - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician:  
3 Units
- COSM 153 LAB - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician:  
4 Units

Total Units: 14

# Cosmetology Teacher Training – A.S Degree

## Required Courses (14 Units)

- COSM 150 LEC- Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 units
- COSM 151 LAB - Instructional Techniques in Cosmetology, Barbering and Esthetician Laboratory: 4 Units
- COSM 152 LEC - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 3 Units
- COSM 153 LAB - Advanced Instructional Techniques in Cosmetology, Barbering and Esthetician: 4 Units

## Restricted Courses (6-8 Units)

- **Courses chosen from:** Business, Communications, Computer Information Systems, Economics, Marketing, Human Development, Sociology, and Psychology.
- Total Units: 20-22




## Program Learning Outcomes

**Outcome 1:** Demonstrate Milady instructional methodologies that prepare students to instruct cosmetology domains.

**Outcome 2:** Demonstrate the ability to develop effective lesson plans, deliver instruction, and evaluate students in a community college vocational program in cosmetology domains.



# Labor Market Data

 **Employment Development Department**  
State of California

**Occupation Guide Welcome**   **Search for Occupations**   [Links to More Information](#)   [FAQ-Glossary](#)

[Occupation Detail:](#)   [Job Market Data](#)   [Entry Requirements](#)   [Occupation Profile](#)   [Software and Equipment](#)   [Education Providers](#)

**Step 1: Choose Area for Job Market Data and Education Provider Lists**

Local areas are made up of one or more counties. Choose a county from the list below to see that area.

**Select a County to Set Local Area**

Los Angeles County (Los Angeles Basin Region) ▾

**Local Area Reference List**

Local Area and Counties

- Bay-Peninsula (San Francisco, San Mateo and Santa Clara Counties)
- Capital Region (Alpine, Colusa, El Dorado, Glenn, Placer, Sacramento, Sutter, Yolo and Yuba Counties)
- East Bay (Alameda and Contra Costa Counties)
- Inland Empire (Riverside and San Bernardino Counties)
- Los Angeles Basin (Los Angeles County)
- Middle Sierra (Amador, Calaveras, Mariposa and Tuolumne Counties)**
- North Bay (Lake, Marin, Mendocino, Napa, Solano)

**Step 2: Narrow Your Search**

There are 820 occupation titles to choose from. Use the options below to narrow the list for Step 3.

**Search by Keyword in Job Titles**

Cosmetology Instructor ▾

**Filter by Recommended Education**   **Filter by Median Hourly Wage (Enter Min & Max)**

All ▾   \$16

**Filter by Prior Work Experience**

All ▾   \$49

**Filter by 10 Year Job Outlook**

All ▾

**Filter by Occupation Group**

25-0000: Education, Training, and Library Occupatio... ▾

**Step 3: Select 1-3 Occupations to Review**

Choose up to 3 occupations at a time to review. They will appear in the Current Occupation Selections list with a description. If the list is blank or you want to see more choices change your choices in Step 2.

**See Search Results and Select Occupations to Explore**

Vocational Education Teachers, Postsecondary ▾

**Current Occupation Selections (Expand to see description.)**

☑ Vocational Education Teachers, Postsecondary

**SELECTIONS SUCCESSFUL**


Select from Occupation Detail page links to view profile.

**Clear All Selections**

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# Labor Market Data



**EDD** Employment  
Development  
Department  
State of California

[EDD Home](#)   [LMID Home](#)

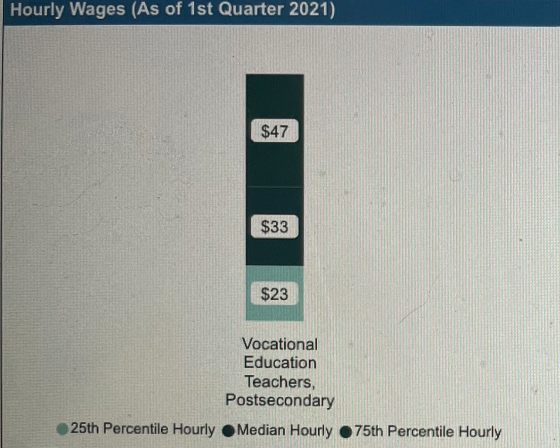
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Occupation Guide Welcome
Search for Occupations
Links to More Information
FAQ-Glossary

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Occupation Detail:
Job Market Data
Entry Requirements
Occupation Profile
Software and Equipment
Education Providers

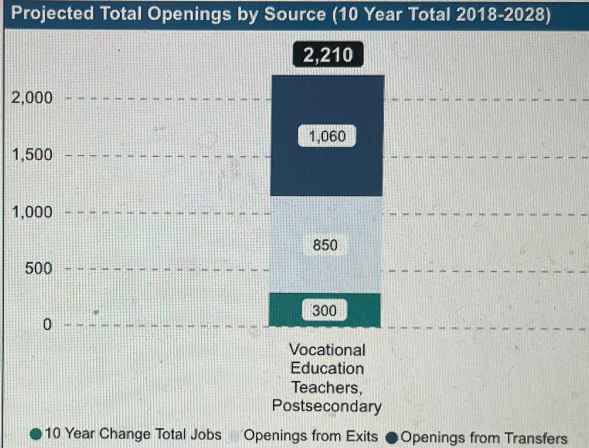
### Hourly Wages (As of 1st Quarter 2021)



Vocational Education Teachers, Postsecondary

● 25th Percentile Hourly ● Median Hourly ● 75th Percentile Hourly

### Projected Total Openings by Source (10 Year Total 2018-2028)



Vocational Education Teachers, Postsecondary

● 10 Year Change Total Jobs ● Openings from Exits ● Openings from Transfers

### Job Market Data Explained

**About Job Market**

Potential wages and job outlook vary by occupation and region. Use these estimates to see what that looks like in the area selected.

**Wages**

The wage chart shows estimated hourly wages in the local area. It shows the median wage and the range for the middle 50% of workers. The values are defined as:

Median means half of workers earn more and half less.

25th Percentile is where only one quarter of workers earn less.

75th Percentile is where only a quarter earns more.

Note. Wage estimates are updated once a year and may not reflect recent changes.

**Projected Jobs**

The chart shows projections for total job openings over a ten year period. It breaks those openings into three groups: change in total jobs, openings from exits, and openings from transfers. These values are

#### Notes on Missing Data

Occupation	Wage Note	Projected Openings Note
Vocational Education Teachers, Postsecondary		

#### Codes for Missing Data

- \*1 — Estimates for this occupation not available in this region.
- \*2 — Workers may not work full-time all year-round. Annual wages not available.
- \*3 — Projections were suppressed to protect confidentiality.
- \*4 — Wage estimates were suppressed to protect confidentiality or values exceed certain ceilings.
- \*5 — There is wide variation in hours worked. Hourly wages cannot be calculated.



## *Academic Senate Resolution in Support of Academic Freedom*

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*Whereas, Principles of Academic Freedom are being challenged and even overturned in many states; and*

*Whereas, Academic freedom is an essential characteristic of higher education necessary to preserve an independent forum for free inquiry and expression, and is essential to the mission of higher education to serve the common good; and*

*Whereas, The Academic Senate of the California Community Colleges affirms the importance of academic freedom for the proper functioning of institutions of higher education, citing American Association of University Professors, 1940 Statement of Principles on Academic Freedom and Tenure; and*

*Whereas, Principles of freedom of expression are woven into documents such as the United States Constitution, the California State Constitution, the California Education Code, and California Community College regulations; and*

*Whereas, In an effort to produce informed citizens who are aware of historic and systemic inequities and injustices, and are aware of a plurality of voices and perspectives other than their own; and*

*Whereas, Compton College, in order to fulfill its mission of being a welcoming and inclusive community where diverse students are supported to pursue student success; therefore*

*Be it Resolved, Faculty at Compton College shall be free to present, examine, define, and discuss relevant ideas and information in the classroom or any appropriate forum, and shall be free from censorship in the selection of materials, various methods of presentation, areas of research, and publication; and*



*Be it Further Resolved, That the Compton College Academic Senate calls upon its leaders to uphold principles of academic freedom and reject any attempts by internal or external bodies of restricting such faculty freedom now and in the future; and*

*Be it Further Resolved, This Faculty Senate stands with our colleagues in higher education and K-12 throughout the country who may be affected by similarly harmful legislation.*

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*Minodora Moldoveanu  
Academic Senate President*

*May 2023*



## Academic Honesty Syllabus Statements

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, chat bot or Artificial Intelligence, and using fictitious sources. *Misuse of Artificial Intelligence (AI)/chat bot* includes submitting AI generated work as your own, without permission. College is a place where students should learn from their personal experiences and each other. Students should develop their creativity, problem-solving and critical thinking skills, and authentically communicate verbally and in writing. Artificial Intelligence has the potential to interfere with these processes and hamper students' development of these skills. Penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

### 3.0 Diversity and Equity

#### **\*#3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses**

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement,<sup>1</sup> which states, “The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations” and “believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level”;

Whereas, The LGBTQIA+ community is currently being targeted by harmful legislation nationwide with the American Civil Liberties Union tracking<sup>2</sup> a total of 460 anti-LGBTQ [IA+] bills in the United States this year, in which 218 of these are education-related;

Whereas, Existing research<sup>3</sup> demonstrates that one in three (33%) LGBTQIA+ college students seriously considered suicide in the past year, seven percent reported a suicide attempt in the past year, and where the rates of college students considering suicide were higher among LGBTQIA+ college students of color (35%), and “LGBTQ[IA+] college students with access to LGBTQ[IA+] student services through their college had 44% lower odds of attempting suicide in the past year compared to LGBTQ[IA+] college students without access,” demonstrating the potential positive impact of a college’s effort to intentionally support LGBTQIA+ students; and

Whereas, A 2016 study<sup>4</sup> on faculty supporting LGBTQIA+ college students found that faculty serve an important function in supporting [LGBTQIA+ students] towards success,” and that “faculty are in a position to assist LGBTQ[IA+] students in leaving the margins and seeking the center of the higher education experience”;

Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;

Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and

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<sup>1</sup> ASCCC Values Statement can be found at: <https://www.asccc.org/about/values-statement>.

<sup>2</sup> American Civil Liberties Union has tracked and mapped Attacks on LGBTQ Rights in U.S. State Legislatures; research can be found at: <https://www.aclu.org/legislative-attacks-on-lgbtq-rights?impact=>.

<sup>3</sup> The Trevor Project Research Brief on Suicide Risk and Access to Care Among LGBTQ College Students can be found here: <https://www.thetrevorproject.org/wp-content/uploads/2022/09/September-Research-Brief-September-Research-Brief.pdf>

<sup>4</sup> Nguyen, D. et al. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55 – 63. Accessed at <https://www.tandfonline.com/doi/abs/10.1080/87567555.2015.1078275>

Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

Contact: Sean Moore, Compton College



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

## 2023 Spring Plenary Session Resolutions

For Debate and Voting  
Saturday, April 22, 2023

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted after Area meetings through Thursday are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions

\*1.03 S23 Flexible Area Meetings

\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

\*#3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses

\*#4.01 S23 Faculty Approval of High School Articulation Agreements

\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

\*#6.06 S23 Support Supervised Tutoring for all Students

\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

\*+7.04 S23 Defining Success for Part-Time Students

\*#7.05 S23 Review of Credit for Prior Learning Regulations

\*#7.07 S23 Revisit Baccalaureate Degree Upper Division GE and MQ Requirements

\*10.01 S23 Disciplines List–Ethnic Studies

\*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

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## 1.0 Academic Senate

### 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>1</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05<sup>2</sup> called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"<sup>3</sup>;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,<sup>4</sup> and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

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<sup>1</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>2</sup> Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>3</sup> "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges." (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). Data table can be found at [https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU\\_Az70\\_ecs4KnNn/view?usp=sharing](https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee and that these changes be brought back to the body by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

### **\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan<sup>5</sup> of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;<sup>6</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC's mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions<sup>7</sup> for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

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<sup>5</sup> "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). [https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf).

<sup>6</sup> "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf>.

<sup>7</sup> 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

**\*1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

**\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events**

Whereas, Resolution F21 1.05 states in-part “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events<sup>8</sup>” without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

**+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**

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<sup>8</sup> Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country<sup>9</sup> empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”<sup>10</sup> where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”<sup>11</sup> is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life<sup>12</sup> and civic engagement;<sup>13</sup>

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<sup>9</sup> “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

<sup>10</sup> “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

<sup>11</sup> California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

<sup>12</sup> Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

<sup>13</sup> “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement”<sup>14</sup>) “insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and “contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”<sup>15</sup>; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved<sup>16</sup> its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in our college systems;

Resolved, That the Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition<sup>17</sup> to support the California State University History Council’s memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this policy; and

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<sup>14</sup> California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcLdSfxf7EJzQ/edit?usp=sharing>.

<sup>15</sup> Ibid.

<sup>16</sup> Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

<sup>17</sup> Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”<sup>18</sup> and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”<sup>19</sup> and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

### **+1.06 S23 Honoring Wheeler North with Senator Emeritus Status**

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges’ (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

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<sup>18</sup> California State University History Council, March 2023:  
<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfx7EJzQ/edit?usp=sharing>.

<sup>19</sup> Ibid.

### 3.0 Diversity and Equity

#### **\*#3.01 S23 In Support of Identifying and Addressing the Need for LGBTQIA+ Student Centers on all California Community College Campuses**

Whereas, The Academic Senate for California Community Colleges (ASCCC) embraces equity principles for all in its Values Statement,<sup>20</sup> which states, “The ASCCC empowers faculty from diverse backgrounds and experiences, promoting actions resulting in inclusion, diversity, equity, anti-racism, and accessibility through its publications, resources, activities, policies, and presentations” and “believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level”;

Whereas, The LGBTQIA+ community is currently being targeted by harmful legislation nationwide with the American Civil Liberties Union tracking<sup>21</sup> a total of 460 anti-LGBTQ [IA+] bills in the United States this year, in which 218 of these are education-related;

Whereas, Existing research<sup>22</sup> demonstrates that one in three (33%) LGBTQIA+ college students seriously considered suicide in the past year, seven percent reported a suicide attempt in the past year, and where the rates of college students considering suicide were higher among LGBTQIA+ college students of color (35%), and “LGBTQ[IA+] college students with access to LGBTQ[IA+] student services through their college had 44% lower odds of attempting suicide in the past year compared to LGBTQ[IA+] college students without access,” demonstrating the potential positive impact of a college’s effort to intentionally support LGBTQIA+ students; and

Whereas, A 2016 study<sup>23</sup> on faculty supporting LGBTQIA+ college students found that faculty serve an important function in supporting [LGBTQIA+ students] towards success,” and that “faculty are in a position to assist LGBTQ[IA+] students in leaving the margins and seeking the center of the higher education experience”;

Resolved, That the Academic Senate for California Community Colleges work with system partners, such as the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office, to survey local California community colleges regarding existing LGBTQIA+ resources or the lack thereof;

Resolved, That the Academic Senate for California Community Colleges work with system partners to collect and synthesize survey findings and conduct further or follow-up research to gain a better understanding of the needs of LGBTQIA+ students in the California community colleges; and

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<sup>20</sup> ASCCC Values Statement can be found at: <https://www.asccc.org/about/values-statement>.

<sup>21</sup> American Civil Liberties Union has tracked and mapped Attacks on LGBTQ Rights in U.S. State Legislatures; research can be found at: <https://www.aclu.org/legislative-attacks-on-lgbtq-rights?impact=>.

<sup>22</sup> The Trevor Project Research Brief on Suicide Risk and Access to Care Among LGBTQ College Students can be found here: <https://www.thetrevorproject.org/wp-content/uploads/2022/09/September-Research-Brief-September-Research-Brief.pdf>

<sup>23</sup> Nguyen, D. et al. (2016). Faculty as Sources of Support for LGBTQ College Students. *College Teaching*, 64(2), 55 – 63. Accessed at <https://www.tandfonline.com/doi/abs/10.1080/87567555.2015.1078275>



Resolved, That the Academic Senate for California Community Colleges explore options to support local colleges in the development of LGBTQIA+ professional learning opportunities and also in the creation of LGBTQIA+ Student Centers at local colleges that focus on meeting unique educational and basic needs of LGBTQIA+ students in a safe and welcoming environment.

Contact: Sean Moore, Compton College

#### **4.0 Articulation and Transfer**

##### **\*#4.01 S23 Faculty Approval of High School Articulation Agreements**

Whereas, California Code of Regulations, title 5, §55051 states that “the term ‘articulated high school course’ means a high school course or courses that the faculty in the appropriate discipline, using policies and procedures approved by the curriculum committee established pursuant to section §55002, have determined to be comparable to a specific community college course,”<sup>24</sup> which suggests that policies and procedures guiding the established high school articulation agreements are within the purview of local academic senates; and

Whereas, It was reported at the 2018 Curriculum Institute<sup>25</sup> that California Code of Regulations (CCR), title 5, §55051 was being revised to include language that states “the nature and content of the articulated course and examination process shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the local curriculum committee established pursuant to section §55002,” and further that “the faculty shall determine that: (a) Content of the articulated course substantially corresponds to the content and rigor of the course outline of record and; (b) The examination adequately measures mastery of the course content as set forth in the course outline of record,” yet such revisions to CCR, title 5, §55051 have yet to be made;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and appropriate system partners to revise California Code of Regulations, title 5, §55051 to ensure that high school articulation agreements are clearly identified as an academic and professional matter, that such articulation agreements uphold the content and rigor of college courses as established in the course outlines of record, that such articulation agreements are developed and approved only with the consent of the college faculty with the appropriate discipline expertise, and bring forward its recommendations for review and consideration for action by the 2024 Spring Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges develop guidance and resources for local academic senates by Spring 2024 that provide standards and effective practices for the establishment of high school articulation agreements that uphold the standards and established course outline of record of college courses.

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<sup>24</sup> 2018 Curriculum Institute breakout session “Dual Enrollment – How Do We Move Forward?,” slides 30-32.

<sup>25</sup> “Dual Enrollment – How Do We Continue to Move Forward?” (PowerPoint).

<https://www.asccc.org/sites/default/files/Dual%20Enrollment%20CI%202018.pptx>

Contact: John Freitas, Los Angeles City College

#### **#4.02 S23 Separate CSU Approval for “Golden Four” Courses**

Whereas, The minimum transfer admission requirements to the California State University for California community college students are the completion of 60-units of baccalaureate-level coursework with a grade point average of 2.0, which must include the satisfactory completion of courses in the so-called “Golden Four” areas of oral communication, written communication, critical thinking, and mathematical and quantitative reasoning;

Whereas, The California General Education Transfer Curriculum (Cal-GETC) general education pattern will be the only intersegmental general education pattern available to students enrolling in the California community colleges beginning in fall 2025;

Whereas, The standards for approval of California community college courses in oral communication, written communication, critical thinking, and quantitative and mathematical reasoning for inclusion in the California General Education Transfer Curriculum (Cal-GETC) general education pattern will be subject to the minimum standards of the University of California, which are more stringent than the current standards set by the California State University for inclusion in those so-called “Golden Four” areas in the California State University General Education (CSUGE) Breadth pattern, which will exclude current courses approved for the “Golden Four” areas in the CSUGE Breadth from the Cal-GETC pattern; and

Whereas, The exclusion of courses currently approved for the so-called “Golden Four” areas in the California State University General Education Breadth from the California State University General Education (CSUGE) Breadth pattern has the potential to create inequities in student achievement and completion by increasing the difficulty of coursework approved for the “Golden Four, and subsequently harm the ability of students to transfer to the California State University, unless the California State University establishes policies and procedures for certifying California community college courses for the “Golden Four” separate from approval for inclusion in the Cal-GETC pattern;

Resolved, That the Academic Senate for California Community Colleges advocate to the Academic Senate of the California State University for the establishment of policies and procedures for certifying California community college courses in the areas of oral communication, written communication, critical thinking, and mathematics and quantitative reasoning, as meeting California State University transfer admission coursework requirements, regardless of whether or not such courses are approved for inclusion in the California General Education Transfer Curriculum (Cal-GETC) pattern.

Contact: John Freitas, Los Angeles City College

## **6.0 State and Legislative Issues**

### **\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended**

Whereas, AB 607 (Kalra, as of February 17, 2023)<sup>26</sup> proposes to modify California Education Code §66406.9<sup>27</sup> by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. ‘Course materials’ as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9<sup>28</sup> currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”<sup>29</sup>; and

Whereas, California Code of Regulations, title 5 §59402<sup>30</sup> states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9<sup>31</sup> are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

#### **+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)<sup>32</sup> (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines

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<sup>26</sup> AB 607 (Kalra): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB607](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607).

<sup>27</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>28</sup> Ibid.

<sup>29</sup> Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

<sup>30</sup> California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>31</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>32</sup> AB 2449 (Rubio): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449).

for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,<sup>33</sup> requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)<sup>34</sup> calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5 §51023.7<sup>35</sup> and §51023.5<sup>36</sup> state requirements for the “effective participation” of students and staff, in the development of recommendations to the governing board”;<sup>37</sup>

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;<sup>38</sup>

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),<sup>39</sup> to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at

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<sup>33</sup> California Government Code §§54950-5496:

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=)

<sup>34</sup>Education Code §70902(b)(7):

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=)

<sup>35</sup>California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\).](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default).)

<sup>36</sup> California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1\).](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).)

<sup>37</sup> “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges.

[https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating\\_Effectively\\_200503.pdf](https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating_Effectively_200503.pdf).

<sup>38</sup> AB 1275 (Arambula): [https://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB1275](https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275).

<sup>39</sup> Ibid.

all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

#### **+6.02.01 S23 Amend 6.02 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

##### **Amend Third Whereas**

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, including those with disabilities, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Contact: Angela Medina Rhodes, Rio Hondo College

#### **+6.03 S23 Support for Additional Exemptions for AB 1887**

Whereas, AB 1887 (Low, 2016) "prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]"<sup>40</sup> and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions, for the purpose of arranging

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<sup>40</sup> AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887's prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;<sup>41</sup>

Resolved, That the Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion; and

Resolved, That the Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

#### **^06.03.01 S23 Amend 13.04 Support for Additional Exemptions for AB 1887**

##### **Amend Second Whereas**

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to ~~affordable~~ Historically Black Colleges and Universities that are primarily located in states covered by AB 1887's prohibitions, for the purpose of arranging transfer and scholarship agreements;

##### **Amend Third Whereas**

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, **anti-racism and accessibility** including visits to **affordable** Historically Black College and Universities that are primarily located in states covered by AB 1887's prohibitions; and

##### **Amend the First Resolved**

Resolves, That Academic Senate for California Community Colleges support an additional exemption for AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity,

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<sup>41</sup> 2023 National Conference on Race and Ethnicity conference information:  
<https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

~~and~~ inclusion, anti-racism and accessibility; and

### **Amend the Second Resolved**

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887's prohibitions when such travel promotes diversity, equity, ~~and~~ inclusion, anti-racism and accessibility.

Contact: Mitra Sapienza, City College of San Francisco

### **+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)**

Whereas, AB 811 (Fong, as of March 28, 2023)<sup>42</sup> calls for

1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of section 78213.

(2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P";

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity<sup>43</sup> which impact their ability for success under present course repetition policy; and

Whereas, Allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

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<sup>42</sup> AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

<sup>43</sup> "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.



Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

#### **#6.04.01 S23 Amend 6.04 for AB 811 (Fong, as of March 28, 2023)**

##### **Amend First Whereas**

(3) The requirement that policies include a requirement that the community college inform a student whether the decision to repeat the course will impact the student's financial aid qualifications, and to provide priority registration for credit courses to students who require the course for their intended major and to students who have not taken the course.

##### **Amend the Title**

Support for AB 811 (Fong, as of ~~March 28~~, April 12, 2023)

##### **Amend the Resolved**

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of ~~March 28~~, April 12, 2023).

#### **^06.04.02 S23 Support for AB 811 (Fong, 2023)**

##### **Add a New Second Whereas**

Whereas Current course repetition policies arbitrary prohibit student success with unnecessary gatekeeping, further disempowering students, who may also face other challenges;

Contact: Mitra Sapienza, City College of San Francisco

#### **#6.05 S23 Support Brown Act Teleconferencing Legislation**

Whereas, Local academic senates are considered legislative bodies as defined by the Ralph M. Brown Open Meeting Act, necessitating compliance with all open meeting requirements;

Whereas, Modifications to the Brown Act during the COVID-19 pandemic through Governor Newsom's Executive Order N-29-20 in March 2020 , Executive Order N-35-20 in March 2020, and AB 361 (Rivas, 2021) allowed for attendance via teleconferencing without compliance with some of the long-standing requirements for teleconferencing "when a declared state of emergency is in effect, or in other situations related to public health,"<sup>44</sup> and have resulted at many colleges in improved access to academic senate meetings and increased attendance

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<sup>44</sup> AB 2249 (Blanca Rubio, 2022), An act to amend, repeal, and add Sections 54953 and 54954.2 of the Government Code, relating to local government:

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449)



engagement by faculty as senators and as members of the public;

Whereas, The declared state of emergency resulting from the COVID-19 pandemic ended February 28, 2023, necessitating a return to long-standing Brown Act requirements for teleconferencing, reducing the robust participation and engagement by faculty given that subsequent legislative solutions, including AB 361 (Rivas, 2021) and AB 2449 (Blanca Rubio, 2022), apply in very specific situations and for limited durations of time; and

Whereas, Leaders of academic senates, curriculum committees, and their subcommittees are recommending bodies seeking means of conducting meetings transparently consistent with the intention of the Brown Act while allowing engagement of members and public attendees via teleconferencing in ways similar to what was allowable during the COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges support AB 817 (Pacheco, 2023 as of April 14, 2023) Open meetings: teleconferencing: subsidiary body, and

Resolved, That the Academic Senate for California Community Colleges support SB 411 (Portantino, 2023 as of April 14, 2023) Open meetings: teleconferences: bodies with appointed membership.

Contact: Cheryl Aschenbach, Executive Committee

#### **\*#6.06 S23 Support Supervised Tutoring for all Students**

Whereas, AB 1187 (Irwin, 2022)<sup>45</sup> was approved by the governor of California on September 30, 2022 and amended California Education Code §84757 by adding the following paragraph to subdivision (a): “(10) Supervised tutoring for foundational skills and for degree-applicable and transfer-level courses, as authorized pursuant to regulations adopted by the board of governors on or before July 31, 2023. These regulations shall ensure that community colleges are compliant with Education Code section 78213 in the implementation of supervised tutoring pursuant to this paragraph”;

Whereas, The Academic Senate for California Community Colleges has supported AB 1187 and prior initiatives to provide academic support for all students through tutoring opportunities for all credit and noncredit courses, as stated in a June 2022 letter<sup>46</sup> to the Chair of the Senate Committee on Appropriations supporting AB 1187; and

Whereas, The “proposed revisions to [t]itle 5 Regulations Related to Supervised Tutoring (First Reading)”<sup>47</sup> to California Code of Regulations, title 5, §58160 submitted by California Community College’s Chancellor’s Office to the California Community College Board of

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<sup>45</sup> AB 1187 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1187](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1187).

<sup>46</sup> Letter to Chair of the Senate Committee on Appropriations: [https://www.asccc.org/sites/default/files/position-letters/AB\\_1187\\_%28Irwin%29\\_Support\\_June\\_23\\_2022.pdf](https://www.asccc.org/sites/default/files/position-letters/AB_1187_%28Irwin%29_Support_June_23_2022.pdf).

<sup>47</sup> Proposed Revisions to Title 5 Regulations Related to Supervised Tutoring (First Reading): <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/proposed-supervised-tutoring-regulatory-action-text-a11y.pdf?la=en&hash=AA00375BE79FC1226F8981ADD4982640296FEF2>.

Governors to meet the requirements of California Education Code §84757(a)(10)<sup>48</sup> are under consideration;

Resolved, That the Academic Senate for California Community Colleges support California Code of Regulations that ensure district resources for supervised tutoring, including allocations of state apportionment funding, shall be provided so that all students taking foundational skills, degree-applicable, and transfer-level courses who need or desire academic support have access to supervised tutoring.

Contact: Ginni May, Executive Committee

### **#6.07 S23 Support Revised Title 5 Associate Degree Requirements**

Whereas, The Intersegmental Committee of Academic Senates established a “singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California” named California General Education Transfer Curriculum (Cal-GETC)<sup>49</sup> as required by AB 928 (Berman, 2021)<sup>50</sup>;

Whereas, The Academic Senate for California Community Colleges (ASCCC) worked with the California Community Colleges Curriculum Committee and the California Community Colleges Chancellor’s Office to propose amended language for the Associate Degree Requirements in California Code of Regulations, title 5, §55060-55064<sup>51</sup> to align with Cal-GETC per ASCCC Resolution F22 07.01<sup>52</sup>;

Whereas, The proposed requirement in §55062(a)(4)<sup>53</sup> may help students to earn an associate degree in cases where excess units factored into their grade point average would render them ineligible for the associate degree, yet transfer institutions may still require that all transferable courses are factored into the grade point average, creating confusion for students who earn an associate degree but are not eligible for transfer with that associate degree; and

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<sup>48</sup> EDC §84757(a)(10):

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5&article=2](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=50.&chapter=5&article=2).

<sup>49</sup> Cal-GETC: [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

<sup>50</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>51</sup> California Code of Regulations title 5, Division 6, Chapter 6, Subchapter 1, Article 6:

<https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I62AB8E104C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=sc.Default>.

<sup>52</sup>Resolution F22 07.01 Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway: <https://www.asccc.org/resolutions/comprehensive-title-5-revision-align-associate-degree-general-education-ab-928-required#ftn2>.

<sup>53</sup> Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student’s cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

Whereas, The provisions of California Code of Regulations, title 5, §55064 Acceptance of Noncredit Courses was inadvertently left out of the proposed revised associate degree requirements;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to investigate any possible negative impacts to students for the proposed requirement in §55062(a)(4)<sup>54</sup>; and

Resolved, That the Academic Senate for California Community Colleges support the proposed amended language for the Associate Degree Requirements in California Code of Regulations, title 5, §55060-55064<sup>55</sup> provided that provisions for the acceptance of noncredit courses are included.

Contact: Ginni May, Executive Committee

#### **^6.07.01 S23 Amend 6.07 Support Revised Title 5 Associate Degree Requirements**

##### **Amend the First Resolved:**

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to investigate any possible negative impacts to students for the proposed requirement in §55062(a)(4)<sup>56</sup>, and identify possible means or alternatives for offsetting any negative impacts of those proposed requirements; and

Contact: John Freitas, Los Angeles City College

#### **^6.08 S23 In Support of Completing Cycle Two of the Baccalaureate Program Approval Process**

Whereas, The Academic Senate for California Community Colleges has supported the creation of appropriate baccalaureate degrees at the community college level<sup>57</sup> after completion of a five-year pilot<sup>58</sup> period plus a first round of baccalaureate degree programs created under AB 927 (Medina, 2021);

Whereas, Many graduates of community college programs are either interested in attaining an applied baccalaureate degree or desire a baccalaureate degree but are unable to participate in

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<sup>54</sup> Ibid.

<sup>55</sup> Proposed revisions to California Code of Regulations, title 5, §§55060–55064:  
<https://docs.google.com/document/d/12tKAs2sCOXI5tZlXYZldXfODdc000abu/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true> .

<sup>56</sup> Proposed §55062(a)(4): If units accumulated beyond those required for the degree lower a student's cumulative grade point average below 2.0, colleges shall compute the grade point average based solely on those courses used to satisfy the degree requirements, provided that the coursework used to compute the grade point average fulfill all major/area of emphasis and general education requirements.

<sup>57</sup> Resolution 6.06 S21 Support AB 927 (Medina, 2021) As of April 9, 2021:  
<https://www.asccc.org/resolutions/support-ab-927-medina-2021-april-9-2021>.

<sup>58</sup> SB 850 (Block, 2014): [http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0801-0850/sb\\_850\\_bill\\_20140109\\_introduced.html](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0801-0850/sb_850_bill_20140109_introduced.html).

programs offered at California State University or University of California institutions due to constraints such as distance, cost, or other responsibilities that constrain the ability to physically attend a university;

Whereas, The Academic Senate for California Community Colleges supports cooperation across the intersegmental groups, yet aside from the letter<sup>59</sup> to the California Community College Chancellor's Office and the California Community College Board of Governors from Senator Josh Newman, Chair of the Senate Education Committee and Assemblymember Mike Fong, Chair of Assembly Committee on Higher Education, no evidence has come to light indicating a critical or immediate need to refine the duplication consultation process, criteria, or the current resolution process for disputes that would justify delays in completing the cycle two application process; and

Whereas, The cycle one application process was paused to allow intersegmental collaboration and refinement of the approval process, including resolution process for disputes, resulting in the resubmission of program applications previously submitted but not completed in cycle one and creating a back-log within the system;

Resolved, That the Academic Senate for California Community Colleges support the completion of cycle two baccalaureate degree applications.

Contact: Sharyn Eveland, Taft College

## **7.0 Consultation with the Chancellor's Office**

### **7.01 S23 Destigmatize Academic Probation Language and Processes**

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation<sup>60</sup> requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term "probation" is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;<sup>61</sup>

Whereas, Studies such as the Research and Planning Group's *The African American Transfer*

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<sup>59</sup> Joint Letter to CCC Leaders (April 18, 2023): <https://asccc.org/sites/default/files/2023-04/Joint%20Letter%20to%20CCC%20Leaders%20%281%29.pdf>.

<sup>60</sup> California Code of Regulations, title 5 §55031 Standards for Probation: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

<sup>61</sup> "The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students." Brief 1 of 3. (October 2022). [https://rpgroup.org/Portals/0/Documents/Projects/African\\_American\\_Transfer\\_Tipping\\_Point-\(AATTP\)-Study/AATTP\\_Brief1\\_Fall2022.pdf](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf).

*Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students (2022)* show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”<sup>62</sup>; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;<sup>63</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

## **7.02 S23 Replace TOP Code with CIP Code**

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes<sup>64</sup>;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook (PCAH)* and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, That the Academic Senate for California Community Colleges work with the California

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<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

<sup>64</sup> Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to “provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated”:

<https://asccc.org/resolutions/examining-conversion-top-cip>.

Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action<sup>65</sup> by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

### **^07.02.01 S23 Withdraw 07.02 Replace TOP Code with CIP Code**

Motion To Withdraw Resolution 07.02

Contact: Carrie Roberson, Executive Committee

### **\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**

Whereas, The California Community Colleges Chancellor's Office Call to Action states: "Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum"<sup>66</sup> and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report "California Community College Student Equity Plan Review: A Focus on Racial Equity" states, "The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change," and "practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student" and that "race consciousness is critical and essential to this work";<sup>67</sup>

Whereas, In addition to inequities embedded in and operational limitations of some aspects of

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<sup>65</sup> The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: [https://docs.google.com/document/d/15mjk89tej0tnz-bmr6dhaBgK8pF02uFqNcT\\_sYWrGVw/edit?usp=sharing](https://docs.google.com/document/d/15mjk89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWrGVw/edit?usp=sharing).

<sup>66</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>67</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. [https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review\\_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf).



Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices<sup>68</sup>; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric<sup>69</sup>—“a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students”—the California Community Colleges DEI In Curriculum: Model Principles and Practices tool<sup>70</sup> and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework<sup>71</sup> for faculty to review their own curriculum;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor’s Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor’s Office Call to Action,<sup>72</sup> the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*<sup>73</sup> and the ASCCC adopted paper “Equity Driven Systems: Student Equity and Achievement in the California Community Colleges”;<sup>74</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

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<sup>68</sup> Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the “one solution” who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

<sup>69</sup> Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

<sup>70</sup> DEI in Curriculum Principles and Practices: <https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf>.

<sup>71</sup> OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeni.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

<sup>72</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>73</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California.

<https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

<sup>74</sup> “Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges.” (2019). Academic Senate for California Community Colleges. <https://Academic Senate for California Community Colleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

#### **\*+7.04 S23 Defining Success for Part-Time Students**

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)<sup>75</sup> and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;<sup>76</sup>

Resolved, That the Academic Senate for California Community Colleges works with the

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<sup>75</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from [https://datamart.cccco.edu/Students/Unit\\_Load\\_Status.aspx](https://datamart.cccco.edu/Students/Unit_Load_Status.aspx).

<sup>76</sup> Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://AcademicSenateforCaliforniaCommunityColleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://AcademicSenateforCaliforniaCommunityColleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://AcademicSenateforCaliforniaCommunityColleges.org/resolutions/financial-aid>.



California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

#### **^7.04.01 S23 Amend 7.04 Defining Success for Part-Time Students**

##### **Amend Third Whereas**

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of situations of life ~~choices~~ situations that ~~explain~~ require their part-time status; and

##### **Amend First Resolved**

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals ~~and toward life choices that explain their part-time status~~ of a dynamic student body needing part-time educational opportunities; and

##### **Amend Second Resolved**

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is a based on a holistic definition of student success that incorporates progress towards academic goals ~~and toward life choices that explain their part-time status~~ of a dynamic student body needing part-time educational opportunities; and

Contact: Mitra Sapienza, City College of San Francisco

**\*#7.05 S23 Review of Credit for Prior Learning Regulations**

Whereas, The most recent amendment to California Code of Regulations (CRC), title 5, §55050<sup>77</sup> Credit for Prior Learning became effective March 21, 2020, and includes allowances for multiple methods of awarding credit for prior learning, including “credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams,” and further required that each district certify to the California Community Colleges Chancellor's Office by December 31, 2020 that the policies required pursuant to CRC, title 5, §55050 were adopted and implemented;

Whereas, Subsequent to the amendment to California Code of Regulations, title 5, §55050 taking effect on March 21, 2020, the California State University Chancellor’s Office has twice revised its Executive Order 1036 Credit for Prior Learning Policy (October 7, 2021 and March 4, 2023)<sup>78</sup>;

Whereas, While there is considerable overlap between the requirements for granting college credit using credit for prior learning (CPL) between what the California State University allows in Executive Order 1036 and what the California Community Colleges allow in California Code of Regulations, title 5, §55050, any differences between the two segments on how college credit is granted for CPL could cause unintended consequences for students; and

Whereas, Consistency of credit for prior learning (CPL) requirements between the California State University and California Community Colleges will be of benefit to students who seek to both earn community college credit through CPL and transfer to the California State University, and discerning the differences between the CPL requirements of the two segments requires careful review;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and appropriate system partners to review California Code of Regulations, title 5, §55050 Credit for Prior Learning, in comparison with California State University Chancellor’s Office Executive Order 1036 Credit for Prior Learning Policies, to identify any differences between the credit for prior learning requirements of the two segments and, if necessary, propose amendments to California Code of Regulations, title 5, §55050, and present its findings by the 2024 Spring Plenary Session.

Contact: John Freitas, Los Angeles City College

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<sup>77</sup> Title 5 section §55050 is found at [https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I629435824C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>78</sup> CSUCO EO 1036 is found at <https://calstate.policystat.com/policy/13085511/latest/>

## **#7.06 S23 Promoting the Mission and Vision of the California Community Colleges Amidst Changes to California Education Code**

Whereas, California Education Code §66010.4<sup>79</sup> notes that “The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students,” and “A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement;”

Whereas, AB 2973 (Committee on Higher Education, 2022),<sup>80</sup> an omnibus bill, revised California Education Code (EDC) §66010.4, eliminating the provision of “remedial instruction for those in need of it” and replacing it with “instruction and additional learning supports to close learning gaps for those in need of it” and changed the terms “remedial” to “pretransfer” and “basic skills” to “foundational skills,” throughout other sections of EDC, fundamentally revising the mission of the California Community Colleges, reducing access to college preparatory coursework;

Whereas, The Academic Senate for the California Community Colleges passed “Reaffirming the Mission and Vision of the California Community Colleges”<sup>81</sup> in the 2022 Fall Plenary Session with the intent of expanding access to all students, including those most vulnerable in our society and those that may benefit from remedial (or pretransfer) college preparatory education in order to support their academic trajectory, under the auspices of a previously unrevised California Education Code §66010.4; and

Whereas, The Academic Senate for the California Community Colleges appreciates reform that attempts to meet the needs of students by increasing access to all coursework, while cognizant that the unintended consequences of enacting changes to California Education Code can adversely affect the robust student population of the system;

Resolved, That the Academic Senate for the California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to reembrace the consultative process, particularly as it relates to consideration of proposed legislation that amends the mission and vision of the California Community Colleges; and

Resolved, That the Academic Senate for the California Community Colleges reaffirm a commitment to and work with the California Community Colleges Chancellor’s Office and system partners to commit to placing students’ goals first, including those that directly benefit from remedial (or pretransfer) college preparatory instruction.

Contact: Raul Madrid Jr., Mt. San Antonio College

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<sup>79</sup> California Education Code §66010.4:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66010.4.&lawCode=EDC).

<sup>80</sup> AB 2973 (Committee on Higher Education, 2022):

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB2973](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB2973).

<sup>81</sup> Resolution 07.14 F22 Reaffirming the Mission and Vision of the California Community Colleges:

<https://www.asccc.org/resolutions/reaffirming-mission-and-vision-california-community-colleges>.

**\*#7.07 S23 Revisit Baccalaureate Degree Upper Division General Education and Minimum Qualifications Requirements**

Whereas, SB 850 (Block, 2014) initiated the California Community College Baccalaureate Degree Pilot Program, and AB 927 (Medina, 2021) made pilot programs permanent and expanded opportunities for colleges to implement baccalaureate degree programs;

Whereas, Initial upper division faculty minimum qualifications and baccalaureate degree general education requirements, developed through stakeholder collaboration based on University of California and California State University philosophies for upper division education and adopted by the Board of Governors in the 2016 *Baccalaureate Degree Pilot Program Handbook* upon the recommendation of the Academic Senate for California Community Colleges, were revised to comply with requirements of the Accrediting Commission for Community and Junior Colleges; and

Whereas, Accrediting Commission for Community and Junior Colleges has vetted and will soon adopt new standards which shift from prescription of requirements to encouraging and supporting innovation in all aspects of community college operations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system practitioners to develop a philosophy statement for upper division general education specific to the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system practitioners to revisit current baccalaureate degree upper division general education requirements; and

Resolved, That the Academic Senate for California Community Colleges recommend implementation of the faculty minimum qualifications for baccalaureate degree upper division instruction first adopted with Resolution F15 10.01 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges and included in the 2016 *Baccalaureate Degree Pilot Program Handbook*.

Contact: Cheryl Aschenbach, Executive Committee

## **#7.08 S23 Proposed Revision to Title 5, Section 55063 Minimum Requirements for the Associate Degree Ethnic Studies Requirement**

Whereas, The California Community Colleges Ethnic Studies graduation requirement, codified in California Code of Regulations, title 5, section §55063 Minimum Requirements for the Associate Degree<sup>82</sup> upon action of the Board of Governors (BOG) in 2021, and per BOG President Pamela Hayes' comments that ethnic studies serves as a means to help "break down barriers to equity" by placing "diversity, equity, and inclusion...and anti-racism at the heart of our work"<sup>83</sup>; this requires experts within the four autonomous disciplines of ethnic studies: African American Studies, Chicana/o/x Latina/o/x Studies, Asian American Studies, or Native American Studies to teach ethnic studies courses;

Whereas, Courses offered from the four autonomous ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses and frameworks that teach all students about these histories, expressions, and their contributions to the diverse cultures that make up California and the U.S.; ethnic studies disciplines engage students in a critical analysis of these cultures and their relationship to the society at large in order to understand and address how systems and structures of racism, classism, etc. impact all populations within the U.S.; and

Whereas, Section e, (3) of §55063 Minimum Requirements for the Associate Degree states: "Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines," which has been misinterpreted to allow for ethnic studies courses to be taught by non-ethnic studies scholars and for non-ethnic studies disciplines to misrepresent courses as authentic ethnic studies course; if unchanged, students may wind up getting credit for the ethnic studies requirement without ever completing an authentic ethnic studies course;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, through existing processes, to recommend that the Ethnic Studies graduation requirement for California Community College associate degrees established in California Code of Regulations, title 5 §55063 be amended as follows:

"(3) Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course from one of the four autonomous ethnic studies disciplines: Asian American Studies, American Indian/Native American Studies, Black Studies/African American or Africana Studies, and/or Chicana/o/x Latina/o/x Studies."<sup>84</sup>

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<sup>82</sup> California Education Code, title 5, section 55063 Minimum Requirements for the Associate Degree: [https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default](https://govt.westlaw.com/calregs/Document/I43B642004E0E11EDA19AD993669B28BD?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

<sup>83</sup> California Community College Ethnic Studies Requirement Frequently Asked Questions 2 September 2022 available through the Vision Resource Center.

<sup>84</sup> Replacement of the following paragraph number (3) of title 5 §55063, under the header (e) Additional

Contact: Thekima Mayasa, San Diego Mesa College

### **#7.09 S23 AB 1705 Data Validation and Transfer-Level Prerequisites**

Whereas, AB 1705 (Irwin, 2022)<sup>85</sup> goes beyond ensuring that students who have successfully completed pre-requisite coursework not be required to repeat that work and requires that all students be allowed to bypass transfer-level pre-requisite courses for calculus beginning July 1, 2024 (for business calculus) and July 1, 2025 (for STEM calculus) unless the colleges are able to validate these pre-requisites using a metric that has not yet been determined as of April, 2023;

Whereas, Any new guidelines for prerequisite validation should be thoroughly vetted by discipline faculty and viewed not only through the lens of throughput and course success but also course and program attrition, mastery and retention of student learning outcomes, long-term career and transfer outcomes, and the equity impact of all the above;

Whereas, Inherent difficulties are involved in creating a study to determine the effectiveness of transfer-level pre-requisite coursework that is both statistically sound and fair to students, and thus expecting each college district to complete such a study in a short timeframe is unlikely to lead to reliable data and using this data could have lasting negative impact on the academic success, retention, and mental health of the students involved, especially since failing to prove the benefit of a prerequisite using narrowly defined metrics is not equivalent to proving the prerequisite does not improve success in subsequent courses; and

Whereas, Students, faculty, and colleges are still grappling with the academic, social, mental health, and personal struggles caused by the Covid-19 pandemic and would benefit from additional time to gather data and flexibility to address changes to educational policies and practices;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would extend the timeline for the AB 1705 (Irwin, 2022) data validation by at least two years;

Resolved, That the Academic Senate for California Community Colleges seek an amendment to California Education Code that would remove the language that says that colleges that fail to justify their transfer-level prerequisite courses may not recommend those courses to students and shall notify students that the prerequisite, “does not improve their chances of completing calculus for their STEM program”;

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Requirements: Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines.

<sup>85</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that discipline faculty are involved in the process of identifying sensible data and metrics for pre-requisite validation and to encourage that any data validation include a review of the current placement standards employed by the California State University and University of California system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop examples, models, and professional development of counseling practices that would, while working within the mandates of AB 1705 (Irwin, 2022), allow colleges to empower all students to self-advocate in making decisions regarding course selection and enrollment that are best for their educational goals.

Contact: Heidi Ochoa, Saddleback College

## **9.0 Curriculum**

### **#9.01 S23 Assigning Ethnic Studies Courses only to Ethnic Studies Disciplines**

Whereas, At the Academic Senate for California Colleges in Fall 2020 approved Resolution F20 9.03 Ethnic Studies Graduation Requirement<sup>86</sup> and Resolution F20 9.04 Clarify and Strengthen the Ethnic Studies General Education Requirement and in July 2021 the Board of Governors Approved the ethnic studies requirement in that "Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism";

Whereas, The California Community College Chancellor Office's June 9, 2022 FAQs on Ethnic Studies provide guidance and clarification in the Ethnic Studies Requirement that was supported by the Board of Governors, "Per Board of Governors (BOG) President Pamela Haynes, the BOG voted on the ethnic studies requirement as a means to help 'break down barriers to equity' by placing "diversity, equity, and inclusion...and anti-racism at the heart of our work." This requires true experts in African American studies, Chicana/o/x Latina/o/x Studies, Asian American studies, or Native American studies to teach ethnic studies course core competencies"; and

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<sup>86</sup> Resolution F20 09.03 Ethnic Studies Graduation Requirement: <https://www.asccc.org/resolutions/ethnic-studies-graduation-requirement>.

Whereas, Section e, (3) of § 55063 Minimum Requirements for the Associate Degree states “Satisfactory completion of a transfer-level course (minimum of three semester units or four quarter units) in ethnic studies. This requirement may be satisfied by obtaining a satisfactory grade in a course in ethnic studies taught in or on behalf of other departments and disciplines”; and

Whereas, The Academic Senate for California Community Colleges’ February 2022 Rostrum article spells out the importance of hiring faculty as prescribed in the 2022 Minimum Qualifications Handbook<sup>87</sup> and clearly states “Some disciplines at colleges faced with a scarcity of faculty have attempted the single course equivalency solution. Although reasons for desiring to circumvent the regulations may stem from understandable difficulties, such problems are no excuse for hiring someone who is not qualified to teach in the discipline. Individuals hired as faculty members, both full-time and part-time, are expected to have the expertise to teach the range of courses in the disciplines for which they were hired;”

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to appropriately assign ethnic studies courses offered "in or on behalf of other disciplines" only to the ethnic studies discipline and/or the appropriate autonomous core discipline of ethnic studies and consistent with the 2022 Minimum Qualifications Handbook<sup>88</sup> which states that courses should be taught by discipline faculty, and in the case of ethnic studies, faculty from the four core disciplines of Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senate equivalency committees to review equivalency applications with an eye towards ensuring an applicant's academic training is equivalent to at least a Master's degree in the discipline to which a course is assigned.

Contact: Tamara Cheshire, Folsom Lake College, Area A

#### **^9.01.01 Amend 9.01 Assigning Ethnic Studies Courses to Faculty Meeting Ethnic Studies Minimum Qualifications**

##### **Amend First Resolved**

Resolved that the Academic Senate for California Community Colleges urge local Senates and Curriculum Committees to appropriately assign Ethnic Studies courses offered “in or on behalf of other disciplines” ~~only to the ethnic studies discipline and/or the appropriate autonomous core discipline of ethnic studies and consistent with the 2022 Minimum Qualifications Handbook 4 which states that courses should be taught by discipline faculty, and in the case of ethnic studies, faculty from the four core disciplines of Ethnic Studies; and~~ to Ethnic Studies,

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<sup>87</sup> *Minimum Qualifications Handbook* (2022). <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2022-report-min-qualifications-a11y.pdf?la=en&hash=C250C473024B24162799C9E64C787EF7E50DC5C6>. pp. 7, 27, 30, 38, 45 & 2 p. 26

<sup>88</sup> Ibid.



specifically the appropriate autonomous core disciplines of Ethnic Studies to remain consistent with the Minimum Qualifications Handbook which states that courses should be taught by discipline faculty; and

Contact: Tamara Cheshire, Folsom Lake College

## **10.0 Disciplines List**

### **\*10.01 S23 Disciplines List—Ethnic Studies**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in Ethnic Studies

OR the equivalent;

and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

### **+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List**

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*<sup>89</sup>, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather

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<sup>89</sup> *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16<sup>th</sup> ed.: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.

than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

## **12.0 Faculty Development**

### **12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE’s continued offerings, and that @ONE’s focus on equitable

and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators' training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor's Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

**+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

**Amend the Title:**

Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

**Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor's Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

## 13.0 General Concerns

### 13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation”<sup>90</sup> encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized<sup>91</sup>;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC’s online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

### \*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,<sup>92</sup> which recognized the significant environmental changes that California community colleges find themselves operating in; and

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<sup>90</sup> Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

<sup>91</sup> Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

<sup>92</sup> Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”<sup>93</sup> and a paper titled “Enrollment Management Revisited”<sup>94</sup>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”<sup>95</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

**\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,<sup>96</sup> which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to sections 504<sup>97</sup> and 508<sup>98</sup> of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Effective and Equitable Online Education: A Faculty Perspective”<sup>99</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

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<sup>93</sup> “Role of Academic Senates in Enrollment Management.” (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

<sup>94</sup> “Enrollment Management Revisited.” (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

<sup>95</sup> “Enrollment Management Revisited Again: Post Pandemic.” (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

<sup>96</sup> Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

<sup>97</sup> “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

<sup>98</sup> “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

<sup>99</sup> “Effective and Equitable Online Education: A Faculty Perspective.” (2023). Academic Senate for California Community Colleges. [https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education\\_Final\\_03\\_16\\_2023.pdf](https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf).

### **13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)<sup>100</sup> “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”<sup>101</sup>; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”<sup>102</sup> yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom<sup>103</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.<sup>104</sup>

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

### **^+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5**

#### **Add a Third Whereas:**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure<sup>105</sup> defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

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<sup>100</sup> SR 45 (Min, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SR45](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45)

<sup>101</sup> “Executive Summary.” SR 45 (Min). March 16, 2022: [https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>102</sup> California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

<sup>103</sup> Senate Resolution 45 (Min). March 16, 2022: [https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>104</sup> Ibid.

<sup>105</sup> “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

### **Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition<sup>106</sup> as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

### **^13.04.02 S23 Withdraw 13.04.01 Define Academic Freedom in Title 5**

Motion To Withdraw Resolution 13.04.01

Contact: Sharyn Eveland, Taft College

### **^13.04.03 S23 Withdraw 13.04.02 Define Academic Freedom in Title 5**

Motion To Withdraw Resolution 13.04.02

Contact: Chris Cruz-Boone, Bakersfield College

### **^13.04.04 S23 Amend 13.04 Define Academic Freedom in Title 5**

#### **Add a Third Whereas**

Whereas, Finkin and Post (2009) remind us educators that "academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession"<sup>107</sup> and our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA).

#### **Add a Fourth Whereas**

Whereas, Joan W. Scott defines expertise as "the production of knowledge informed by disciplined research, [and] science in the public interest" and "the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing 'the common good'"<sup>108</sup> academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

#### **Amend First Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom and an explanation of the associated

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<sup>106</sup> Ibid.

<sup>107</sup> Post, R. C., Finkin, M. W. (2009). *For the Common Good: Principles of American Academic Freedom*. Ukraine: Yale University Press.

<sup>108</sup> Scott, J. W. (2019). *Knowledge, Power, and Academic Freedom*. Columbia University Press. <https://doi.org/10.7312/scot19046>

responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.

Contact: Chris Cruz-Boone, Bakersfield College

#### **^13.04.05 S23 Amend 13.04 Define Academic Freedom in Title 5**

##### **Add a Third Whereas**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure defined academic freedom, which continues to serve as the standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly as Finkin and Post (2009) remind us that, “academic freedom consists of the freedom to pursue the scholarly profession according to the standards of that profession”[5]. Our professional ethics and responsibilities prohibit educators from weaponizing our right to academic freedom to create educational and/or work environments hostile to protected classes and/or diversity, equity, inclusion, accessibility and anti-racism work (DEIAA), and the need for a shared definition is evident.

##### **Add a Fourth Whereas**

Whereas, Joan W. Scott defines expertise as “the production of knowledge informed by disciplined research, [and] science in the public interest” and “the century-old notion of academic freedom insists on the expertise of scholars and the importance of expertise for advancing ‘the common good’”[6] academic freedom is necessary for public educators to successfully guide students to become publicly engaged citizens, critical thinkers, and future employees.

##### **Amend First Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom and an explanation of the associated responsibilities and professional ethics needed by California community colleges to establish a standard for their curriculum and classrooms.[7]

##### **Add Second Resolved**

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office consider AAUP’s definition as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and support of equity driven mission of the California Community Colleges.

Contact: Chris Cruz-Boone, Bakersfield College



**\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as “indispensable requisite for unfettered teaching and research in institutions of higher education,” and that “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition”<sup>109</sup>;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor’s Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited

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<sup>109</sup> "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; [https://www.aaup.org/sites/default/files/AAUP\\_academic\\_freedom.pdf](https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf).

to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida’s House Bill 999: Public Postsecondary Educational Institutions;<sup>110</sup> and

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

### **^13.05.01 Amend 13.05 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

#### **Amend First Resolved:**

Resolved, That the Academic Senate for California Community Colleges condemns political agents who attempt to undermine academic freedom, and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Contact: John Crociti, San Diego Mesa College

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<sup>110</sup> Florida’s CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that “espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric” – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

### **+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

Whereas, California Code of Regulations, title 5 §41301<sup>111</sup> and the California Community Colleges Chancellor’s Office Legal Opinions 07-12<sup>112</sup> and 95-31<sup>113</sup> promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI’s ChatGPT, AI-powered Bing, and Google’s Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual’s own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

### **#13.07 S23 Establishing Low-Cost Textbook Parameters**

Whereas, Resolution F17 13.01, “Recognition of Course Sections with Low-Cost Course Material Options,” established that the Academic Senate for California Community Colleges encourages colleges to implement a mechanism for identifying course sections that employ low-cost course materials and supports efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students;

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<sup>111</sup> California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

<sup>112</sup> California Community Colleges Chancellor’s Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

<sup>113</sup> California Community Colleges Chancellor’s Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation,” encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes;

Whereas, XB12, Instructional-Material-Cost section level data element, was added to the California Community Colleges Management Information System Data Element Dictionary for implementation in summer 2022 and requires colleges to code course sections that have “low instructional material costs (as defined locally)”<sup>114</sup>; and

Whereas, Local academic senates have sought guidance regarding what parameters should be used to determine the cost used when deciding whether a given course section is below the locally established low-cost threshold;

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials—e.g., homework systems—at or through the college bookstore that are available to all students; and

Resolved, That the Academic Senate for California Colleges recommend that local low-cost course material definitions specify that the price point be based on the costs of textbooks and supplemental materials that students will own or have access to permanently.

Contact: Michelle Pilati, Rio Hondo

### **#13.08 S23 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals**

Whereas, Determining course instruction materials is part of the academic and professional matters under the 10+1 and faculty have a responsibility to take into consideration the cost associated with those instructional materials;

Whereas, The California Community Colleges have been increasingly subjected to mandates that were initially introduced as optional in areas that are clearly the purview of academic senates, including the creation of Associate Degrees for Transfer, the submission of courses to the Course Identification Numbering System (C-ID), the removal of many math and English prerequisites, implementation of Guided Pathways, and approaches to maximizing the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe of their initial attempt; and

Whereas, The charge of the Equitable Student Experience: Burden-Free Instructional Materials Task Force—initially referred to as a ZTC Taskforce—is to evaluate the existing infrastructure in place that guides instructional material choices and provide recommendations to structural

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<sup>114</sup> California Community Colleges Management Information System Data Element Dictionary: <https://webdata.cccco.edu/ded/xb/xb12.pdf>

changes that will facilitate the creation of sustainable solutions that reduce textbook costs for students in the long term<sup>115</sup>;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to assert academic senate primacy in addressing course instructional material costs issues, including all aspects of local low-cost definitions and any goal-setting related to instructional materials costs or the offering of zero textbook cost and low textbook cost sections.

Contact: Julie Bruno, Sierra College

### **^13.08.01 S23 Amend 13.09 Asserting Faculty Primacy with Respect to Establishing Low-Cost Definitions and Instructional Materials Cost-Reduction Goals**

#### **Amend first Resolved**

Whereas, ~~determining~~ Selecting course instructional materials is part of the academic and professional matters under the 10+1 and faculty have a responsibility to take into consideration the cost associated with those instructional materials<sup>116</sup>;

Contact: Michelle Pilati, Rio Hondo College

### **15.0 Intersegmental Issues**

#### **#15.01 S23 Urging the Inclusion of Logic Courses in the Cal-GETC Critical Thinking Component**

Whereas, The California Intersegmental General Education Transfer Curriculum (Cal-GETC) includes a component titled “Critical Thinking and Composition,”<sup>117</sup> the name of which would seem to exclude such philosophy courses as Introduction to Logic (C-ID 110) and Symbolic Logic (C-ID 210);

Whereas, Philosophy courses in Introduction to Logic and Symbolic Logic currently satisfy the Critical Thinking component (Area A3) of the California State University (CSU) transfer requirements<sup>118</sup> and will continue to satisfy the Critical Thinking component of the CSU

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<sup>115</sup> Zero Textbook Cost Program Updates, February 23, 2023: <https://asccc-oeri.org/wp-content/uploads/2023/02/ztc-program-overview-and-guidance-a11y.pdf>

<sup>116</sup> California Code of Regulations Title 5 §59404: <https://www.law.cornell.edu/regulations/california/5-CCR-59404>

<sup>117</sup> Cal-GETC Subject Area 1, English Communication, includes three one-course components: English Composition, Critical Thinking and Composition, and Oral Communication. [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

<sup>118</sup> Colleges that offer both Introduction to Logic and Symbolic Logic, and where both of those courses satisfy CSU-GE area A3, include: Berkeley City College, Cabrillo College, Chabot College, Citrus College, Clovis Community College, Coastline Community College, College of the Canyons, Cypress College, De Anza College, Diablo Valley College, East Los Angeles College, El Camino College, Folsom Lake College, Foothill College, Glendale Community College, Long Beach City College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Madera Community College, Modesto Junior College, Moorpark College, Moreno Valley College, Norco College, Orange Coast College, Oxnard College, Palomar College, Pasadena City College, Reedley College, Rio Hondo College.

breadth requirements<sup>119</sup>;

Whereas, Logic courses provide excellent training in Critical Thinking because they challenge students to engage in linguistic and structural analysis, to evaluate the form and the content of deductive and inductive arguments, and to construct rigorous and systematic proofs; and

Whereas, When standards are written that will determine which California Community College (CCC) courses satisfy the Cal-GETC subject areas and which do not, the Special Committee on Cal-GETC would best serve students by defining the subject areas in a broad way that ensures flexibility and options for students, rather than in a narrow way that limits student options;

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the subject areas of the transfer pathway in a broad way that ensures flexibility for students; and

Resolved, That the Academic Senate for California Community Colleges urge the Special Intersegmental Committee on Cal-GETC to define the “Critical Thinking and Composition” component broadly in a way that explicitly allows for California community college courses to include courses such as Introduction to Logic and Symbolic Logic to satisfy that requirement to be included.

Contact: Wesley Sims, Cuesta College

### **#15.02 S23 Include Lifelong Learning and Self-Development as a Graduation and General Education Requirement**

Whereas, AB 928 (Berman, 2021) presents unintended consequences for students in many disciplines, including kinesiology, health, physical education, dance and nutrition, within the California Community College system;

Whereas, The mental and physical well-being of all California Community College and university students continues to be of serious concern, as confirmed by more than 3,500 students in a statewide survey and over 700 students in a single district survey who support including lifelong learning courses in the GE and/or graduation requirements and 1,300 California Community College students who have expressed their voice and concern regarding the elimination of lifelong learning and self-development courses in letters written and sent to the Chair of the Senate Education Committee, Chair of the Assembly Higher Education Committee, Assemblyman Marc Berman and the Intersegmental Committee of the Academic Senates ;

Whereas, The California Master Plan for Higher Education (CMPHE) differentiates the distinct roles and respective missions of California’s three tier higher educational systems – California Community Colleges, California State University, and University of California – and indicates

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<sup>119</sup> “Although Cal-GETC will be the only general education pathway for the associate degree for transfer, the California State University has no plans to discontinue CSU GE Breadth.” [https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC\\_Framework\\_2-9-2023.pdf](https://icas-ca.org/wp-content/uploads/2023/02/Cal-GETC_Framework_2-9-2023.pdf).

that a single transfer curriculum should recognize these system differences without ignoring the physical and mental health needs of all students served by the CMPHE; and

Whereas, Kinesiology, physical education, dance, athletics, nutrition and health education are building blocks of academic success for all students, particularly those who are disproportionately impacted, and the elimination of lifelong learning and self-development courses due to streamlining the GE pattern will result in course cancellations due to reduced enrollment in the disciplines identified above and will deny the opportunity for knowledge and skill development which will exacerbate inequities and health disparities that contribute to the success gaps in disproportionately impacted students;

Resolved, That the Academic Senate of the California Community Colleges encourage California community colleges to include lifelong learning self-development courses in local general education requirements for associate degrees, to ensure that California community college students have the benefit of education in critical areas that affect their academic success, health, and well-being.

Contact: Kathleen O'Connor, Santa Barbara City College



# CALIFORNIA LEGISLATURE

STATE CAPITOL  
SACRAMENTO, CALIFORNIA  
95814

April 18, 2023

Daisy Gonzales, Ph.D  
Interim Chancellor  
California Community Colleges  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, California 95811

Amy Costa  
President, Board of Governors  
California Community Colleges  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, California 95811

Sonya Christian, Ph.D  
Incoming Chancellor  
California Community Colleges  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, California 95811

Dear Chancellors Gonzales, Christian and President Costa,

As Chairs of the Senate Education Committee and Assembly Committee on Higher Education, we write to express our thoughts and unified position on the approval of bachelor's degrees by the Board of Governors of the California Community Colleges.

Senate Bill 850 (Block, Chapter 747, Statutes of 2014) created the Baccalaureate Degree Pilot Program, demonstrating that community colleges throughout the state are well-positioned to offer baccalaureate degrees. In their letter of support for SB 850 (Block), the California State University Chancellor's Office wrote that "we believe that three core principals reflected in the latest amendments are critical for success: protecting against duplicating programs and curricula; identifying unmet workforce needs and related student demand for new programs; and, encouraging public colleges and universities to examine collaborative approaches for meeting local needs."

AB 927 (Medina, Chapter 565, Statutes of 2021) extended the operation of the statewide baccalaureate degree pilot program indefinitely. Intersegmental collaboration was again at the heart of the effort, with the Community College Chancellor's Office writing in their support letter that the "bill strikes a suitable balance between allowing for an expansion of new baccalaureate degree programs, while also ensuring the implementation of a thoughtful and intentional consultative process with our higher education system partners."

Collaboration and coordination among California's public higher education segments is crucial for the success of California students and the state. The California Community Colleges, the California State University, and the University of California work together to provide students with the best possible education and opportunities. It is essential that California's public higher education segments remain collaborative partners in order to ensure that state resources are used efficiently and effectively, and that our students have access to the highest quality programs and services.

It is in this spirit of collaboration that we strongly urge the Community College Chancellor's Office and the Board of Governors to pause cycle two applications. This pause will allow an intersegmental workgroup to convene in order to discuss a resolution process for disputes and further refine the duplication consultation process, and to better define program duplication.

It is also in the spirit of cooperation that we express our expectation that when there are concerns about duplication, we expect that the final approved bachelor's program will not duplicate a CSU or UC degree regardless of location and, as called for in the law, that there will be a written agreement to that effect signed by the impacted systems.

We take great pride knowing that the California Community Colleges are among the greatest drivers of education and workforce preparation in the world, and know that your efforts strive always to place the needs of our students at the forefront. We strongly believe that a pause to cycle two application and deliberative collaboration now will ensure that the Community College Baccalaureate Program best serves our students and the State of California in the years ahead.

Sincerely,



JOSH NEWAMN  
Chair  
Senate Education Committee



MIKE FONG  
Chair  
Assembly Committee on Higher Education

cc: Wendy Fong, Chair, The California State University Board of Trustees  
Jolene Koester, Chancellor, The California State University  
Michael Drake, President, The University of California  
Rich Leib, Chair, The University of California Board of Regents