

3.01 F17 Support for DACA Students

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college;¹

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to DACA students who are attending our colleges; and

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

Contact: Dolores Davison, Executive Committee, Equity and Diversity Action Committee

Acclamation

3.02 F17 ESL Equity Impact Caused by Termination of Common Assessment Initiative

Whereas, The Seymour-Campbell Student Success Act (2012) directed the Common Assessment Initiative (CAI) to create a common assessment tool for placement, and the statewide faculty efforts to create that tool within the CAI's ambitious one-year mandated timeline resulted in the exodus of several producers of competing placement instruments from the placement assessment market, leaving colleges with few quality options to meet the Title 5 requirement² that all colleges have an assessment, and thus utterly dependent upon the creation of the common assessment;

Whereas, The Multiple Measures Assessment Project (MMAP) has been named by the California Community Colleges Chancellor's Office as a means to remove unnecessary barriers to students trying to place into English and Math, and MMAP was cited in the Chancellor's decision to terminate work on the CAI, yet effective application of multiple measures to the range of English as a Second Language (ESL) students in college is yet to be validated, and it remains exceedingly difficult to create multiple measures for ESL students since high school transcripts cannot be used effectively in placing students from different countries, across incongruent or incompatible foreign school systems, utilizing different languages, and with gaps in schooling due to immigration factors;

Whereas, AB 705 (Irwin, 2017) permits standardized tests as a multiple measure for placement³ of credit ESL students, and such tests may be critical to the success of work by the Adult Education Block Grant (2014) consortia to place ESL students into language pathways spanning several programs with multiple entry and exit levels; and

Whereas, The termination of a well-designed standardized placement tool in favor of placement measures which are ineffective for ESL students creates an egregiously inequitable and discriminatory practice of compelling ESL students to either 1) produce evidence they cannot procure in order to prove their need for

¹ <https://edsources.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746>

² California Code of Regulations. Title 5 §55518 (c); §55522; §55530; §56234

³ Assembly Bill 705 Section 2.78213 (e)

more time for language and math development, or 2) self-place into a post-secondary educational system which may be completely different from the educational systems in their countries of origin;

Resolved, That the Academic Senate for California Community Colleges ask the California Community Colleges Chancellor's Office to commit to consultation with ESL professionals on all student success mandates affecting ESL students in an effort to work towards eliminating inequitable impact on ESL students;

Resolved, That the Academic Senate for California Community Colleges convene ESL professionals to determine the best and most equitable alternatives for assessing and placing students into the ESL pathways being created under the Adult Education Block Grant; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that, in compliance with the provisions of AB 705, colleges may use standardized placement tools as equitable options to place ESL students into ESL sequences as needed for success in ESL pathways.

Contact: Leigh Anne Shaw, Skyline College

7.08 F17 Call for Faculty Leadership in Implementing the *Vision for Success*⁴

Whereas, During the Fall 2016 Plenary session The Academic Senate for California Community Colleges passed a resolution outlining concerns about “guided pathways” models in regard to “the development of our students as whole persons” and “open-access, opportunity for student exploration, and the traditional breadth of a liberal education as historically critical pieces of the community college mission,” and called on the ASCCC to “investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state;”⁵

Whereas, The ASCCC president, in a Rostrum Article (February 2017) called for “faculty voice and leadership” in developing guided pathways;⁶

Whereas, Faculty voices have been raised in critique, concern, and opposition to the ways that guided pathways models have taken shape, both before the publication of the *Vision for Success*⁷ and afterwards in response to the *Vision for Success*;⁸ and

Whereas, The Academic Senate for California Community Colleges shares the goals of the *Vision for Success* for increasing completion rates, reducing time to completion, and closing equity gaps; however, the document does not resolve the inherent tension between the student's need for flexibility in exploration and the commitment to “focus relentlessly on students' end goals;”

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to engage senate-identified faculty in conversations to inform the implementation of the *Vision for Success*; and

⁴ The Vision for Success: https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf

⁵ Resolution 09.03 F 2016, “Investigate Effective Practices for Pathways Programs” <http://www.asccc.org/resolutions/investigate-effective-practices-pathways-programs>

⁶ <http://www.asccc.org/content/developing-guided-pathways-importance-faculty-voice-and-leadership>

⁷ Rostrum Article (Feb. 2017) voicing one professor's opposition: <http://www.asccc.org/content/guided-pathways-one-professor%E2%80%99s-response-redesigning-america%E2%80%99s-community-colleges>;

⁸ <https://academicssenate.santarosa.edu/sites/academicssenate.santarosa.edu/files/2017%2010%2004%20Open%20Letter%20Response%20to%20CCCCO%20Vision%20for%20Success.pdf>

Resolved, That the Academic Senate for California Community Colleges encourage the innovations of faculty who share the passion for student completion and equity found in the *Vision for Success*, and whose local strategies can be expected to serve our students in reaching their educational goals.

Contact: Eric Thompson, Santa Rosa Junior College

7.10 F17 Using System Consultation and Faculty Input to Address Expansion of Online Education

Whereas, On May 11, 2017 Governor Brown requested that Chancellor Oakley design and deploy a plan to develop a 115th college to solely offer entirely online degrees, and Chancellor Oakley contracted with National Center for Higher Education Management Systems (NCHEMS) to constitute the Flex Learning Options for Workers (FLOW) workgroup to provide three to five options to Governor Brown;

Whereas, California already has 114 community colleges offering both online courses and, in many cases, fully online degree programs to students seeking immediate employment, transfer, or both, and the system has benefitted from the resources made available by the Online Education Initiative, @ONE, and other efforts;

Whereas, Many of the resources necessary to serve the student populations and goals envisioned by the governor and by the FLOW workgroup already exist or could be developed within the existing structure of the community college system, thus more fully ensuring that the system's safeguards regarding academic quality are respected and maintained; and

Whereas, Program development and curriculum are academic and professional matters, and the Academic Senate for California Community Colleges and local academic senates should have opportunities for input and implementation, and additional system stakeholders, including *the* Chief Instructional Officers (CIOs), Chief Business Officers (CBOs), Chief Student Service Officers (CSSOs), Chief Executive Officers (CEOs) and Student Senate for California Community Colleges, have information and experience critical to the discussion of the best ways to accomplish the goals of the governor and the FLOW workgroup;

Resolved, That the Academic Senate for California Community Colleges work with system partners and the California Community Colleges Chancellor's Office to relay to the governor and other interested parties that the goals of the governor and the FLOW workgroup can be better accomplished using existing resources and structures within the community college system rather than by creating a separate online college or other entity; and

Resolved, That the Academic Senate for California Community Colleges work with system partners and the California Community Colleges Chancellor's Office to develop a clear and effective plan for addressing the goals of the governor and the FLOW workgroup in a manner that utilizes existing system structures and ensures academic quality for all students.

Contact: Cheryl Aschenbach, Executive Committee

9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development, and Title 5 §53203 requires "the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters;"

Whereas, A "meta major" or an "area of focus", a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest that is intended to serve as a guide to students, for development of their educational and career goals emphasizing broad and directed exploration first, leading to better informed choices while integrating student support throughout; and

Whereas, Colleges nationwide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest;⁹

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local senates to ensure that these titles and areas apply directly to the students affected by the creation of “meta majors” or “areas of focus.”

Contact: Executive Committee

13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

Resolved, That the Academic Senate for California Community Colleges support 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; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Task Force

⁹<http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>, <http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm>, http://www.mtsac.edu/instruction/guided_pathways_of_study.html