



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

**46<sup>th</sup> SPRING SESSION RESOLUTIONS**  
***FOR DISCUSSION AT AREA MEETINGS***  
***March 21-22, 2014***

*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 to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held April 10-12, 2014, in San Francisco.*

Resolutions Committee 2013-2014

John Freitas, Los Angeles City College, Chair  
Julie Adams, ASCCC, Executive Director  
Randy Beach, Southwestern College, Area D  
Kenneth Bearden, Butte College, Area A  
Dolores Davison, Foothill College, Area B  
Michelle Grimes-Hillman, Mt. San Antonio College, Area C

## RESOLUTIONS PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate 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, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session.

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

- Senate Delegate Roles and Responsibilities
- Plenary Session Resolution Procedures
- Resolution Writing and General Advice

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

- 1.01 S14 Insert the Phrase “Promotes Academic Excellence” in the ASCCC Mission Statement
- 1.02 S14 Adopt the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*
- 2.01 S14 Modify Title 5 To Allow Colleges To Be Accredited By Any Nationally Recognized Accrediting Agency
- 2.02 S14 Submitting Proposed Revisions to the *2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)
- 2.03 S14 Explore Use of Mock Accreditation Site Visits
- 3.01 S14 Infusing Cultural Competence
- 7.01 S14 Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings
- 9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia
- 10.01 S14 Adopt the Discipline List Handbook
- 12.01 S14 Consistent and Sustainable Funding for Professional Development
- 12.02 S14 Faculty Professional Development
- 13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree
- 14.01 S14 Adopt the Paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam*
- 14.02 S14 Local Use of Available Noncredit Progress Indicators
- 18.01 S14 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*

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**1.0 ACADEMIC SENATE**

**\*1.01 S14 Insert the Phrase “Promotes Academic Excellence” in the ASCCC Mission Statement**

Whereas, The Academic Senate for California Community Colleges is the official representative of all California community college faculty on academic and professional matters, and as that representative is responsible for promoting academic excellence in policy, initiative, consultative situations, to the legislature and Board of Governors, and to the media;

Whereas, The Academic Senate mission currently states<sup>1</sup>:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Whereas, While the current mission implies that the Academic Senate actively promotes academic excellence, an explicit statement to that effect will strengthen the understanding of the work and mission of the academic senate given the competing state and national organizations that attempt to claim that they ensure academic quality in the state; and

Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, ~~promotes,~~ advocates for, and acts upon policies of responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Dianna Chiabotti, Executive Committee

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<sup>1</sup> The current Academic Senate mission statement is found at <http://asccc.org/about/mission>

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**\*1.02 S14     Adopt the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria***

Whereas, Academic Senate Resolution 1.02 S13<sup>2</sup> directed the Academic Senate to “create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process” and that the task force’s recommendation “be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session”;

Whereas, In response to resolution 1.02 S13 the Operational Oversight Committee was formed and charged with developing an evaluation process for the Academic Senate, and this committee held a breakout at the Fall 2013 Plenary Session to present progress to and obtain feedback from the body that was used to inform the work of the committee;

Whereas, The deadline for completion of the first periodic review established as Fall 2014 Plenary Session would place a substantial burden on the organization and the individuals charged with completing the review, and therefore an extension of the timeline to Spring 2016 is much more reasonable; and

Whereas, Upon completion of the periodic evaluation review the Academic Senate should assess the entire process to determine what, if any, changes are required to improve the process and ensure its usefulness to the organization;

Resolved, That the Academic Senate for California Community Colleges adopt the *Guidelines for the Periodic Review of Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria*;

Resolved, That the Academic Senate for California Community Colleges complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first periodic review by the Spring 2016 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges assess the efficacy of the Periodic Evaluation of ASCCC process, including the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session.

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<sup>2</sup> The text of this resolution is found at <http://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges>.

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Contact: Julie Bruno, Executive Committee, Operational Oversight Committee

(Please see Appendix A for the full text of these documents.)

## 2.0 ACCREDITATION

### **\*2.01 S14 Modify Title 5 To Allow Colleges To Be Accredited By Any Nationally Recognized Accrediting Agency**

Whereas, California Code of Regulations, Title 5 § 51016 currently requires that, “Each community college within a district shall be an accredited institution. The Accrediting Commission for Community and Junior Colleges shall determine accreditation;”

Whereas, A basic criterion for participation in federal financial aid programs is that colleges be accredited by a nationally recognized accrediting agency, not one specific agency;

Whereas, Naming a specific accrediting agency in Title 5 is problematic because agencies may change their names, merge with other entities, or cease to be recognized, any one of such circumstances requiring a corresponding change to Title 5; and

Whereas, Naming a specific accrediting agency in Title 5 reduces the options California community colleges have to affiliate with an accrediting agency that fits their mission and circumstances<sup>3</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the appropriate bodies to remove references to one specific accrediting agency in Title 5 and to replace the language with a neutral statement requiring only that colleges be accredited by a federally recognized agency.

Contact: Kevin Bontenbal, Cuesta College, Accreditation and Assessment Committee

### **\*2.02 S14 Submitting Proposed Revisions to the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)**

Whereas, On January 24, 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) released for first reading a revised set of Eligibility Requirements and Accreditation Standards and began soliciting public comment about the draft revisions until April 30, 2014;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) will hold public hearings about *the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards* at Sylmar, California on April 28, 2014 and Sacramento, California on April 29, 2014;

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<sup>3</sup> For example, if a California community college chooses or is required to become an institution that offers multiple baccalaureate degrees, it must be accredited by an agency that has been nationally recognized to assess such institutions.

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Whereas, In order to assist the Academic Senate for California Community Colleges in providing public comment to the ACCJC, the Accreditation and Assessment Committee of the Academic Senate collected and compiled a list of recommended proposed revisions based upon research and analysis by the committee, including input from the field, in a single document entitled *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards*; and

Whereas, It would be impossible to present oral testimony for all of the items in the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* document in the available time, and therefore the Academic Senate must prioritize the proposed revisions that are of greatest importance to faculty;

Resolved, That the Academic Senate for California Community Colleges adopt the *Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards* and direct the Executive Committee to submit these proposed revisions on behalf of the Academic Senate through written and oral testimony at the ACCJC's public hearings, and furthermore devote its oral testimony to the proposed revisions determined to be of highest importance by the Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to provide oral and/or written testimony about the draft 2014 Eligibility Requirements and Accreditation Standards identified to the ACCJC based on their own locally identified concerns

Phil Smith, Executive Committee, Accreditation and Assessment Committee  
(Please see Appendix B for the full text of this document)

**\*2.03 S14 Explore Use of Mock Accreditation Site Visits**

Whereas, Preparing for accreditation site visits can be a daunting experience for most colleges;

Whereas, A possible resource for colleges is the use of mock evaluation teams, a group of accreditation-knowledgeable faculty, administrators, and staff either from the college, other colleges in the same district, or outside colleges who visit the college and provide a simulated experience of an actual site visit; and

Whereas, Based upon the mock visit, the college may be better prepared to respond to the actual evaluation team visit;

Resolved, That the Academic Senate for California Community Colleges investigate the use of mock accreditation team visits and report back to the body by spring 2015.

Contact: Adrienne Foster, West Los Angeles College, Accreditation and Assessment Committee



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**3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY**

**\*3.01 S14 Infusing Cultural Competence**

Whereas, Resolution 1.02 Spring 2010<sup>4</sup> asks for “the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates”;

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students; and

Whereas, the Academic Senate for California Community Colleges adopted its inclusivity statement<sup>5</sup> in June, 2012, that reads in part:

“The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society”;

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency training at its annual Executive Committee orientation, and use the information from that training to develop its plan.

Contact: Jeff Burdick, Willow International Community College Center, Student Equity Task Force

**7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

**\*7.01 S14 Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings**

Whereas, Colleges and districts that enroll students living in other states in distance education courses may be required by those states to enter into state authorization agreements in order to enroll those students, which can be burdensome to institutions and can result in thousands of dollars in fees to a state, even for a single student;

Whereas, The proposed 34 CFR § 600.9(c) states:

“If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, *the institution must*

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<sup>4</sup> The full text of this resolution is found at <http://asccc.org/resolutions/plan-infuse-cultural-competence>

<sup>5</sup> Executive Committee Policy 30.00 – Inclusivity is found at <http://asccc.org/policies/diversity>

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*meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request."*

that if enacted will become an accreditation requirement as colleges are expected to comply with all federal regulations; and

Whereas, Participation by the State of California in the State Authorization Reciprocity Agreement (SARA)<sup>6</sup>, which provides for "an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs," could relieve colleges and districts of having to directly negotiate agreements with states and territories", as that would be done by the State of California on behalf of colleges and districts, and could also ensure compliance with the proposed 34 CFR § 600.9(c);

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office and other state entities to analyze without delay the potential benefits and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible.

Contact: John Freitas, Executive Committee

## **9.0 CURRICULUM**

### **\*9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia**

Whereas, In 2013 the legislature passed and the governor signed AB 86 (Education Omnibus Trailer Bill, 2013-2014) that amended California Education Code §84830 to create regional consortia to implement a plan to "better serve the educational needs of adults" in areas that include basic skills, ESL, and short-term CTE educational services; and

Whereas, AB 86 further requires an evaluation and integration of faculty professional development to achieve greater student achievement; and

Whereas, Curricular design, educational planning, student success, and faculty professional development are all part of the 10+1 academic and professional matters under the purview of local academic senates, as stated in Title 5 §53200;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established CB21 coding to develop the a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;

Resolved, That the Academic Senate for California Community Colleges assert that local academic senates should be active participants in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

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<sup>6</sup> For more information, please go to <http://nc-sara.org>. To review the policies and standards for State Authorization Reciprocity Agreements, please go to <http://nc-sara.org/files/docs/SARA-General-Policies.pdf>.

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Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to remind local governing boards that the Title 5 requirements for collegial consultation with academic senates on academic and professional matters extends to interagency legislative bodies, including joint powers authorities established between community college and K-12 governing boards.

Contact: John Stankas, Executive Committee, Noncredit Committee  
(Please see Appendix C for the relevant text from AB 86.)

## **10.0 DISCIPLINES LIST**

### **\*10.01 S14 Adopt the Discipline List Handbook**

Whereas, The body adopted resolution 10.07 S13<sup>7</sup> that directed the Academic Senate for California Community Colleges to consolidate information related to the disciplines list process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both the Standards and Practice Committee and the field;

Whereas, Resolution 10.09 S13 and amendment 10.09.01 S13, both of which were referred to the Executive Committee<sup>8</sup>, addressed concerns about the need to simplify the way discipline list recommendations were brought to the body and to clarify the process; and

Whereas, The Standards and Practice Committee developed a Discipline List Handbook that consolidates the disciplines list process, as directed in resolution 10.07 S13, and addresses the concerns stated in the referred resolution 10.09 S13 and amendment 10.09.01 S13;

Resolved, That the Academic Senate for California Community Colleges adopt the Discipline List Handbook and implement the new discipline list process immediately upon its adoption by the body.

Contact: Michelle Grimes-Hillman, Executive Committee, Standards and Practices Committee  
(Please see Appendix D for the full text of this document.)

## **12.0 FACULTY DEVELOPMENT**

### **\*12.01 S14 Consistent and Sustainable Funding for Professional Development**

Whereas, AB 2558 (Williams, 2014) as of February 21, 2014 contains provisions that would implement two of the recommendations of the Chancellor's Office Professional Development Committee, including changing name of the Faculty and Staff Development Fund to the Professional Development Program and making the program inclusive of all college employees, but not does not provide the consistent and sustainable funding for professional development as recommended by the committee;

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<sup>7</sup> The full text of resolution 10.07 S13 is found at <http://asccc.org/resolutions/improvements-disciplines-list-process>

<sup>8</sup> The full texts of resolution 10.09 S13 and 10.09.01 S13 are found at <http://asccc.org/resolutions/disciplines-list-motion> and <http://asccc.org/resolutions/amend-resolution-1009-s13>

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Whereas, AB 2558 (Williams, 2014) would repeal Education Code §87152, which allocates to districts a minimum “an amount equivalent to one half of one percent of the fiscal year revenues . . . received by the district, for the 1987-88 fiscal year” for the Faculty and Staff Development Fund;

Whereas, The faculty and staff development funding indicated in Education Code §87152 has not been received by districts since 2002, in part because the language of the section is unclear in terms of whether the funds are subtracted from or added to the general fund and in part because of the section’s outdated reference to the 1987-88 fiscal year; and

Whereas, Ongoing consistent and sustainable funding is essential for the creation and maintenance of meaningful and vital professional development programs in the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges endorse AB 2558 (Williams, 2014) as of February 21, 2014 regarding its provisions for renaming and making the Professional Development Program inclusive of all college personnel;

Resolved, That the Academic Senate for California Community Colleges endorse AB 2558 (Williams, 2014) as of February 21, 2014 in its efforts to clarify or remove the outdated and ineffective language of Education Code §87152; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other constituent groups to establish through statute ongoing consistent and sustainable funding for the Professional Development Program.

Contact: David Morse, Executive Committee

(Note: Legislation can be tracked at <http://leginfo.legislature.ca.gov/faces/home.xhtml>)

**\*12.02 S14 Faculty Professional Development**

Whereas, The primary basis for faculty hiring is subject matter expertise and meeting the minimum qualifications outlined in Title 5 and in *Minimum Qualifications for Faculty and Administrators in Community Colleges (January 2012)*<sup>9</sup>;

Whereas, The California Community College faculty minimum qualifications do not include requirements for pedagogical knowledge or teacher preparation;

Whereas, Many colleges do not have a formal faculty professional development program tied to improvement of teaching and pedagogy; and

Whereas, The climate and culture of California community colleges have changed greatly over

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<sup>9</sup> This handbook is found at [http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012\\_2014.pdf](http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

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the last several years and faculty must be responsive to the needs of students at all levels and the vast array of diversity among students;

Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in pedagogy that are driven by the needs of faculty; and

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning and their impact on student success, and report its findings back to the body by spring 2015.

Contact: Dianna Chiabotti, Executive Committee

**Note:** This resolution was first submitted to the body at the fall 2013 plenary session as resolution 12.03 F13. The body referred this resolution and amendments 12.03.01 and 12.03.02 to the Executive Committee for perfecting and to be returned to the body by spring 2014 plenary. The minor changes proposed by the two amendments were incorporated into the resolution. The resolution was rewritten and is being brought back for consideration by the body.

### 13.0 GENERAL CONCERNS

#### \*13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree

Whereas, The California Community Colleges Chancellor's Office recently released a report from the California Community Colleges Baccalaureate Degree Study Group<sup>10</sup> on the topic of expanding the mission of community colleges in the state to include the awarding of bachelor's degrees, and the report concludes with a recommendation that the topic "merits serious review and study;"

Whereas, The Academic Senate currently has an oppose position to adding bachelor's degrees to the mission of CCCs, resolution 6.01 S10<sup>11</sup> but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Whereas, Any comprehensive change to the mission of the California community colleges should include comment and input from many California State University and the University of California colleagues, and the composition of the California community college study group that produced the report included no faculty representation from these two segments;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental

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<sup>10</sup> The full report is found at

[http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_StudyGroup\\_WEB.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WEB.pdf)

<sup>11</sup> The full text of resolution 6.01 S10 is found at <http://asccc.org/resolutions/opposition-proposed-modification-community-college-mission>

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scan by independent researchers be conducted and distributed to the colleges for information, deliberation, and further recommendations to the legislature.

Contact: Dolores Davison, Executive Committee

#### **14.0 GRADING**

##### **\*14.01 S14 Adopt the Paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam***

Whereas, Academic Senate Resolution 9.05 F08<sup>12</sup> called for the Academic Senate for California Community Colleges (ASCCC) to “assert the right of discipline faculty to establish the content of credit by exam processes, . . .” and “research and share effective practices for credit by exam processes with local senates”;

Whereas, Academic Senate Resolution 9.08 F10<sup>13</sup> called for the ASCCC to “develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanism,” to “encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes,” and to “recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available”; and

Whereas, The paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam* asserts the right of discipline faculty to establish the content of credit by exam processes, shares effective practices for implementing credit by exam processes with local senates, offers effective practices for using credit by exam, including ways to ensure that students are aware of mechanisms for earning credit by exam, while encouraging local senates to consider the needs of their local communities;

Resolved, That the Academic Senates for California Community Colleges adopt the paper *Awarding Credit Where Credit is Due: Effective Practices of the Implementation of Credit by Exam*.

Contact: Lesley Kawaguchi, Executive Committee, Credit by Exam Paper Task Force

##### **\*14.02 S14 Local Use of Available Noncredit Progress Indicators**

Whereas, The Academic Senate for California Community Colleges adopted resolution 14.01 S12<sup>14</sup> that requested changes to Title 5 to include a progress indicator of Satisfactory Progress, SP, at its Spring 2012 session;

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<sup>12</sup> The full text of resolution 9.05 F08 is found at <http://asccc.org/resolutions/ensuring-integrity-credit-exam-processes>

<sup>13</sup> The full text of resolution 9.08 F10 is found at <http://asccc.org/resolutions/credit-exam-processes>

<sup>14</sup> The full text of resolution 14.01 S12 is found at <http://asccc.org/resolutions/progress-indicator-implementation-noncredit-coursework>

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Whereas, The Chancellor's Office Scorecard currently voids all data submitted for noncredit progress, thus indicating zero achievement and success;

Whereas, The Chancellor's Office currently lacks the staff to facilitate the requested Title 5 change; and

Whereas, The Chancellor's Office is capable of collecting noncredit progress indicators, and all other progress indicators (A, B, C, D, F, P and NP) are currently defined in Title 5 for credit and noncredit courses (§55021/§55023);

Resolved, That the Academic Senate for California Community Colleges urge local senates to recommend policies that allow their colleges to begin the practice of assigning progress indicators to all noncredit curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable progress indicator.

Contact: Ginni May, Sacramento City College, Noncredit Committee

## **18.0 MATRICULATION**

### **\*18.01 S14 Adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges***

Whereas, The Board of Governors held a study session on basic skills in March 2007, and passed a motion directing the Chancellor to "begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students...";

Whereas, The Academic Senate for California Community Colleges adopted the paper *Student Success: The Case for Establishing Prerequisites through Content Review* (Spring 2010)<sup>15</sup> and its recommendations included the need for a paper on multiple measures; and

Whereas, The Academic Senate for California Community Colleges through Resolution 18.01 F13 adopted the position that any common assessment system developed for use by the California community colleges should allow local control both in the selection of multiple measures for use in placement processes and in the manner in which those multiple measures are applied;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges*; and

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<sup>15</sup> This paper is available at <http://asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf>

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS  
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Resolved, That the Academic Senate for California Community Colleges urge local academic senates to continue to engage in discussions at their colleges regarding the determination of appropriate multiple measures and placement processes that improve the success of their students.

Contact: Michelle Grimes-Hillman, Executive Committee, Multiple Measures Task Force  
(Please see Appendix F for the full text of this document.)