

## **ASCCC Fall 2011 Resolutions on the Task Force for Student Success**

Many resolutions pertaining in part or in whole to the Task Force for Student Success were approved by the Academic Senate for the California Community Colleges on November 5, 2011 in San Diego. The numbering of the resolutions shown here was used at the session. It will change when these are entered into the official records.

### **General Resolutions**

#### **13.15 F11 Endorse CCCI Response to Student Success Task Force Recommendations**

Whereas, At its October 15, 2011 meeting the California Community College Independents (CCCI) passed a "Resolution in Response to the Draft Recommendations of the California Community College Task Force on Student Success";

Whereas, The positions expressed in the CCCI resolution are fully consistent with those of the Academic Senate for California Community Colleges; and

Whereas, The CCCI resolution highlights in clear, articulate, and detailed terms both the positive aspects of the task force recommendations and the areas in which the recommendations are problematic;

Resolved, That the Academic Senate for California Community Colleges endorse in its entirety "The California Community College Independents (CCCI) Resolution in Response to the Draft Recommendations of California Community College Task Force on Student Success."

#### **13.08 F11 Responding to the Student Success Task Force Recommendations**

Whereas, The draft recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) propose a complex package of integrated changes to the way the California community colleges currently function;

Whereas, Student success, specifically, and academic and professional matters more generally are areas in which primary responsibility has been granted to the academic senate; and

Whereas, Faculty commitment to student success has always been a given and faculty are in the best position to provide an in-depth analysis of changes proposed to impact success, as well as to provide alternative approaches to student success;

Resolved, That the Academic Senate for California Community Colleges develop a timely response to the individual recommendations of the California Community Colleges Task Force on Student Success that provides an analysis of the proposed changes and, where appropriate, rejects, prioritizes, delineates options, and/or provides alternatives.

#### **19.04 F11 Full-Time Faculty and Student Success**

Whereas, The Academic Senate for California Community Colleges stands on the principle that full-time faculty are essential to and an unequalled component of any effort to increase student success;

Whereas, The California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) proposes a variety of recommendations (as of September 30, 2011) to increase student success but omits this key element to overall student success and achievement that plays a significant role in addressing the equity gaps at momentum points and completion measures;

Whereas, Full-time credit faculty now teach about 56% of all credit instructional hours within the state, woefully shy of the public policy goal of 75%, and full-time noncredit faculty now teach approximately a dismal 5% of all noncredit instructional hours; and

Whereas, Any recommendations that seek to transform the California Community College System toward greater student success yet do not include increasing the number of full-time faculty in the colleges are incomplete and deny an obvious fact identified in research and literature reviews, see Appendix D;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) amend its recommendations (as of September 30, 2011) to include a policy statement

and implementation steps to increase the number of full-time community college faculty in the state and funding to support such an increase.

### **13.07 F11 Implementation of Student Success Task Force Recommendations**

Whereas, The Academic Senate for California Community Colleges supports educationally sound strategies and mechanisms for improving student success;

Whereas, Strategic implementation of the recommendations (as of September 30, 2011) of the California Community Colleges Task Force on Student Success (established in response to Senate Bill 1143, Liu, 2010) will permit the state and California community colleges to assess the results of these recommendations, including the effectiveness in improving student success, in closing the achievement gap, and in increasing student attainment of certificates, degrees, and transfer; and

Whereas, Parties remain interested in performance-based funding for community colleges, and, without reliable data that can be easily studied to see which recommendations created the most positive change, the state will not be able to make informed decisions about the future of student success measures or subsequent funding;

Resolved, That the Academic Senate for California Community Colleges support a phased approach to any implementation of the California Community Colleges Task Force on Student Success recommendations that controls for multiple variables and leads to validated conclusions about the effectiveness of the recommendations; and

### **13.13 F11 Reporting of How Feedback on Student Success Task Force Draft Recommendations was Addressed**

Whereas, The recommendations (as of September 30, 2011) of the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) are being vetted across the state through a variety of venues in which faculty can provide feedback on the recommendations; and

Whereas, Many of the recommendations of the California Community College Student Success Task Force fall within academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges request that the California Community College Student Success Task Force formally communicate to the field how the feedback received through the vetting process on the recommendations (as of September 30, 2011) has been addressed.

### **13.18 Objection to the Language of the Student Success Task Force Report**

Whereas, The recommendations (as of September 30, 2011) of the California Community College Student Success Task Force (established in response to Senate Bill 1143, Liu, 2010) calls for a refocusing and reorienting of institutions towards student success;

Whereas, Faculty are deeply concerned and offended by the document's suggestion that we need to refocus on student success; and

Whereas, Student success has always been a focus of faculty and our efforts;

Resolved, That the Academic Senate for California Community Colleges urge the Student Success Task Force in its final recommendations to use language that acknowledges and respects the expertise and experience of community college faculty in planning for curriculum and instruction based on our students' best interests and characteristics.

### **7.03 F11 Community Access and Student Achievement in California Community Colleges**

Whereas, The California community colleges are dedicated to providing broad access to affordable, high quality, comprehensive education in a supportive, engaging, and challenging environment that promotes achievement by all students, whether full- or part-time;

Whereas, Californians rely on and derive outstanding value from community colleges in a multitude of ways, not only for transfer preparation and associate degrees, but also for basic skills acquisition, acculturation, and meeting the needs brought on by poverty, career change, disability, aging, parenthood, military discharge, emancipation from foster care, and other life changes and challenges;

Whereas, The California community colleges continuously develop extensive, high quality curricula, strategies, and services in order to meet our students' diverse needs, instill in them a passion for their education, and allow them to provide for themselves and their families in ways that four-year schools cannot, including part-time study for the working poor, multiple assessments for need and placement, and needs-based financial assistance; and

Whereas, The Academic Senate for California Community Colleges supports the multiple missions of California community colleges (e.g., Resolution 6.03 F04) and champions the critically important roles our community colleges play—especially at this time—in the well-being of the state, its people and communities, and its economy;

Resolved, That the Academic Senate for California Community Colleges strongly oppose any attempt to abridge the mission of California community colleges, reduce their affordability, or remove their control from the communities they serve; and

Resolved, That the Academic Senate for California Community Colleges urge the Board of Governors to not adopt any regulations that would diminish the California Community Colleges' ability to

- provide instruction and educational support services to all who desire them, reaching out to those of underserved communities that encounter barriers to education;
- develop sustainable campuses and sites to better serve students and neighborhoods;
- diversify and improve programs and services for the benefit of the entire community;
- build partnerships with public, private, and community-based agencies to respond with agility and efficiency to educational, economic, environmental, and societal needs;
- foster the participation of our students and employees in community life;
- enhance the availability of educational opportunities for all; and
- support the acquisition of knowledge and skills by all, including the critical thinking skills and career skills that are essential to full participation in society.

### **Resolve clauses pertaining to specific recommendations**

These have been put roughly into the order of the recommendation they pertain to. The Recommendation number is given first. Following the Resolve clauses(s) the Resolution number is given.

#### *[Recommendation 1.1]*

Resolved, That the Academic Senate for California Community Colleges study the K-12 Common Core Standards and consider the degree to which those standards might align with community college readiness standards; and

Resolved, That the Academic Senate for California Community Colleges insist that any discussion of alignment of standards between the K-12 and the California Community College System be a faculty-led initiative with sufficient support provided by the community college and K-12 system offices.

ASCCC Reso F11.15.01

#### *[Recommendation 2.1]*

Resolved, That the Academic Senate for California Community Colleges maintain the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures; and

Resolved, That the Academic Senate for California Community Colleges support the establishment of a centralized standard assessment as an option provided there is a local determination of cut scores for placement and encourage local senates to support selection of this assessment option for local use.

ASCCC Reso F11.13.03

#### *[Recommendation 2.2 and elsewhere]*

Resolved, That the Academic Senate for California Community Colleges investigate existing programs in California community colleges in which counseling faculty train faculty hired in other discipline areas as faculty advisors and report by the Fall 2012 Plenary session on the potential of such programs to help meet the needs of California community college students.

ASCCC Reso F11.8.02

#### *[Recommendation 2.3]*

Resolved, That the Academic Senate for California Community Colleges oppose implementing any centralized electronic education plans, degree audits, or other technological tools, without the direct

involvement of the Academic Senate, with a specific reliance on counseling faculty, to determine the appropriateness and utility of the system.

ASCCC Reso F11.11.01

[Recommendation 2.3]

Resolved, That Academic Senate for California Community Colleges contact the local faculty senates at those colleges that do not have eTranscripts in place and strongly encourage them to work with their administrations to use eTranscripts to protect the transfer entrance rights of their students;

Resolved, That Academic Senate for California Community Colleges contact the local faculty senates at those colleges that do not have eTranscripts in place and strongly encourage them to work with their administrations to contact the transfer institutions in their areas to get those four-year institutions signed up for eTranscripts; and

Resolved, That Academic Senate for California Community Colleges urge the Chancellor's Office to use as much of the \$500,000 one time allocation from the state Assembly as necessary to provide funding to colleges that do not have eTranscripts yet so that all colleges will be on an equal footing to get their students access to transfer to the four-year university of their choice.

ASCCC Reso F11.19.06

[Recommendation 2.4]

Resolved, That the Academic Senate for California Community Colleges urge local senates to encourage all students who can benefit to enroll in a student success course during their first term at the college; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to collaborate with their administrations to ensure additional resources are allocated to provide student success courses for all students who can benefit.

ASCCC Reso F11.13.05

[Recommendation 3.1]

Resolved, That the Academic Senate for California Community Colleges request that recommendation 3.1 (draft dated September 30, 2011) of the California Community Colleges Task Force on Student Success not move forward until the potential impact on traditionally underserved and under-performing populations has been thoroughly researched and it has been determined that there will be no disproportionate negative impact on these populations.

ASCCC Reso F11.13.11

[Recommendation 3.1]

Resolved, That the Academic Senate for California Community Colleges urge colleges and policy-makers to ensure that community college students who are legitimately engaged in programs or coursework appropriate to the California community college mission are able to maintain registration priority without undue burden.

ASCCC Reso F11.13.14

[Recommendation 3.2]

Resolved, That the Academic Senate for California Community Colleges affirm the importance and value of the BOG waiver in promoting student access and student equity to our colleges; and

Resolved, The Academic Senate for California Community Colleges work with the Chancellor's Office to define appropriate conditions, including considerations of impact on equity and access that would allow students with financial need to continue receiving a BOG fee waiver that would be based on satisfactory progress toward academic goals. ASCCC Reso F11.7.02

[Recommendation 3.2]

Resolved, That the Academic Senate for California Community Colleges recommend to the California Community College Student Success Task Force that prior to deeming students ineligible to receive a Board of Governors fee waiver the college will implement an intervention plan to allow the student to meet satisfactory progress standards within a reasonable time; and

Resolved, That the Academic Senate for California Community Colleges request that the state provide sufficient funding for such intervention efforts prior to moving forward with the implementation of recommendation 3.2. ASCCC Reso F11.7.06

[Recommendation 3.2]

Resolved, That the Academic Senate for California Community Colleges recognize that withholding Board of Governors fee waivers denies enrollment to the poorest students but not to those who have the resources to pay fees;

Resolved, That the Academic Senate for California Community Colleges recognize that recommendation 3.2 of the California Community Colleges Task Force on Student Success will have the same effect as establishing different academic policies for students based on their differing ability to pay fees;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Task Force on Student Success to acknowledge that recommendation 3.2 is a proposal to establish different academic policies for students based on their differing ability to pay fees; and

Resolved, That the Academic Senate for California Community Colleges oppose recommendations that establish different academic policies for students based on their differing abilities to pay.

ASCCC Reso F11.7.04

[Recommendation 4.1]

Resolved, That the Academic Senate for California Community Colleges oppose recommendations that establish different academic policies for students based on their differing abilities to pay.

ASCCC Reso F11.7.05

[Recommendation 4.1]

Resolved, That the Academic Senate for California Community Colleges oppose the limiting of noncredit offerings to only career development or college preparatory classes.

ASCCC Reso F11.13.02

[Recommendation 4.1 and elsewhere]

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that course development and enrollment management are appropriately determined by documented educational need and further refined by fiscal considerations.

ASCCC Reso F11.13.04

[Recommendation 5.1 and elsewhere]

Resolved, That the Academic Senate for California Community Colleges support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction; and

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Task Force on Student Success modify its recommendations to emphasize consideration of all approaches for revising basic skills instruction without promoting adoption of any specific model or approach.

ASCCC Reso F11.9.01

[Recommendation 5.1]

Resolved, That the Academic Senate for California Community Colleges remind the Student Success Task Force members that Supplemental Instruction is a proven method for achieving student success because it is tied to a course; and

Resolved, That the Academic Senate for California Community Colleges oppose any recommendation that stigmatizes a specific group of students rather than recognizing courses that are difficult and may require Supplemental Instruction as defined by the University of Missouri-Kansas City.

ASCCC Reso F11.13.19

[Recommendation 5.2]

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors urge the Legislature to assign responsibility for adult education to the California community colleges but only if sufficient funding to address this mission is provided.

ASCCC Reso F11.6.03

[Recommendation 5.2]

Resolved, That the Academic Senate for California Community Colleges initiate an exploration of the appropriate division of credit and noncredit basic skills classes; and

Resolved, The Academic Senate for California Community Colleges support funding noncredit career development and college preparation classes at apportionment rates commensurate with the March 2005 Board of Governors' recommendations; and

Resolved, The Academic Senate for California Community Colleges urge the California Community College Student Success Task Force to include the March 2005 Board of Governors' noncredit funding proposal in their recommendations.

[Recommendation 5.2]

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community College Student Success Task Force seek substantive input from ESL faculty in shaping recommendations regarding ESL students and instruction; and

Resolved, That the Academic Senate for California Community Colleges work to inform the members of the California Community College Student Success Task Force on the numerous distinctions between ESL student populations and those of other basic skills cohorts.

ASCCC Reso F11.6.06

[Recommendation 6.1, 6.2]

Resolved, That the Academic Senate for California Community Colleges communicate to the California Community Colleges Task Force on Student Success the importance of local control over faculty professional development activities and resources and the importance of respecting the purview of the academic senate regarding faculty professional development activities as specified under Title 5 §53200 (c).

ASCCC Reso F11.19.03

[Recommendation 6.1, 6.2]

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Task Force on Student Success and the Board of Governors that there are many faculty and staff out-of-classroom activities beyond the narrow scope of professional development that lead to improvements in instruction and that limited evidence exists to prove that any of these activity categories is less significant than another.

ASCCC Reso F11.19.08

[Recommendation 7.1]

Resolved, That the Academic Senate for California Community Colleges oppose the California Community Colleges Task Force on Student Success recommendation 7.1 (September 30, 2011) to redirect Prop 98 funds or to impose a fee based system for Chancellor's Office operations and activities.

ASCCC Reso F11.5.02

[Recommendation 8.1]

Resolved, That the Academic Senate for California Community Colleges oppose recommendation 8.1 (September 30, 2011) of the California Community Colleges Task Force on Student Success that calls for the consolidation of Child Care Tax Bailout Funds with other proposed elements of the Student Support Initiative. ASCCC Reso F11.5.04

[Recommendation 8.3]

Resolved, That the Academic Senate for California Community Colleges, while supporting efforts to improve student learning skills and success through sound research and effective innovation in all curriculum development and implementation, oppose the alternative funding model for basic skills as outlined in the California Community Colleges Task Force on Student Success recommendation 8.3 (as of September 30, 2011)

ASCCC Reso F11.5.01