Riverside City College Academic Senate

Agenda

Monday, 13 November 2023 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
3:05	II.	**Approval of the Agenda**
3:05	III.	**Approval of the Minutes:** Tabled until Dec. 4
3:10	IV.	**Public Comments**
3:20	V.	**Officer and Liaison Reports**

      A. Secretary-Treasurer
      B. President
      C. Vice President
      D. RCCD Faculty Association
      E. College President
      F. ASRCC Representative

3:40 VI. Committee or Council Updates and Reports

      A. Interim faculty co-chair of EPOC (Educational Program Oversight Committee) Ajené Wilcoxson or designee will introduce the strategic planning prioritization timeline draft for 2023-24 (information)

4:00 VII. Ongoing Business

      A. Accreditation Faculty Co-chair Jacqueline Lesch will provide a brief overview of revisions made to the RCC Midterm ACCJC Accreditation Report for the RCCAS second read following input from leadership councils in Fall 2023 (second read and action)

      B. Ratification of RCC Prioritization Process: RCCAS President Jo Scott-Coe or designee will share the letter to President Claire Oliveros of recommended college and faculty prioritizations for ratification of the process as followed by the Strategic Planning Leadership Councils in Fall 2023 (information and action)

      C. President Scott-Coe or designee will facilitate a discussion of comments and questions on proposed ASCCC draft resolutions submitted for consideration at the ASCCC Plenary on Nov. 16 (information)

4:30 VIII. New Business

      A. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates for the following: (action)
          a. Faculty Co-Chair for SAS

4:45	IX.	**Open Hearing**
4:55	X.	**Learn, Share, Do**
5:00	XI.	**Adjourn**

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

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ACCJC Midterm Report

SUBMITTED BY:
Riverside City College
4800 Magnolia Ave.
Riverside, CA, 92506

SUBMITTED TO:
Accrediting Commission for Community and
Junior Colleges, Western Association of
Schools and Colleges

DATE SUBMITTED: <<TBD>>

Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Claire Oliveros, Ph.D., President / Chief Executive Officer
        Riverside City College
        4800 Magnolia Avenue
        Riverside, CA 92506-1299

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____   _____
Wolde-Ab Isaac, Ph.D., Chancellor, Riverside Community College District   Date

_____   _____
Claire Oliveros, Ph.D., President / Chief Executive Officer, Riverside City College   Date

_____   _____
Bill Hedrick, President, Riverside Community College District Board of Trustees   Date

_____   _____
Kristine Di Memmo, Ed.D., Vice President of Planning and Development and ALO, Riverside City College   Date

_____   _____
Jo Scott-Coe, President, Riverside City College Academic Senate   Date

_____   _____
Julie Taylor, Vice President, Riverside City College, California School Employees Association Chapter 535   Date

_____   _____
Clarissa Juarez Carrasco, President, Associated Students of Riverside City College   Date

ACCJC Midterm Report

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Contents

1. Statement of Report Preparation

The Accreditation Liaison Officer (ALO) and Vice President of Planning and Development, Dr. Kristine DiMemmo, and the Accreditation Faculty Co-Chair (AFC) Jacqueline Lesch, prepared the initial draft of the Riverside City College (RCC) 2024 Accreditation Commissions for the Community and Junior Colleges (ACCJC) Midterm Report under the guidance of the College President, Dr. Claire Oliveros in August 2023. The Accreditation Midterm Report was created and vetted for feedback in 2023 through a collaborative process lead by the RCC Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC). EPOC/ASC is comprised of representatives from faculty, classified professional staff, administrative leadership, and students to solicit and encourage broad constituency participation. EPOC/ASC was responsible for reviewing progress made on planning items, including the recommendations from ACCJC, the Quality Focus Essay (QFE) projects, and drafts of the Midterm Report.

While the work of accreditation is continuous and ongoing, the focus of the Midterm Report began soon after the College's Follow-up Report was accepted by ACCJC, and reaffirmation of accreditation for the remainder of the current cycle was received on January 27, 2022 (1.X). Throughout the 2022-2024 academic years, the ALO, AFC, Academic Senate and Strategic Planning leadership met to discuss the Midterm Report draft and provide regular status updates to college governance and planning groups (1.X). The College's Midterm Report draft was completed in August 2023 and shared college-wide in accordance with the Accreditation Midterm Report Preparation Timeline (Table 1). The final draft of the report was reviewed and approved by EPOC/ASC on November 1, 2023 and Academic Senate on November 13, 2023. Riverside Community College District (RCCD) Board of Trustees approved the Midterm Report on January 24, 2024 (1.X).

Table 1. Accreditation Midterm Report Timeline

MID TERM REPORT

College	Gathering Evidence/Preparing Draft	01/02/2023-06/05/2023
College	Pull together final draft	06/06/2023-08/16/2023
College	Draft #1 for College Leadership	08/31/2023
College	1st read Academic Senate	9/11/2023
College	Presentations to Leadership Councils-for feedback	9/25/2023
College	Presentation to Meeting of the Managers for feedback	10/5/2023
College	1st read EPOC/ASC	10/9/2023
College	Presentation to ASRCC for feedback	TBD
College	2nd read EPOC/ASC	11/1/2023
College	2nd read Academic Senate	11/13/2023
District	District Strategic Planning	11/17/2023
District	Item due to Chancellor's Cabinet	11/20/2023
District	Present at Chancellor's Cabinet	11/27/2023
District	Present at January Board Meeting	1/10/2024
District	Approval January Board Meeting	1/24/2024
College	Submit Midterm Report to ACCJC	2/01/2024
College/ACCJC	Submission deadline	3/15/2024

Campus Participation

The following councils, committees, departments, and individuals facilitated the process and documentation of the College's progress addressing ACCJC recommendations, QFE projects, and the ongoing efforts of accreditation standards presented in this Midterm Report including the collection of evidence. (1.X)

Process and Timelines

- Academic Senate, EPOC/ASC

District Recommendation #1

- Vice Chancellor of Educational Services and Strategic Planning

College Recommendation #2

- Dean of Institutional Effectiveness
- Riverside Assessment Committee (RAC)
- Governance, Effectiveness, Mission and Quality (GEMQ) Leadership Council

Quality Focus Essay

- Dean of Counseling and Special Projects
- Dean of Languages, Humanities and Social Sciences
- Dean of Fine and Performing Arts
- Dean of Science, Technology, Engineering and Math
- Dean of Career and Technical Education
- Associate Dean of Career and Technical Education
- Dean of Nursing
- Dean of Equity, Inclusion and Engagement
- Dean of Student Services
- Dean of Admissions and Records
- Dean of Institutional Effectiveness
- Director of Institutional Research
- Director of Academic Support
- Guided Pathways Faculty Coordinator
- Counseling Faculty
- Assessment Committee Faculty representatives
- Academic Senate President
- Academic Senate Vice President
- Academic Senate Secretary
- Vice President of Academic Affairs
- Vice President of Planning and Development
- Vice President of Student Services

Annual Reporting

- Dean of Institutional Effectiveness
- Director of Institutional Research
- Vice President of Planning and Development

Fiscal Reporting

- Resource Development and Administrative Services (RDAS) Leadership Council
- Interim Business Services Manager
- Interim Vice President of Business Services
- District Business Services representatives

2. Plans Arising from the Self-Evaluation Process

The College completed a cycle of self-evaluation which identified plans for improvement reported in the 2020 Institutional Self-Evaluation Report (ISER). Improvement plans ranged from analyzing gaps in student learning and program learning outcomes' (SLO/PLO) assessment, to strengthening links in the strategic planning process between departments, divisions, and vice presidents while maintaining a commitment to ensure participation of all college stakeholders (I.B Academic Quality and Institutional Effectiveness; II.A. Instructional Programs; III.A Human Resources). Upon review and analysis of the improvement plans, equity and Guided Pathways emerged as the most important frameworks for integrating the College's strategic planning efforts (see Figure 1). These improvement plans were aligned with three QFE projects: 1) program mapping, 2) developing integrated academic support, and 3) sharpening the focus on teaching and learning. Table 2 maps the improvement plans with the QFE project(s) and the alignment with the College's 2020-2025 strategic planning goals (2.X).

Table 2: ISER Improvement Plans and Quality Focus Essay Projects - Updates

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
I.B.1	Develop a five-year integrated Guided Pathways Plan to allow for the pillars to be at the forefront of all college conversations.	Full implementation of GP 1.0 Fall 2020; assessment and refinement over the life of the 2020-2025 Strategic Plan to complete the College's transition to a full Guided Pathways Institution.	Completed Fall 2020	Project 2	College Goal(s): All of 2.0 (2.1-2.8), 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.2
I.B.3	Aligning with and developing strategies to meet the institution-set standards in the District Strategic Plan. This alignment could be incorporated into the updated Strategic Plan and the Program Review and Plan template.	Fully aligned college/district targets in college's 2020-2025 Strategic Plan; revised program review template	Completed Fall 2020	Project 2/ Project 3	College Goal(s): ALL

Table 2: ISER Improvement Plans and Quality Focus Essay Projects - Updates

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
I.B.9	Improve the link between department, division, and vice president plans and increase the alignment of planning and resources with college goals and targets.	Increased transparency, improved integration through a revised program review template.	Completed Fall 2020 and assessed annually.	Project 2/ Project 3	College Goal(s): 3.2, 3.3, 3.6, 4.1
II.A.3	Analyze gaps in SLO and PLO assessment to identify underlying process issues and target areas for improved engagement. Evaluate and strengthen the link between the Riverside Assessment Committee (RAC) and planning/governance groups (e.g. TL-LC, GEMQ-LC, DLC, CC) to increase substantive and strategic conversations about pedagogy based on assessment results.	Broad conversations at all levels (discipline, department, college) about assessment and pedagogy, documented in meeting minutes, as a result of structural improvements and membership changes. Increased percentages of SLO and PLO results entered following the set schedule due to process adjustments and targeted engagement.	Completed Fall 2020	Project 3	College Goal(s): 2.2, 2.4, 2.5, 2.10

Standards Referenced:

Prior ACCJC Standard I.B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Prior ACCJC Standard I.B.3: The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Prior ACCJC Standard IB.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Prior ACCJC Standard II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Prior ACCJC Standard II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its

Table 2: ISER Improvement Plans and Quality Focus Essay Projects - Updates

Standard	Improvement Needed	Expected Outcome(s)	Timeline	QFE Project	Strategic Planning Alignment
II.A.7	Integrate equity into planning structures and responsibilities to ensure the participation of all stakeholders. Develop an Equity Committee, other than the Student Equity Committee to address other aspects of equity (e.g., hiring, professional development) college-wide	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress. Revised structure for councils and committees	Completed Fall 2020/ Anticipated completion Fall 2023	Project 1, Project 2, & Project 3	College Goal(s): 1.1, 2.8, 3.1, 3.2, 4.6
II.A.7 II.A.9 III.A.10	Update the Spring 2015 Human Resources Staffing Plan to analyze and evaluate the college's progress in meeting the staffing goals in that plan and to establish/reset targets for appropriate staffing levels that can continue to be monitored, evaluated, and assessed.	Updated Human Resources Staffing Plan and annual assessment of the targets in the plan	Completed Fall 2020?	Project 2/ Project 3	College Goal(s): 4.2, 4.5, 4.6, 4.7
III.A.12	Integrate equity into college planning structures and responsibilities to ensure the participation of all college stake-holders. Develop an Equity Committee, other than the Student Equity Committee, to address other aspects of equity (e.g., hiring professional development) college wide.	Equity embedded in the college 2020-2025 Strategic Plan with metrics developed to monitor, evaluate, and assess progress. Revised structure for councils and committees	Completed Fall 2020/ Anticipated completion Fall 2023	Project 1, Project 2, & Project 3	College Goal(s): 1.1, 2.10, 3.1, 3.2, 4.7

students, in support of equity in success for all students.

Prior ACCJC Standard II.A.9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Prior ACCJC Standard III.A.10: The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution mission and purposes. (ER 8)

Prior ACCJC Standard III.A.12: Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

3. Response to District Recommendation 1

In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board Policies. (IV.C.7)

Background

As noted in the Peer Review Team Report, RCCD, hereafter referred to as 'District/district,' has in place board polices/administrative procedures (BP/APs) that govern the district, academics, services, business/finance, and human resource standards of the organization at large. The following response is organized in two parts that address the BP/AP review cycle and professional/ethical conduct.

Part One: Regularly Assessed Board Policies and Bylaws

Analysis, Evaluation and Action

The review of BP/APs is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs BP/APs. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senates, developed new policies for independent study and honorary/honorary posthumous degrees (3.X). During the fall semester 2022, updates from the summer were shared with impacted constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and California School Employees Association (CSEA). District General Counsel presented the updated policies at colleges and district Academic Senates, District Strategic Planning Council, Chancellor's Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of board policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 board policies; 33 out of 43 Chapter 2 board policies consisting of academic affairs; all of Chapter 3 pertaining to student services and consisting of 38 board policies; all of Chapter 4 pertaining to institutional advancement and consisting of 5 board policies. Additionally, Chapter 5 (Business and Financial Services) and Chapter 6 (Human Resources) board policies totaling 83 board policies are currently under review and revision and are anticipated to be completed by 2025.

Status

The District has drafted a cyclical review plan ensuring that all BP/APs will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

- Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs
- Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs
- Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs
- Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs
- Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the chapter being reviewed and the constituent groups involved in the review. Generally, the review of BP/APs will be initiated by the District General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deals with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deals with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

Standards Referenced:

Prior ACCJC Standard IV.C.7: The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for the effectiveness in fulfilling the college/district/system mission and revises them as necessary.

2024 ACCJC Standard Four – Governance and Decision-Making: The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

Part two: Professional Ethics

Analysis, Evaluation and Action

The District implements BP/APs to address professional and ethical conduct. Current BP/AP 1800 (formerly BP/AP 3050) outlines the ethical and professional expectations of all RCCD employees as well as students (6.A.3). Noncompliance of these policies may lead to administrative procedures as described in Education Code Section 87666, which limits actionable steps to those set forth in Section 87732. Accordingly, the grounds for discipline described in District BP/AP 1800 as negotiated by the District and its employees' collective bargaining units, limit the grounds for discipline to those solely set forth in Section 87732. Notably, Section 87732(f) provides for discipline of employees for "persistent violation of, or refusal to obey,...reasonable regulations...by the governing board of the community college district employing him or her."

Status

The District does not have a practice of including language in BP/APs that remind its employees that noncompliance of the BP/AP may lead to discipline. Doing so would require the inclusion of repetitive language in every BP/AP so as to not erode the language in Education Code Section 87732 and the collective bargaining agreements holding all District employees accountable and subject to discipline or dismissal for noncompliance. The District does not seek to emphasize the consequences of noncompliance of any one BP/AP. As such, noncompliance of any BP/AP subjects employees to discipline; no BP/AP is held as inherently more risky or discipline-worthy than any other BP/AP.

Standards Referenced:

Prior ACCJC Standard III.A.13: The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

2024 ACCJC Standard Three – Infrastructure and Resources: The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

4. Response to College Recommendation 2

In order to increase effectiveness, the peer review team recommends that the College plan systematic cycles of assessment which analyze results at the program level for both student support service and learning support services and use the results for improvement. (II.B.2, II.C.2)

Background

The College is committed to data-driven assessment. Challenges to service area outcomes (SAO) assessment include developing SAOs appropriate for each individual co-curricular student support/learning support service areas, and data collection. Assessment has predominantly consisted of tracking utilization rates rather than an assessment of their impact on individual student achievement.

Analysis, Evaluation and Action

The Office of Institutional Effectiveness has dedicated efforts to address SAO assessment of co-curricular units. During the summer of 2020, the Dean of Institutional Effectiveness worked with the Assessment Committee to create an SAO Guide, and develop area-specific SAO's (4.X). SAO's were subsequently added to the NuventiveTM platform utilized by the College to track program review and assessment (4.X). During the summer 2023 Guided Pathways retreats, the SAO Guide was shared as well as example SAOs from programs such as UMOJA, La Casa, and Academic Support as part of SAO development training for GP engagement centers. (4.X).

Many of the College's co-curricular units such as CalWorks, Transfer Center, Veteran's Resource Center, and Hunger Free Campus have participated in the California Community College's Vision Aligned Reporting Pilot – assessing specific activities and their impact on students and relationship to the State's Vision for Success goals for the academic years 2021-2022 through 2023-2023 (4.X) and will continue to participate. Additionally, the College's assessment committee includes co-curricular department members (CalWorks, TRIO, and Financial Aid), actively participating in discussion and sharing their experiences with SAO assessment (4.X).

As previously noted, a challenge to SAO assessment is the College's ability to track students at the individual co-curricular activity level. The College's Writing Reading Center (WRC) partnered with Institutional Research in fall semester 2021 to assess utilization of its labs and services to conduct more substantive assessment of the impact of WRC lab attendance on student learning outcomes as a pilot project.. Student ID numbers of all students enrolled in an English class that has a WRC lab requirement (English 1A and English 1B) to meet with an instructor in the WRC for a one-on-one consultation about an assignment were obtained for the study through A+ Attendance. Those data showed that students who met with a WRC professor had higher course success rates than their classmates who did not meet with a WRC professor (4.x).

Status

The College continues to focus efforts to develop and regularly assess SAOs for all learning support services areas, especially as they relate to the College's Guided Pathways and student equity efforts such as but not limited to the use of the Center of Urban Education's (CUE) *Guiding Concepts* that maintain that the path toward dismantling racial inequity requires a focus on race, a participatory process, remediating practices, inquiry as a strategy of change, and racial inequity as a problem of practice (4X Equity Plan and CUE). In Spring 2020, the College began implementing A+ Attendance TM as a mechanism to record individual student attendance at workshops, engagement centers, and student support/learning support area as an alternative to manual tracking which is often based on an overall count rather than individual student ID. A+ Attendance™ opportunity for co-curricular units to conduct SAO assessment similar to the WRC rather than relying on overall count and indirect assessment with student surveys and other feedback opportunities.

Standards Referenced:

Prior ACCJC Standard II.B.3: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Prior ACCJC Standard II.C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

2024 ACCJC Standard 2.9: The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

5. Reflection on Student Learning Outcomes

Background

Developing a culture continual assessment provides the College with evidence that allows it to strengthen the content and delivery of its curriculum and services by identifying areas of strength and areas for improvement. The College has an established assessment committee which provides guidance to departments, disciplines, and other units undergoing program review, and strengthens the connection between assessment, curriculum, and faculty development.

Analysis, Evaluation and Action

Strengths

Members of the College's Riverside Assessment Committee (RAC) represent a broad cross-section of the College which coordinates and oversees assessment of SLOs, PLOs, General Education Student Learning Outcomes (GE SLO), and SAO. RAC is a standing committee of the Academic Senate as established by Article III, Section 5 of the Academic Senate By-laws composed of faculty members from each department and 6 non-voting administrative and professional staff members (5.X). RAC also reports to QEMQ, linking assessment to program review and planning. The College's revised its program review process includes annual assessment cycles and reports for every discipline and department, and a comprehensive program review in year five of the cycle (5.X). In order to capture assessment data by discipline and service areas, the College upgraded the Nuventive™ assessment platform to Premier Edition. The Dean of Institutional Effectiveness collaborates with individual disciplines to support their SLO assessment cycle and data entry into Nuventive™.

RAC faculty coordinators revised the format of the monthly committee meetings to include conversations about equity-minded assessment grounded in the review of education literature, and incorporated student voices with a student representative from Associated Students of Riverside City College (ASRCC). Additionally, RAC hosts an annual GE SLO Assessment Retreat. Faculty are invited to submit assignments and student work related to the GE SLO being assessed: critical thinking, information competency and technology literacy, communication, and self-development and global awareness. The process includes creating a rubric for each GE SLO being assessed, and the student work is evaluated by teams consisting of faculty, staff, and students. In December 2022, seven students attended the retreat and participated in assessing the critical thinking GE SLO. RAC completed a 5-year GE SLO assessment cycle and began a second cycle in Fall 2021 scheduled to complete assessment one GE SLO per year (5.X).

RAC has also reorganized and revamped the Assessment webpages of the rcc.edu website (5.X). In addition to assessment meeting agendas/minutes and annual reports, a new Assessment

webpage provides examples of real classroom assessment projects and success stories, and resource lists for equity in assessment, and SLO and SAO assessment tools.

Growth Opportunities

As part of the College's GE SLO assessment cycle, RAC reflected and assessed the process. Four key recommendations were shared with the College in the GE Learning Outcome Assessment Findings Fall 2018 – Fall 2020 report (5.X):

- Faculty should announce to students and/or embed in assignments/paper prompts the course related SLO, GE SLO, and/or PLO so students are aware if the learning objective and have agency in the learning process. Due to this recommendation, faculty members have continued or begun to include these items on assignments (5X).
- RAC should conduct flexible calendar activities (FLEX) training, in collaboration with Faculty Development, on how to craft assignments for the intended SLO, GE SLO, and/or PLO. To promote an emphasis on equity in assessment, a FLEX activity consisting of a panel of service area professionals and faculty members shared how they have changed their assessment processes in the classroom and service areas to make them more equitable (5.X).
- Each discipline should review, and revise if necessary, the GE SLO mapping for their courses.
- Upon completion of each course SLO assessment, faculty should upload their assignment and several examples of student work to facilitate GE SLO and PLO assessments.

Demonstrated Improvements

RAC completed the first round of GE SLO assessment in 2021 and has already begun the next cycle of GE SLO assessment. During the second round of assessment of GE SLO-1, critical thinking, the committee analyzed the language and determined it to be protracted, repetitive, and difficult to assess:

Critical Thinking: Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

As a result, RAC initiated a process involving district colleagues at Norco College and Moreno Valley colleges to revise the critical thinking GE SLO language and create a district-wide process for any future revisions to other GE SLOs. The process includes creating a temporary workgroup comprised of assessment coordinators from each of the colleges to review and revise the GE SLO. The revised GE SLO is presented to District Academic Senate and the Board of Trustees for final approval (5.X).

Challenges

While the College has made substantial progress scheduling SLO assessment aligned with the program review cycle, there remains a challenge of ensuring all disciplines/service areas are regularly assessing SLOs. To address this challenge, RAC and the Office of Institutional Effectiveness developed a plan in 2022/23 to ensure that every SLO in every course is scheduled to be assessed at least once during College's strategic planning cycle (5.X) and the College upgraded the assessment platform to Nuventive™ Premier Edition to collect SLO, PLO, SAO, and GE SLO assessment results. The Dean of Institutional Effectiveness has been coordinating with individual disciplines to support their SLO schedule development and data entry into Nuventive™. Each discipline's Nuventive™ homepage now includes a percentage of SLOs assessed to report and track progress for the year. The updated Nuventive™ homepage also includes the assessment schedule at a glance, which helps faculty and the discipline's assessment coordinator identify what assessments need to be completed during the academic year and how close they are to reaching 100% completion.

Status

Aligned with developing a regular schedule of all course SLO assessment, the Dean of Institutional Effectiveness has been working with co-curricular programs to develop and assess SAO's, including the College's Guided Pathways engagement centers. *To support this process, questions were added to Nuventive™ for faculty entering their assessment data to include their assignments and student work.*

6. Reflection on Institutional-Set Standards

Background

As reported by the Peer Review Team, the College has established institution-set standards for student achievement that are appropriate to the College's mission. These standards are reviewed annually through established participatory governance structures and are available on the College's Institutional Effectiveness website (Institutional Effectiveness (rcc.edu), 6.X). The review of institutional set standards is strengthened by the proactive processes that involves the Dean of Institutional Effectiveness to review, update, and present the status each year.

Analysis, Evaluation and Action

The College reports on institution-set standards for course completion, number of degrees, number of certificates, number of transfers, licensure pass rates, and job placement rates for CTE degrees and certificates as part of its annual ACCJC reporting, and in alignment with their stated mission (Accreditation Reports (rcc.edu), 6.X). Efforts are made to ensure alignment and currency with State Chancellor's Office initiatives—as demonstrated through the institution's use of the annual report card. The College's efforts are timely and responsive. Institution-set standards are incorporated into the College's key performance indicators as part of its efforts to align strategic goals with local Vision for Success goals (Institutional Effectiveness (rcc.edu), 6.X).

Floor Standards

Table 3: Course Completion Rates

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	66%	66%	66%
Stretch Goal (Aspirational)	70%	71%	72%
Actual	70%	69%	68%

Course completion rates have remained steady over the past few years. The College continues to surpass the annual institutional set standard of 66%.

Table 4: Certificate Completion

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	447	447	447
Stretch Goal (Aspirational)	741	890	1067
Actual	612	531	769

The College continues to realize an annual increase in the number of certificates awarded. While there was a slight decrease in 2020-2021 due to the outcomes of the COVID-19 pandemic, the college has surpassed the annual institutional set standard.

Table 5: Associate Degree (A.A./A.S.)

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	1179	1179	1179
Stretch Goal (Aspirational)	3653	4384	5260
Actual	3985	4256	4256

The College has repeatedly surpassed its Associate Degree Institution-Set standard by over 29% every year.

Table 6: Transfer

	2019-2020	2020-2021	2021-2022
Institution-Set Standard (Floor)	1702	1702	1702
Stretch Goal (Aspirational)	2373	2847	3416
Actual	2638	2632	2185

The College continues to surpass the Transfer Institution-Set Standard of 1702 students.

Table 7: Licensure Examination Pass Rates

Program	Exam	Institutional-Set Standard (Floor)	Stretch Goal (Aspirational)	2019-2020 Pass Rate	2020-2021 Pass Rate	2021-2022 Pass Rate
Registered Nursing	State	85%	90%	91%	97%	96%
Licensed Vocational Nursing	State	85%	90%	97%	94%	95%
Cosmetology	State	80%	100%	100%	100%	100%

The College has met its Institution-Set Standard for Registered Nursing, Licensed Vocational Nursing and Cosmetology.

Table 8: Job Placement Rates

Program	Institutional-Set Standard (Floor)	Stretch Goal (Aspirational)	2019-2020 Pass Rate	2020-2021 Pass Rate	2021-2022 Pass Rate
Registered Nursing	90%	90%	98%	98%	99%
Licensed Vocational Nursing	60%	60%	60%	71%	61%
Cosmetology	80%	80%	89%	89%	89%

The College uses the Career and Technical Education Employment Outcomes Survey (CTEOS) to review and compare prior year data to better understand trends (6.X). The most recent survey indicates that student satisfaction is good and 73% of the students surveyed are employed in a job that is closely related to their program of study. Additionally, students' hourly wages increased by $9 per hour as a result of their RCC training.

Stretch Aspirational Goals

Stretch or Aspirational Goals for college-level metrics have been set through the Office of Institutional Effectiveness through participatory governance structures. While the College strives to meet aspirational goals, the COVID-19 pandemic and national social justice movements provided an opportunity for the College to pause and re-evaluate approaches to reach aspirational goals. The College conducted an equity audit in 2023 of practices, policies and procedures to uncover potential barriers to student success, specifically as it related to the impact on historically minoritized/marginalized students (6.X). The outcomes of the equity audit revealed additional student support needs and adjusted the College's strategic planning processes to meet aspirational goals. With intentionality, the College established a number of college-wide initiatives to improve outcomes:

College-wide Initiative(s) to Improve Outcomes

- Renewed focus on Faculty Professional Development including:
  o Faculty Learning Communities (6.X)
  o STEM en Familia – a National Science Foundation grant supporting home classrooms and faculty development (6.X)
  o ESCALA faculty development for HSI's (6.X)
- Equity Minded Learning Institute supporting learning and equity-minded approaches for faculty, classified professionals, and administrators (6.X)
- Data coaching cohorts and data literacy workshops to empower faculty, administrators, and classified professionals to work with and understand student-level data supporting conversations about increasing success and closing student equity gaps (6.X)
- Integrated Student Success Teams – Following our Guided Pathways and Student Equity framework, re-invigorated our Engagement Center student success teams in each engagement center to provided inescapable support for students with a focus on the culture of care and creating a space to increase students' sense of belonging (6.X)
- Intentionality of including student voices – engaging in qualitative research with students through formal qualitative studies and informal methods (6.X). This increases direct student feedback to the institution and identifies how students can be better served.

Status

The Institutional Set Standards are posted on the College's Institutional Effectiveness webpage (Institutional Effectiveness (rcc.edu) 6.X). The College has met its Institution-set standards every year; however, the College is striving to do better to meet aspirational goals. The Office of Institutional Effectiveness produces an annual Strategic Planning Report Card that communicates progress towards meeting its student achievement and equity outcomes, demonstrating a commitment to the use of data to support systematic evaluation and quality improvement (6.X).

7. Report on the Outcomes of the Quality Focus Essay Projects

Background

The College remains committed to the mission and intentionality of continuous improvement, especially as it relates to college-wide integration of the Guided Pathways framework and the student equity goals. The College wants to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency group – from hiring practices, committee appointments, faculty/professional development, to the inclusion and acceptance of all individuals. To this extent, the College has aligned strategic planning goals and targets with Guided Pathways and equity initiatives (Figure 1). The College's Guided Pathways Plan 2022-
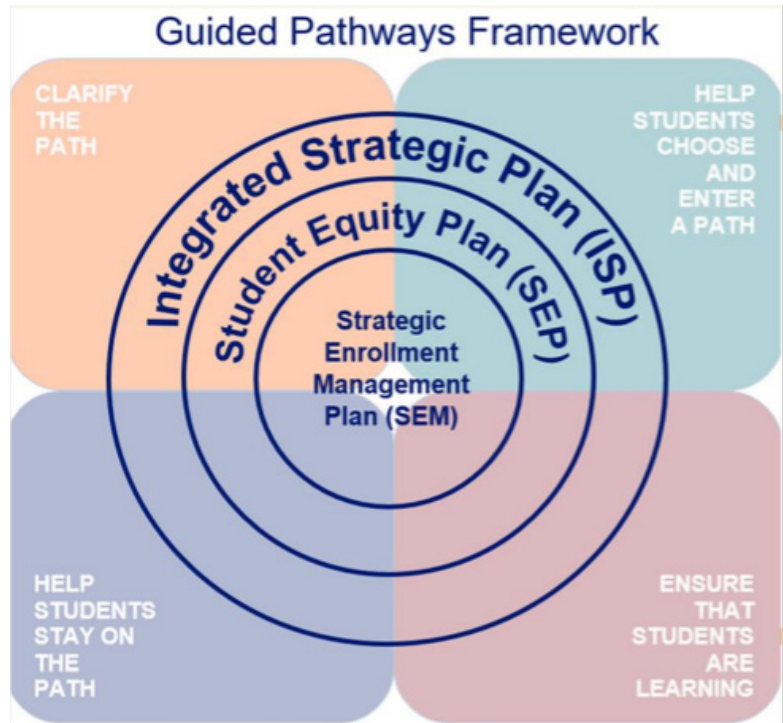
Figure 1: Guided Pathways Framework

2026 has been updated to align with the existing principles of Guided Pathways 2.0 (7.X). It has also been proposed that the Diversity, Equity, Inclusion, and Access (DEIA) committee fall under GEMQ. GEMQ is currently working on reviewing the DEIA committee charge and will be forward recommendations to EPOC/ASC and Senate.

Analysis, Evaluation and Action
Institutional Alignment of Strategic Planning
Upon review and analysis of the improvement plans arising from the 2020 RCC ISER (see Table 2), common themes of equity and Guided Pathways emerged as overarching frameworks for integrating the College's strategic planning efforts. The College's strategic planning process and leadership councils now mirror the strategic initiatives, framework, and planning process for all departments, programs, and services. The College has embedded student equity into all aspects of planning, program development, assessment, teaching and learning, and evaluation. The RCC 2020 ISER improvement plans were then aligned with three Quality Focused Essay (QFE) projects: mapping programs of study (Project 1); designing inescapable, integrated student support services with academic engagement centers (Project 2); and strengthening the commitment to student teaching and learning with intentional faculty/ professional development, and program/course level assessment for continual improvement of student achievement gaps (Project 3).

The 2019-2022 and 2022-2025 Student Equity Plans align with the College's Strategic Plan and adheres to the organizing principles of the four pillars of Guided Pathways (clarify the path, get on the path, stay on the path and ensure learning) (7.X). The implementation of eight instructional pathways and development of program maps for majors better guide our students through their academic journey. Along with the informative course mapping for students' educational planning, the principles underlying the Promise Program and Guided Pathways are the foundational student equity strategies: cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

7.1 Project 1: Program Mapping

Background

Since 2017, the College has participated in the California Guided Pathways Project and continues to actively participate in developing impactful practices to improve student outcomes. The College began developing program maps in early 2018 with the goal of clarifying instructional pathways for programs of study. Program maps include a degree profile description, suggested course sequencing by term, course rotation information, milestones, career opportunities, and transfer guidance.

The College, in conjunction with Norco and Moreno Valley colleges, collaborated weekly to fully implement the EduNav™ student planning and course registration platform during the 2019-2020 academic year. EduNav™ is designed to support the Guided Pathways framework by providing real-time academic plans to assist students in navigating their educational path to reach their goals for both full-time and part-time students. EduNav™ educational plans use proprietary SmartPlan rules that incorporate the same logic faculty employ in the development of program maps. The process begins first with developing valid plans and adds SmartPlan rules that are 100% valid and roughly 80% counselor recommended. Program maps and SmartPlan rules are continually monitored by Counseling faculty as new programs of study are developed, or courses within a program map change (7.1X)

The College website has been fully re-designed to easily navigate program maps, referred to as instructional pathways or programs of study, which include information about program requirements, number of units, typical time of completion, and course sequence patterns. As of August 2023, the College's nearly 2000 courses are organized under eight (8) distinct academic pathways: Advanced Technical Arts and Trades; Business Information Systems and Technology and Law; Education and Teacher Preparation; Health Related Sciences; Language and Humanities, Science Technology Engineering and Mathematics-STEM; Social and Behavioral Sciences; and Visual Performing and Creative Arts.

Status

The College has developed and implemented program maps in support of Guided Pathways to clarify instructional pathways for programs of study. These programs of study have been implemented in EduNav and are highlighted on the redesigned College website allowing students to easily browse the variety of programs offered by the College. Program maps are monitored by Counseling faculty to ensure accuracy and alignment with California State University General Education requirements, and the University of California Intersegmental General Education Transfer Curriculum (IGETC) requirements.

7.2 Project 2: Developing Integrated Academic Support

Background

The College has remained focused on integrating both the Guided Pathways Plan and the Student Equity Plan to enhance academic counseling, advising, engagement and support to help students make informed decisions regarding their educational goals and future careers (7.2X). As part of this work, the College has prioritized a focus on the analysis of both quantitative and qualitative data to help elevate the voice of the student to improve student success and close equity gaps (7.2X). This feedback, and a promotion of a college-wide shared understanding of equity-minded practices has helped to create holistic and inescapable student support systems to ensure effective communication and to promote a sense of belonging (7.2X)

Inescapable Support for Students

The Guided Pathways and Student Equity plans have been the driving factors of college-wide decision making over the past few years. The College participated with Moreno Valley and Norco colleges in district-wide discussions to clarify the vision and philosophy of Inescapable Holistic Student Support (supporting a student from college application through graduation), and what is needed to ensure the student experience is consistent across the district, especially as related to integrated academic support (7.2X). District-wide discussions led to broadening the concept of inescapable support beyond academic support services. Inescapable support must also address the whole student including basic needs, safety, psychological and self-fulfillment needs. A standard of care encompassing the full spectrum of support was developed by establishing guidelines for collaborative student success teams working within the three college's engagement centers to provide consistent and standardized student support (7.2X).

Student Success Teams

The college currently has five Guided Pathways Academic Engagement Centers (Advanced Technical Arts and Trades/Business and Information Systems/Education and Teacher Preparation; Health Related Sciences; LHSS/Social and Behavioral Sciences; STEM; and Visual/ Performing/Creative Arts) and three Affinity Engagement Centers (Umoja; La Casa; Rainbow) (Academic Support (rcc.edu)). The College has worked diligently in establishing roles and responsibilities of those who serve in the engagement centers as part of Student Success Teams (7.2X). The Student Success teams include dedicated Counselors, Librarians, Faculty Advising and Student Support Coordinators, Ed Advisors, Outreach team members, Clerks and Peer Mentors.

As the success teams were developed, and roles and responsibilities clarified, one of the overarching concerns was the lack of consistent student data by pathway and how to access this data. As a result of these concerns, the Office of Institutional Effectiveness developed the Guided Pathways Power BI dashboard, which provides all pathways data on enrollment, math, English, persistence, degrees and certificates, transfer and completion.

Counseling

The RCC Counseling department has been a leader in aligning practices with the overall college-wide Guided Pathways framework. Each counselor, serving as a student success team member, has been assigned to a specific pathway, and meets with students assigned to these pathways in both a face-to-face and online formats. Based on the counseling appointment summary data collected over the past few years, counselors are seeing on average an increase in the number of students appointments (both in person and online), between three percent (3%) and twenty percent (20%), indicating students are in fact seeking the counseling support they need in the fashion they need it (7.2X). Although students are attending appointments, multiple survey results indicate that students continue to struggle to find available appointments with counselors in their pathways which impedes their overall success. The Counseling department has recognized the importance of the student voice and are developing strategies to meet student counseling needs (7.2X).

The assignment of counselors by pathway is the first step in establishing a comprehensive case load model. Throughout the college-wide Guided Pathways discussions, it became evident that no matter how many counselors the college hired, it would never be enough to serve the thousands of students who come to our college. Therefore, a triage support strategy was developed, where every member of the student success team, with their specific roles, would serve to help answer student questions and meet student needs. This would then allow counselors to remain focused on providing emotional support and comprehensive Student Educational Plans to help support student success.

Additionally, over the last year, our Career Center faculty coordinator has been instrumental in communicating strategies that bring Career into each Engagement Center. This strategy then also aligns with the focus of providing inescapable support for students where they are, both in engagement centers and in the classroom rather than having students have to navigate where to find these support services (7.2X).

Library

The RCC Library faculty have also adopted a commitment to the Guided Pathways and student equity frameworks by realigning the duties of each librarian to better serve each pathway and engagement center. Each Librarian functions to serve different areas of library including: Public Services, Technical Services, Instructional Design, Outreach, and Digital Assets. Each librarian with a commitment to equity, works collaboratively to not only support their designated pathway and the students within, but to support the college collectively with their expertise (7.2X).

Academic Support

Academic Student Support through a collective understanding of Guided Pathways and student equity has been re-energized to provide support for students where students are, rather than expecting students to come only to a central location. Working in collaboration with student success teams in each engagement center, the leadership of Academic Support has developed the 2021-2022 Academic Support Plan and the Academic Support Vision Plan 2023-2024 that addresses not only the goals for Academic Support, but also plans to market and outreach the services to students, and the resources needed to complete these goals (7.2X). These goals include supporting students by providing tutoring, supplemental instruction, and academic support for each pathways in engagement centers, hosting monthly workshops on topics focused on an environment focused on the culture of care (time management, study/ test taking skills, stress management, math and English workshops, and study jams), and increasing marketing and outreach to illustrate opportunities for students to seek the help they need.

Engagement Centers

The College has been committed to serving our students by pathway in eight (8) engagement centers which include five (5) academic engagement centers and three (3) affinity-based engagement centers. They include: Advanced Technical Arts and Trades/Business and Information Systems/Education and Teacher Preparation; Health Related Sciences; LHSS/ Social and Behavioral Sciences; STEM; and Visual/Performing/Creative Art; along with Umoja, La Casa, and Rainbow. Each engagement center has been provided dedicated space with support staff. While some engagement centers vary in size, each are provided space to serve students, with study space, computers, and place to connect with their student success teams, including counselors, ed advisors, and peer mentors. In addition, peer tutors have been placed in some engagement centers, and most engagement centers include faculty who regularly hold office hours and/or lab hours on site (7.X).As a strategy to provide the standard of care in each engagement center, the Guided Pathways team leads helped to develop the Engagement Center Toolkit. The Engagement Center Toolkit provides timelines, messages, outcomes, tools and support for each Engagement Center in order to provide the inescapable support for students no matter their pathway. While each engagement center has different engagement and open house activities, aligned with the programs of study they serve, the overarching timelines and communication strategies remain the same, which provides the consistency that inescapable student support encourages. This toolkit ensures that if a student who changes their program of study to a different pathway, receives the same level of support and communication from any and all engagement centers and pathways (7.2.X).

Status

The College has developed and implemented an academic support model and plan that is aligned with our Guided Pathways, Student Equity and Strategic Plans. In order to move forward with a focus on inescapable student support (focused on the Culture of Care), student success teams were finalized with definite roles and responsibilities, engagement center toolkits were developed and implemented for consistent communication and support for students throughout their educational journey, data was prepared for ease of use and constant assessment, and tutoring and supplemental instruction has been re-engerzied to provide student support where students need it.

7.3 Project 3: Sharpening the Focus on Teaching and Learning

Background

Aligned with Guided Pathways framework pillar four and the Student Equity Plan, RCC has focused efforts to enrich student learning through classroom teaching with transformational, institution wide faculty/professional development aimed to flip the narrative about student success in the classroom – focusing on where the achievement gaps exist and what faculty can do about it (7.3X). Efforts include but are not limited to assessing and revamping the faculty development flexible calendar activities (FLEX) with an emphasis on equity; developing Community of Practice groups; facilitating faculty to share best practices, and creating a comprehensive space plan for the Glenn Hunt Center for Teaching and Learning to better facilitate faculty development efforts and activities. The advent of exclusive online teaching for most faculty due to the Covid 19 Pandemic prompted additional faculty development in online technology and pedagogy.

FLEX

Each academic year the Faculty Development Committee (FDC) coordinates flexible calendar activities (FLEX) and workshops for faculty on topics related to course instruction, evaluation, and assessment (7.3X). As of 2019.Tthe FDC revamped FLEX programming to support a culture of teaching and learning styles of adult students of all equity groups with training, research, and inquiry into socio-cultural and brain-based pedagogies (7.3X). Likewise, the Assessment Committee supports student learning through outcomes assessment at the course, program, and general education levels to identify areas of strength and areas for improvement with goals of stronger alignment between assessment, curriculum, and faculty development as previously noted in section 5 of the Midterm Report.

Statewide FLEX requirements mandate equity-related faculty development effective 20XX. The Faculty Development Committee, in conjunction with College leadership and Strategic Planning Councils, Academic Senate developed an equity statement and social justice professional development criteria as:

- Removing the predictability of success and failure that currently correlates with any social or cultural factor;
- Identifying and dismantling inequitable practices, examining biases, and creating inclusive and just conditions for all; and
- Honoring and cultivating the gifts, talents and interests that each human possesses. (Adapted from National Equity Project).

To this extent FLEX approved opportunities include but are not limited to:

- Any college/district-sponsored training, speaker, consultant brought to discuss/consult facilitate on equity-mindedness, cultural proficiency, and social justice; and
- Communities of practice, trainings, and facilitated discussion by experts and/or RCCD employees/equity leaders who have completed a relevant researched[1]based course or training.

In 2021/23, the Student Equity, Professional Development, and Faculty Development committees hosted an online webinar featuring Dr. Bettina Love, author of *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Subsequently, a college-wide book discussion was sponsored by the Teaching and Learning Leadership Council and Faculty Development Committee. The next book discussion hosted by the Faculty and Professional Development committees is *Leading in a Culture of Change*, by Michael Fullan is scheduled for Fall 2023.

Communities of Practice

Divisions throughout the College have developed communities of practice to dedicate an emphasis on improving teaching and learning. STEM faculty developed a Community of Practice (COP) series that focused on investigating equity data and conversations about what we were individually as faculty, are doing to help close equity gaps The English discipline began a COP series in AY 2019-20 originally in response to AB705. English faculty moderated workshops tailored to the English discipline. The original scope broadened to an array of student-oriented, equity-minded, best practices in teaching and learning applicable across disciplines and academic student support. This led the English faculty to seek cross-disciplinary collaboration and open participation to the entire College community. A COP series is held each semester with monthly workshops and an annual Winter Institute. Previous topics include gradebook analysis, course pacing, conferencing and conversation (talking with students), grading for equity, understanding the needs of adult learners, navigating positionality to affirm student experiences in the classroom, and alternative assignments. In addition, the English discipline developed and maintains a blog, *Composing Possibilities*, documenting discussions, workshop schedules, and recommended readings. A teaching and learning best practices manual is in the development phase.

Glenn Hunt Center

The Glenn Hunt Center, located on the 4th floor of the Rotella Library, was repurposed as a dedicated space for faculty development. The space, originally designed as an executive suite for RCC's seventh president, Salvatore Rotella, is not conducive for large group activities, contains limited technology, and is not furnished to promote collaboration. This project was temporarily suspended from a college-wide move to remote teaching/learning and support services in March 2020, prompted by the COVID 19 pandemic. As the College transitioned back to face-to-face instruction and support services in <<date>> RCC has resumed renovation efforts of the Glen Hunt Center.   A plan is in development to maximize the use of the space, explore how best to support research and inquiry in the science of teaching and learning and culturally responsive teaching practices; house materials; deliver content to more faculty; and institutionalize how to share best practices for classroom faculty in an ongoing, systematic way. This work is aligned with strategic planning at RCC through the Teaching and Learning Leadership Council (TL-LC) as well as the Faculty Development and Student Equity committees. The Faculty Development Committee will continuously monitor and assess implementation strategies, and report to TL-LC. TL-LC chairs are members of EPOC/ASC and provide regular updates on council plans and activities. Renovation of the Glenn Hunt Center was included in the Title V HSI Grant: *Proyecto Creacion de Comunidad / Project Creating Community (PC$_2$)*.

Online Pedagogy

In March 2020, RCC transitioned to predominantly online instruction and student support with the campus closure in response to the COVID 19 pandemic. Faculty Development shifted to online training and pedagogy as the majority of course offerings converted from in-person to online. Faculty with no previous experience teaching online converted their courses to the Canvas learning management system and became versed in virtual meeting platforms such as Zoom and Microsoft teams. In response to the need for training and support, the district recruited instructional designers to provide instructional design support at each of the district colleges.

Status

RCC has focused efforts to enrich student learning through classroom teaching. To this extent, there have been faculty-led initiatives such as communities of practice on equity and teaching and learning best practices, and revamping FLEX programming with a dedicated space. These efforts are in-progress.

8. Fiscal Reporting

On March 23, 2023, Riverside City College submitted to the ACCJC the 2023 (for Fiscal Year 2021-2022) Annual Fiscal report which did not identify any financial issues (8.X). The annual audit was "unmodified: and did not identify any material weaknesses or compliance issues (8.X). Additionally, there were no findings in the institutional annual report (8.X).

Status

Riverside City College meets the ACCJC annual fiscal and institutional reporting, and no action is required.

9. Evidence

RCC transitioned to a Digital Repository/Archive system utilizing the Ex Libris's library service platform (LSP) *Alma/Primo*. *Alma/Primo* is a statewide system of the California Community Colleges libraries. RCC created a new faculty librarian position, Digital Assets Librarian, who oversees RCC's Digital Repository/Archive collection. The links below provide access to the RCC Accreditation Midterm Report evidence uploaded and cataloged in *Alma/Primo*.

Table 9: Evidence List

Citation	Document Name
1.X	January 27, 2022, Reaffirmation Letter
1.X	Academic Senate Meeting Minutes
1.X	Educational Planning and Oversight Committee/Accreditation Steering Committee (EPOC/ASC) Meeting Minutes
1.X	Accreditation Interview Transcript 1
1.X	Accreditation Interview Transcript 2
1.X	Accreditation Interview Transcript 3
1.X	*Academic Senate Meeting Minutes RCC Accreditation Midterm Report Approval (pending)*
1.X	*Board of Trustees Meeting Minutes RCC Accreditation Midterm Report Approval (pending)*
1.X	*EPOC Meeting Minutes 10/9/23 - RCC Accreditation Midterm Report 1st Read(pending)*
1.X	*EPOC Meeting Minutes 11/1/23 - RCC Accreditation Midterm Report 2nd Read/Approval (pending)*
1.X	*RCCD Board of Trustees 12/12/23 – RCC Accreditation Midterm Report Approval (pending)*
1.X	RCC Strategic Planning Council Structure
2.X	RCC 2020-2025 Strategic Plan
2.X	RCC Accreditation Follow-up Report
3.X	RCCD BP/AP 1800
3.X	Ed Code Sec 87666
3.X	Ed Code Sec 87732
3.X	CSEA CBA - Art. XXX.B.1.c
4.X	SAO Guide
4.X	Program Review Cycle
4.X	Co-Curricular Examples of SAO's
4.X	Visional Aligned Reporting Pilot and Assessment
4.X	RAC Minutes for CalWorks, TRIO, Financial Aid shared experiences
4.X	Guided Pathways Retreat Agenda #1
4.X	Guided Pathways Retreat Agenda #2
5.X	Riverside Assessment Committee Guide
5.X	Riverside Assessment Committee Bylaws

5.X	Program Review and Assessment Cycle
5.X	Riverside Assessment Committee Flex presentations
6.X	Institutional Effectiveness Webpage
6.X	Strategic Planning Report Card 2020
6.X	Strategic Planning Report Card 2021
6.X	Strategic Planning Report Card 2022
6.X	Strategic Planning Report Cards 2023
6.X	RCC ACCJC Annual Report 2020
6.X	RCC ACCJC Annual Report 2021
6.X	RCC ACCJC Annual Report 2022
6.X	RCC ACCJC Annual Report 2023
6.X	Career and Technical Education Employment Outcomes Survey (CTEOS)
6.X	EPOC Agenda/Minutes as a response to COVID-19 and National Racial Justice Movements
6.X	RCC Equity Audit
6.X	Faculty Learning Communities
6.X	STEM en Familia Grant
6.X	ESCALA Faculty development for HSI's
6.X	Equity Minded Learning Institute
6.X	Data Coaching
6.X	Guided Pathways Agendas (for Integrated student support teams & Sense of Belonging
6.X	NCAA Student Survey
6.X	Voice of the Student Qualitative Study
6.X	RCC Street Team
6.X	Flex Student Panel - Agenda
7.X	2022-2026 Guided Pathways Plan
7.X	RCC 2020 ISER
7.X	2019-2022 Student Equity Plan
7.X	2022-2025 Student Equity Plan
7.X	2020-2025 RCC Strategic Plan
7.1.X	Program Mapping Agenda
7.1.X	RCC EduNav Program Reviews 8-24-21
7.1.X	EduNav Smart Rules – 5-6-22
7.2.X	2022-2026 Guided Pathways Plan
7.2.X	2019-2022 Student Equity Plan
7.2.X	2022-2025 Student Equity Plan

7.2.X	NCAA Student Survey
7.2.X	Voice of the Student Qualitative Study
7.2.X	RCC Street Team
7.2.X	RCC Equity Audit
7.2.X	Office of Institutional Effectiveness – Equity Spotlights
7.2.X	Vision for Success and Achievement Data
7.2.X	District-wide Counseling Meeting Agenda/Presentations
7.2.X	Guided Pathways Retreat Agendas #1/#2
7.2.X	Guided Pathways Board of Trustees Presentation
7.2.X	GP Coordinator Job Description
7.2 X	GP Faculty Advising and Student Success Job Description
7.2.X	RCC Counseling Data
7.2.X	Board of Trustees Presentation on Counseling – October, 2023
7.2.X	FLEX Presentation – Career Integration into Guided Pathways
7.2.X	Library Meeting minutes – Guided Pathways
7.2.X	Library Announcements – Sally Ellis
7.2 X	2021-2022 Academic Support Plan
7.2.X	2023-2024 Academic Support Plan
7.2.X	Engagement Center Toolkit
7.3.X	2023 Strategic Planning Report Card
7.3.X	Flexible (FLEX) Calendar
7.3.X	Socio-cultural and brain-based pedagogies examples
7.3.X	Plan for Glenn Hunt Center for Teaching Excellence
7.3.X	Faculty Development Committee Agendas – monitoring Glenn Hunt Center modifications
7.3.X	Title V HSI Grant - *Proyecto Creacion de Comunidad / Project Creating Community (PC2)*.
7.3.X	Communities of Practice Blog
7.3.X	Online/Hybrid/F2F Pedagogy
8.X	2023 ACCJC RCC Fiscal Report
8.X	Annual Audit
8.X	2023 ACCJC RCC Institutional Report
	Practice Link to LSP

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ERECTE
MCML

SEAL OF THE RIVERSIDE COLLEGE

RIVERSIDE COLLEGE

RCC
RIVERSIDE CITY COLLEGE

4800 Magnolia Ave.
Riverside, CA, 92506
rcc.edu

Riverside City College
Strategic Planning Prioritization Timeline
* Dates subject to change
CALENDAR

2023-2024	Date	Activity
	Thursday, March 30, 2023	Department Level PRaPs Due
	April 2023	Department Chairs and Deans Communicate and Coordinate
	Friday, April 28, 2023	Division Level PRaPs Due
	Friday, May 12, 2023	VP PRaPs Due
	Thursday, June 1, 2023	GEMQ-LC provides feedback to VP Plans
	July 2023	VP's meet to review and revise plans
	Monday, August 28, 2023	VP Plans disseminated to LC's
	Tuesday, September 12, 2023	VP Q&A Session 12pm - 2pm via Zoom
	Tuesday, October 3, 2023	VP Q&A Session 1pm - 2:30pm via Zoom
	Monday, October 23, 2023	Final LC Meetings before Prioritization
	Friday, October 27, 2023	Prioritization Meetings 12pm - 2:30pm AND 3pm-5pm (faculty)
	Monday, November 13, 2023	EPOC Prioritization Meeting
	December 2023	Presidential Review
	Friday, January 5, 2024	Approved Resource Requests included in Budget Development

2024-2025	Date	Activity
	Friday, March 29, 2024	Department Level PRaPs Due
	April 2024	Department Chairs and Deans Communicate and Coordinate
	Friday, April 26, 2024	Division Level PRaPs Due
	Friday, May 17, 2024	VP PRaPs Due
	Monday, June 3, 2024	GEMQ-LC provides feedback to VP Plans
	July 2024	VP's meet to review and revise plans
	Monday, August 26, 2024	VP Plans disseminated to LC's
	Tuesday, September 17, 2024	VP Q&A Session
	Tuesday, October 1, 2024	VP Q&A Session
	Monday, October 28, 2024	Final LC Meetings before Prioritization
	Friday, November 1, 2024	Prioritization Meetings
	Monday, November 11, 2024	EPOC Prioritization Meeting
	December 2024	Presidential Review
	Friday, January 10, 2025	Approved Resource Requests included in Budget Development

2025-2026	Date	Activity
	Friday, March 28, 2025	Department Level PRaPs Due
	April 2025	Department Chairs and Deans Communicate and Coordinate
	Friday, April 25, 2025	Division Level PRaPs Due
	Friday, May 16, 2025	VP PRaPs Due
	Monday, June 2, 2025	GEMQ-LC provides feedback to VP Plans
	July 2025	VP's meet to review and revise plans
	Monday, August 25, 2025	VP Plans disseminated to LC's
	Tuesday, September 16, 2025	VP Q&A Session
	Tuesday, October 7, 2025	VP Q&A Session
	Monday, October 27, 2025	Final LC Meetings before Prioritization
	Friday, October 31, 2025	Prioritization Meetings
	Monday, November 10, 2025	EPOC Prioritization Meeting
	December 2025	Presidential Review
	Friday, January 9, 2026	Approved Resource Requests included in Budget Development

As of August 29, 2023

October 31, 2023

Dear President Oliveros,

Enclosed are the prioritization recommendations made by the Strategic Planning Leadership Councils during their Joint Prioritization meeting, which was held on October 27, 2023. This letter is a summary of what was prioritized as well as some specific language and suggestions that the Councils wished to include as part of their recommendations.

Like our previous prioritization, this year's process involved the development and posting of the Vice President (VP) Plans and Executive Summaries to the RCC website in August, along with the updated Prioritization 101 document to facilitate and streamline the prioritization process and to clarifying precisely what needed to be prioritized and why. Zoom Question and Answer sessions were held between members of the Leadership Councils and the Vice Presidents on September 12, 2023 and October 13, 2023. The VP Plans were "fluid documents" throughout this process; all feedback was integrated and then updated throughout the months of September and October. The process genuinely focused on strategies that would further the college's goals, especially with a strong commitment to equity, Guided Pathways, and institutional sustainability.

Members of the Teaching and Learning (TL), Resource Development and Administrative Services (RDAS), Student Access and Success (SAS), and Governance, Effectiveness, Mission and Quality (GEMQ) Leadership Councils (LCs) were sent surveys to record their initial rankings. Out of a possible 72 voting members from the four LCs, 65 initial surveys were returned – which reflects a 90% return rate. In the past, the LCs came together during Joint Leadership Prioritization to discuss and possibly re-prioritize the initiatives; however, this year, the LC's instead met to ratify the rankings presented.

The survey and supporting material for the faculty hires was sent out by the Office of Institutional Effectiveness at the end of September. Of the 37 full-time faculty representatives on the Leadership Councils, 38 completed the survey, reflecting a 97.4% response rate. This response rate is the highest we have on record, and is commendable. On October 27, 2023, the voting faculty members of TL, SAS, RDAS and GEMQ were presented an overview of the survey results for each faculty request and ratified the final ranking.

As part of our continual improvement of our processes, Governance, Effectiveness, Mission and Quality (GEMQ) LC will assess the Strategic Planning Prioritization process, soliciting feedback from all leadership council members and will provide recommendations for improvement that will be incorporated in the next cycle.

This letter reflects the Councils' recommendations on the ranking of the fourteen college priorities, initiatives, and all full-time faculty hires. The Councils are aware that budget and available funding are limited, especially in this period of fiscal uncertainty. It is the hope that the work of the Councils to prioritize initiatives also offers a clear sense of direction for and emphasis on where to expend efforts in the search of additional external funding (e.g. grants).

Prioritization of Initiatives

#1 - VPAA #3– Math Learning Center: *Increase Learning Center Assistant position from part-time to full-time, which will allow for MLC hours of operation to increase to support the tutoring needs of students.*

#2 - VPSS #4 – Enrollment Services Outreach Budget Augmentation: *Additional support for Outreach with food, marketing materials and registration for events, support of College Fair/Event Booths, welcome kits, student employment and mileage.*

#3 – Joint Initiative 1 (VPBS and VPSS) – Permanent increase of Landscaping & Maintenance budget to meet increased needs across college: *Increase budget for grounds and maintenance to specifically address annual fields and gym maintenance concerns, along with refurbishment or replacement costs for the gym floor, football field and uprights, baseball field, softball field, Wheelock practice field, tennis courts and aquatics complex.*

#4 – VPPD #1 – Student Equity Plan and Guided Pathways: *With a focus on the Culture of Care, aligned with the Student Equity and Guided Pathways plans, increase inescapable support for students with a commitment to career focused support, including a Career Center Director, Career Coach, Classified Professional Clerk, and support for students applying for transfer.*

#5 - VPAA #4 – Increase equity-minded Journalism Program Support Specialist from part-time to full-time: *Increase Journalism Program Support Specialist from part-time to full-time to better support the program.*

#6 – VPBS #3 – TSS Repair Parts Budget Augmentation – *Increase repair budget for repairing equipment located at RCC and the District Office requiring Media and IT technologies.*

#7 –VPSS #5 – Student Activities Office Staffing: *Acquire and maintain 2 full-time Faculty/Coordinators during the summer and winter to provide adequate coverage, and increase Student Activities Clerk from part-time to full-time.*

#8 – VPBS #1 – Meeting Room Audiovisual Equipment Life Cycle: *The A/V equipment in many meeting rooms is end-of-life and no longer performing to specifications. On average the equipment is 13 years old and at least 5 years past its expected lifespan. A total eight-year lifecycle for meeting space AV equipment could total up to $800,000 depending on the equipment and conferencing needs.*

#9 - VPAA #1 – Active/ Collaborative Learning Furniture, Math: *Create two flexible teaching and learning classrooms for math by furnishing with movable furniture to facilitate culturally-relevant, innovative, active, and collaborative teaching methods (will not reduce current classroom capacities).*

#10 –VPAA #2 – Active/Collaborative Learning Furniture, Art: *Taboret Tables for Art Studio for collaborative teaching and student engagement.*

#11 – VPSS #1 – Improve Athletic Service and Facility Maintenance: *The Athletics department is in need of an additional Athletic Equipment Manager or Gym/Locker Room Attendant to serve underrepresented gender athletes.*

#12 – VPBS #2 – Improve Campus Recycling Program: *The current campus recycling program is basic with substandard reporting. A Waste Stream Assessment analyst must be hired to perform an assessment of the campus waste stream for compliance with state laws.*

#13 – VPSS #3 – Wheelock Gym Enhancements: *Provide brighter LED forms of lighting for Wheelock Gym.*

#14 – VPSS #2 – Francis Bushman Tennis Court Resurfacing and Fencing: *Tennis Courts have not been resurfaced since initial construction. Resurface courts and provide security fencing to prevent public use without permission and/or supervision.*

<u>Full-Time, Tenure-Track Faculty Hiring</u>
The councils' recommendation for 10 full-time faculty hires:
1. Automotive
2. Ethnic Studies
3. Counseling, Puente
4. Psychology
5. Counseling, General #1
6. History
7. Counseling, La Casa
8. Counseling, Career
9. Counseling, General #2
10. Counseling, Athletics

We look forward to hearing back from you with a final determination.

Sincerely,

Don Ajené Wilcoxson, Interim Faculty Co-Chair EPOC

 Kristine Di Memmo, Admin Co-Chair EPOC

Cc: Chairs and Co-Chairs of Leadership Councils
Attachments: Prioritization of Initiatives and Prioritization of Faculty Positions

Riverside City College

Fall 2023 Priortization Ranking

65 total people voted (of 72 possible) 90.3%

# of LC Members who ranked each position as:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	# Votes in Top 5	Weighted Sum
VPAA 3: Math Learning Center	4	10	9	9	3	9	4	6	3	3	1	3	3	1	*35*	*631*
VPSS 4: Enrollment Services Outreach Budget Augmentation	7	9	7	5	6	2	7	7	5	2	5	5	5	1	*34*	*623*
Joint Initiative 1: (VPBS and VPSS): Permanent increase of Landscaping & Maintenance Budget to meet increased needs across college	13	5	6	3	2	4	6	8	6	5	4	4	2	2	*29*	*607*
VPPD 1: Student Equity Plan and Guided Pathways	17	5	3	3	2	2	3	3	2	6	3	3	2	10	*30*	*532*
VPAA 4: Increase equity-minded Journalism Program Support Specialist from part-time to full time	5	2	7	5	4	7	7	3	7	5	4	2	2	4	*23*	*512*
VPBS 3: TSS Repair Parts Budget Augmentation - Object 4644	2	8	7	6	7	4	3	3	3	5	3	1	2	6	*30*	*501*
VPSS 5: Student Activities Office Staffing	2	6	8	6	3	4	5	5	4	2	4	4	5	5	*25*	*486*
VPBS 1: Meeting Room Audio visual Equipment Life cycle	2	6	2	5	7	7	6	6	5	4	0	3	6	4	*22*	*483*
VPAA 1: Active/Collaborative Learning Furniture Math	2	3	5	4	8	8	4	3	4	7	5	6	2	3	*22*	*480*
VPAA 2: Active/Collaborative Learning Furniture Art	3	3	2	2	10	4	5	6	7	5	5	4	6	1	*20*	*457*
VPSS 1: Improve Athletic Service and Facility Maintenance	1	1	3	8	3	5	7	4	4	7	6	8	6	4	*16*	*433*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	# Votes in Top 5	Weighted Sum
VPBS 2: Improve Campus Recycling Program	5	3	3	2	4	3	5	6	3	4	7	2	5	10	*17*	*408*
VPSS 3: Wheelock Gym-Enhanced lighting in classrooms, locker rooms, showers, bathrooms, and hallways	2	2	2	4	2	5	1	3	7	6	6	7	11	9	*12*	*364*
VPSS 2: Francis Bushman Tennis Courts resurfacing and fencing entrances.	0	2	1	3	4	1	2	2	5	4	12	13	8	5	*10*	*308*
Total Votes	65	65	65	65	65	65	65	65	65	65	65	65	65	65		

	#	Points	
Voting Weight Table for Weighted Sum Column	1	14	pts
	2	13	pts
Each value in the table above multipled by the points	3	12	pts
assigned to that value.	4	11	pts
	5	10	pts
	6	9	pts
	7	8	pts
	8	7	pts
	9	6	pts
	10	5	pts
	11	4	pts
	12	3	pts
	13	2	pts
	14	1	pts

LC	# Voted	No Vote	Total
GEMQ	16	1	17
RDAS	16	3	19
SAS	17	0	17
TL	16	3	19
Total	**65**	**7**	**72**

Riverside City College
Fall 2023 Faculty LC Ranking Results from Forms Survey

of Faculty who ranked each position as:

Vote Rank		1	2	3	4	5	6	7	8	9	10	# Votes in Top 5	Weighted Sum
1	Automotive	15	2	5	5	0	2	2	2	2	2	27	273
2	Ethnic Studies	3	8	9	4	2	1	2	5	1	2	26	246
3	Counseling Priority #5 Puente	7	6	2	1	3	4	2	4	8	2	19	223
4	Psychology	2	4	4	6	4	6	6	1	1	3	20	216
5	Counseling Priority #1 General	5	2	6	3	4	5	1	3	5	3	20	212
6	History	0	3	4	6	10	5	1	1	4	3	23	204
7	Counseling Priority #6 La Casa	4	7	2	3	1	2	4	1	5	8	17	193
8	Counseling Priority #3 Career	1	2	2	2	5	5	9	7	4	0	12	178
9	Counseling Priority #2 General	0	3	2	3	5	7	5	5	5	1	13	175
10	Counseling Priority #4 Athletics	0	0	1	4	3	0	5	8	2	13	8	115
	TOTAL VOTES	37	37	37	37	37	37	37	37	37	37		

37 total people voted (of 38 possible) 97.4.%

Ranking Weight	1	10	pts
	2	9	pts
	3	8	pts
	4	7	pts
	5	6	pts
	6	5	pts
	7	4	pts
	8	3	pts
	9	2	pts
	10	1	pts

GEMQ and SAS currently have 9 faculty

LC	#	% of Votes
GEMQ	8	21.6%
RDAS	10	27.0%
SAS	9	24.3%
TLLC	10	27.0%
	37	

2023 Fall Plenary Session Resolutions

For Discussion

Thursday, November 16, 2023

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 Fall Plenary Session held on November 18, 2023.

Resolutions Committee

Erik Reese, ASCCC Resolutions Chair
Robert L. Stewart, Jr, ASCCC Resolutions Second Chair
Davena Burns-Peters, San Bernardino Valley College, Area D
Sonja Downing, Merced College, Area A
Mark Edward Osea, Mendocino College, Area B

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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 before the posted deadlines each day by email using resolutions@asccc.org.
- 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 and amendments 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*)

New delegates are strongly encouraged to watch the New Attendee Information pre-plenary webinar.

Explore California legal codes via https://leginfo.legislature.ca.gov/faces/home.xhtml

Explore California Code of Regulations, including title 5, via https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?transitionType=Default&contextData=%28sc.Default%29

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 through Thursday of the plenary session are marked with #
- Amendments and urgent resolutions submitted on Friday are marked with ^

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.

*+01.01 F23 Honoring Wheeler North with Senator Emeritus Status
*04.01 F23 Communicate Requirements of Articulation of High School Courses
*06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9
*06.02 F23 Support Vision 2030 Goals and Strategic Directions
*07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)
*+07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer
*+07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes
*08.01 F23 Noncredit Counseling Professional Learning and Support for Students
*+09.02 F23 Support of an Equitable Course Prefix in Lieu of 'ESL' in AB 1111 Common Course Numbering
*+09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American Institutions and Ideals
*+13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses
*+13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for Online Classes
*+14.01 F23 Attendance and Grading
*+15.03 F23 Requiring C grades for Cal-GETC
*+15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC
*17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts

*17.02   F23 Part Time Faculty Inclusion in OER and ZTC Pathways
*+20.01 F23 Equitable Treatment of Part-Time Students for Student Tutor Positions
*+20.02 F23 Provide Student Access to Free Open Educational Course Resources

1 ACADEMIC SENATE

*+01.01 F23 Honoring Wheeler North with Senator Emeritus Status

Whereas, The bylaws of the Academic Senate for California Community Colleges (ASCCC) 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 ASCCC;

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 its 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

3 DIVERSITY AND EQUITY

03.01 F23 Academic Senate Support for Increasing Faculty Diversity and Advancing Diversity, Equity, Inclusion, and Accessibility in Evaluation and Tenure Review Processes

Whereas, the Academic Senate for California Community Colleges' (ASCCC) commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) has been affirmed in the following resolutions: 07.02 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials[1]; 13.04 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation[2]; 01.01 F22 Adopt the Academic Senate for California

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[1] https://asccc.org/resolutions/ensuring-anti-racist-california-community-college-online-faculty-training-materials
[2] https://asccc.org/resolutions/resolution-support-academic-freedomsolidarity-faculty-across-nation

Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism[3]; 03.01 F22 Advancing IDEAA in Guided Pathways[4]; 07.05 F22 Incorporating Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA) Principles Explicitly into Title 5, §53200[5]; 01.02 S22 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement[6]; 03.01 S22 Develop and Publish an Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Liaison Handbook[7]; 03.02 S22 Adopt the DEI in Curriculum Model Principles and Practices Framework[8]; 19.01 S22 Cultural Humility Driving Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) Work[9]; 03.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison[10];

Whereas, Resolution 03.01 S21 Include Cultural Competence in Faculty Evaluations[11] directed the Academic Senate for California Community Colleges to "encourage local academic senates to collaborate with their union partners to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes" and "work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes,"[12] and, as an outcome of that collaboration, updates to title 5, §53602[13] were chaptered in April 2023 in order to advance diversity, equity, inclusion, and accessibility in evaluation and tenure review processes; and

Whereas, Resolution 19.01 S21 Support Diversity, Equity, and Inclusion-Focused Hiring Practices[14] directed the Academic Senate for California Community Colleges (ASCCC) to "endorse the ACHRO [Association of Chief Human Resource Officers] draft Screening and Selection Process Recommendations" as well as to "commit to continued partnership with ACHRO and other associations for the implementation of the actions included in the Screening and Selection Recommendations and the DEI Implementation Workgroup recommendations

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[3] https://asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values
[4] https://asccc.org/resolutions/advancing-ideaa-guided-pathways
[5] https://asccc.org/resolutions/incorporating-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-principles
[6] https://asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement
[7] https://asccc.org/resolutions/develop-and-publish-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa
[8] https://asccc.org/resolutions/adopt-dei-curriculum-model-principles-and-practices-framework
[9] https://asccc.org/resolutions/cultural-humility-driving-inclusion-diversity-equity-anti-racism-and-accessibility
[10] https://asccc.org/resolutions/establishing-local-inclusion-diversity-equity-and-anti-racism-idea-liaison
[11] https://www.asccc.org/resolutions/include-cultural-competence-faculty-evaluations
[12] https://asccc.org/resolutions/include-cultural-competence-faculty-evaluations
[13] Title 5 §53602:
https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[14] https://asccc.org/resolutions/support-diversity-equity-and-inclusion-focused-hiring-practices

and development of professional development resources to support local senate implementation efforts" to support diversity, equity, and inclusion-focused hiring practices, which is supported by ASCCC's "Model Hiring Principles and Procedures" Canvas resource[15];

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their local faculty unions prior to bargaining to make recommendations regarding revisions to faculty evaluation and tenure review processes to include diversity, equity, inclusion, and accessibility elements and ensure compliance with chaptered updates to title 5, §53602[16];

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop a culture of inclusion and belonging for new faculty through supportive inclusion, diversity, equity, anti-racism, and accessibility-centered onboarding and faculty mentoring/community building; and

Resolved, That the Academic Senate for California Community Colleges develop resources for inclusion, diversity, equity, anti-racism, and accessibility-focused professional development as well as faculty evaluation diversity, equity, inclusion, and accessibility elements.

Contact: Karen Chow, ASCCC Executive Committee, ASCCC Equity and Diversity Action Committee

4 ARTICULATION AND TRANSFER

*04.01 F23 Communicate Requirements of Articulation of High School Courses

Whereas, AB 1705 (Irwin, 2022)[17], signed into law on September 30, 2022, requires California community colleges to place and enroll nearly all students directly into transfer-level English and mathematics courses when enrolling in an English or mathematics course, and also establishes that community colleges may not require students to repeat courses taken in high school[18]; and

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[15] https://ccconlineed.instructure.com/courses/4924~5733

[16] Title 5 §53602:
https://govt.westlaw.com/calregs/Document/I610D4240D9AA11ED8ABBD760BB5C67FE?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)

[17] AB 1705 (Irwin, 2022): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705

[18] California Education Code §78213(i)(3):
https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.

Whereas, California Code of Regulations title 5 §55051[19] has specific requirements for when and how high school courses may satisfy college curricular requirements;

Resolved, That the Academic Senate for California Community Colleges work with the California Intersegmental Articulation Council to communicate widely the requirements of California Code of Regulations title 5 §55051[20] Articulation of High School Courses.

Contact: Ginni May, ASCCC Intersegmental Projects Director

6 STATE AND LEGISLATIVE ISSUES

*06.01 F23 Recommendations for the Implementation of AB 607 (Kalra, 2023) Amendments to California Education Code §66406.9

Whereas, AB 607 (Kalra, 2023)[21] modifies California Education Code §66406.9[22] to expand the cost information required in course schedules, requiring that 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 40 percent by January 1, 2025, 55 percent by January 1, 2026, 65 percent by January 1, 2027, and 75 percent by January 1, 2028, of the total number of courses on the online campus course schedule for which a faculty member or course instructor has been assigned. "Course materials" as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions;

Whereas, Restricting "course materials" to "digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions" places inappropriate limits on the estimated costs to be included in course schedules by excluding homework systems, art supplies, uniforms, safety equipment, and other expenses that students should be informed of when registering for classes; and

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[19] Title 5 §55051:
https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[20] Title 5 §55051:
https://govt.westlaw.com/calregs/Document/I629BD6A34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[21] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607
[22] California Education Code §66406.9:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC

Whereas, California Code of Regulations, title 5, §59402[23] 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," (Resolution 07.08 F22 Establishing Consistent Definitions for Course Resources[24]) establishing the definition of "instructional materials" to include textbooks, supplemental materials, and any other course supplies that are required to achieve course objectives;

Resolved, That the Academic Senate for California Community Colleges recommend that the cost-transparency requirements in California Education Code §66406.9[25] as modified by AB 607 (Kalra, 2023)[26] be interpreted to include all instructional materials as defined in California Code of Regulations, title 5, §59402[27].

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

*06.02 F23 Support Vision 2030 Goals and Strategic Directions

Whereas, The Vision 2030[28] merges elements of the Vision for Success and the Governor's Roadmap for California Community Colleges into three goals of Equity in Access, Equity in Support, and Equity in Success and three strategic directions of Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development, and The Future of Learning, which were adopted by the Board of Governors on September 26, 2023; and

Whereas, Through many venues since June 2023, including Consultation Council, public input form, stakeholder town halls, and statewide events, the California Community Colleges Chancellor's Office has solicited input into Vision 2030 and, as a result of inputs, has made revisions and will continue to revise the Vision 2030 metrics and actions until action by the Board of Governors in January 2024, with a plan to revisit metrics and actions annually;

Resolved, That the Academic Senate for California Community Colleges formally support the high-level goals and strategic directions of Vision 2030; and

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[23] Title 5, §59402:
https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[24] https://www.asccc.org/resolutions/establishing-consistent-definitions-course-resources
[25] California Education Code §66406.9:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66406.9.&lawCode=EDC
[26] https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607
[27] Title 5, §59402:
https://govt.westlaw.com/calregs/Document/I6E1B90644C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[28] Chancellor's Office Vision 2030 Webpage: https://www.cccco.edu/About-Us/Vision-2030

Resolved, That the Academic Senate for California Community Colleges urge faculty to continue providing input on metrics and actions through Fall 2023 using the California Community Colleges Chancellor's Office Vision 2030 Feedback Form[29].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

7 CONSULTATION WITH THE CHANCELLOR'S OFFICE

*07.01 F23 Address CCCApply Impact on Current Incarcerated Individuals and Justice-Involved Students (Rising Scholars)

Whereas, California Department of Corrections and Rehabilitation (CDCR), county justice centers, and California community colleges are bound by complicated constraints, including laws, contractual agreements, policies, and funding formulas, and policies, procedures, and processes that meet the needs of incarcerated students, faculty, and collegiate support staff serving the incarcerated students and support the needs of the corrections staff under the memorandum of understanding between the California Community Colleges Chancellor's Office and CDCR need to be established to preserve the best interest of both systems while meeting the goals of educating incarcerated students;

Whereas, The use of CCCApply for all students to enter the California Community Colleges system is required as part of the implementation of the Student Success and Support Program; yet, the CCCApply standard application creates challenges for incarcerated individuals aspiring to pursue higher education through a California community college; and

Whereas, Making informed data-based decisions is essential in fulfilling the promise of the Equity in Higher Education Act, which affords all persons, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or other specified bases, equal rights and opportunities in California postsecondary educational institutions (California Education Code §66251[30]);

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue with faculty teaching in carceral institutions regarding modification of the CCCApply standard application to remove all known barriers affecting current incarcerated individual's ability to successfully apply for admission to a California community college; and

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[29] Chancellor's Office Vision 2030 Feedback Form: https://www.cccco.edu/vision-2030-feedback-form
[30] California Education Code §66251:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=66251&lawCode=EDC

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that the standard application for CCCApply is modified to allow for the collection of data on justice-involved students needed to advocate for equitable allocation of student services and resources.

Contact: Juan Arzola, ASCCC Executive Committee, ASCCC Rising Scholars Faculty Advisory Committee

07.02 F23 Clarification of Licensing Requirement and Inclusion of CC-BY-NC License in Procedures and Standards of the Board of Governors

Whereas, Procedures and Standards of the Board of Governors (December, 2022)[31] requires that "any published materials produced under an agreement or sub-agreement using public funds must be subject to a Creative Commons Attribution License (CC BY)," allowing such materials to be used, modified, and monetized by any entity provided the source is properly attributed;

Whereas, California Education Code §78052[32] establishes that "it is the intent of the Legislature that community college districts develop and implement zero-textbook-cost degrees and develop open educational resources for courses," and $115 million dollars have been appropriated to the California Community Colleges Chancellor's Office to disperse to the colleges to establish zero-textbook-cost pathways that "prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaptation of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content";

Whereas, The requirement to use the CC BY license as established in Procedures and Standards of the Board of Governors (December, 2022)[33] can be interpreted to mean that any resource developed by curating or modifying existing openly-licensed resources must be licensed CC BY, even when a CC BY license is inconsistent with the permissions associated with the content used to develop the resource; and

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[31] Procedures and Standards of the Board of Governors (December, 2022): https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6
[32] California Education Code §78052: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC
[33] Procedures and Standards of the Board of Governors (December, 2022): https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6

Whereas, When authoring or creating new content, faculty may want to prevent the commercialization of their work and choose to use CC BY-NC since the CC BY license does not prohibit the use of openly-licensed resources from being monetized;

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office clarify that any licensing requirement established by the California Community Colleges Board of Governors applies only to content authored or created using public funds, as opposed to curated collections of resources that may not be in conflict with the licensing mandates established by the Board of Governors; and

Resolved, That the Academic Senate for California Community Colleges request that the Board of Governors modify its licensing requirement to permit the use of the CC BY-NC license (attribution-noncommercial)[34] to allow authors to prohibit the commercial use of their intellectual property.

Contact: Michelle Pilati, ASCCC Open Educational Resources Initiative

*+07.03 F23 Clarify Student Placement into Math Pathways for the Business Administration 2.0 Associate Degree for Transfer

Whereas, The California Community Colleges Chancellor's Office (CCCCO) has interpreted AB 1705 (Irwin 2022)[35] to require that students "begin in… math coursework that satisfies a requirement of their program…" and the guidance issued in memo ESS 23-19[36] states that colleges must place students pursuing the Associate Degree for Transfer in Business Administration 2.0 into a business calculus class or other calculus class; and

Whereas, The Transfer Model Curriculum (TMC) serves as the template for the Associate Degree for Transfer and the Business Administration 2.0 TMC[37] allows other mathematics classes besides business calculus such as finite math and college algebra to meet the Associate in Science for Transfer in Business Administration 2.0 degree requirements so long as the course has an articulation agreement for a major at a California State University (CSU) campus;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise the guidance provided in memo ESS 23-19[38] clarifying that students pursuing the Associate Degree for Transfer in Business Administration

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[34] https://creativecommons.org/licenses/by-nc/2.0/
[35] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[36] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisities-a11y.pdf
[37] https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc
[38] https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-23-19-ab-1705-validation-of-non-stem-transfer-level-prerequisities-a11y.pdf

2.0[39] shall be placed into the program-applicable math class that best suits their academic background in math and their academic and transfer goal.

Contact: Wayne Jensen, Folsom Lake College, Area A

*+07.04 F23 AB 1705 Meaningful Metrics for Equitable Outcomes

Whereas, To increase transfer completion, the legislature has prioritized data-informed reforms, such as AB 1705 (Irwin, 2022)[40], with the goal of achieving equitable outcomes;

Whereas, The current throughput model[41] uses all students enrolled in a prerequisite class in the calculation of the gateway course's success rate, regardless of whether those students passed the prerequisite or enrolled in the gateway course and thereby ignoring any confounding variables, with throughput only counting relative growth in pass rates, neglecting to account for disproportionate fail rates, particularly among students of color[42];

Whereas, Conditional throughput measures success rates exclusively for those students who enroll in and complete a gateway course and, according to the RP group's pre-calculus/business calculus research[43], shows maximized completion for those taking the prerequisite; and

Whereas, AB 1705 (Irwin, 2022)[44] does not mandate methodology for local data validation of the efficacy of prerequisite courses[45], thus allowing for local flexibility given the vast differences in math proficiency across districts[46];

Resolved, That the Academic Senate for California Community Colleges ask for open and public collaboration with the California Community Colleges Chancellor's Office to enhance the use of data to define and measure equitable outcomes with the goal of developing meaningful metrics;

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[39] https://c-id.net/cms-uploads/cms/FINAL_TMC_BusinessAdministration-Revised%204.20.20r.doc
[40] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[41] See slide 3:
https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/ValidatingPlacementSystems.pdf
[42] See pages 8-9:
https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/MaximizingCalcCompletionForBusinessAdminDegree_May2023.pdf?ver=2023-05-16-072731-540
[43] See 1:02:36 – 2:31:15 https://www.youtube.com/watch?v=whQsv4PeeDY
[44] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[45] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705
[46] https://caaspp-elpac.ets.org/caaspp/CompareReportSB?ps=true&lstTestYear=2023&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCds1=19000000000000&lstCds2=21000000000000&lstCds3=15000000000000&lstNav=srch

Resolved, That the Academic Senate for California Community Colleges express its concern about the limitations of relying exclusively on throughput to ensure data-informed approaches to increasing equitable outcomes;

Resolved, That the Academic Senate for California Community Colleges research and assess conditional throughput as an acceptable metric for data validation and its impact on closing equity gaps, providing feedback to the field by the Fall 2024 Plenary; and

Resolved, That the Academic Senate for California Community Colleges call for allowing local districts to include any data validation metrics that allow local districts to work with system partners to determine how conditional throughput maximizes the probability of students completing math and English in the first year, better addressing their unique needs, particularly as they apply to equity.

Contact: Joshua Lewis, Bakersfield College, Area A

8 COUNSELING

*08.01 F23 Noncredit Counseling Professional Learning and Support for Students

Whereas, The Academic Senate for California Community Colleges has long-standing support for the role of Counselors in supporting student success, including a paper on *The Role of Counseling Faculty and Delivery of Counseling in the California Community Colleges* (2012)[47] and resolutions such as 8.01 S21 Counseling Faculty, Student Success, and Transfer[48], 4.00 S92 Counselors[49] and 8.02 F94 Role of Counseling Faculty in Noncredit Programs[50];

Whereas, According to the California Community Colleges Chancellors Office Data Mart dashboard, there is a dramatic increase in the fall/spring noncredit enrollment over the past three years; data shows a 46.9% increase in the number of noncredit sections between 2020-2021 and 2022-2023; student enrollment also has a 3-year increase of 56.7% with 640,552 duplicated noncredit students in 2022-2023[51];

Whereas, Noncredit course and program offerings are equity-driven opportunities for all students, including providing opportunities for first-generation students, second language

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[47] https://www.asccc.org/papers/role-counseling-faculty-and-delivery-counseling-services-california-community-colleges
[48] https://www.asccc.org/resolutions/counseling-faculty-student-success-and-transfer
[49] https://www.asccc.org/resolutions/counselors
[50] https://www.asccc.org/resolutions/role-counseling-faculty-noncredit-programs
[51] California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Non-Credit Course Sections Summary Report." Retrieved September 27, 2023, from https://datamart.cccco.edu/Courses/NCredit_Course_Summary.aspx

learners, adult learners, and students looking to upskill, which require academic and personal counseling support; and

Whereas, Noncredit students have individualized needs on student education planning, basic needs support, noncredit to credit pathways, course sequencing, and credit for prior learning that need specialized counseling support; currently, there is not consistent noncredit counseling support across the California Community College System;

Resolved, That the Academic Senate for California Community Colleges encourage all local academic senates to prioritize a discussion on supporting the counseling needs for noncredit students, whether through an identified noncredit counselor or counseling faculty who are supported with professional development on counseling for noncredit students; and

Resolved, That the Academic Senate for California Community Colleges provide resources and tools to support and share effective practices in counseling noncredit students.

Contact: Stephanie Curry, ASCCC Executive Committee, ASCCC Noncredit, Pre-Transfer, and Continuing Education Committee

9 CURRICULUM

09.01 F23 Support Revisions to Title 5 to Include DEIA in the Course Outline of Record

Whereas, Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5[52] called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to "revise California Code of Regulations title 5 including section 55002 titled 'Standards and Criteria for Courses' to include a component of culturally responsive curriculum, equity mindedness and anti-racism integrated into the COR that allows for local control on how that requirement is fulfilled"; and

Whereas, In response to Academic Senate for California Community Colleges (ASCCC) Resolution 09.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record (COR) Requirements in Title 5[53], the California Community Colleges Curriculum Committee (5C) engaged in the process of revision to California Code of

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[52] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline
[53] https://www.asccc.org/resolutions/adding-culturally-responsive-curriculum-equity-mindedness-and-anti-racism-course-outline

Regulations Title 5 §55002[54] and related sections during the 2022-2023 academic year, resulting in draft regulations[55] available for consideration at the ASCCC Fall 2023 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed revisions to California Code of Regulations title 5 §55001, §55001.5, §55002, and §55100[56], in recognition that minor subsequent revisions may be made by the California Community Colleges Chancellor's Office as a result of the required 45-day and 15-day comment periods conducted with first and second reads by the Board of Governors, per Board of Governors Standing Order 206[57].

Contact: Cheryl Aschenbach, ASCCC Executive Committee

*+09.02 F23 Support of an Equitable Course Prefix in Lieu of 'ESL' in AB 1111 Common Course Numbering

Whereas, The Academic Senate for California Community Colleges has affirmed its commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) through numerous resolutions and resources that prioritize inclusive and affirming practices that recognize and help remove deficit-minded language, policies, and practices;

Whereas, The term 'English as a Second Language (ESL)' portrays multilingual students through a deficit lens, highlights their perceived lack of proficiency in English language skills, ignores that oftentimes students already speak several languages before learning English, results in the development of negative stereotypes and biases against them, and contributes to their stigmatization; and

Whereas, The current scholarship in second language teaching[58], along with an increasing number of community colleges and universities in California, such as Fresno City College,

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[54] Title 5 §55002:
https://govt.westlaw.com/calregs/Document/I61F3AFC34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)
[55]
https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf
[56]
https://asccc.org/sites/default/files/Proposed%20Amendments%20to%20Title%205%20re%20DEI%20in%20the%20COR%20(strikethrough%20&%20underline)%20.pdf
[57] Procedures and Standing Orders of the Board of Governors, December 2022 Edition: https://www.cccco.edu/-/media/CCCCO-Website/docs/procedures-standing-orders/december-2022-procedures-standing-ordersv2-a11y.pdf?la=en&hash=FF692A0AE8ACC8FE6BB2A4D75018302005A8A4D6

[58] For instance, TESOL Quarterly, the leading academic journal in second language teaching, no longer uses the term ESL and instead uses 'multilingual students'. See sample articles here: https://onlinelibrary.wiley.com/action/doSearch?AllField=multilingual+students

Ventura College, Santa Ana College, Los Medanos College, Bakersfield College, Santa Rosa Junior College, University of California Davis, University of California Irvine, University of California Santa Barbara, and the University of San Francisco have adopted more equitable terminology such as 'English for Multilingual Students' (EMS or EMLS); and

Whereas, AB 1111 (Berman, 2021)[59] may force these institutions to revert to the use of the stigmatized term English as a Second Language (ESL)' for transfer-level courses;

Resolved, That Academic Senate for California Community Colleges express its support for the adoption of a more equitable term such as 'EMLS' (English for Multilingual Students) in lieu of 'ESL' (English as a Second Language) in Common Course Numbering.

Contact: Bita Bookman, Santa Rosa Junior College, Area B

*+09.03 F23 Proposed Revision to Title 5 related to the Associate Degree and American Institutions and Ideals

Whereas, History and political science courses teach the nuts and bolts of our government as well as the fragility and importance of our democratic institutions and at this time in our nation's history, where our democratic institutions are under attack, the importance of civic engagement with our democratic institutions, processes, and each other;

Whereas, In Spring 2019, the Academic Senate for California Community Colleges adopted resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement[60] resolving to "explore possibilities for adding a requirement similar to the California State University's United States History, Constitution and American Ideals Requirement to the associate's degree requirements for the California Community Colleges"; and

Whereas, In Spring 2023, the Academic Senate for California Community Colleges adopted resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement[61] resolving to "renew its

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Furthermore, a growing number of publications in second language teaching and learning have transitioned to the use of the term 'Multilingual' instead of 'ESL'. See examples here: https://scholar.google.com/scholar?scisbd=1&q=%22multilingual+students%22&hl=en&as_sdt=0,5

[59] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

[60] Resolution 15.02 S19 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: https://www.asccc.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly

[61] Resolution 01.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement: https://www.asccc.org/resolutions/higher-education-and-health-democracy-solidarity-csu-faculty-colleagues-preserve

commitment to the importance of the current United States History, Constitution and American Ideals Requirement";

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)[62] be further amended to add the following: "(7) U.S. History and U.S. Government (minimum 6 semester/ 8 quarter units). Courses fulfilling this requirement include a baccalaureate-level course in U.S. history offered within the discipline of history and a baccalaureate-level course in U.S. government offered within the discipline of political science";

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)(4)[63] be further amended to update the following: "(4) Social and Behavioral Sciences (minimum of ~~3~~ 6 semester / ~~4~~ 8 quarter units)"; and

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 Requirement for California community college associate degrees established in California Code of Regulations title 5 §55061(c)[64] be further amended to update the following: "(c) A minimum of ~~21~~ 30 semester units (~~28~~ 44 – ~~31~~ 47.5 quarter units) of general education in the areas described below." and title 5 §55062(a)(3)[65] be further amended to update the following: "(3) Completion of a minimum of ~~21~~ 30 semester units (~~28~~ 44 – ~~31~~ 47.5 quarter units) general education pattern pursuant to section 55061, or completion of the requirements for an approved intersegmental lower-division general education pattern used for transfer to the University of California or the California State University".

Contact: Josh Franco, Cuyamaca College, Area D

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[62] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[63] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[64] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

[65] On September 26th, 2023, California Community Colleges Board of Governors approved changes to Requirement for California community colleges associate degrees established by California Code of Regulations title 5, §§55060-55064: https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/bgccc-associate-degree-final-reg-text-a11y.pdf?la=en&hash=C88E0D34E31E975523EEE00E88CCAB1965D5AB64

13 GENERAL CONCERNS

*+13.01 F23 Prioritizing the Prevention of Sexual Harassment and Discrimination at California Community College Campuses

Whereas, Fostering a safe, inclusive, equitable, nonviolent, and discrimination-free educational environment is important for all students, faculty, administrators, and staff at California Community Colleges;

Whereas, The prevalence of sexual harassment and discrimination, as well as inadequate institutional responses to such incidents are still an ongoing concern at some college campuses[66]; and

Whereas, All forms of sexual harassment and discrimination erode a culture of respect, undermine social justice, interfere with the mission of colleges, are incompatible with Vision 2030 goals, and jeopardize the well-being of all members of the college community;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate to their district governing boards to improve their efforts to prevent sexual harassment and discrimination, respond decisively to reported incidents, and ensure a survivor-centered approach to responses, with support provided to survivors throughout the process;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to call upon their college/district administrations to conduct timely, thorough, and impartial investigations into allegations of sexual harassment and discrimination, and take appropriate disciplinary actions if violations are found;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to ensure local community colleges regularly review their policies and procedures regarding sexual harassment and discrimination to ensure their effectiveness and compliance with changing legal standards and best practices and solicit recommendations for policy improvements from all stakeholders, including students, faculty, staff, and administrators; and

Resolved, That the Academic Senate for California Community Colleges engage in advocacy to ensure that California community colleges commit to ongoing collaboration with external organizations, experts, and advocacy groups to continually enhance their efforts to combat sexual harassment and discrimination on campus.

Contact: Angela C. Echeverri, Los Angeles Community College District, Area C

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[66] https://www.latimes.com/california/story/2023-10-16/inside-a-los-angeles-community-college-professors-sexual-harassment-fight

*+13.02 F23 Revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for Online Classes

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network, prior to COVID-19, promoted equity and accessibility by allowing students to take online courses and complete in-person exams at nearby participating colleges;

Whereas, In-person assessments help to mitigate inequities which exist in online assessments due to unequal access to technology and reliable internet, both of which can exacerbate test anxiety for students;

Whereas, The proctoring network disintegrated during the pandemic, leading to the California Virtual Campus-Online Education Initiative (CVC-OEI) disallowing courses with in-person testing requirements to be listed; and

Whereas, The California Virtual Campus-Online Education Initiative (CVC-OEI) does not have the resources to rebuild the proctoring network on their own, and needs the support and participation of assessment centers to establish a robust proctoring network at many locations across the state;

Resolved, That the Academic Senate for California Community Colleges support the revival of the California Virtual Campus-Online Education Initiative (CVC-OEI) Proctoring Network for online classes;

Resolved, That the Academic Senate for California Community Colleges encourage all community colleges in California to participate in the revived California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network;

Resolved, That the Academic Senate for California Community Colleges urge the California Virtual Campus-Online Education Initiative (CVC-OEI) to reconsider its stance on not listing courses with in-person testing requirements; and

Resolved, That the Academic Senate for California Community Colleges collaborate with key stakeholders to gather support and participation from community colleges for the California Virtual Campus-Online Education Initiative (CVC-OEI) proctoring network's successful revival.

Contact: George Sweeney, Santa Ana College, Area D

14 GRADING

*+14.01 F23 Attendance and Grading

Whereas, Title 5 §53200[67] makes grading policies the purview of the academic senate listed as number three of academic and professional matters, commonly referred to as the 10+1, which requires collegial consultation of the academic senate by a district's board;

Whereas, The Curriculum Resources for California Community Colleges website[68] attempts to answer the question of "Can an instructor assign a grade or points based on a student's attendance?" The answer is not definitive, but it appears to indicate that grading attendance is not allowed;

Whereas, A legal opinion[69] by Robert J. Bezemek, California Community Colleges counsel in 2009, in response to questions raised at the CFT Convention on March 21, 2009, concludes that "faculty authority to include attendance in determining grades is protected by the Education Code and the parties Agreement. A regulation regulating a curriculum committee's review of the academic content of courses for purposes of new course approval cannot detract from this legal right. Hopefully college districts will afford faculty the discretion they are allowed by law and contract to determine the proper role attendance should play in grades issued in their classes.";

Whereas, The authority relied upon in the legal opinion is primarily the California Education Code and therefore overrides title 5 which is the sole authority that the Curriculum Resources for California Community Colleges website[70] relies on to make its determination;

Resolved, That the Academic Senate for California Community Colleges provide recommendations and share effective practices on allowed uses of attendance in grading processes and reports out to the field at the Spring 2024 Plenary.

Contact: Tom Boroujeni, Fresno City College, Area A

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[67] https://govt.westlaw.com/calregs/Document/I604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&transitionType=Default&contextData=%28sc.Default%29

[68] https://www.ccccurriculum.net/faq

[69] https://1drv.ms/b/s!AqHw5FvHmpd-rVPmPaYERf5FdI8m?e=VFKlgY

[70] https://www.ccccurriculum.net/faq

15 INTERSEGMENTAL ISSUES

15.01 F23 Support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023

Whereas, AB 928 (Berman, 2021)[71] was signed into law on October 6, 2021 and required the formation of the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee[72] consisting of 16 members, including one representative from the Academic Senate for California Community Colleges;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee was charged with creating recommendations by December 31, 2023 in three specific areas[73]:

- Goals: Identifying annual goals for increasing transfer rates in California and closing racial equity gaps in transfer outcomes to be adopted by the state;
- STEM: Proposing a new unit threshold for STEM degree pathways that meet the requirements for admission to the California State University and the University of California;
- Reengagement: Reengaging Associate Degree for Transfer earners who do not transfer or apply for transfer into a four-year postsecondary educational institution;

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Findings, Considerations, and Outline Draft of Final Report Elements report (September 8, 2023) and the Draft High-Level Recommendations document (October 2023) were created based on research and input from stakeholders in the California higher education segments[74] and the Committee; and

Whereas, The AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Recommendations as of October 2023 are designed to improve transfer opportunities and close equity and achievement gaps for the students in the California Community College system;

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[71] AB 928 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[72] AB 928 Associate Degree for Transfer Intersegmental Implementation Committee:
https://www.ab928committee.org/committee-membership
[73] AB 928 (Berman, 2021) §§(g)(1-3):
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928
[74] September 18, 2023 Meeting:
https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/64e9128f1d6d9b21676d14f1/1692996242294/ab-928-draft-report-vaug2023-a11y.pdf

Resolved, That the Academic Senate for California Community Colleges support the AB 928 Associate Degree for Transfer Intersegmental Implementation Committee Draft High-Level Recommendations as of October 2023[75].

Contact: Ginni May, ASCCC Intersegmental Projects Director

15.02 F23 Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023

Whereas, AB 1111 (Berman, 2021)[76] was signed into law on October 6, 2021, the fourth bill since the 1980s to require a common course numbering system for the California Community Colleges system;

Whereas, The AB 1111: Common Course Numbering Task Force[77] consisting of stakeholders in California higher education segments including faculty, students, administrators, and classified professionals from the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities carefully created the Recommended Implementation Plan as of October 2, 2023[78] through their work beginning in October 2022 based on learning and working sessions; stories from students, faculty, and staff about their experiences regarding common course numbering; and broad vetting throughout the higher education systems in California;

Whereas, The Recommended Implementation Plan as of October 2, 2023 through several revisions has been designed to be iterative and nimble in order to respond to unanticipated or changing needs that may arise in implementing a common course numbering system in the largest system of higher education in the United States of America; and

Whereas, The Recommended Implementation Plan as of October 2, 2023 models existing processes and structures of the C-ID Course Numbering Identification System which was designed and is led by the Academic Senate for California Community Colleges;

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[75] AB 928 ADT Intersegmental Implementation Committee Draft High-Level Recommendations (October 2023): https://static1.squarespace.com/static/63294b64e0e6c61627d6b28e/t/6525b28113cc367684ddfba3/1696969356702/ab928-high-level-draft-recs-oct-2023-a11y.pdf

[76] AB 1111 (Berman, 2021): https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1111

[77] AB 1111: Common Course Numbering Task Force Membership: https://www.cccco.edu/-/media/CCCCO-Website/docs/general/ccntasktorceroster-a11y.pdf?la=en&hash=579346AE2045F31FEDC77A95325057878D4D5B91

[78] Recommended Implementation Plan as of October 2, 2023: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA

Resolved, That the Academic Senate for California Community Colleges support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023[79].

Contact: Ginni May, ASCCC Intersegmental Projects Director

*+15.03 F23 Requiring C grades for Cal-GETC

Whereas, The California General Education Transfer Curriculum was approved by the Intersegmental Committee of Academic Senates to be the "singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and the University of California (UC)"[80];

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards states that "a minimum "C" grade is required in each college course for Cal-GETC" and that "a "C" is defined as a minimum of 2.0 grade points on a 4.0 scale"[81];

Whereas, Requiring a grade of "C" or higher (on a 4.0 scale) for all courses on the California General Education Transfer Curriculum will create a system of inequity for transfer students whereby transfer students will be held to more restrictive standards for general education completion than native students of the University of California (UC) or California State University (CSU) systems where some UCs and CSUs may allow grades of less than C in general education courses as long as students maintain an overall grade point average of 2.0[3]; and

Whereas, The majority of California community college (CCC) students transfer to a California State University (CSU), requiring them to meet the more restrictive standards of University of California (UC) General Education (GE) completion will potentially block CCC students who would have met CSU GE requirements but under California General Education Transfer Curriculum are required to meet the stricter UC GE requirements from acquiring an associate degree for transfer;

Resolved, That the Academic Senate for California Community Colleges recommend to our intersegmental partners to allow completion of the California General Education Transfer

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[79] Recommended Implementation Plan as of October 2, 2023: https://www.cccco.edu/-/media/CCCCO-Website/docs/report/ab1111-summary-report-oct2023-final-draft-a11y.pdf?la=en&hash=98150771593F22793F3278731DE98FEA9D5CE0FA
[80] Cal-GETC Standards page 3: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf
[81] Cal-GETC Standards page 20: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

Curriculum with an overall 2.0 GPA or higher (on a 4.0 scale) with "C" or better in Areas 1A, 1B, 1C, and 2[82].

Contact: Mark Edward Osea, Mendocino College, Area B

*+15.04 F23 Allowing the Use of Credit for Prior Learning on Cal-GETC

Whereas, The California General Education Transfer Curriculum (Cal-GETC) Standards does not allow the use of the College Level Examination Program (CLEP) or remains silent on other forms of Credit for Prior Learning, such as Military Service Credit, to meet any Cal-GETC areas[83] [84];

Whereas, The California State University General Education (CSU GE) Breadth has allowed credit for prior learning, such as passing scores on certain College Level Examination Program exams and Military Service Credit[85] to complete certain CSU GE areas[86];

Whereas, Credit for prior learning, such as Military Service Credit often entail rigorous training and exposure to diverse experiences that are comparable to formal educational settings, deserving recognition and credit in academic contexts; and

Whereas, The College Level Examination Program allows students to "receive college credit for what [they] already know, for a fraction of the cost of a college course"[87], and may be used as a form of credit for prior learning, thereby allowing students to "fast track their certificates and degrees, enabling them to more directly pursue their chosen careers"[88];

Resolved, That the Academic Senate for California Community Colleges work with the faculty representatives of the University of California and the California State University through the Intersegmental Committee of Academic Senates to allow credit for prior learning, such as use of a passing College Level Examination Program scores and Military Service Credit, on the California General Education Transfer Curriculum.

Contact: Mark Edward Osea, Mendocino College, Area B

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[82] Areas 1A, 1B, 1C, and 2 on Cal-GETC refer to the Golden 4 areas required for minimum admission to the CSU system. Courses must be completed with grades of "C-" or higher (on a 4.0 scale) to be eligible for admission.

[83] Cal-GETC Standards p. 18: https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

[84] Although the Cal-GETC Standards mentions Credit by Exam, it does not address other forms of Credit for Prior Learning, such as Military Service Credit.

[85] See Article 4 of the California State University's Credit for Prior Learning Policy: https://calstate.policystat.com/policy/13630631/latest. The policy states that "Credit shall be awarded for a specific university course or a specific requirement. Each campus shall determine the extent to which units earned for education, training and service provided by the Armed Forces of the United States shall be applied as major, general education, or elective credit according to established campus procedures."

[86] https://www.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx

[87] https://clep.collegeboard.org/clep-benefits-for-everyone

[88] Rostrum November 2020: https://www.asccc.org/content/credit-prior-learning-equity-lever

17 LOCAL SENATES

*17.01 F23 Sustainability and Institutionalization of Zero-Textbook-Cost Pathway Efforts

Whereas, California Education Code §78052[89] requires that districts "Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented" and the Academic Senate for California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs (Resolution 03.05 F21 Zero Means Zero Textbook Cost[90]);

Whereas, The Burden-Free Instructional Materials Task Force was convened to "provide recommendations and possible regulatory actions for system structural changes that will facilitate the creation of sustainable solutions that reduce instructional materials costs for students in the long term," and Resolution Number 2023-18 of the California Community Colleges' Board of Governors[91] established that "the Chancellor's Office shall work, in partnership with statewide participatory governance partners, to study implementation of the Burden Free Instructional Materials Taskforce recommendations, prioritizing actions that aim to remove barriers that unduly limit students' ability to access timely and affordable instructional materials, establish a robust and sustained OER support infrastructure, and strengthen data collection capacity to better support local innovations towards reducing instructional material costs";

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution 13.01 S21 Institutionalizing Open Educational Resources[92]); and

Whereas, Although the Academic Senate for California Community Colleges has urged "local academic senates to work with their administrations and other appropriate college constituencies to establish a faculty coordinator position that plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program" and encouraged "local academic senates to work with their administrative colleagues to use a portion of the Zero Textbook Cost Program funds to support a faculty coordinator who leads the college's open educational resources and Zero Textbook Cost Program efforts"(Resolution 17.03 F22 Using Zero Textbook Cost Funds to Support an Open Educational Resource/Zero Textbook Costs Faculty

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[89] California Education Code §78052:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78052.&lawCode=EDC
[90] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost
[91] https://go.boarddocs.com/ca/cccchan/Board.nsf/files/CTUQG96934A5/$file/resolution-of-the-board-of-governors-instructional-material-affordability-final-a11y.pdf
[92] https://www.asccc.org/resolutions/institutionalizing-open-educational-resources

Coordinator[93]), some colleges are expecting their designated Open Educational Resources liaison to assume this role without additional compensation and others are only providing stipends to faculty coordinators, which does not provide faculty with the necessary time to effectively oversee the zero-textbook-cost work and integrate it into the resources and structure of the college as is necessary for sustainability;

Resolved, That the Academic Senate for California Community Colleges recognize that sustaining and institutionalizing zero-textbook-cost pathways requires substantial and on-going work and coordination by faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for the establishment of a local faculty coordinator position reassigned from their usual duties to lead their college's zero-textbook-cost efforts.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

*17.02 F23 Part Time Faculty Inclusion in OER and ZTC Pathways

Whereas, The Academic Senate for California Community Colleges is committed to the participation of part-time faculty in all academic and professional matters as evidenced by the inclusion and recognition of part-time faculty though committee appointments, numerous resolutions, position papers, and the adoption of Resolution 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee[94] adding a designated part-time faculty member to the Executive Committee;

Whereas, The Academic Senate for California Community Colleges "recognize[s] open educational resources as the preferred and most sustainable mechanism for eliminating course costs" (Resolution 03.05 F21 Zero Means Zero Textbook Cost[95]);

Whereas, In the creation of new open educational resources (OER), the Open Educational Resources Initiative has awarded projects to teams of faculty that included part-time faculty authors showing that adequately compensating part-time faculty supports their involvement in the creation and adaptation of OER; and

Whereas, As of Fall 2022, there are 36,305 (67.2%) part time faculty (labeled as "academic, temporary" in the dashboard) compared to 17,727 (32.8%) full time faculty in the California

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[93] https://www.asccc.org/resolutions/using-zero-textbook-cost-funds-support-open-educational-resourcezero-textbook-costs
[94] https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee
[95] https://www.asccc.org/resolutions/zero-means-zero-textbook-cost

Community Colleges[96] indicating that part-time faculty teach the majority of classes and can have a substantial influence in helping colleges create zero-textbook-cost pathways by adapting and adopting open educational resources as instructional materials for their classes;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review their local policies and practices related to part-time faculty participating in open educational resources and zero-textbook-cost efforts to ensure that they do not create barriers for efforts that require a long-term commitment;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their administrative colleagues to ensure the inclusion of part-time faculty in all local open educational resources and zero-textbook-cost pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work in partnership with their union and administrative colleagues to secure the participation of part time faculty in adopting and adapting open educational resources and in the creation of zero-textbook-cost pathways by adequately compensating them for their work.

Contact: Julie Bruno, ASCCC Open Educational Resources Initiative

20 STUDENTS

*+20.01 F23 Equitable Treatment of Part-Time Students for Student Tutor Positions

Whereas, The California Education Code §88076[97] exempts from classified service "full-time students employed part time" and "part-time students employed part time in a college work-study program or in a work experience education program conducted by a community college that is financed by state or federal funds", which results in less opportunity for employment of part-time students even though they make up over 65% of credit students[98];

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[96] California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Faculty & Staff Demographics Report." Retrieved September 21, 2023, from https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

[97] California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

[98] California Community Colleges Chancellor's Office. Management Information Systems Datamart. "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved October 1, 2023, from https://datamart.cccco.edu/Students/Unit_Load_Status.aspx

Whereas, The Academic Senate for California Community Colleges has recognized the need to adopt comprehensive strategies to support the success of part-time students[99]; and

Whereas, Creating greater flexibility for hiring part-time students as student tutors will enable more peer tutoring, which benefits students with personal connection and will help the part-time student tutor with enhanced campus engagement and further strengthening of their subject matter expertise[100];

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urge the California legislature to revise California Education Code §88076[101] to add an additional exemption from classified service "part-time students employed part-time as student tutors" without necessitating that the student is in a college work-study program or in a work experience education program.

Contact: Jeffrey Hernandez, Los Angeles Community College District, Area C

*+20.02 F23 Provide Student Access to Free Open Educational Course Resources

Whereas, Academic Senate for California Community Colleges resolution 20.02 F20 Ensure Course Cost Transparency for Students[102] 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";

Whereas, Provisions of the Higher Education Opportunity Act that went into effect in July, 2010 require each institution of higher education receiving federal financial assistance to "disclose,

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[99] Resolution S23 07.03 Defining Success for Part-Time Students: https://asccc.org/resolutions/defining-success-part-time-students

[100] For an example of research on the benefits of peer tutoring, see Valeria A. Russ, The Relationship Between Final Grades and Tutoring Methods of At-risk College Freshmen, (2015). *Walden Dissertations and Doctoral Studies Collection*. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1200&context=dissertations
For an example of research on the benefits for the peer tutor, see Kait Bouthillette, "Tutor, Guide, Lead: Examining the Experiences of Peer Tutors" (2016). *Higher Education Student Work*. 11. https://scholarworks.merrimack.edu/soe_studentpub/11
For a quick summary of findings on the effectiveness of peer tutoring, see Troy Markowitz, The Power of Peers In Higher Education, Forbes, July 9, 2020 https://www.forbes.com/sites/troymarkowitz/2020/07/09/the-power-of-peers-in-higher-education/?sh=2ded07de313c
For a testimonial from a student tutor on how peer tutoring benefits the tutor and tutee, see Doug Kovel, Peer Tutoring in the Pandemic, Inside Higher Education, March 23, 2021 https://www.insidehighered.com/views/2021/03/24/benefits-peer-tutoring-and-how-develop-effective-program-opinion

[101] California Education Code §88076 applies to community college districts with personnel commissions. See https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88076&lawCode=EDC

[102] https://www.asccc.org/resolutions/ensure-course-cost-transparency-students

on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes"[103] but do not require that colleges provide the URLs where students can access open educational resources that may be used in lieu of commercial texts, thereby denying students the opportunity to peruse readily-available resources and, when available, to obtain print versions of those resources; and

Whereas, Faculty who are using open educational resources (OER) in lieu of a commercial text and wish to provide access to that OER via the internet course schedule may not be provided with a mechanism for doing so;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations to develop a procedure to publish URLs to free open educational resources in the course schedule; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop title 5 language that requires districts to publish in course schedules the URLs where students may access free open educational resources.

Contact: Michelle Pilati, Rio Hondo College, Area C

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[103] Higher Education Opportunity Act page 33: https://www.govinfo.gov/content/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf