



Minutes
Norco Academic Senate Meeting
On November 18, 2024
1:30 - 3:30 PM | CSS 217 & via [Zoom](#)

Meeting called to order at 1:32 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Maria Adams, John Alpay, Hayley Ashby, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Vivian Harris, Marie Hicks, Brian Johnson, Daren Koch, Dan Reade, Tim Russell, Jim Thomas, Patty Worsham, Erin Spurbeck, Steff Warsinski, Sigrid Williams

Guests: Charise Allingham, Quinton Bemiller, Caitlin Busso, Cheryl Cox, Ashley Etchison, Monica Green, Jeff Julius, Kaneesha Tarrant, Desiree Wagner, Dana White

2. Approval of [Agenda](#)

M/J. Alpay, D. Reade; Approved by Consensus

3. Approval of Minutes for [November 4, 2024](#)

M/J. Alpay, S/E. Spurbeck; Approved by Consensus

4. Comments from the Public

N/A

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

- Received email from associate faculty who have not received a teaching assignment due to the outstanding DE certification issue; reminder to chairs that they should schedule courses despite the DE issue being currently unresolved
- 36 individuals impacted by the Health Care audit; dependents are being dropped; district is being firm on the deadline

6. **Action Item:** Ratification of Senate President Appointments (K. Bell)

- A few were received in the past couple of days; will be on the December meeting

7. **Action Item:** [Establishment and Modification of Course Caps](#) (First Read) (K. Bell/D. Reade)

- Take this document back to disciplines for discussion; will be brought back to the December meeting for action
- CAP of the room determined by accessibility and fire code; contact the director of facilities if you disagree

[\(Senate#1\)](#)

8. **Action Item:** [AP 2101 \(Independent Study Policy\)](#) (K. Bell or designee)
 - Impetus behind this is to allow for students to have some record on their transcript of independent study for research; request originated from the social sciences
 - Senate determining whether to continue to move forward with developing this policy
 - Policy would allow for 0.5-1 units and is based on what other colleges have done
 - Take back to your discipline for discussion for voting in December
[\(Senate #4\)](#)

9. **Information Item:** [Update on AP 2000 \(Academic Rank\)](#) (K. Bell)
 - Relevant especially for the emeritus status due to the number of faculty retiring
 - Would go to the Board meeting in April 2025
 - Faculty desiring emeritus status could make the request to Academic Senate prior to their separation from the district; Senate would approve that list and then forward it to the district
 - Review the policy and Senate will vote in December
[\(Senate #11\)](#)

10. **Information Item:** Review of Fall 2024 ASCCC Plenary [Resolutions](#) and [Results](#) (K. Bell)
 - Resolutions were released late, which made it difficult to get input
 - Resolutions process has been changed to require resolutions to be released two weeks prior, so there will be more time to get feedback from faculty
 - Kimberly Bell provided a summary of results that shows the resolution, the discussion, and how she voted
 - Heavy dual enrollment focus this time; agenda will be sent out for future plenaries, so faculty can request to attend them
[\(Senate #11\)](#)

11. **Information Item:** 5 to Thrive/Faculty Spotlight (K. Bell)
 - December 10th Board meeting has been assigned to Norco College
 - If you are interested, send your suggestion to Kimberly Bell (presentation due by the end of December 2nd)
 - Highlights the wonderful things we are doing at the College
[\(Senate #11\)](#)

12. **Information Item:** [Request for Appointment for Transfer Advisory Committee](#) (N. Aceves/K. Bell)
 - Need representation from each of the schools
[\(Senate #5\)](#)

13. **Information Item:** [Faculty Replacement Hires](#) (P. Worsham)
- Recommended approval to hire positions in English, Kinesiology, Math (two positions) ([Senate #11](#))
14. **Action Item:** [Incomplete Grade Policy Revision](#) (First Read) (P. Worsham)
- Previous incomplete grade language nebulous, so APC took some time to be more clear
 - Approved by APC and bringing forward to Senate
 - Vagueness and inconsistency were unfair to students and faculty
 - Looked at other policies at other institutions; commonality was that students had to have a passing grade at the time, do not have excessive absences, and the only work outstanding is a final exam or final major project
 - Take back to disciplines for feedback for voting in December ([Senate #11](#))
15. **Action Item:** [Academic Planning Chairs Charter](#) (P. Worsham)
- Annual charter updated following the process
 - Dates were updated, no major changes, members changed to reflect present school structure
- ([Senate #11](#))
M/D. Reade, S/E. Spurbeck; Approved by Consensus
16. **Action Item:** [Library & Academic Support Committee Charter](#) (V. Harris)
- A couple of updates including the name, purpose, and mission statement
 - Equity statement was updated last Spring with feedback from the Senate
 - Accreditation Standard alignment was updated
 - Will revisit again next academic year
- ([Senate #11](#))
M/D. Reade, S/J. Alpay; Approved by Consensus
17. **Information Item:** [Division Reorganization](#) (M. Green)
- Division/Department reorganization based on annual review of alignment with the mission
 - Focus on goals in student success, access, and equity
 - Recent developments: Holistic Student Support, Academic Counseling & Career Development; Career Academic Pathways Schools, CAP Hour, Continued Equity Integration & Programming
 - Described strategic focus of each division
 - Changes include Dean, Special Funded Program shift to Planning & Development and Dean, Technology and Learning Support shift to Student Services
 - Also, some program shifts: Athletics to Dean of Instruction; MESA to Dean of Equity, Inclusion, and Engagement; TRIO to Dean, Special Funded Programs; DRC to Dean, Student Services
 - New programs: College Corps will report to Dean, Student Life; Title V Grant will be aligned to Dean, Student Services
 - Implementation effective January 2, 2025

18. **Information Item:** [2025-30 SPGM First Draft Overview](#) (T. James)
- High level overview of the strategic plan
 - In the last year of the current SPGM
 - Highlights focused on draft KPIs, draft institutional procedures, and the governance manual
 - Use guiding questions to evaluate the document and give feedback that would be helpful when editing the document
 - Critical feedback needed for part 2 and part 3
[\(Senate #7\)](#)
19. **Information Item:** [Early Alert Presentation](#) (K. Bell/D. Schlanger)
- Looking at ways to improve the process; only 24% of faculty use early alert currently
 - Review of existing early alert process
 - Part of guided pathways and the SIPP framework
 - Some concerns with the current practice are the tone of the alert email to students, the fact that it goes out too early (or in some cases not early enough), and that faculty have their own process for engaging students related to their progress in their class
 - Forming a group of faculty members to improve the process and discuss key decisions
 - Currently focused on the faculty-involved process for early alert but may explore more predictive processes going forward
 - Desire to shift the process from Student Services asking faculty to do early alert, to faculty asking Student Services to work together to support student success
[\(Senate #5\)](#)
20. **Information Item:** Institutional Review Board at Norco College (G. Aycock/L. Adams)
- Review of current IRB process and procedures
 - Some research does not request IRB approval, especially when there is no human contact and if the results are not shared outside the course
 - Increase in volume over the last year (nine this semester) with more student research projects and applications for all three colleges
 - Currently no training program needed as part of the process; will be discussing this in the IRB Committee, because more requests are coming from students who would not have gone through an IRB process at their home institution
 - Need to discuss if the application process is meeting the needs of students, faculty, and outside researchers; students are not required to submit verification of training with their application; currently anyone can apply without instructor's knowledge, so there may need to be a broader educational campaign on IRB in the future
[\(Senate #5\)](#)

****15-minute extension; M/M. Hicks, S/E. Spurbeck****

21. **Officer Reports**
A. Secretary/Treasurer (Hayley Ashby)

- Reminder that the December 9th meeting will be in OC 116; voting members need to be in person, but if you do not need to vote, feel free to attend via Zoom (the room capacity is smaller)

B. Vice-President (Dan Reade)

- Congratulations to Sarah Burnett who will be the commencement speaker for 2024-2025

C. President (Kimberly Bell)

- Chancellor is asking the colleges to adhere to a Standard of Care, which is problematic from a resource allocation perspective; Senate is participating in these discussions about the current term and standards; concerns regarding the model expressed by APC chair

22. **College Reports**

A. President (Monica Green)

- Still waiting for confirmation on Measure CC approval; need 55% and we are at 57%; should hear soon as County must approve the election results by December 5th
- Trying to meet the 75/25 full-time faculty to part-time faculty ratio; since 2019/2020, 27 new positions given to Norco College (25 hired); 16% were Counseling positions; 5 new positions for 2025-2026 with 2 carry over positions
- Difficult decision regarding the hiring of new counselors given the discussions regarding the Standard of Care; IEPI PRT also beginning on the Standard of Care; will be putting the CRC Counselor and DRC Counselor hires on hold
- Of the 27 retirements there are 12 faculty, 11 classified professionals, and 4 managers

****5-minute Extension; M/M. Hicks, S/H. Ashby****

B. Interim Vice President of Academic Affairs (Quinton Bemiller)

- Mustang Monday Memo provides details; as of today, at 100.1% for Fall which is a drop from 104.7%; non-resident enrollments are taken out; below target for Spring; remind students that we are open for Winter and Spring registration
- Discussion about switching over from five accounting methods to three per change to Title V; will gain 1% district wide as a result; still deciding, but may switch over in June
- Making progress in DE training certification discussions; another meeting is scheduled this week

C. Vice President of Planning and Development (Tenisha James)

- N/A

D. Vice President of Student Services (Kaneesha Tarrant)

- Copies of the SEM in print are now available and were distributed to senators
- More information coming on the Standard of Care Institutional Effectiveness Partnership Initiative Partnership Resource Team (IEPI PRT)

23. **Standing Committees & Liaisons Reports**

- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
 - B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL
13. Meeting adjourned at 3:51 PM.



Minutes
Norco Academic Senate Meeting
On November 4, 2024
1:30 - 3:30 PM | CSS 217 & via [Zoom](#)

Meeting called to order at 1:32 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Hayley Ashby, Michael Bobo, Araceli Covarrubias, Jake Drainville, Marie Hicks, Daren Koch, Dan Reade, Jim Thomas, Steff Warsinski, Sigrid Williams, Patty Worsham, Erin Spurbeck, Meghan Chandler

Guests: Quinton Bemiller, Tamara Cummings, Greg Ferrer, Monica Green, Danny Hernandez, Tenisha James, Jeff Julius, Nancy Quiñones, Kaneesha Tarrant

2. Approval of [Agenda](#)

; Approved by Consensus
M/L. Hicks, S/M Thomas; Approved by Consensus

3. Approval of Minutes for [October 21, 2024](#)

M/L. Adams, S/M. Adams; Approved by Consensus

4. Comments from the Public

N/A

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

- DE negotiations team has met twice and will meet again this week; hopeful for a mutual solution
- Norco College faculty brought up a concern about bots enrolled in courses especially late start courses; MVC and RCC are having similar issues; more of an Academic Senate issue and the Senate presidents are consulting to see how they can help
- Cease and desist was issued on the Perris Skills Center
- Chancellor approved 16 new faculty hires – 5 faculty for MVC, 5 for NC, and 6 for RCC

6. **Action Item: Ratification of Senate President Appointments (K. Bell)**

- None

7. **Information Item: [Just Report It Process](#)** (G. Ferrer)

- “Just Report It” is the CARE Network; uses the Maxient Platform
- Faculty requested information on the back-end process that shows what happens when the form is submitted
- Submitter will receive an email confirming receipt of the report from the CARE Network
- Report is received by all members right away

- A primary person is designated based on the type of concern, but all members see the reports
- Maxient platform allows members to view all reports and open reports; shares that information with MVC and RCC
- Uses a National Association for Behavioral Intervention and Threat Assessment (NABITA) model to determine level of risk/urgency
- For urgent matters, call 911 and then report through the “Just Report It” form ([Senate #5](#))

8. **Information Item: [Senate Election Procedures](#)** (D. Reade)

- The nominations committee wanted to get feedback from senators on the current election process to see if there are any changes or improvements suggested
- Questions to keep in mind: What works well for the elections/selections process? What parts should be revisited/changed?
- Reviewed the current process, discussed benefits and concerns, and potential options for going forward
- For multiple votes, both entries were removed since they did not impact the results; in the future, multiple votes will be prevented using form settings; discrepancies would be discussed directly with respondents
- Publicly shared results could be anonymized if requested ([Senate #11](#))

9. **Information Item: Call for Members for FPDC** (Z. Allport/N. Quiñones)

- Encourage faculty to participate
- Need representation from VAPA, ATA, HPS
- BM representative was a temporary absence and will return from leave next semester
- Next meeting on November 12, 2024 ([Senate #7](#))

10. **Officer Reports**

A. Secretary/Treasurer (Hayley Ashby)

- None

B. Vice-President (Dan Reade)

- Reminder to please vote in the commencement speaker election
- Four nominees with statements in the first round
- Run-off election between Sarah Burnett and Jose Sentmanat

C. President (Kimberly Bell)

- None

11. **College Reports**

A. President (Monica Green)

- Measure CC efforts are going well; more information available on postcards that have gone out to residents in the area (can pick up from the President’s Office)

- Voteinfo.net is the website for voting in Riverside County; results will start posting at 8pm tomorrow
 - Retirement reception on December 3, 2024, 2:30-4:00pm in the Art Gallery; 30 retirements since May 2023 – 12 faculty, 11 classified, 4 managers
 - Virtual Training on Know the Signs Suicide Prevention (see email)
- B. Interim Vice President of Academic Affairs (Quinton Bemiller)
- Mustang Monday Memo has gone out; enrollment has been dropping that last couple of weeks; chairs have indicated that there have been a lot of drops for non-activity; has investigated fraudulent enrollment
 - Now below target for Fall; 20% enrolled for Winter; 11% enrolled for Spring; 14.8 efficiency currently; getting ready to switch from 525 efficiency but will be switching over state-wide to the new standard of 16.8%
- C. Vice President of Planning and Development (Tenisha James)
- Last week submitted two substantive change requests; one was accepted requiring no further action, and the other will require an additional application
 - Currently, 75% of students are taking an online or hybrid course; this is true for all three colleges in our district
 - Need to think about how quality, effectiveness, and capacity is affected by offering courses online
 - Will be requesting time on the next Senate meeting agenda to discuss the highlights of the SPGM draft; question guide will be provided to use during the review process
 - Revamp of academic pages on the website; when those are updated then individuals will be provided with access and training to update their own information
 - Scaling Guided Pathways Retreat on the Standard of Care was last Friday, November 1, 2024; more information to Senate is coming; resource allocation based on a student FTES model; more discussions needed on how to fund the Standard of Care
- D. Vice President of Student Services (Kaneesha Tarrant)
- The SEM plan has gone to print and hard copies will be available soon
 - Embedded tutoring developments coming for Spring and will be brought to Senate
 - Instructional Production Specialist provides support for promoting classes through social media for marketing purposes

12. **Standing Committees & Liaisons Reports**

- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
- B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

13. Meeting adjourned at 2:50 PM.

RCCD Establishment and Modification of Course Caps

References: Title 5 §§53200-53206; Title 5 §53002; Education Code Section 70902

Definitions of Four Principles of Defining Course Caps

Integrity of Teaching and Learning Practice

Considerations for determining Course Caps include but are not limited to:

- Discipline-based professional publications and/or organization guidance and best teaching practices for course type;
- Health, safety, accreditation, and legal requirements;
- Course type;
- Classroom instruction methods articulated by the discipline in course outline of record methods of instruction;
- Writing and other student assessments as required by C-ID descriptor, articulation requirement, course outcomes, and/or described in course outline of record methods of evaluation; and
- The general principles outlined in Section III on principles for discipline faculty in ASCCC's Spring 2012 paper "Setting Course Enrollment Maximums: Process, Roles, and Principles" pages 5-9.

Exceptions to Course Caps include courses in the Honors Program which follow the HTCC Course Cap guidelines and courses in learning communities. The Course Caps for all courses in a learning community should have the same cap, the lowest cap of courses in the community. Course Caps should be the same across delivery methods unless a discipline determines that modality changes the integrity of teaching and learning, in which case rationale must be provided.

Principles for Optimal Course Efficiency

Course Caps need to be optimized to maintain high efficiency/productivity. The district is on a compressed calendar.

- A typical 3-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 3-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- A typical 4-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 4-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- Limitation due to special programs may have an impact on setting caps.
- Course Caps are independent of Room Caps or Section Caps or equipment availability.

Workload Equity

Principles:

- Standard Course Caps, including online sections, must be consistent across the district by course although Section Caps may vary because of space/room limitations.
- Course Caps for new courses in a discipline should be consistent with existing Course Caps in the discipline unless a reasonable rationale is provided.
- New disciplines should have Course Caps consistent with their most closely related disciplines.
- Standard Course Caps must consider the nature of in-class instruction/learning.
- Comparisons across closely related courses within a discipline should adhere to principles of teaching and learning. Comparisons of courses across disciplines should not serve as the basis for each discipline's self-determination of Course Caps.
- Every discipline must be afforded right to "negotiate" caps on their courses.

Nature of work considerations:

These considerations apply at the course level and align with the Integrity of Teaching and Learning Practice.

- Time and nature of lecture/lab preparation.
- Time and nature of grading.
- Nature of in-class instruction/learning (i.e., courses that require hands-on work as central to learning or close observation by instructor for safety, optimal student learning, etc.)

Financial Sustainability

Financial Sustainability requires a *balance* of Course Caps in terms of:

- **Districtwide Efficiency of 595 Achievement**
- **Student Demand** – Optimize scheduling by offering high-demand courses to accommodate as many students as possible while scheduling low-demand courses in nuanced consideration of course rotation, student pathways, capstone courses, and program needs.
- **Space Needs** – Align the size and layout of classrooms or instructional facilities with course requirements to provide a safe and effective learning environment.
- **Space Utilization** – Scheduling classes throughout the day and across all days of the week to meet student need.
- **Class Cancellation** – Establish and adhere to class cancellation criteria due to low enrollment.
- **Resources** – Optimize instructional equipment and materials, technology, instructors, teaching assistants, and support services.

- **College/Program Accreditation Standards/Compliance** – Adhere to accreditation standards and regulations which often dictate Course Caps and student-faculty ratios.
- **Education Quality** – Preserve a high standard of instruction conducive to effective teaching and learning.
- **Diverse Modalities** – Sustain a blend of face-to-face, hybrid, and online instructional formats in a way that is financially sustainable and takes into account the current environment.

**No course caps will be changed administratively without first following due process as outlined in the following procedures, including consultation and agreement with appropriate discipline faculty as outlined in Article X.J.6. of the Agreement Between the Riverside Community College District and the RCCD FA CCA/CTA/NEA, 2021-24.

Procedure for Proposing Modifications to Course Caps (Faculty)

1. Disciplines may propose course caps for new courses and course cap modifications for existing courses in their disciplines to the Vice-President of Academic Affairs (for college-specific disciplines) and to the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines).
2. Discipline faculty at the college(s) where the course is offered shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the “Four Principles of Defining Course Caps” as defined in this document. Discipline faculty shall submit evidence that proposal was considered and approved by the discipline faculty at their college. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.
3. After finalizing its proposal to modify a Course Cap, the discipline shall submit the proposal to the VPAA(s) at each college where the course is offered and to the Vice Chancellor, Educational Services and Strategic Planning. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.
4. The VPAA(s), and VC, in consultation with the College President(s) shall acknowledge receipt of the proposal within ten (10) business days. They shall respond to the content of the proposal within one month.
5. If VPAA(s), President(s), and VC have questions or concerns about the proposal, they shall meet with the discipline faculty representatives to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the “Four Principles of Defining Caps.” Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the faculty in the discipline within one month of receipt of the proposal.

6. If VPAA(s), President(s), and VC do not agree to any modification of course caps, they shall provide a detailed rationale rooted in the “Four Principles of Defining Caps.” Course caps shall not be changed if an agreement to modify cannot be reached.
7. The VC of Educational Services will communicate to the affected discipline, VPAA(s), and college academic senate presidents whether agreement has been reached to change current practice. The current course cap information will be updated and maintained by the office of VC of Educational Services.
8. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.

Procedure for Proposing Modifications to Course Caps (District or College Administrator)

1. A Vice President of Academic Affairs (for college specific disciplines) and the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines) may propose course caps for new courses and course cap modifications for existing courses to the affected discipline faculty.
2. Administrators shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the “Four Principles of Defining Course Caps” as defined in this document. For courses that exist at more than one college, administrators shall agree to a common proposal.
3. After finalizing their proposal to modify a Course Cap, VPAA(s) and VC shall submit their proposal to the Chairs of the affected discipline where the course is offered. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.
4. The Chairs shall share the proposal with discipline faculty. The Chairs or designees shall acknowledge receipt of the proposal within ten (10) business days during regular semesters. Faculty in the affected discipline shall convene as quickly as possible to discuss the proposal. If faculty reach consensus (or vote, depending upon their bylaws or operational guidelines) to agree to the proposal, they shall respond within one month of receiving the proposal. Upon agreement from the affected discipline faculty, the VPAA(s) and VC shall send the proposal to college President(s) to finalize the agreement.
5. If the discipline faculty have questions or concerns about the proposal, they shall meet with the VPAA(s) and VC of Ed Services to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the “Four

Principles of Defining Caps.” Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the VPAA’s and VC within one month of receipt of the proposal.

6. Time should be afforded to disciplines to communicate results of the discussion with administration to entire discipline faculty. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.
7. If the discipline faculty agree to the proposal after such consultation, chairs of the affected discipline faculty shall communicate to the VPAA’s and VC Ed Services. The VPAA(s) and VC shall forward the proposal and rationale to college President(s) with a mutually agreed rationale supporting the proposal to finalize the agreement. VC Ed Services will communicate the approved proposal to all affected parties including academic senate presidents.
8. If the representative discipline faculty do not agree with the proposal from VPAA(s) and VC, the discipline faculty shall provide a detailed rationale rooted in the “Four Principles of Defining Caps.” Course caps shall not be changed if an agreement to modify cannot be reached.
9. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

ASCCC Fall Plenary Session 2024 Resolutions

For Discussion – Saturday, November 9, 2024

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 9, 2024.

ASCCC 2024-2025 Resolutions Committee

Robert L. Stewart, Jr, ASCCC Resolutions Chair, Area C
Dr. Karen Chow, ASCCC At-Large Representative, Area B
Davena Burns-Peters, San Bernardino Valley College, Area D
Nikki Grose, Feather River College, Area A
Yuting Lin, Sierra College, Area A
Krystinne Mica, ASCCC Executive Director

Table of Contents

PLENARY RESOLUTIONS PROCESS.....	1
CONSENT CALENDAR.....	2
RESOLUTIONS CATEGORIES.....	3
101 CURRICULUM.....	4
101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5.....	4
^101.01.01 F24 Amend Adopt Using Outcomes for the Course Outline of Record in Title 5.....	4
+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	5
^101.02.01 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	6
#101.02.02 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	6
+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments.....	6
+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses	7
#101.05 F24 UC Transferability of English for Speakers of Other Languages Oral Communications Courses	8
#101.06 F24 No Implementation without Articulation: Safeguarding Student Success and Transfer Pathways in Future Common Course Numbering Phases.....	9
#101.07 F24 Delay Public-Facing Implementation of Common Course Numbering Until Transfer Agreements Are Established	10
#101.08 F24 Phase-Out Process for Courses that Lose Course-to-Course Articulation.....	10
#101.09 F24 Use CCN Templates for CCC System Level Transferability and General Education (Cal-GETC) Review and Approval	11
*#101.10 F24 Develop Clear Guidelines for Transferability and Articulation Processes	12
104 EDUCATIONAL PROGRAM DEVELOPMENT	12
*#104.01 F24 Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030.....	12
*^104.01.01 F24 Amend Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030	13
105 STUDENT PREPARATION AND SUCCESS	14
*105.01 F24 Investigate Academic Renewal Policies	14
*+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status	14
*^105.02.01 F24 Amend Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status	15
+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access	15
+105.04 F24 Support the Establishment of Guidance for Course Syllabi.....	16
+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success	17
*#105.06 F24 Reevaluation of Data Analysis and Implementation Guidelines for AB 1705	18
*#105.07 F24 Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705	19
*^105.07.01 F24 Amend Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705.....	20
108 PROFESSIONAL DEVELOPMENT	20
*#108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use.....	20
109 PROGRAM REVIEW.....	21

*+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper “Program Review: Setting a Standard” to reflect ACCJC 2023 Standards.....	21
111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES.....	22
111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”.....	22
^111.01.01 F24 Amend Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”	23
111.02 F24 Academic Senate for California Community Colleges Rules Revision	23
111.03 F24 Academic Senate for California Community Colleges Bylaws Revision.....	23
*#111.04 F24 Open Educational Resources and Publication Date.....	24
#111.05 F24 Senator Emeritus for Sharyn Eveland	24
*#111.06 F24 Clarify the Rules Around Special Elections.....	25
113 LEGISLATION AND ADVOCACY	25
+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses	25
#113.02 F24 Designating an Official Native American Holiday for the California Community College System	26
114 CONSULTATION WITH THE CHANCELLORS OFFICE	27
+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance	27
^114.01.01 F24 Amend Support for Faculty for Implementation of AB 1111 Guidance	28
*+114.02 F24 Work Experience Education Course Repeatability	28
#114.03 F24 Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor’s Office Guidance on AB 1705	29
^114.03.01 F24 Amend Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor’s Office Guidance on AB 1705	30

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-plenary resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-plenary area meetings for review.
- Amendments and new pre-plenary resolutions are generated in the area meetings.
- The Resolutions Committee meets to review all pre-plenary 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 using the webform available on the Resolutions Process webpage.
- 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.
- 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 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.

- *#101.10 F24 Develop Clear Guidelines for Transferability and Articulation Processes
- *#104.01 F24 Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030
- *^104.01.01 F24 Amend Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030
- *105.01 F24 Investigate Academic Renewal Policies
- *+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status
- *^105.02.01 F24 Amend Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status
- *#105.06 F24 Reevaluation of Data Analysis and Implementation Guidelines for AB 1705
- *#105.07 F24 Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705
- *^105.07.01 F24 Amend Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705
- *#108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use
- *+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards
- *#111.04 F24 Open Educational Resources and Publication Date
- *#111.06 F24 Clarify the Rules Around Special Elections
- *+114.02 F24 Work Experience Education Course Repeatability

RESOLUTIONS CATEGORIES

New resolutions categories that more closely align with the purview of the ASCCC were piloted for the 2024 Spring Plenary Session and approved for post-pilot use by the ASCCC Executive Committee at its May 2024 meeting. Numbering of these new categories begin from 101 for the first category, 102 for the second category, and so forth to distinguish them from the old categories. The approved new categories are:

101. Curriculum
102. Degree and Certificate Requirements
103. Grading Policies
104. Educational Program Development
105. Student Preparation and Success
106. Governance Structures
107. Accreditation
108. Professional Development
109. Program Review
110. Institutional Planning and Budget Development
111. Academic Senate for California Community Colleges
112. Hiring, Minimum Qualifications, Equivalency, and Evaluations
113. Legislation and Advocacy
114. Consultation with the Chancellor's Office

101 CURRICULUM

101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5

Whereas, Student learning objectives are building block skills required to demonstrate proficiency of the higher-level, broader student learning outcomes;

Whereas, California Code of Regulations Title 5 Section 55002(a)(3)¹ requires course objectives as part of the requirements for the course outline of record while the Accrediting Commission for Community and Junior Colleges (ACCJC) standards² refer to student learning outcomes;

Whereas, The WASC Senior College and University Commission (WSCUC) serves as the accreditation agency for the California State University and the University of California systems as well as many other universities in California and more globally, and WSCUC standards³ also refer to outcomes; and

Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to adopt using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR and align with accreditation requirements for the California Community Colleges, the California State University, and the University of California systems.

Contact: Erik D. Reese, ASCCC Executive Committee

[^]101.01.01 F24 Amend Adopt Using Outcomes for the Course Outline of Record in Title 5

Replace the 4th Whereas:

~~Whereas, The course content of the course outline of record (COR) provides the context for the outcomes, often aligning with the current use of objectives, perhaps adding unnecessary redundancy to the COR;~~

Whereas, The implementation by California community colleges of the processes for student learning outcomes (SLO) development and assessment in response to ACCJC accreditation standards was often difficult, time-consuming and fraught with accreditation ramifications, and therefore any transition to replacing course objectives with SLOs in the course outline of record will not be trivial and likely require colleges to reimagine SLO assessment processes as well as curriculum development process, all of which will be difficult, time-consuming, and require extensive input from faculty as well as professional development resources for faculty;

Amend the 1st Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellors Office and other system partners to ~~adopt using~~ to explore the potential beneficial and adverse consequences of using student learning outcomes as requirements in Title 5 instead of course objectives in the course outline of record (COR) to reduce redundancy in the COR ~~and while being in alignment align with~~ the accreditation standards of ACCJC and WSCUC requirements for the California Community Colleges, the California State University, and the University of California systems; and

¹ [California Code of Regulations Title 5 Section 55002\(a\)\(3\)](#)

² <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards.pdf>

³ WSCUC Standards of Accreditation: <https://www.wscuc.org/handbook2023/#standards-of-accreditation>

Add a 2nd Resolved:

Resolved, That the Academic Senate for California Community Colleges provide professional development to and seek input from the faculty of the California community colleges regarding the potential replacement of course objectives with student learning outcomes through surveys, Academic Senate event breakout sessions, Academic Senate regional meetings, and other appropriate means, and report its findings prior to taking any positions of support of amending title 5 regulations to replace course objectives with student learning outcomes by the Fall 2025 Plenary Session.

Contact: John Freitas, Los Angeles Community College District

+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Whereas, Nutrition has historically been combined with Culinary Arts and Consumer & Family Studies, but the study of Nutrition has evolved to emphasize Human Nutrition, which integrates many subjects within Biological Sciences;

Whereas, Nutrition courses are appropriate for inclusion in the California General Education Transfer Curriculum (Cal-GETC) Subject Area 5B as evidenced by the required topics including the scientific method and its application, cellular and molecular biology, anatomy and physiology, biochemistry, biotechnology, microbiology, metabolism, immunology, public health, endocrinology, sustainability, and chemistry;

Whereas, Some California universities recognize Nutrition is not narrow in focus and have therefore appropriately placed it in their local university GE pattern as evidenced by UC Berkeley recognizing their own Introduction to Human Nutrition (NUSCTX 10) meets UC Berkeley Biological Science, Letters and Science (L&S) Breadth, and CSU Long Beach recognizing their own Introductory Nutrition (NUTR 132) meets CSULB's local GE Category B - Science, Technology and Mathematics/Quantitative Reasoning; and

Whereas, Cal-GETC Standards Version 1.0 (May 2023)⁴ states Nutrition courses were determined to have a narrow or applied focus and therefore unacceptable for inclusion in Subject Area 5: Physical or Biological Sciences, and though Cal-GETC Standards Version 1.2 (May 2024)⁵ no longer contains the exclusion language, Nutrition course proposals continue to be denied with the reason cited being that the proposal is too narrow in focus;

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Solange Bushra Wasef, Palomar College, Area D

⁴ https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf

⁵ https://icas-ca.org/wp-content/uploads/2024/07/Cal-GETC_Standards_1v2_2024.pdf

^101.02.01 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Amend the 1st Resolved:

Resolved, That the Academic Senate of for the California Community Colleges urges and collaborates with our the Academic Senate of the University of California and California State University partners to update their UC Transfer Eligibility Standards for Science (UC-S) to allow Nutrition courses to be considered a science course for UC admission purposes; and, and the Cal-GETC course review process to include as a science eligible course for Cal-GETC Subject Area 5B.

Add a new 2nd Resolved:

Resolved, That the Academic Senate for the California Community Colleges urge and work with the Intersegmental Committee of Academic Senates (ICAS) to update the Cal-GETC standards to include guidance for allowing nutrition classes to be considered as a courses eligible for Cal-GETC Subject Area 5B Biological Sciences.

Contact: John Freitas, Los Angeles Community College District

#101.02.02 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course

Amend the Resolved:

Resolved, That the Academic Senate of the California Community Colleges urges and collaborates with our University of California and California State University partners to update their UC Transfer Eligibility Standards for Science to allow Nutrition courses to be considered a science course for UC admission purposes, and the Cal-GETC course review process to include Nutrition as a science eligible course for Cal-GETC Subject Area 5B.

Contact: Mark Edward Osea, ASCCC Executive Committee

+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments

Whereas, Cambridge International, known as a global educational program taught in English in 160 countries, is rapidly expanding across the US, the National Student Clearinghouse reports hundreds of Cambridge International students in the US enrolled in California postsecondary institutions, and thousands of international Cambridge students annually matriculate to California colleges and universities;

Whereas, AS ⁶Levels Exams are administered at the end of a one-year course of study comparable to an Advanced Placement Exam, A Level exams correspond to two years of in-depth study in a subject, and Cambridge International AS and A level exams allow students to validate college level learning outcomes comparable to formal educational settings, aligned with subject exams corresponding to General Education transfer pathways, therefore deserving recognition and unit credit in academic contexts;

⁶ <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/qualification/>

Whereas, The California General Education Transfer Curriculum⁷ (Cal-GETC) has not yet included Cambridge International AS and A level exams⁸ to meet transfer general education areas, and credit for prior learning is rigorously reviewed by external evaluators, with the ACE National Guide⁹ (American Council on Education) recommending credit for passing Cambridge International A and AS Level exams; and

Whereas, While the University of California campuses recognize Singapore-Cambridge A levels, UCs still deny credit for Cambridge AS levels, exam grade thresholds vary, and without a current executive order for Cambridge credit from the California State University System, the CSU Office of the Chancellor as noted in the CSU Policy Guide¹⁰ has recommended use of the ACE National Guide for awarding college credit based on prior learning assessment, thereby students encounter inequitable credit opportunities, and international students are increasingly aware that they can maximize the California Community Colleges' recognized pathways to successfully transfer to universities;

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 include the use of passing Cambridge International AS and A level exam grades to meet requirements for the California General Education Transfer Curriculum.

Contact: Dave DeGroot, Allan Hancock College, Area C

+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses

Whereas, Since fall 2021, students have been required to complete an ethnic studies course as part of an intersegmental general education transfer pattern with California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies established effective fall 2021, and Intersegmental General Education Transfer Curriculum (IGETC) Area 7 Ethnic Studies effective fall 2023, with both replaced by California General Education Transfer Curriculum (Cal-GETC) Area 6 Ethnic Studies effective fall 2025;

Whereas, It appears that California Community College (CCC) Ethnic Studies courses are being held to a higher standard for review and approval for transfer general education Ethnic Studies requirement than "comparable" California State University (CSU) Ethnic Studies courses that are approved for CSU campus-specific general education ethnic studies requirements;

Whereas, It has been reported that CCC course-to-course articulation requests for Ethnic Studies courses with CSU Area F approved courses have been denied by some CSU campuses if the CCC "comparable" course is not already approved for California State University General Education Breadth (CSU GE/B) Area F Ethnic Studies (which is aligned with Cal-GETC Area 6 Ethnic Studies effective fall 2025); and

Whereas, Requiring courses to have a prior intersegmental general education approval as a condition for a course to receive course-to-course articulation contradicts best practice of granting course-to-course articulation based primarily upon course content, course objectives and other course outline of record elements

⁷ Cal-GETC Standards p. 18 https://icas-ca.org/wp-content/uploads/2023/05/Cal-GETC_Standards_1v0_2023.pdf. Although the Cal-GETC Standards mentions Credit by Exam, it does not address other options for Cambridge International AS and A level exams.

⁸ Cambridge AS and A level exams, <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

⁹ American Council on Education National Guide, <https://www.acenet.edu/National-Guide/Pages/Organization.aspx?oid=51af64b0-6f0d-ea11-a811-000d3a3786fc>

¹⁰ See Article 4 of the California State University's Credit for Prior Learning Policy: <https://calstate.policystat.com/policy/13630631/latest>

in a manner “comparable” to the CSU or UC course, not whether the course is approved for a transfer general education area;

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to strongly encourage California State University and University of California faculty to base course-to-course articulation agreements on course comparability, not transfer general education approval; and

Resolved, That Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates to develop and implement a policy, effective Fall 2025, that for any California Community College (CCC) Ethnic Studies course that is articulated to any California State University (CSU) course approved for any CSU campus ethnic studies general education requirement (Area F or Area 6), and any California Community College (CCC) ethnic studies course that is articulated to any University of California (UC) course approved for any UC campus ethnic studies general education and/or graduation requirements, be “automatically” approved for Cal-GETC Area 6.

Contact: David Degroot, Allan Hancock College, Area C

#101.05 F24 UC Transferability of English for Speakers of Other Languages Oral Communications Courses

Whereas, The University of California special regulations¹¹ for courses in specific subject areas allow for English as a Second Language (ESL) courses to be transferable to the UC as long as they are the “highest levels of ESL, which prepare students for transferable English composition”;¹²

Whereas, The UC special regulations for courses in specific subject areas also summarily deny UC transferability for “courses that focus exclusively on listening, reading comprehension, or speaking (conversational) skills”

Whereas, The UC Transfer Articulation Regulations also state that “a course that is comparable to a lower-division course offered at one or more UC campuses”¹³ is transferable, and UC Berkeley offers credit for lower division listening and speaking courses for ESL students through the College Writing Program, including College Writing 3H “ESL Listening and Speaking” and College Writing 9R “Academic and Public Speaking for Multilingual Students”¹⁴; and

Whereas, In light of AB 705 (Irwin, 2017)¹⁵, there has been a push to increase completion and transfer rates for students in the ESL sequence, and research by the Public Policy Institute of California has shown that one of the highest impact reforms that colleges can make is to offer transferable ESL classes, increasing the likelihood that ESL students will complete transfer-level requirements by 16 to 20 percentage points;

Resolved, That the Academic Senate of the California Community Colleges request that the University of California update the University of California special regulations¹⁶ for courses in specific subject areas to remove language prohibiting articulation of ESOL/ESL advanced oral communication classes.

Contact Leslie Blackie, Laney College

¹¹ <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#e>

¹² <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#e>

¹³ <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#e>

¹⁴ <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#e>

¹⁵ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705

¹⁶ <https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#e>

#101.06 F24 No Implementation without Articulation: Safeguarding Student Success and Transfer Pathways in Future Common Course Numbering Phases

Whereas, [Education Code Sections 66725-66725.5](#)¹⁷, established by Assembly Bill No. 1111 (Berman)¹⁸, requires the implementation of a student-facing Common Course Numbering (CCN) system across the California Community Colleges by July 1, 2027, to streamline transfer pathways, reduce excess credit accumulation, and strengthen equitable transfer and student success;

Whereas, The recent decision to require all six Phase 1 CCN courses to be submitted for Cal-GETC review—rather than only the CCN public speaking course (COMM C1000) as initially expected—introduces significant risks to established IGETC and Cal-GETC approvals, potentially disrupting transfer pathways for over one million community college students undermining the core mission of the California Community College, California State University, and University of California systems to provide accessible, streamlined education, and creating confusion for students regarding the transferability of CCN courses;

Whereas, The current approach to CCN implementation, which requires the submission of potentially more than 1,000 courses across 115 colleges for Phase 1 articulation¹⁹, with anticipated exponential increases in Phases 2 and 3²⁰, is administratively burdensome and may not align with the intended goals of AB 1111 to simplify the transfer process, particularly in the absence of guaranteed articulation agreements; and

Whereas, achieving true alignment between Common Course Numbering (CCN) and articulation requires careful coordination and engagement with the intersegmental articulation community, as failure to secure such alignment risks unintended consequences that could disrupt transfer pathways, create confusion, and ultimately harm students' educational progress and success, directly antithetical to the mission of CCN;

Resolved, That the Academic Senate of the California Community Colleges calls for continued statewide collaboration on the development of Phase 2 and Phase 3 CCN Course Templates in an effort to meet mandated deadlines to implement CCN;

Resolved, That the Academic Senate of the California Community Colleges advocates to the Chancellor's Office that all future phases of Common Course Numbering (CCN)—including Phases 2, 3, and any subsequent phases—develop CCN Course Templates that secure intersegmental articulation agreements with system partners prior to local implementation, to prevent unintended harm to students;

Resolved, That the Academic Senate of the California Community Colleges advocates for an articulation-first approach to CCN implementation, ensuring that any local modifications to curriculum and course numbering do not add unnecessary complexity to the transfer process or compromise existing articulation agreements; and

Resolved, The Academic Senate of the California Community Colleges commits to ongoing collaboration with intersegmental partners, including CSU and UC stakeholders, to ensure that the implementation of Common Course Numbering serves the best interests of students and aligns with the core mission of California's public higher education systems.

Contact: Kelly Rivera, Mt. San Antonio College

¹⁷ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66725.

¹⁸ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

¹⁹ If all 115 colleges submitted updates COR templates for each of the 6 identified courses and the honors course companions then 1,380 courses must be evaluated for articulation.

²⁰ Phase 2 has 23 courses identified with expected honors course companions, potentially 5,290 courses requiring articulation evaluation. Phase 3 is projected to include at least 50 courses which could lead to more than 10,000 courses requiring articulation approval.

#101.07 F24 Delay Public-Facing Implementation of Common Course Numbering Until Transfer Agreements Are Established

Whereas, Assembly Bill 1111 (Berman 2021), enacted as Education Code 66725.5, mandates the adoption of a student-facing common course numbering system for all general education and transfer pathway courses by the California Community Colleges to streamline transfer processes and reduce excess credit accumulation by July 1, 2024, extended to July 1, 2027 by AB 3290 (Berman, 2024)²¹;

Whereas, The California Community Colleges Chancellor's Office (CCCCO) communication ESLEI 24-22 (April 15, 2024)²² emphasized that the vision calls for dramatically improved transfer and articulation across the state of California, supported by a resourced infrastructure for intersegmental faculty collaboration (including the California Community Colleges, UC, CSU, and AICCU);

Whereas, The CCCC Memo ESLEI 24-53 (September 6, 2024)²³ provided further guidance on the implementation process, emphasizing the importance of maximizing credit mobility for students, equitable transfer, and student success, detailing the need for a coordinated engagement of stakeholders, including faculty, administrators, staff, and system officials, to build cohesive academic plans and ensure that required courses transfer and apply to degree completion, and specifically noting that during the 2024–2025 Cal-GETC submission period, CCCs would not submit revisions of the six Phase I courses to CSU or UC via ASSIST for review (except for the course now known as COMM C1000) but instead, the Chancellor's Office would provide revised course outlines to the system offices for use by the UC and CSU to test concepts and potentially revise articulation processes; and

Whereas, The CCCC Memo ESLEI 24-60 (October 24, 2024)²⁴ informed about a change in the guidance and clarified that CCN templates alone do not automatically confer specific articulation approval or general education approval with the CSU or UC as envisioned by the Common Course Numbering Task Force and therefore, submission and review of CORs for Cal-GETC in ASSIST would proceed as usual, with revisions to CCN Phase I courses needing to be submitted by December 2, 2024, for review for Fall 2025, which is likely to negatively impact student transfer when transferability and articulation varies between colleges and students encounter cases of courses not being recognized by UC and CSUs in the ways intended;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to explore the feasibility of delaying the public-facing implementation of all CCN courses, including those aligned with Phase I CCN Course Templates, until after articulation of the templates by CSU, UC, and independent colleges and universities is established, or no later than July 1, 2027 as established by AB 3290.

Contact: Margarita Pillado, Los Angeles Pierce College, Area C

#101.08 F24 Phase-Out Process for Courses that Lose Course-to-Course Articulation

Whereas, Two years is the “standard time” for California community college students to complete their requirements for transfer to the California State University or University of California;

²¹ AB 3290, Committee on Higher Education. Public postsecondary education. (September 2024). An act to amend Sections 66725.5 and 68075 of the Education Code, relating to public postsecondary education. ([Bill Text - AB-3290 Public postsecondary education.](#))

²² CCCC, ESLEI 24-22, April 15, 2024, Common Course Numbering Update ([eslei-24-22-common-course-numbering-update-a11y.pdf](#))

²³ CCCC ESLEI 24-53 Circular Guidance and Information for Common Course Numbering (CCN) System Implementation (Phase I) ([eslei-24-53-curricular-guidance-and-information-for-ccn-system-implementation-phase-i-a11y.pdf](#))

²⁴ CCCC ESLEI 24-60 COCI Submission Steps, Technological Updates and Taxonomy Parameters, Transition from TOP to CIP ([eslei-24-60-coci-submission-steps-and-tech-updates-a11y.pdf](#))

Whereas, There is a two-year phase-out period for courses that lose their University of California Transferable Course Agreement (UCTCA) or Cal-GETC articulations upon re-evaluation of existing articulations; however, no similar phase-out process exists for courses required for course-to-course department or major preparation articulation that lose those articulations, which can delay students' transfer timelines and may necessitate completing major preparation courses after transferring, thereby affecting enrollment in preparatory courses at University of California or California State University; and

Whereas, A two-year phase-out timeline allows California Community College faculty the opportunity to continue to prepare students for transfer while revising a course outline of record (COR) for re-review by a University of California or California State University campus that revokes course-to-course or major articulation and also simultaneously to other forms of articulation such as UC TCA, C-ID and Cal-GETC if re-review is also necessary after COR revision;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of the Academic Senates, the Academic Senate of the California State University, and the University of California Academic Senate to define system-wide two-year phase-out timelines for courses that lose course-to-course or major articulation at a California State University or University of California campus.

Contact: Eric Wada, ASCCC Executive Committee

#101.09 F24 Use CCN Templates for CCC System Level Transferability and General Education (Cal-GETC) Review and Approval

Whereas, Current University of California (UC) transferability (UCTCA) and IGETC (soon to be Cal-GETC) review processes are dependent on submissions of individual course outlines of record (CORs) from California community colleges, resulting in variances in approvals across the 115 credit-granting community colleges that creates an array of UC transferability and general education (GE) approvals that, at best, is confusing to students and, at worst, causes students to take courses that do not satisfy the expected transfer or GE requirements because of the college at which a course was taken;

Whereas, The Common Course Numbering Task Force 2023 Report²⁵ sets a new vision for California Community College system-level articulation, to include “a framework for which course elements must be identical or equivalent for a course to be numbered the same with consistent transferability and applicability” (p. 4, Task Force Report, 2023); and

Whereas, The vision for consistent transferability and applicability can only be achieved with a shift from individual college course outlines of record as the documents being reviewed to the Common Course Numbering Course Templates as the system-level document being reviewed, a change that can only be accomplished by California State University and University of California agreeing to update their transferability and articulation policies and processes and by independent college and universities agreeing to do the same for their policies and processes;

Resolved, That the Academic Senate for California Community Colleges, through the Intersegmental Committee of Academic Senates (ICAS), request California State University and University of California academic senate leaders work with their system leadership to update transferability and articulation policies and processes to rely upon Common Course Numbering Course Templates, when available, for system-level review and approval of coursework from California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge faculty and administrators at independent colleges and universities to work with their institutional leadership to update articulation policies and processes to rely upon Common Course Numbering Course Templates, when available, for system-level review and approval of coursework from California Community Colleges.

²⁵ <https://www.asccc.org/sites/default/files/Agendas/ab1111-summary-report-oct2023-final-draft-a11y.pdf>

Contact: Cheryl Aschenbach, ASCCC Executive Committee

***#101.10 F24 Develop Clear Guidelines for Transferability and Articulation Processes**

Whereas, the processes and criteria for system-level transferability and general education submission, review, and approval are unclear, as demonstrated by the inconsistent articulation results for ethnic studies courses, where many were denied approval for California State University Area F, highlighting inconsistencies in applying expected standards;

Whereas, Processes for transferability and articulation of California Community College courses to the individual institutions of the California State University, University of California, and independent colleges and universities are inconsistent, with wide variance of required elements within the course outline of record expected across universities and departments; and

Whereas, A consistent and clear process for transferability and articulation with system partners could help streamline the articulation process and benefit students by providing more course options that satisfy general education and major preparation requirements;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates, the Academic Senate for the California State University, the University of California Academic Senate, and other system partners to develop clear guidelines for transferability and articulation processes to provide more consistency for general education, course to course, and major preparation articulation;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates and the Cal-GETC Standards Subcommittee to develop a technical guide that overviews the Cal-GETC review cycle, reviewer training process, review process, reviewer criteria for denying a course; and

Resolved, That the Academic Senate for California Community Colleges urge that the California State University Chancellor's Office and University of California Office of the President use the Cal-GETC technical guide developed by the Cal-GETC Standards Subcommittee during the annual Cal-GETC submission and review cycle.

Contact: Erik D. Reese, ASCCC Executive Committee

104 EDUCATIONAL PROGRAM DEVELOPMENT

***#104.01 F24 Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030**

Whereas, The California Community Colleges Chancellor's Office Vision 2030 report²⁶ has prioritized the Early Childhood Education (ECE) and Education (EDU) sector, recognizing the vital role in improving socio-economic mobility for all Californians;

Whereas, The Academic Senate for California Community Colleges unanimously passed the resolution "Prioritizing System Support for the ECE/EDU Education and Human Development Sector" in Spring 2021²⁷, establishing a strong foundation for addressing workforce shortages and improving educational outcomes, yet

²⁶ <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/Vision-2030-A-Roadmap-for-California-Community-Colleges.pdf>

²⁷ <https://asccc.org/resolutions/prioritizing-system-support-eceedu-education-and-human-development-sector>

challenges still exist, such as persistent workforce shortages²⁸ and resource gaps²⁹, highlighting the need for additional systemic support;

Whereas, Vision 2030 emphasizes the need for flexible workforce training, apprenticeship development, and industry partnerships, which are essential to creating pathways to high-skill, high-wage job opportunities for diverse communities, underscoring the necessity for robust technical assistance and training to effectively implement these initiatives; and

Whereas, There is a critical need³⁰ for additional Regional Supplemental Instruction (RSI) funds to support non-traditional Early Childhood Education/Education programs apprenticeships, which will expand access to training and resources for a wider range of participants, including those in underserved communities³¹;

Resolved, That the Academic Senate for California Community Colleges advocate for enhanced systemic support and resources, including opportunities for faculty professional learning inclusive of workshops, webinars, and collaborative training sessions, to further strengthen program impact, enhancing their ability to support students and adapt to evolving industry needs;

Resolved, That the Academic Senate for California Community Colleges advocate for increased systemic funding for the development and implementation of effective Early Childhood Education/Education programs, as well as the establishment of Technical Assistance Providers (TAPs) to provide essential guidance and expertise so that programs meet the evolving workforce demands and align with state economic and educational goals;

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community College Chancellor's Office to actively promote equitable access to apprenticeship opportunities for historically underrepresented populations in ECE/EDU programs by advocating for focused outreach initiatives, providing resources for equitable program design, and supporting innovative teaching methods, including generative AI, to enhance learning experiences and improve educational outcomes.

Contact: Matthew Freeman, Berkeley City College

***^104.01.01 F24 Amend Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030**

Amend 4th Whereas

Whereas, There is a critical need for additional Regional Supplemental Instruction (RSI) funds to support the creation of non-traditional Early Childhood Education/Education programs apprenticeships, which will expand access to training and resources for a wider range of participants, including those in underserved communities;

Amended by Erica Giblin, Bakersfield College

²⁸ <https://coecc.net/bay-area/2023/10/sector-profile-education/>

²⁹ <https://www.ccdaily.com/2021/10/community-colleges-step-into-teacher-ed-breach/>

³⁰ <https://www.dir.ca.gov/DAS/e-News/2022/Five-Point-Action-Plan.pdf>

³¹ <https://cscce.berkeley.edu/workforce-index-2024/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/qualifications-educational-supports/>

105 STUDENT PREPARATION AND SUCCESS

***105.01 F24 Investigate Academic Renewal Policies**

Whereas, Academic renewal policies and procedures can alleviate some substandard grades for clear educational purposes³², such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;; such as when a student's past academic performance does not reflect their recent academic performance, and academic renewal policies and procedures exist to, for example, help students re-attain good standing for academic progress, financial aid eligibility, or gain readmission to a community college;

Whereas, Title 5 §55046³³ requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded; requires each community college district to develop academic renewal policies and procedures, but leaves flexibility for local variation in the maximum amount of coursework that may be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded;

Whereas, District policies and procedures on academic renewal vary among California Community Colleges (CCCs), and therefore create differences in access to and the educational standards of the CCCs; and

Whereas, Academic renewal policies and procedures are an academic and professional matter, specifically Title 5 §53200(c)(3) grading policies³⁴;

Resolved, That the Academic Senate for California Community Colleges survey district academic renewal policies with a focus on the maximum number of units that can be alleviated, the amount of coursework completed with a 2.00 GPA to be completed subsequent to the alleviated coursework, and the length of time elapsed since the coursework to be alleviated was recorded, and report on the results by Fall 2025; and

Resolved, That the Academic Senate for California Community Colleges encourages local and district academic senates to evaluate their academic renewal policies and procedures' criteria for renewal, and determine whether they are grounded in educational purposes, as defined locally.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

***+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Whereas, Title 5 §59404³⁵ of the California Code of Regulations mandates that districts take reasonable steps to minimize the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term; of the California Code of Regulations mandates that districts take reasonable steps to minimize

³²[https://govt.westlaw.com/calregs/Document/I628AE6B34C691IEC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=I](https://govt.westlaw.com/calregs/Document/I628AE6B34C691IEC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=I)

³³ <https://www.law.cornell.edu/regulations/california/5-CCR-55046>

³⁴ <https://casetext.com/regulation/california-code-of-regulations.title-5-education.division-6-california-community-colleges.chapter-4-employees.subchapter-3-certificated-positions.article-2-academic-senates.section-53200-definitions>

³⁵ <https://www.law.cornell.edu/regulations/california/5-CCR-59404>

the cost and ensure the necessity of instructional materials, and the Burden-Free Instructional Materials Task Force has recommended structural changes to reduce instructional materials costs for students in the long term;

Whereas, The California Community Colleges Board of Governors and the Academic Senate for California Community Colleges have consistently supported efforts to decrease the cost of instructional materials for students, emphasizing the importance of sustainable solutions³⁶ to achieve Zero Textbook Cost (ZTC) status³⁷ while preserving faculty's right to select appropriate instructional materials (F23 17.01³⁸, S22 03.03³⁹); to achieve Zero Textbook Cost (ZTC) status⁴⁰ while preserving faculty's right to select appropriate instructional materials (F23 17.01⁴¹, S22 03.03⁴²);

Whereas, The Academic Senate for the California Community Colleges recognizes open educational resources as the preferred and most sustainable mechanism for eliminating course costs, but acknowledges that in some cases, tangible instructional materials like printed lab manuals are necessary to achieve ZTC status (F21 03.05⁴³); and); and

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals, which may be the only barrier to achieving ZTC status for certain courses;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrative colleagues to allocate funds to cover the printing costs of lab manuals when such costs are the only barrier to a course achieving Zero Textbook Cost (ZTC) status, thereby supporting students' access to affordable instructional materials and facilitating the broader adoption of ZTC courses.

Contact: Michelle Pilati, Rio Hondo College, Area C

***^105.02.01 F24 Amend Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status**

Amend 4th Whereas:

Whereas, The implementation of ZTC courses can be hindered by the cost of printing lab manuals that may be necessary for safety and practical reasons, which may be the only barrier to achieving ZTC status for certain courses;

Contact: Michelle Pilati, Rio Hondo College, Area C

+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access

Whereas, Publishers and bookstore vendors have introduced programs that require students to pay a per unit fee for course resources and referred to these automatic billing programs with deceptive names such as "inclusive", "equitable", or "first day" access although the costs of the program may exceed the actual costs of

³⁶ <https://www.asccc.org/resolutions/ensure-sustainability-zero-textbook-cost-degree-program>

³⁷ <https://www.asccc.org/resolutions/textbook-automatic-billing-concerns>

³⁸ <https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts>

³⁹ <https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost>

⁴⁰ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78052

⁴¹ <https://www.asccc.org/resolutions/sustainability-and-institutionalization-zero-textbook-cost-pathway-efforts>

⁴² <https://www.asccc.org/resolutions/oppose-reliance-textbook-publishers-achieve-zero-textbook-cost>

⁴³ <https://www.asccc.org/resolutions/zero-means-zero-textbook-cost>

the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out of the arrangement if it is not financially beneficial;

Whereas, The Academic Senate for California Community Colleges opposes the use of automatic billing strategies and other approaches that maintain reliance upon commercial publishers (F22 17.02⁴⁴), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students' long-term interest (F19 09.06⁴⁵), and encourages faculty and colleges to carefully consider the impact of such programs and recognize that while they may address immediate student needs, they may not work in students' long-term interest (F19 09.06⁴⁶);

Whereas, California community colleges are required by law to mark their sections which have no textbook costs (California Education Code 66406.9⁴⁷) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and) and all California community colleges have received Zero Textbook Cost Program funds to increase the availability of course sections with no textbook costs, yet no course section is truly zero cost when students are automatically billed for their course resources; and

Whereas, College-wide automatic billing programs that require students to "opt-out" establish a system that requires students to act in order for a course section to be no-cost.

Resolved, The Academic Senate for California Community Colleges encourages faculty and colleges to use the term "automatic billing" in lieu of euphemisms such as "inclusive", "equitable", or "first day" access; and

Resolved, The Academic Senate for California Community Colleges requests that the California Community Colleges Chancellor's Office require that course sections that have no textbook cost be excluded from automatic billing programs.

Contact: Michelle Pilati, Rio Hondo College, Area C

+105.04 F24 Support the Establishment of Guidance for Course Syllabi

Whereas, The freedom to create and teach courses is a professional right of each faculty member⁴⁸;

Whereas, Course syllabi are integral to student success by providing important information about academic expectations, grading standards, and course requirements; and

Whereas, No language exists in Title 34 of the Code of Federal Regulations (CFR)⁴⁹, sections 66000 - 101149.5 of the California Education Code⁵⁰, sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5⁵¹, the

⁴⁴ <https://www.asccc.org/resolutions/textbook-automatic-billing-concerns>

⁴⁵ <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

⁴⁶ <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

⁴⁷ <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-40-donahoe-higher-education-act/chapter-6-academic-materials/section-664069-operative-7-1-2024-highlighting-course-materials-available-free-of-charge#:~:text=2024%20Legislative%20Session.-,Section%2066406.9%20%2D%20%5BOperative%207%2F1%2F2024%5D%20Highlighting,Clearly%20highlight%2C%20by%20means%20that>

⁴⁸ <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#3>

⁴⁹ <https://www.ecfr.gov/current/title-34>

⁵⁰ https://leginfo.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&%20division=&title=3.&part=&chapter=&article=&nodetreepath=3

⁵¹ [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?gui%20d=I5EDC84B04C6911EC93A800D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?gui%20d=I5EDC84B04C6911EC93A800D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

2024 ACCJC Accreditation Standards⁵², or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors⁵³ to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor, sections 66000 - 101149.5 of the California Education Code⁵⁴, sections 50000 – 59704 of the California Code of Regulations (CCR), Title 5⁵⁵, the 2024 ACCJC Accreditation Standards⁵⁶, or the Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation adopted by the Board of Governors⁵⁷ to clarify what information should be included in each course syllabus or when students can expect to receive a syllabus from their instructor;

Resolved, That the Academic Senate For California Community Colleges develop guidance, grounded in Cultural Humility, to ensure that students are provided with a syllabus during the first week of class and that each syllabus contains information regarding instructor contact information, office hours and location (if applicable), required textbook and course materials, course modality, student learning outcomes, grading criteria and the grade scale used for the course, course attendance policy, accommodation services available on campus, and any other locally adopted policies, requirements, or guidelines by Spring 2026;

Contact: Preston Pipal, San José City College, Area B

+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success

Whereas, Amidst the struggle for civil rights and equality, California State Senate Bill 164 (Alquist) was put into law on September 4, 1969, establishing Extended Opportunity Programs and Services (EOPS);

Whereas, Extended Opportunity Programs and Services was established to “encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicap...and to assist those students achieve their educational objectives and goals” (*California Education Code §69640*⁵⁸);

Whereas, Extended Opportunity Programs and Services is a categorical program whose funds are intended to support students who are underserved, are educationally and economically disadvantaged, and often are first-generation college students, and whose monies have been restricted to protect funding to serve these students (*California Code of Regulations Title 5 §56200-56298*⁵⁹); and

Whereas, Extended Opportunity Programs and Services has demonstrated its long-term success with a statewide retention rate of 88%, a statewide completion rate of 81% consistently the highest of any large-scale student support program, and Extended Opportunity Programs and Services is present at 116 California

⁵² <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

⁵³ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

⁵⁴ https://leginfo.ca.gov/faces/codes_displayexpandedbranch.xhtml?tocCode=EDC&division=&title=3.&part=&chapter=&article=&nodetreepath=3

⁵⁵ [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I5EDC84B04C6911EC93A8000D3A7C4BC3&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

⁵⁶ <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf>

⁵⁷ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

⁵⁸ <https://casetext.com/statute/california-codes/california-education-code/title-3-postsecondary-education/division-5-general-provisions/part-42-student-financial-aid-program/chapter-2-student-financial-aid-programs/article-8-community-college-extended-opportunity-programs-and-services/section-69640-legislative-intent>

⁵⁹ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-7-special-programs/subchapter-25-extended-opportunity-programs-and-services>

Community Colleges, with EOPS having served more than 86,843 statewide in the latest academic year in which complete data is available (*Data Mart*⁶⁰ – *California Community Colleges Chancellor’s Office*);

Resolved, That the Academic Senate for California Community Colleges hereby congratulate Extended Opportunity Programs and Services on its 55 years of serving students;

Resolved, That the Academic Senate for California Community Colleges support the integrity of Extended Opportunity Programs and Services by affirming that their categorical funds should be used exclusively to serve EOPS students according to Title 5; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to foster awareness of Extended Opportunity Programs and Services at their colleges in order to promote student success.

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

***#105.06 F24 Reevaluation of Data Analysis and Implementation Guidelines for AB 1705**

Whereas, The California Community College Chancellor’s Office definition⁶¹ of "highly unlikely to succeed" for mathematics courses has changed from the implementation of Assembly Bill 705 (AB 705) to Assembly Bill 1705 (AB 1705), specifically where the most recent AB 1705 guidance memorandum⁶² establishes a low 15% throughput rate for Calculus 1, while also setting a significantly higher benchmark for any local alternative requiring transfer level preparatory courses;

Whereas, Research from the National Center for Education Statistics⁶³ indicates that approximately 30% of students often change their majors and academic pathways, which highlights the necessity of offering preparatory courses that support diverse student needs and pathways, particularly for those transitioning into STEM fields, and illustrates that using throughput as a measure of success for STEM pathway students can lead to a misinterpretation of the data;

Whereas, The RP Group's analysis in their report⁶⁴ titled, “Preparatory Pathways and STEM Calculus Completion” is used to justify the most recent AB 1705 guidance, and the report concludes, “No group was deemed highly unlikely to succeed in STEM Calculus 1 when directly enrolled and given two years, regardless of high school GPA or math preparation”; and

Whereas, The California State University Math Council has echoed concerns in a resolution⁶⁵ advocating for the University of California and the California State University to jointly commission a comprehensive peer review of RP Group data analysis used by the California Community Colleges Chancellor’s Office;

Resolved, That the Academic Senate for California Community Colleges advocates for the California Community Colleges Chancellor’s Office to revise the definition and threshold of “highly unlikely to succeed”;

⁶⁰ <https://datamart.cccco.edu/datamart.aspx>

⁶¹ California Community Colleges Chancellor’s Office and ASCCC. FAQ on AB 705 (2018). https://c-id.net/cms-uploads/cms/AB705_FAQ_030218.pdf

⁶² Ibid.

⁶³ National Center for Education Statistics. Beginning College Students Who Change Their Majors Within 3 Years of Enrollment. (December 2017). <https://nces.ed.gov/pubs2018/2018434/index.asp>

⁶⁴ California Community Colleges, in Partnership with RP Group. (Updated June 2024). Updated Preparatory Pathways and STEM Calculus Completion. https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/AB705_Workshops/PreparatoryPathwaysSTEMCalcCompletion_February2024.pdf?ver=2024-02-23-070133-477

⁶⁵ CSU Math Council Resolution Regarding the Implementation of Assembly Bill 1705 as it Pertains to STEM Major Academic Preparation. <https://drive.google.com/file/d/1eixVznsGx-ya7vPiRdOufiVS8DaERXQF/view>

permitted at the California Community Colleges as written in California Education Code 78213 (f)(1)⁷⁰ validated in alignment with Chancellor’s Office Guidelines for Title 5 Section 55003(f)⁷¹.

Contact: Tina Akers-Porter, Modesto Junior College

***^105.07.01 F24 Amend Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor’s Office Guidance on AB 1705**

Amend 3rd Whereas:

Whereas, a recent CSU Math Council Resolution⁷² raises serious concerns about the California Community Colleges Chancellor’s Office AB 1705 implementation guidance, noting that requiring ~~underprepared~~ students who have not completed STEM preparatory coursework to enroll directly in Calculus 1 could harm STEM enrollment and jeopardize students’ academic and career pathways; and

Tina Akers-Porter, Modesto Junior College

108 PROFESSIONAL DEVELOPMENT

***#108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use**

Whereas, The use of artificial intelligence (AI) in education is rapidly expanding, influencing various aspects of teaching and learning, and creating a need for clear guidelines to ensure ethical and effective use for faculty and in the guidelines they establish for students;

Whereas, Faculty across the California Community College system have expressed a growing interest in AI and its potential applications in the classroom, as evidenced by increased participation in Academic Senate of the California Community Colleges webinars and discussions on the topic as well as Chancellor’s Office webinars and trainings; and

Whereas, The Academic Senate for California Community Colleges has previously recognized the importance of addressing AI in education through Resolution SP23 13.05⁷³, which called for “prioritizing the development of resources addressing artificial intelligence and its implications on education and academic integrity, [and to] develop a framework for local colleges to use in developing academic and professional policies”;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) asserts that methods, guidelines, standards, and tools for determining the use of AI are academic and professional matters, and that the California Community Colleges Chancellor’s Office must rely primarily upon the advice and judgment of the ASCCC when making determination regarding tool selection and policy decisions;

Resolved, That the Academic Senate for California Community Colleges develop criteria for evaluating AI tools for potential use in pilot projects by faculty, considering aspects such as ethical use, impact on teaching and learning, and alignment with academic integrity standards; and

⁷⁰ California Education Code 78213(f)(1). <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

⁷¹ Chancellor’s Office. Guidelines for Title 5 Section 550003 (2012). https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

⁷² [CSU Math Council Resolution](#)

⁷³ ASCCC. Resolution SP23 13.05. <https://asccc.org/resolutions/considering-merits-and-faults-artificial-intelligence-community-college-classroom>

Resolved, That the Academic Senate of the California Community Colleges disseminate these criteria to local academic senates, provide guidance on the implementation of pilot projects involving AI and facilitate professional development opportunities to support faculty in understanding and utilizing AI effectively by fall 2025.

Contact: Julie Bruno, Sierra College

109 PROGRAM REVIEW

***+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper “Program Review: Setting a Standard” to reflect ACCJC 2023 Standards**

Whereas, Processes for Program Review is established as an academic and professional matter in Title 5 §53200⁷⁴ indicating the role and involvement of faculty self-study and improvement process; indicating the role and involvement of faculty self-study and improvement process;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) adopted updated 2024 standards⁷⁵ resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards⁷⁶; resulting in Program Review being referenced as a source of evidence to support Standard 1, Standard 2, and Standard 3 rather than explicitly outlined as a requirement as it was in the ACCJC 2014 standards;

Whereas, Local academic senates and faculty members may require support to maintain the need for faculty involvement in the processes for Program Review due to the less explicit language in the Accrediting Commission for Community and Junior Colleges 2024 standards; and

Whereas, The last paper on Program Review by the ASCCC, titled *Program Review: Setting a Standard*⁷⁷, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2024, was adopted in 2009 and is based on the Accrediting Commission for Community and Junior Colleges (ACCJC) 2014 standards and does not reflect the more recently adopted ACCJC standards in 2024;

Resolved, That the Academic Senate for California Community Colleges update its *Program Review: Setting a Standard* (2009) paper to reflect language of the updated Accrediting Commission for Community and Junior Colleges 2024 standard to reinforce the role of faculty in program review processes; and

Resolved, That the Academic Senate for California Community Colleges provide updated resources reflecting updated Accrediting Commission for Community and Junior Colleges 2024 standards to support local academic senates and faculty to assert their role and effectively engage in the program review process, by Spring 2026.

Contact: Davena Burns-Peters, San Bernardino Valley College, Area D

⁷⁴[https://govt.westlaw.com/calregs/Document/l604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/l604256434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁷⁵ <https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards.pdf>

⁷⁶ https://accjc.org/wp-content/uploads/Accreditation-Standards_-_Adopted-June-2014.pdf

⁷⁷ https://asccc.org/sites/default/files/publications/Program-review-spring09_0.pdf

111 ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

111.01 F24 Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”

Whereas, The COVID-19 pandemic fundamentally shaped how counseling and student services faculty provide support for students through the increased use of technology to both serve students in-person and remotely and increased the need to address mental health issues among college-aged students through trauma-informed care⁷⁸;

Whereas, The California Legislature has enacted AB 705 (2017, Irwin)⁷⁹ and AB 1705 (2021, Irwin)⁸⁰ which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language; and AB 1705 (2021, Irwin) which has impacted counseling roles and practices regarding advisement of students in placement for math, English, and English as a Second Language;

Whereas, The California Community Colleges have adopted the guided pathways framework⁸¹ and the California Community College Chancellor’s Office has developed and adopted Vision 2030⁸² to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and the California Community College Chancellor’s Office has developed and adopted Vision 2030 to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Whereas, The Academic Senate for California Community College’s paper *The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges*⁸³ has not been updated since 2012; has not been updated since 2012;

Resolved, That the Academic Senate for California Community Colleges update the paper *The Role of Counseling Faculty and the Delivery of Counseling Services in California Community Colleges* to include equitable practices in counseling on course placement, educational planning, appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, the adoption of guided pathways, increased focus on career counseling, trauma-informed practices in providing crisis counseling, and the practice of case management to support student’s basic needs, to be completed by Spring 2026.

Contact: Jacqueline Stahlke, ASCCC Transfer, Articulation, and Student Services Committee

⁷⁸ <https://www.cccstudentmentalhealth.org/>

⁷⁹ <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

⁸⁰ <https://legiscan.com/CA/text/AB1705/id/2609099>

⁸¹ <https://www.cccco.edu/College-Professionals/Guided-Pathways>

⁸² <https://www.cccco.edu/About-Us/Vision-2030>

⁸³ https://www.asccc.org/sites/default/files/CounselingSI2_0.pdf

^111.01.01 F24 Amend Update the ASCCC Paper, “The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges”

Amend the 3rd Whereas

Whereas, The California Community Colleges have adopted the guided pathways framework and the California Community Colleges Chancellor’s Office has developed and adopted Vision 2030⁸⁴ to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice system impacted, Foster Youth, LGBTQIA, Native American); and the California Community Colleges Chancellor’s Office has developed and adopted Vision 2030 to close equity gaps and meet California’s workforce needs, increasing the need for counselors to use varied strategies to support disproportionately impacted student groups (e.g., African American/Black, Latinx/e, undocumented, justice impacted); and

Contact: Gisele Flores, Modesto Junior College

111.02 F24 Academic Senate for California Community Colleges Rules Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules outline election procedures for the Executive Committee, procedures for filling vacancies on the Executive Committee, term limits for the Executive Committee, responsibilities of Executive Committee officers, the relationship between the Academic Senate Foundation and the Executive Committee, and the process for forming, amending, and deleting ASCCC standing committees, task forces, workgroups, and *ad hoc* groups;

Whereas, The Standards and Practices Committee reviewed and revised the ASCCC Rules to ensure that they were consistent with all applicable laws, Academic Senate for California Community Colleges (ASCCC) policies and procedures, and prior adopted ASCCC resolutions; and

Whereas, The proposed revisions to the ASCCC Rules were approved by the ASCCC Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Rules⁸⁵ and that the revised ASCCC Rules take effect immediately following their approval. and that the revised ASCCC Rules take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

111.03 F24 Academic Senate for California Community Colleges Bylaws Revision

Whereas, The Academic Senate for California Community Colleges (ASCCC) is a 501(c)(6) nonprofit organization that is required to follow nonprofit laws and California Corporations Code, and the ASCCC Bylaws serve as a foundational legal document that outlines the structure of the organization and provides an operational framework to comply with those laws;

Whereas, The Standards and Practices Committee was tasked to review the ASCCC Bylaws in 2022, in consultation with legal counsel, to ensure that they were consistent with previously adopted resolutions, incorporated practices enacted since the COVID pandemic, clarified language throughout to distinguish local academic senates from the ASCCC, clarified the language pertaining to the relationship of the ASCCC Executive

⁸⁴ <https://www.cccco.edu/About-Us/Vision-2030>

⁸⁵ [Academic Senate for California Community Colleges Rules Revision](#)

Director to the ASCCC Board of Directors, moved duties and responsibilities of Board officers to the ASCCC Rules document, and specify the threshold necessary for the ASCCC Rules to be changed by resolution at an ASCCC Plenary Session; and

Whereas, The proposed revisions to the ASCCC Bylaws were approved by the Board of Directors at the June 2024 Executive Committee meeting, were distributed to member academic senates in advance of the Fall 2024 pre-plenary session area meetings, and were discussed during a breakout at the ASCCC Fall 2024 Plenary Session;

Resolved, That the Academic Senate for California Community Colleges adopt the revised ASCCC Bylaws⁸⁶ and that the revised ASCCC Bylaws take effect immediately following their approval. and that the revised ASCCC Bylaws take effect immediately following their approval.

Contact: Christopher Howerton, ASCCC Executive Committee

***#111.04 F24 Open Educational Resources and Publication Date**

Whereas, The Academic Senate for California Community Colleges supports removing the requirement of an international standard book number (ISBN) and a copyright date from all curriculum and articulation processes when open educational resources are specified⁸⁷;

Whereas, The Academic Senate for California Community Colleges was directed by Resolution 22F 09.01⁸⁸ to work with all appropriate statewide entities that establish textbook-related policies and requirements that impact the California community colleges to remove any requirements that act as barriers to the use of open educational resources; and

Whereas, ASSIST requires that a year be provided when submitting courses for articulation and the University of California Transfer Course Agreement guidelines state that “textbooks must be dated within seven years of the course submission date or clearly identified as a ‘Classic text’ in the course outline of record”, yet editable open educational resources can be modified at any time; and

Whereas, Both the APA⁸⁹ and MLA⁹⁰ style guides require the date an electronic resource was accessed or retrieved be used when no publication date is available.

Resolved, That the Academic Senate for California Community Colleges encourage colleges to establish policies or practices that recognize the date of last access as the date of publication for an editable open educational resource that does not provide a publication or last updated date.

Contact: Michelle Pilati, Rio Hondo College

#111.05 F24 Senator Emeritus for Sharyn Eveland

Whereas, Sharyn Eveland served in various capacities for the Academic Senate for California Community Colleges, such as Educational Policies Committee, Standards and Practices Committee, and Accreditation Committee, authored Rostrum articles on practices supporting students, and served on multiple Chancellor Office committees;

⁸⁶ [Academic Senate for California Community Colleges Bylaws Revision](#)

⁸⁷ ASCCC. Resolution 22F 09.01. <https://asccc.org/resolutions/removing-barriers-adoption-open-educational-resources>

⁸⁸ Ibid.

⁸⁹ American Psychological Association. Webpage on Website References. <https://apastyle.apa.org/style-grammar-guidelines/references/examples/webpage-references>

⁹⁰ Columbia College. LibGuides: MLA Citation Guide. <https://columbiacollege-ca.libguides.com/MLA9/websites>

Whereas, Sharyn recognized and elevated quality programs at many colleges while serving on multiple ACCJC peer review teams;

Whereas, Sharyn was never shy about speaking up at Area A meetings, always welcomed newbies to the dynamic, and could always be counted on to thoughtfully and thoroughly offer resolutions and amendments to resolutions to support students throughout our system; and

Whereas, Sharyn was an amazing Psychology professor, Academic Senate President, and collaborator with her ever-transitioning Taft College administrators, and could always be found in her leather bomber jacket and stylin' hats, or, of course, fishing in her happy place;

Resolved, That the Academic Senate for California Community Colleges, together with her Area A colleagues and past students, recognizes that she is one of the lucky ones enjoying retirement and wishes her the best in her future with "good" wife Sharon and daughter Olivia; and

Resolved, That the Academic Senate for California Community Colleges confer upon Sharyn Eveland its highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of the California community colleges.

Contact: Victoria Jacobi, Taft College

***#111.06 F24 Clarify the Rules Around Special Elections**

Whereas, The Academic Senate for California Community Colleges (ASCCC) Rules on special elections are sparse and vague; and

Whereas, Clear rules and procedures are necessary for a fair and equitable election process and support ASCCC's Strategic Plan Direction of "Embracing Organizational Change"⁹¹

Resolved, That the Academic Senate for California Community Colleges Executive Committee update the Rules to clarify the special elections rules and procedures.

Contact: RJ Dolbin, Irvine Valley College, Area D

113 LEGISLATION AND ADVOCACY

+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses

Whereas, California Education Code Section 78213⁹², as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students; as revised in 2022 by AB 1705 (Irwin), prohibits community college districts from (a) enrolling students in pretransfer-level English and mathematics courses and (b) enrolling STEM majors in mathematics courses below Calculus 1 unless said courses can demonstrate better aggregate results in one-year throughput despite whether individual

⁹¹[https://govt.westlaw.com/calregs/Document/I61F3AFC34C691IEC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I61F3AFC34C691IEC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

⁹² https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78213

students may want the option to take said courses, effectively banning academic subjects, such as Algebra, from community college students;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), prevents community colleges from offering prohibited courses to students who are not succeeding in the one-year throughput metric despite whether (a) such students would like the option of taking said courses, (b) community colleges had other success data metrics to support the value of said courses, or (c) CSU and UC faculty from the affected disciplines expect the additional preparation students receive from said courses;

Whereas, California Education Code Section 78213, as revised in 2022 by AB 1705 (Irwin), does not account for students who may feel so excluded by being forced to take transfer-level English or mathematics, or, for STEM majors, Calculus 1 courses, that they are opting to drop before census or to not enroll altogether, which contradicts the shared goals of all public educational institutions in California “to provide educational opportunity and success to the broadest possible range of our citizens” specified in California Education Code Section 66010.2⁹³; and

Whereas, The Academic Senate for California Community Colleges has long expressed concerns that the ability of community colleges to serve all students were threatened by the implementation of AB 705 and AB 1705⁹⁴;

Resolved, That the Academic Senate for California Community Colleges advocate for revisions to California Education Code 78213 to allow community college districts to offer pretransfer-level English and mathematics courses and, for STEM majors, mathematics courses below Calculus so students will have the choice of taking said courses when (1) requested by students, (2) local college data supports the value of said courses irrespective of one-year throughput, or (3) CSU and UC faculty from the affected disciplines recommend the additional preparation students receive from said courses.

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

#113.02 F24 Designating an Official Native American Holiday for the California Community College System

Whereas, The Academic Senate for California Community Colleges recognizes the importance of acknowledging and honoring the original inhabitants of the land upon which our colleges stand;

Whereas, A Native American holiday would serve to honor the histories, cultures, and contributions of the original inhabitants of what is now the California, providing an opportunity to reflect on the historical and ongoing struggles of indigenous peoples, and to celebrate their resilience and strength;

Whereas, The establishment of a Native American holiday aligns with the ASCCC's commitment to inclusion, diversity, equity, anti-racism, and accessibility and would demonstrate a commitment to honoring indigenous peoples and promoting understanding of their cultures; and

Whereas, Modesto Junior College, Santa Rosa Junior College, and Palomar College already close in observance of Native American Day, alongside strong student support for broader recognition of this important holiday;

⁹³ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.2

⁹⁴ See the following ASCCC resolutions:

[F23 07.04 AB 1705 Meaningful Metrics for Equitable Outcomes](#)

[F22 07.11 Determining When Pre-transfer English and Mathematics Meets the Needs of a Defined Student Population](#)

[S22 06.03 Upholding the California Community College Mission – Oppose AB 1705 \(Irwin, 2022\) as of April 9, 2022 Unless Amended](#)

[S22 06.04 Students' Right to Choose to Take a Pre-Transfer Level English or Mathematics Course](#)

[S22 06.05 Regarding Chancellor's Office Student Enrollment Data in AB 1705 \(Irwin, 2022\)](#)

[F19 09.09 Ensuring Access and Opportunity for Success for All Students Through AB 705 \(Irwin, 2017\) Implementation](#)

Resolved, That the Academic Senate for California Community Colleges request that the California Community Colleges Chancellor's Office work with Indigenous communities, the California Community College system stakeholders, and the California State Legislature to advocate for designation of an official Native American holiday for the California Community College system.

Contact: Nicholas Petti, Mendocino College, Area B

114 CONSULTATION WITH THE CHANCELLORS OFFICE

+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance

Whereas, The California legislature passed AB 1111 (Berman) in 2021⁹⁵ directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation,” a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations; directing California community colleges (CCC) to adopt a student-facing, common course numbering (CCN) system in order to “streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit (unit) accumulation,” a mandate which the AB 1111 steering committee recognized as introducing challenges with a system that mandated common course numbering but not common articulation, leading the committee to recommend that a number of additional curricular elements be aligned along with course prefixes and numbers, sometimes in opposition to faculty requests and recommendations;

Whereas, Phase I of implementation began in Spring of 2024 with course templates being made available in September 2024 with a due date for submission identified as December 1st, 2024, and an effective date of Fall 2025, demonstrating a lack of consideration for 1) established curriculum timelines and processes at California Community Colleges and 2) the ramifications these updates may have on ASSIST and Cal-GETC updates in addition to the additional stress this puts on a system already burdened by required updates from AB 928 (Berman), AB 705 (Irwin), AB 1705 (Irwin), and introducing Ethnic Studies requirements;

Whereas, Practical considerations including technological challenges with curriculum, catalog, and scheduling systems, questions with respect to maintaining articulation agreements, and other local concerns at individual colleges, including but not limited to local numbering practices, quarter vs. semester system course topic distribution, multi-college districts that may require layers of vetting, and numerous questions about academic freedom have arisen, vastly complicating an already complex implementation plan; and

Whereas, Funding⁹⁶ has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in “aligning existing course curricula to the CCN system” as one of the items fund may be allocated for; has been provided to assist with AB 1111 updates with guidance that clearly identifies the work involved in “aligning existing course curricula to the CCN system” as one of the items fund may be allocated for;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, system partners, and the Legislature as necessary to provide for additional time to review, reflect on and implement course templates for common course numbering to ensure that systemwide

⁹⁵ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111

⁹⁶ <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/eslei-24-55-ccn-implementation-allocation-a1ly.pdf?la=en&hash=B22CCD432C315F1B2BA70FF0B89DB1E92A395DE8>

articulation with CSU and UC will be able to be implemented within the anticipated/expected timeframe of AB 1111;

Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to advocate for additional funding for implementation and continued efforts to make required updates.

Contact: Mary Pape, De Anza College, Area B

^114.01.01 F24 Amend Support for Faculty for Implementation of AB 1111 Guidance

Delete 2nd Resolve

~~Resolved, That the Academic Senate for California Community Colleges work with local academic senates to advocate for spending funds provided for AB 1111 directly on faculty efforts to make required curriculum changes and make associated updates to other courses and programs; and~~

Contact: Wayne Jensen, Folsom Lake College

***+114.02 F24 Work Experience Education Course Repeatability**

Whereas, The California Internship and Work Experience Association worked with the California Community Colleges Chancellor's Office regarding changes to Title 5 of the California Code of Regulations regarding Work Experience Education; and

Whereas, The California Community Colleges Chancellor's Office stated in Memorandum ESS 23-49⁹⁷ that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161⁹⁸, subdivision (f)(4)) ...[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability; that Title 5 "section 58161, ...authorizes districts to claim apportionment "without limitation" for students "enrolled in work-experience education." (Title 5 California Code of Regulations § 58161⁹⁹", subdivision (f)(4)) ...[and] work experience education is repeatable as dictated by local district policy" yet Title 5 section 58161 only addresses apportionment and does not address repeatability;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to align the language regarding the repeatability of Work Experience Education

⁹⁷ <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/ESS-23-49-Work-Experience-Education-Regulations-Clarification-Regarding-Repeatability.pdf>

⁹⁸ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment>

⁹⁹ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-9-fiscal-support/subchapter-2-limitations-on-state-aid/article-5-other-limitations/section-58161-apportionment-for-credit-course-enrollment>

courses and other repeatable courses by adding an additional (4) to Section 55041(a) of the California Code of Regulations, which would read: “(4) Work Experience Education courses, as defined in section 55252.”¹⁰⁰

Contact: Ashley Young, Las Positas College, Area B

#114.03 F24 Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor’s Office Guidance on AB 1705

Whereas, The California Community Colleges Chancellor’s Office February 2024 guidance on Assembly Bill 1705¹⁰¹ was issued without consultation with the Academic Senate of the California Community Colleges, as outlined in Title 5 53200¹⁰², which establishes the academic and professional matters for which academic senates shall be collegially consulted;

Whereas, The California Community Colleges Chancellor’s Office’s February 2024 guidance set limits on the maximum number of units allowed for preparatory courses, resulting in rules that conflict with (a) established C-ID standards and (b) previous guidance that did not restrict units (December 2022 Guidance Memo ¹⁰³and March 2023 Implementation Guide¹⁰⁴);

Whereas, The California Community Colleges Chancellor’s Office’s timeline for the removal of transfer level preparatory courses for STEM Calculus 1 does not provide sufficient time to collect relevant data, implement thoughtful curricular design, or achieve articulation with four-year institutions; and

Whereas, The California Community Colleges Chancellor’s Office’s February 2024 memo¹⁰⁵ stated the following, “At no college were the Lowest STEM Placement students highly unlikely to succeed with direct enrollment into STEM Calculus 1 (using a throughput of 15% as the definition of “highly unlikely”)”, invalidating all current transfer level preparatory courses for STEM Calculus 1.

Resolved, That the Academic Senate for California Community Colleges reaffirms primacy in curricular matters as defined in the “10+1” areas, and encourages the California Community Colleges Chancellor’s Office to consult with the ASCCC in updating guidance for AB1705 implementation;

Resolved, The Academic Senate for California Community Colleges expresses its strong opposition to the California Community Colleges Chancellor’s Office guidance on AB1705 with respect to preparatory courses for STEM Calculus 1 including: restrictions on course development, validating prerequisites, and establishing maximum units; and

¹⁰⁰ <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-4-course-repetition-and-academic-renewal/section-55041-repeatable-courses>

¹⁰¹ Chancellor’s Office. ESLEI Memo 24-15. February 2024. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Program.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

¹⁰² <https://casetext.com/regulation/california-code-of-regulations.title-5-education.division-6-california-community-colleges.chapter-4-employees.subchapter-3-certificated-positions.article-2-academic-senates.section-53200-definitions>

¹⁰³ Chancellor’s Office. ESS Memo 22-400-009. December 2022. <https://www.cccco.edu/-/media/CCCCO-Website/docs/ab705/ess22400009ab1705implementation122322a11y.pdf>

¹⁰⁴ Chancellor’s Office. AB 1705 Implementation Guide. <https://www.cccco.edu/-/media/CCCCO-Website/docs/ab705/ab-1705-implementation-guide-11-30-23-a11y.pdf?la=en&hash=0B8CD769C64A1553279A9C12FE2BB65ED86B07C0>

¹⁰⁵ Chancellor’s Office. ESLEI Memo 24-15 (February 2024). <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Program.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

Resolved, That the Academic Senate for California Community Colleges commits to collaborating with the California Community Colleges Chancellor’s Office to revise the guidance to affirm local colleges’ authority to develop curriculum for preparatory courses for STEM Calculus 1 in accordance with California Education Code § 78213 (f)¹⁰⁶, and to examine the appropriate unit value for these courses.

Contact: Tina Akers-Porter, Modesto Junior College

^114.03.01 F24 Amend Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor’s Office Guidance on AB 1705

Replace 1st Whereas

~~Whereas, The California Community Colleges Chancellor’s Office February 2024 guidance on Assembly Bill 1705¹⁰⁷ was issued without consultation with the Academic Senate of the California Community Colleges, as outlined in Title 5 53200 [LINK], which establishes the academic and professional matters for which academic senates shall be collegially consulted;~~

Whereas, Title 5 Sections 53200 and 53206 establish the Academic Senate for the California Community Colleges to provide California community college faculty with a formal and effective mechanism for participating in the development of state policies on academic and professional matters, serving as the representatives of the faculty within the system; and

Amend 2nd Whereas:

Whereas, The California Community Colleges Chancellor’s Office’s February 2024 guidance set limits on the maximum number of units allowed for preparatory courses without reaching consensus with the ASCCC, resulting in rules that conflict with (a) established C-ID standards and (b) previous guidance that did not restrict units (December 2022 Guidance Memo ¹⁰⁸and March 2023 Implementation Guide¹⁰⁹);

Amend 1st Resolved:

Resolved, that the Academic Senate for California Community Colleges reaffirms primacy in curricular matters as defined in the “10+1” areas, and encourages the California Community Colleges Chancellor’s Office to continue to consult with the ASCCC in updating future guidance for AB1705 implementation; and

¹⁰⁶ <https://codes.findlaw.com/ca/education-code/edc-sect-78213/>

¹⁰⁷ Chancellor’s Office. ESLEI Memo 24-15. February 2024. <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ESLEI-2415-AB-1705-Validation-of-Equitable-Placement-Support-and-Completion-Practices-for-STEM-Progr.pdf?la=en&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197&hash=60D9524BAD2695B8D34252BFFDA8CF8F4805F197>

¹⁰⁸ Chancellor’s Office. ESS Memo 22-400-009. December 2022. <https://www.cccco.edu/-/media/CCCCO-Website/docs/ab705/ess22400009ab1705implementation122322a11y.pdf>

¹⁰⁹ Chancellor’s Office. AB 1705 Implementation Guide. <https://www.cccco.edu/-/media/CCCCO-Website/docs/ab705/ab-1705-implementation-guide-11-30-23-a11y.pdf?la=en&hash=0B8CD769C64A1553279A9C12FE2BB65ED86B07C0>

Academic Senate for California Community Colleges

One Capitol Mall, Suite 230 Sacramento, CA 95814

(916) 445-4753 info@asccc.org www.asccc.org

2024 Fall Plenary Resolutions Debate Order

Resolution	Page Number	Voting Results
101.01 F24 Adopt Using Outcomes for the Course Outline of Record in Title 5	4	Nay, Failed 78%
^101.01.01 F24 Amend F24 Adopt Using Outcomes for the Course Outline of Record in Title 5	4	Nay, Failed 56%
*#104.01 F24 Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030	12	Consent
*^104.01.01 F24 Amend F24 Strengthening Systemic Support for the Early Childhood Education and Education Sector in Alignment with Vision 2030	13	Consent
*105.01 F24 Investigate Academic Renewal Policies	14	Consent
*#108.01 F24 Selecting and Evaluating Artificial Intelligence for Faculty Use	20	Consent
*+109.01 F24 Update the 2009 Academic Senate for California Community Colleges Paper "Program Review: Setting a Standard" to reflect ACCJC 2023 Standards	21	Consent
111.01 F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges"	22	No objection, Pass by Consensus
^111.01.01 F24 Amend F24 Update the ASCCC Paper, "The Role of Counseling Faculty and the Delivery of Counseling Services in the California Community Colleges"	23	Yea, Pass 98%
+113.01 F24 Legislative Advocacy to Restore Student Choice on English and Math Courses	25	No objection, Pass by Consensus
+114.01 F24 Support for Faculty for Implementation of AB 1111 Guidance	27	No objection, Pass by Consensus

^114.01.01 F24 Amend Support for Faculty for Implementation of AB 1111 Guidance	28	Yea, Pass 63%
+101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	5	Yea, Pass 85%
^101.02.01 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	6	No objection, Pass by Consensus
#101.02.02 F24 Amend 101.02 F24 Nutrition Science Integration in General Education Curriculum as a Cal-GETC Subject Area 5B Course	6	Result rendered by previous amendment, moot
*+105.02 F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status	14	Consent
*^105.02.01 F24 Amend F24 Encouraging Funding for Printing Lab Manuals to Achieve Zero Textbook Cost (ZTC) Status	15	Consent
111.02 F24 Academic Senate for California Community Colleges Rules Revision	23	No objection, Pass by Consensus
#113.02 F24 Designating an Official Native American Holiday for the California Community College System	26	Acclamation
*+114.02 F24 Work Experience Education Course Repeatability	28	Consent
+101.03 F24 Cal-GETC External Examination Credit for Cambridge International Assessments	6	Yea, Pass 93%

+105.03 F24 Encouraging Transparency and Eliminating Automatic Billing Practices in Course Material Access	15	Yea, Pass 98%
111.03 F24 Academic Senate for California Community Colleges Bylaws Revision	23	No objection, Pass by Consensus
#114.03 F24 Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor's Office Guidance on AB 1705	29	Yea, Pass 95%
^ 114.03.01 F24 Amend Encroachment of Academic and Professional Matters Due to California Community Colleges Chancellor's Office Guidance on AB 1705	30	No objection, Pass by Consensus
+101.04 F24 Automatic California General Education Transfer Curriculum (Cal-GETC) Approval of California Community Colleges (CCC) Ethnic Studies Courses	7	Yea, Failed 29%

+105.04 F24 Support the Establishment of Guidance for Course Syllabi	16	Nay, Failed 16%
*#111.04 F24 Open Educational Resources and Publication Date	24	Consent
#101.05 F24 UC Transferability of English for Speakers of Other Languages Oral Communications Courses	8	Yea, Pass 90%
+105.05 F24 Acknowledge Extended Opportunity Programs and Services' 55 Years of Student Success	17	Acclamation
#111.05 F24 Senator Emeritus for Sharyn Eveland	24	Acclamation
#101.06 F24 No Implementation without Articulation: Safeguarding Student Success and Transfer Pathways in Future Common Course Numbering Phases	9	Yea, Pass 83%
*#105.06 F24 Reevaluation of Data Analysis and Implementation Guidelines for AB 1705	18	Consent
*#111.06 F24 Clarify the Rules Around Special Elections	25	Consent

#101.07 F24 Delay Public-Facing Implementation of Common Course Numbering Until Transfer Agreements Are Established	10	No objection, Pass by Consensus
*#105.07 F24 Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705	19	Consent
*^105.07.01 F24 Amend F24 Negative Impacts on Equity and Inclusion in Relation to California Community Colleges Chancellor's Office Guidance on AB 1705	20	Consent
#101.08 F24 Phase-Out Process for Courses that Lose Course-to-Course Articulation	10	Yea, Pass 97%
#101.09 F24 Use CCN Templates for CCC System Level Transferability and General Education (Cal-GETC) Review and Approval	11	Yea, Pass 94%
*#101.10 F24 Develop Clear Guidelines for Transferability and Articulation Processes	12	Consent



Charter for Transfer Advisory Committee

August 2023 – June 2024

This Charter is established between the Transfer Advisory Committee and the Student Support Council to structure the process and planned outcomes included herein during the 2023-2024 academic/calendar year(s).

Purpose

The purpose of the Transfer Advisory Committee is to support Norco College's transfer mission. The committee works in conjunction with the Transfer Center to ensure students receive accurate and up-to-date academic and transfer information, to identify and remove barriers faced by transfer students, and to develop strategies to support student success. Lastly, the Workgroup will review the Transfer Center plan to ensure it complies with the requirements of Title 5.

Charge

The Transfer Advisory Committee is primarily responsible for efforts associated with the listed Educational Master Planning objective below:

- Objective 2.4: Increase number of transfers 15% annually

The Transfer Advisory Committee is responsible for supporting the Educational Master Planning Objectives Below:

- Objective 3.1: Reduce the equity gap for African American students by 40%
- Objective 3.2: Reduce the equity gap for Latinx students by 40%
- Objective 3.3: Reduce the equity gap for Men of Color students by 40%
- Objective 3.4: Reduce the equity gap for LGBTQ+ students by 40%
- Objective 3.5: Reduce the equity gap for Foster Youth students by 40%
- Objective 7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.

Guiding Principles and Assumptions

The guiding principles of the Transfer Advisory Committee is to comply with Title 5 guidelines to hold advisory committee meetings in support of the Transfer Center. The advisory group will work to increase transfer rates, close equity gaps, and to support efforts of Norco College's transfer mission.

Scope & Expected Deliverables

The Transfer Advisory workgroup includes representation from the college and transfer institutions. The goal is to collaborate twice a semester to discuss the Transfer Center Plan, transfer trends, updates on transfer policies and timelines, student achievement, and progress/outcomes on plan activities and objectives.

- Revise and review the Transfer Center Plan
- Work in conjunction with the Transfer Center to develop and promote transfer activities
- To utilize transfer and equity data to inform student-focused activities
- Review and revise expected deliverables as needed to meet identified student needs
- Provide easy access to clear, accurate, and cohesive transfer information
- Identify barriers associated with applicant admits and transfer gaps.

Membership

This workgroup is composed of Norco College classified professionals, faculty, administration, students, and university personnel. Members of the community and campus stakeholders are welcome to participate in Transfer Advisory committee meetings.

All Transfer Center employees will serve as members of the Transfer Advisory Committee; Classified professionals representing counseling, evaluations, and student equity populations (i.e. UMOJA, MoC, Foster Youth, Unity, etc.). In addition campus administration, counseling faculty, academic faculty, and university personnel will be asked to serve as members.

Meeting Time/Pattern

The Transfer Advisory committee will meet a maximum of two times every Fall and Spring semester. Zoom and in-person options will be available. Each meeting will be planned for approximately two hours.

Roles of Chairs and Members

The Transfer Center Educational Advisor will serve as the facilitator of the Transfer Advisory Committee. The facilitator will be responsible for adherence of the workgroup charge and meet Title 5 requirements for the development and facilitation of the Advisory workgroup. The facilitator is responsible for preparing agendas, and leading workgroup meetings.

Each member is recognized as experts in their fields, with critical perspectives relevant to the charge of the Transfer Advisory workgroup. Members can help achieve the charter deliverables through active participation, brainstorming, and regular attendance. During meetings, members will bring the perspectives of their constituent groups and engage in effective dialogue with the intention on finding student-centered solutions to all issues that come before the advisory group.

Meeting Procedures and Expectations

Members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

APC Faculty Replacement Hires

APC has approved replacement hires for the following positions:

- English (One position)
- Kinesiology (One position)
- Math (Two positions)

Proposed New Language INCOMPLETE Grades
(approved by APC 11-8-24)

A student may request an Incomplete who is currently passing the class under the following circumstances: verifiable illness, emergency, or verifiable work conflict. Incomplete Students are not to re-enroll for a course in which a grade of "I" has been recorded. A grade of "I", indicating incomplete work, is assigned to a student who has attended class but, because of a documented emergency in the last quarter of the term, fails to complete required course work. The grade of "I" may be given only

(1) when the student is passing the course at the time an illness or emergency arises; (2) when the student does not have excessive unexcused absences; and
(3) when the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades. The condition for removal of the 'I' shall be stated by the instructor on the Incomplete Contract. Students receiving an Incomplete ('I') may print out the Incomplete Contract on MyPortal/WebAdvisor at www.rcc.edu. Students have up to one year to complete an incomplete or the grade will become an 'F' or whatever grade the instructor puts on the Incomplete Contract form.

*APC is asking Academic Senate to endorse this language then bring it forward to the District Academic Senate for them to approve replacing the existing language.

A student may request an Incomplete grade (denoted on transcripts as "I") in a course under the following circumstances: verifiable illness, emergency, or verifiable work conflict. An Incomplete can be assigned to a student who regularly attends class but (because of a documented illness, emergency, or work conflict in the last quarter of the term) fails to complete required course work. An Incomplete may be given in a course only when:

(1) the student is receiving a passing at the time the illness, emergency, or work conflict arises;
(2) the student does not have excessive unexcused absences; and
(3) the only work unfinished by the student is the final exam or a final major project.

An Incomplete grade is not intended to give students with poor grades additional time to improve their grade in a course. The conditions for removal of the 'I' shall be stated by the instructor on the Incomplete Contract Form. Students shall have up to one year to make up an Incomplete grade, or the Incomplete shall revert to the grade the instructor listed on the Incomplete Contract form. Students shall not be allowed to re-enroll in a course in which an Incomplete is active. Students who have received an Incomplete may print out their Incomplete Contract Form on MyPortal/WebAdvisor at www.rcc.edu.

*APC is asking Academic Senate to endorse this language then bring it forward to the District Academic Senate for them to approve replacing the existing language.



Academic Planning Chairs

2024-2025 Fall

This Charter is established between the Academic Planning Chairs and the Academic Senate to structure the process and planned outcomes included herein during the 3-year period beginning in the 2024- academic/calendar year. (Councils = 5-year Charter; Committees, Project Teams, Workgroups, etc. = 1-year Charter)

Purpose

The Academic Planning Chairs is a three-year committee that will guide continued implementation of the work of the Academic Senate and academic departments; lead planning and implementation of work outlined by the Educational Master Plan; assess, rank and recommend annual departmental resource requests; provide recommendations to the Academic Senate on matters pertaining to faculty resource allocations, programming, course offerings, new program/discipline creation and all other matters related to faculty led academic programming; and facilitate communication to the Academic Senate on areas for implementation and improvements.

Charge

The charge of this committee is to coordinate and facilitate the direct efforts of the following areas of the Educational Master Plan:

EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average

EMP Goal 3: Close All Student Equity Gaps

EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

7.1 Develop comprehensive breadth of academic programs

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs

7.3 Develop and implement plan for noncredit and noncredit- enhanced programming

7.5 Add capacity to existing disciplines with a demonstrated need.

- Facilitate and monitor efforts of the 10+1 as requested by the Academic Senate where they pertain to course offerings, planning, professional development and budget.
- Guide, facilitate and monitor course offerings for their specific departments, programs and/or disciplines.
- Guide, facilitate and participate enrollment management opportunities.
- Participate and report to the Academic Senate; regularly report to Academic Council, College Council the efforts of the Committee
- Provide annual recommendations to the Academic Senate for faculty hiring and resources.
- Communicate broadly to faculty pertaining to faculty, departmental and discipline matters.

Guiding Principles and Assumptions

The Academic Planning Chairs are the primary contact between the Academic Senate, including 10+1 matters, enrollment management, faculty hiring, grading policies, resource allocation; the Faculty Association Agreement on the responsibilities of Chairs; and the College Administration. These entities provide clear guidance for the duties, assignments and responsibilities of the Department Chairs. The Academic Planning Chairs collaboratively work to synthesize those needs into unified guidance and recommendations. Primary assumptions are that the Academic Planning Chairs are faculty leaders and are a sub-committee to the Academic Senate with explicit responsibilities outlined by the Faculty Association agreement.

Scope & Expected Deliverables

EMP Goal 1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)

EMP Goal 2.3 Decrease AA degree unit accumulation from 88 to 74 total units on Average

EMP Goal 3: Close All Student Equity Gaps

EMP Goal 7 (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

7.1 Develop comprehensive breadth of academic programs

7.2 Develop Career & Technical Education programs and industry credentials related to regional needs

7.3 Develop and implement plan for noncredit and noncredit- enhanced programming

7.5 Add capacity to existing disciplines with a demonstrated need.

Each year, this group will,

- Collaborate with Academic Senate, Academic Council and Student Services Council regarding departmental, programmatic, and discipline needs.
- Assist with guiding the efforts of Guided Pathways and Equity within the departments, programs, and disciplines.
- Assess, report and review using the survey of effectiveness.
- Guide, assess, evaluate, and advise the course offerings and program planning to support Guided Pathways and Equity efforts.
- Coordinate and facilitate the responsibilities outlined for the chairs by the Faculty Association agreement.
- Communicate regularly with the Academic Senate on matters pertaining to faculty coordination, resource recommendations (hiring), and resource recommendations (purchasing).

Membership

The Academic Planning Chairs: meetings are open and other expertise may be requested as needed. Each Norco College department votes for representative Chairs, Co-chairs or Assistant Chairs every three years on a rotating cycle.

- Chair of Chairs
- Dean of Instruction, Business & Management, Applied Technology & Apprenticeship and Public Services
- Dean of Instruction, Arts & Humanities and Social & Behavioral Sciences
- Dean of Instruction Natural Sciences, Health & Kinesiology, and Math, Engineering, Computer Science and Game Development

Membership

- **Department Chairs from the following:**
- School of Natural Sciences, Health & Kinesiology
- School of Math, Engineering, Computer Science & Game Development
- School of Visual and Performing Arts
- School of Communication, Humanities & Languages
- School of Social & Behavioral Sciences
- School of Business and Management
- School of Applied Technologies & Apprenticeships
- School of Human and Public Services
- Guidance Department

Meeting Time/Pattern

The Committee meets monthly on the second Friday at 8:30 AM. The Committee may also meet as needed throughout the semester for particular items. Resource Allocation meetings are to be held in October of each academic year. Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Chair/Co-Chair(s) are accountable to Academic Senate to ensure continuity of dialogue between governance tiers. (Co-)Chairs are responsible for preparing agenda and facilitating meetings of the Academic Planning Chairs based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Academic Planning Chairs that can help to achieve the Academic Planning Chairs' charter deliverables relevant to the strategic charge, Academic Senate 10+1 and Faculty Association Chair Duties. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Academic Planning Chairs. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Academic Senate, Academic Council and peers with the intention of finding consensus on all issues that come before the Academic Planning Chairs.

Representative members will be chosen to represent the body at the Student Services Council Meeting, Academic Senate, and Academic Council. All governance entities must specify within this Charter how information will be disseminated to representative/constituency groups. In each of the five Councils, it is recommended that a chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of

Meeting Procedures and Expectations

the group forward. Either minutes or notes are taken to record the group's progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.



Charter for Library & Academic Support Committee

2023 – 2025

This Charter is established between the Library & Academic Support Committee and the Academic Senate to structure the process and planned outcomes included herein during the 2023-2025 academic years.

Purpose

The purpose of the Library & Academic Support Committee is to facilitate discussion and feedback on Library and Learning Center resources, services, workshops, and events to ensure that they optimally support academic programs at the college and are of sufficient quantity, currency, depth, and variety.

The mission of the Library & Academic Support Committee is to serve as an active and collaborative forum to foster student success, strategic planning, and sustained continuous improvement of the academic support services in the Library, the Learning Resource Center, and the Writing & Reading Center through recommendations aligned with the Norco College mission.

Charge

The Library & Academic Support Committee is primarily responsible for assessing and coordinating the following Educational Master Planning goal and corresponding objectives:

Goal 7 (Programs): *Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.*

- **Objective 7.6:** Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- **Objective 7.7:** Build and support academic support services to improve student success.

Guiding Principles and Assumptions

The Library & Academic Support Committee is a standing committee of the Academic Senate. The faculty Co-Chair provides regular reports at meetings of the Norco College Academic Senate.

The following Accreditation Standard guides the discussions of the Library & Academic Support Committee:

Standard 2.7: The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

The following California Education Code guides Library operations and provides context for the Library & Academic Support Committee:

California Education Code - 78103 (Librarian On Duty): The libraries shall be open for the use of the faculty and the students of the community college district during the day. In addition, the libraries may be open at other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of academic personnel.

Equity

The Library and Academic Support Committee addresses equity by ensuring students have access to resources, services, events, and inclusive environments that contribute to their academic success and persistence.

Scope & Expected Deliverables

The Library and Learning Resource Center and all associated services, resources, and activities fall under the purview of the Library & Academic Support Committee.

As a standing committee of the Academic Senate, this committee is subject to the Brown Act and develops and posts agendas and minutes accordingly.

The Library & Academic Support Committee reviews quantitative and qualitative assessment data aligned with service area outcomes and documents actions for improving Library and Learning Center resources, events, and services.

Each academic year, the Library & Academic Support Committee evaluates the efficacy of its planning and decision-making processes through the Survey of Effectiveness. The Library & Academic Support Committee forwards recommendations for improvement to the Academic Senate in the form of an executive summary that analyzes the results of the Survey. The Academic Senate provides feedback on the executive summary and takes action on the Library & Academic Support Committee recommendations.

Membership

The Library & Academic Support Committee is comprised of representatives from all constituency groups across the college. These representatives are assigned or appointed by their respective representative bodies, based ideally on expertise, title, or functional area of responsibility that aligns with the charge of the committee. Membership to the committee needs to be sustained by missing no more than 1 meeting within a given semester.

An example of the membership might include the following individuals:

- Faculty Co-Chair – Librarian
- Administrative Co-Chair – Dean of Library & Learning Resource Center
- Faculty Members
- Classified Professional Members
- Student Members

All members are voting members.

Meeting Time/Pattern

The Library & Academic Support Committee meets during the Fall and Spring terms on the second Tuesday of the month from 12:50-1:50 pm (in person).

Roles of Chairs and Members

The Co-Chairs are accountable to the Academic Senate to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing the agenda and facilitating meetings of the Library & Academic Support Committee based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Library & Academic Support Committee that can help to achieve the charter deliverables (and relevant strategic charge). Members are expected to attend and actively participate in all meetings, deliberations, and decision-making processes of the Library & Academic Support Committee. While representing the perspectives of the constituency group to which they belong, members are expected to engage in effective dialogue with Library & Academic Support Committee peers, with the intention of finding consensus on all issues that come before the committee.

Meeting Procedures and Expectations

The Chairs and members of this governance entity will adhere to meeting and governance best practices as follows:

- Meeting agendas are issued at least 72 hours in advance of meeting times.
- Agenda items are sent to the Co-Chairs by 5:00 pm on the Thursday before a scheduled meeting.
- Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward.
- Minutes are taken and posted online to record the group's progress.
- Members endeavor to:
 - Appropriately prepare for meetings based on the meeting agenda.
 - Arrive promptly and stay for the duration of entire meetings.
 - Participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations, and, where appropriate, distinguish between constituency versus college-wide perspectives.
 - Welcome all ideas, interests and objectives that are within the scope of the charter.
 - Actively listen, to engage in respectful and constructive dialogue.
 - Work with a spirit of cooperation and compromise, leading to authentic collaboration.
 - Move forward once a consensus-based decision has been made.
 - Continue to progress with the members who are present at each meeting.
 - Follow through on tasks that are committed to outside of scheduled meetings.



2024 Department Re-organization

Monica L. Green, Ed.D.
President



Streamlining resources & enhancing
collaboration to create a more
cohesive learning environment.



Aligning with Our Mission

Norco College continues to prioritize our goals in student access, student success, and student equity to inform and guide college strategic planning and resource allocation. In the last three years the college has undergone several structural and organizational changes to advance this work.



The Why

The college seeks to bring the college organizational structure into greater alignment in support of our goals in equitable student achievement. Adoption of Strategic Enrollment Management (SEM) Plan brings operational alignment to our strategic goals emphasizing student support through their entire journey.



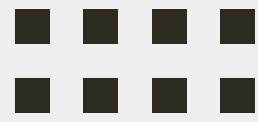
Holistic Student Support

Academic Counseling & Career Development

Career Academic Pathways Schools

CAP Hour

Continued Equity Integration & Programming



Divisional Strategic Focus

**Vice President,
Academic Affairs**

**Vice President,
Planning &
Development**

**Vice President,
Student Services**

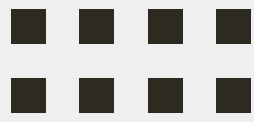
**Vice President,
Business Services**

**Academic
Programming &
Enrollment
Management**

**Equity &
Institutional
Effectiveness**

**Scaling
Comprehensive
Student Support &
Access**

**Physical & Fiscal
Resources
Management**



Department Shift

DEPARTMENT	FROM	TO
Dean, Special Funded Program	Student Services	Planning & Development
Dean, Technology & Learning Resources	Academic Affairs	Student Services



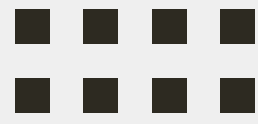
Department Shift Rationale

Library & Academic Support

- Standard of Care Model includes Counseling, Educational Advisors, and Tutors for student success.
- Enhanced collaboration enables strategic, integrated support services for all students.
- Librarians and Counseling join to support Career and Academic Pathways across divisions.
- Student Services leads scaling of the Standard of Care model.
- Writing and Reading Center stays under Dean of Instruction.

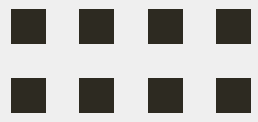
Special Funded Programs

- Reorganization consolidates programs for disproportionately impacted students into one division for collaboration and capacity building.
- Planning and Development lead equity and institutional effectiveness efforts.
- Aligning equity affinity and special funded programs enhances collaboration, access, and resource efficiency.
- Equity affinity programs share many of the same students.
- Leverage capacity for personalized services to close success gaps.



Program Shift

PROGRAM	FROM	TO
Athletics	Dean, Student Life	Dean of Instruction
MESA	Dean of Instruction	Dean of Equity, Inclusion, & Engagement
TRIO (SSS)	Dean, Equity	Dean, Special Funded Programs
TRIO (UB)	Dean, Enrollment	Dean, Special Funded Programs
Disability Resource Center	Dean, Special Funded Programs	Dean, Student Services



New Programs

College Corps

Dean of Student Life

Title V

Dean of Student Services

Timeline

October 2024

- Divisional Administrative Meetings (Completed)

November 2024

- Bargaining Units & Academic Senate Standing Meetings | **Nov 7-12**
- Management Meeting | **Nov 13**
- Academic Senate Meeting | **Nov 18** (Information Item)
- Leadership Council Meetings | **Nov 21** (Information Item)

December 2024

- College Council | **Dec 5** (Information Item)

January 2025

- Implementation | **Jan 2**

Questions?

Monica L. Green, Ed.D.
President



NORCO
COLLEGE

STRATEGIC PLANNING & GOVERNANCE MANUAL (SPGM)

HIGH LEVEL OVERVIEW



NORCO
COLLEGE

OVERVIEW OF THE STRATEGIC PLANNING AND GOVERNANCE MANUAL (SPGM)



SPGM Highlights

This presentation summarizes the SPGM with a focus on:

- Key Performance Indicators (KPIs) and Objectives
- Institutional Procedures
- Governance Manual

Key differences between the 2025 and 2030 plans are highlighted.

SPGM Organization

Organized into three (3) Parts for ease of content access:

- **Part 1: Planning Overview** – provides an overview of the strategic planning process and context for planning.
- **Part 2: 2025-2030 Strategic Plan** – represents our five-year plan for meeting our Educational Master Plan goals with updated KPIs/Objectives and institutional procedures.
- **Part 3: Governance Manual** – defines the structure and roles in governance to ensure participation in decision-making and institutional effectiveness.

SPGM REVISION GOALS

The following aspirations represent the desired revisions to the SPGM by the IEGC Workgroup. They are not meant to be exclusive.

1. Establish clear and effective procedures for updating and revising the governance manual.
2. Generate clear and concise language in a format that is user-friendly and accessible.
3. Clarify decision-making procedures through clear and effective governance processes and definitions.
4. Improve our institutional effectiveness timeline to ensure continuous improvement.
5. Ensure strategic alignment with college, district, State Chancellor's Office, and ACCJC priorities that connects processes to equitable student outcomes.
6. Communicate broadly and specifically to ensure knowledge sharing.



REVIEW & FEEDBACK GUIDANCE



Guiding Principles

Please do not worry about spelling, grammar, and punctuation.

Do not feel limited by the guiding review questions.

Please keep the following principles in mind as you review:

- Inquiry
- Innovation
- Collaboration
- Transparency
- Inclusivity
- Equity

Overall Structure and Flow

Engage in a high-level review of the overall document with focus on the table of content, section headers, and section introductions. Evaluate the structure and flow of the document. As part of your feedback, please consider the guiding questions below:

- Does the overall structure and flow of the document make sense? If not, what changes do you recommend?
- Does the format of the document seem user-friendly and accessible?
- Are any major components missing? (gaps)
- Do any sections seem duplicative or unnecessary? (excess)
- Should any sections be rearranged? (organization)
- Are any parts confusing?



PART 2: 2025-2030 STRATEGIC PLAN

STRATEGIC GOALS & INSTITUTIONAL PROCEDURES



2030 GOALS

- ❖ Differences between 2025 and 2030 KPIs:
 - 2030 KPIs are more streamlined and measurable.
 - Greater emphasis on eliminating equity gaps.
 - Focus on living wage career alignment.
 - Clearer targets for enrollment and course success.



2030 GOALS: KPI'S & OBJECTIVES

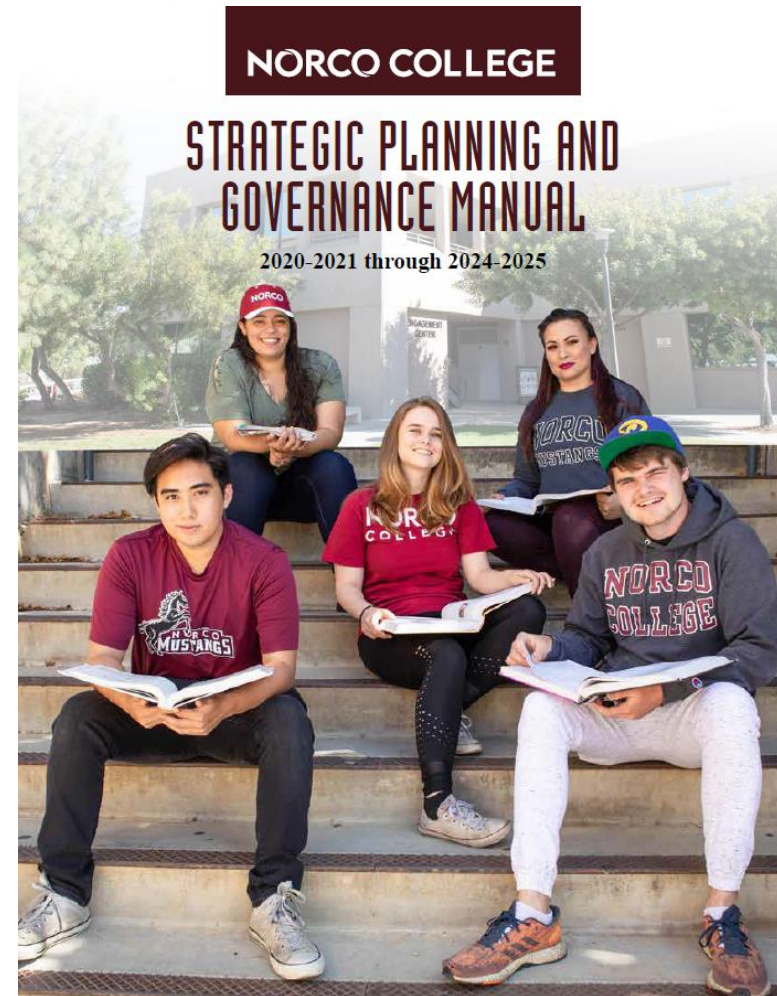
2030 EMP Goals	2030 Objectives	2030 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1
	1.2 Increase annual headcount by 3% annually	2
	1.3 Increase course success rate by 5% by 2030	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	4
	2.2 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	5
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	6
	3.2 Eliminate equity gaps for Hispanic/Latinx students	7
Goal 4: (Professional Development) Implement Professional Development Around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that supports equitable student outcomes	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	8
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	Discontinued (completed/unmeasurable)	

2030 GOALS: KPI'S & OBJECTIVES

2030 EMP Goals	2030 Objectives	2030 KPIs
<i>Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs</i>	Discontinued (completed/unmeasurable)	
<i>Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college</i>	8.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement	
	8.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making	
<i>Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture</i>	See 4.1	
<i>Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts</i>	10.1 Leverage facilities funding to maximize local project funding availability	
	10.2 Implementation of Sustainable Campus Components	
	10.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success	
	10.4 Enhance transportation infrastructure	
<i>Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1 Coordination with RCCD to establish a Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission	
	12.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement	

INSTITUTIONAL PROCEDURES - DIFFERENCES

- ❖ Differences between 2025 and 2030 Procedures:
 - Increased emphasis on data-driven decision-making.
 - Clearer timelines for evaluations and updates.
 - Enhanced alignment with Norco College's mission and goals.



INSTITUTIONAL PROCEDURES – EXAMPLE

Document Control and Revision Procedures

Purpose: To ensure the Norco College community has access to and is notified of updates and changes to the Strategic Plan and Governance Manual to quality, integrity, and transparency.

Scope: The procedures involved in making updates and revisions to the Strategic Plan and Governance (SPGM) Manual and revision control procedures.

Timeline: Throughout the 5-year SPGM, any governance entity may request updates or changes to the document via the instructions provided.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs, who will initiate and facilitate the document control and revision procedures.

Instructions:

1. Content Update Request: Members of any governing entity identify procedures or content that requires a revision or update in the SPGM
2. Submit for Review: A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which will be maintained by the IEGC Meeting Recorder.
3. Draft Revise: IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.
4. Submission of Track Changes: The requestor will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.
5. Approval: The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.
6. Revision Control: Once revision and updates are approved in IEGC, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.

REVIEW & FEEDBACK GUIDANCE

Part 2: 2025-2030 Strategic Plan

Engage in a deeper review of Part 2: Strategic Plan with focus on language and content. Evaluate the quality, accuracy, clarity, relevance, appropriateness, etc. of the institutional metrics, procedures, and decision-making processes.



- ❖ Do subsections within Part 2: Strategic Plan provide enough detail to fully describe the intended process?
- ❖ Do subsections within Part 2: Strategic Plan use language that is clear and concise?
- ❖ Does Part 2: Strategic Plan establish a clear and effective procedure for updating and revising the governance manual?
- ❖ Does Part 2: Strategic Plan establish a clear and effective procedure to communicate strategic planning information broadly and specifically to ensure knowledge sharing?
- ❖ Do you have recommendations on ways to improve any processes/procedures described in Part 2 (timeline, process flow, etc.)?
- ❖ Are any important metrics, institutional procedures, or decision-making processes missing? (gaps)
- ❖ Do any details or processes/procedures in Part 2 seem duplicative or unnecessary? (excess)
- ❖ Are any parts confusing?



NORCO
COLLEGE

PART 3: GOVERNANCE MANUAL



GOVERNANCE MANUAL - DIFFERENCES

- ❖ Differences between 2025 and 2030 Governance:
 - More specific guidelines for consensus building.
 - Introduction of electronic voting protocols.
 - Enhanced clarity and transparency in decision-making.



GOVERNANCE MANUAL - EXAMPLE

Charter Requirements

Charters at Norco College serve two purposes:

- ❖ Charters serve as a central location for basic information about each Council and Committee.
- ❖ Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:

- ❖ Name of Council/Committee
- ❖ Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- ❖ Meeting Schedule
- ❖ Chair/Co-Chairs (include constituent group when relevant)
- ❖ Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
- ❖ Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ❖ Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- ❖ Edition Date: date of their most recent revision and dates of previous versions of the charter.
- ❖ Support Staff: support staff assigned to the Council/Committee

Name of Council/Committee
Description (25-50 words):
Meeting Schedule:
Chair:
Membership:
Key Performance Indicators/Goals:
Equity Focus:
Edition Date:
Support Staff:

REVIEW & FEEDBACK GUIDANCE

Part 3: Governance Manual

Engage in a deeper review of Part 3: Governance. In particular, consider clarity of governance procedures and accessibility to newer employees or individuals outside the college. Also consider to what degree the proposed governance procedures seem necessary or helpful for the effective operation of the college.

- ❖ Identify any proposed governance procedures or elements that are unclear.
- ❖ Identify any proposed governance procedures that seem burdensome or unnecessary.
- ❖ Are there any gaps or areas of standard college operations that should be included or more thoroughly described? For example, should the Governance Manual provide guidance on social media usage?
- ❖ In what ways is the Governance manual user-friendly and accessible? In what ways is the governance manual overly complex or hard to use or apply?



CONCLUSION

- ❖ The 2030 Strategic Plan refines the goals of the 2025 plan with a focus on:
 - Streamlined KPIs for measurable progress.
 - Enhanced institutional procedures for continuous improvement.
 - Stronger governance for participatory and transparent decision-making.
- ❖ The changes aim to ensure Norco College's mission of student success and equity.





NORCO
COLLEGE



QUESTIONS?

Your IEGC workgroup team is proud to share the first draft of our 2025-2030 norco college SPGM first draft. All college staff are encouraged to provide feedback to strengthen and finalize our draft. Your voice is needed to ensure the accuracy and completeness of our strategic plan and governance manual!

Do not hesitate to reach out to your Institutional Effectiveness & Governance Council Co-chairs, Ashlee Johnson, Tenisha James, and Alex Spenser, should you have any questions or concerns.

Thank you,
Ms. Ashlee Johnson – IEGC Faculty Co-chair
Dr. Tenisha James – IEGC Co-chair
Mr. Alex Spenser - IEGC CSEA Co-chair

This is the page the Faculty complete.

Early Alert Roster

Column descriptions:

- Tutor = Tutoring help needed.
- Counsel = Student needs to meet with Counselor.
- Basic = Need basic skills help. (Reading, Math, English)
- Instr = Student needs to see Instructor
- Perform = Student's performance is NOT satisfactory.
- Attend = Student's attendance is NOT satisfactory.

Select "Yes" from the drop-down if it applies to the student. The default is NO if left blank.

Class Name BIO-1-44828
Title General Biology
Location Riverside City Campus
Term Spring 2007
Instructor Julie Crippin

Student	ID	Tutor	Counsel	Basic	Instr	Perform	Attend
Alarid, Nicole R.	1902089	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alcantar, Alex V.	1869297	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anderson, Harold D.	1877046	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Help for the Early Alert Roster (XWEA) Form Overview

Early Alert Roster

Click on a question to go to a response.

[What is this Early Alert Roster for?](#)

[What do the column descriptions mean?](#)

[How do I fill out this form?](#)

[What if students haven't received any grades in the course yet?](#)

What is the Early Alert Roster for?

The Early Alert Roster is provided to you from the Matriculation Office as an aide in assisting those students who are showing signs of early academic difficulty in your class. This program provides a letter to the students with their progress and the services you recommend for them.

The letter encourages the students to take advantage of the recommendations and advises the students to not drop any class(es) prior to discussing it with their instructor(s).

[Back to Top](#)

What do the column descriptions mean?:

The columns on the Early Alert Roster have been created to allow you six areas of recommendation for the student.

Column	Description
Student	Name of student enrolled in your class
ID	RCC ID number of the student.
Tutor	By selecting "YES" in this column, you are indicating that the student could <i>benefit from tutoring</i> .
Counsel	By selecting "YES" in this column, you are indicating that the student could <i>benefit from meeting with their Counselor</i> .
Basic	By selecting "YES" in this column, you are indicating that the student could <i>benefit from basic skills help in either Reading, Math or English. The student will receive a recommendation to make a counseling appointment</i> .
Instr	By selecting "YES" in this column, you are indicating that the student could <i>benefit from meeting with you</i> .
Perform	By selecting "YES" in this column, you are indicating that the student's <i>performance in the classroom is unsatisfactory</i> .
Attend	By selecting "YES" in this column, you are indicating that the student's <i>attendance has been unsatisfactory</i> .

[Back to Top](#)

To fill out this form:

Simply select "YES" from the drop-down in the column that has the recommendation you would like the student to see. For explanation of the columns, please see above. Once you've filled out the form, there is a check box at the bottom of the page that you must check in order to process your Early Alert roster.

[Back to Top](#)

What if students haven't received any grades in the course yet?

We do not expect you to be able to grade students this early in the semester. We are asking that you help us identify those students who are showing early signs of academic difficulty (i.e. difficulty reading text book, poor writing skills, not submitting assignments, etc.) early in the term because by the time grades are available, too much time has passed and we want them to get the information in time to help students succeed.

[Back to Top](#)

When do students receive an early alert notification?

Students receive an early alert email the day after the instructor submits the Early Alert form on WebAdvisor.

Norco College Message Templates

[Tutoring, Counseling, Instructor, Performance & Attendance boxes all checked]

Dear Joseph Sinz,

I am concerned about your progress in ADJ-E1A-27797. I am committed to assisting in your success and I ask that you do the following:

***Schedule an appointment with me to discuss your performance and attendance. Please check your syllabus for my contact information.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor.

***Schedule a counseling appointment. Go to www.norcollege.edu/services/counseling to schedule an appointment.

Be sure to schedule your appointment(s) within the next two weeks.

Sincerely,

Geoffrey Raya

[Tutoring, Counseling, & Attendance boxes checked]

Dear Joseph Sinz,

I am concerned about your progress in ADJ-E1A-27797. I am committed to assisting in your success and I ask that you do the following:

***Schedule an appointment with me to discuss your attendance. Please check your syllabus for my contact information.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor.

***Schedule a counseling appointment. Go to www.norcollege.edu/services/counseling to schedule an appointment.

Be sure to schedule your appointment(s) within the next two weeks.

Sincerely,

Geoffrey Raya

[Tutoring, Counseling, Instructor & Performance boxes checked]

Dear Joseph Sinz,

I am concerned about your progress in ADJ-E1A-27797. I am committed to assisting in your success and I ask that you do the following:

***Schedule an appointment with me to discuss your performance. Please check your syllabus for my contact information.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor.

***Schedule a counseling appointment. Go to www.norcollege.edu/services/counseling to schedule an appointment.

Be sure to schedule your appointment(s) within the next two weeks.

Sincerely,

Geoffrey Raya

[Tutoring, Counseling & Instructor boxes checked]

Dear Joseph Sinz,

I am concerned about your progress in ADJ-E1A-27797. I am committed to assisting in your success and I ask that you do the following:

***Schedule an appointment with me. Please check your syllabus for my contact information.

***Schedule a tutoring appointment at 951-372-7143. Library, First Floor.

***Schedule a counseling appointment. Go to www.norcollege.edu/services/counseling to schedule an appointment.

Be sure to schedule your appointment(s) within the next two weeks.

Sincerely,

Geoffrey Raya

Professional Growth and Sabbatical Leave Committee

November 12, 2024

Liaison Report Submitted by: Sara Nafzgar

I. BP/AP Workgroup Updates

- a. The committee last met October 21, 2021 to review BP/AP 2000. Since that time, revisions were made and it was updated June 21, 2022. An updated packet, with the last set of revisions, is being reviewed by General Counsel.
- b. AP 6160[A] is still in the vetting process and has not yet been finalized.

II. Degrees/Coursework from International Universities

- a. Foreign degree transcripts must be reviewed by a foreign degree evaluation organization, such as NACES, and provided to PG&SL/HRER for transcript equivalent, which that information will then be used to evaluate the equivalent education degree/units from an employee.
- b. This also applies to candidates applying for positions at RCCD.

III. Future Meeting Dates

- a. Fall 24: December 3, 2024 (in person)
- b. Spring 25: March 4, 2025; April 1, 2025; May 20, 2025; June 3, 2025

IV. Course Approval, Reclassification, Sabbatical

- a. **Please note:** AP6160[A] states that Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating professional growth activities, and must have preliminary approval of that plan to ensure it meets the necessary District requirements and criteria for professional growth and unit allocation.
- b. **Reclassification for pay purposes is not retroactive** with respect to the date of completion of the course work or approved activity, or the submission of verification of completed course work or approved activity.
- c. **The information to be provided to Education Services for the PG&SL Committee's review is as follows:**
 - i. **Course Approval Requests**
 - ii. **A complete Plan for Professional Growth – Full Time Faculty (Certificated)**
form: https://rccd.edu/admin/ed_services/pgsl/documents/growth/Professional_Growth_Course_Approval.pdf
 - iii. (Please note: All fields listed on the form must be complete including the start and end dates of course work. **All quarter units must be converted to semester units.**)
 - iv. **A letter to the committee regarding the Professional Growth Option.** In your letter, please address the following:

- v. What option for Professional Growth are you requesting [AP6160\[A\]](#) Section II.A-D. Provide detailed information pertaining to the selected option.
- vi. How does the plan meet the specific District requirements and criteria for professional growth as outlined in [AP6160\[A\]](#)?
- vii. If selecting course work; how are the courses directly related to your FSA and/or how would the plan enhance and further your ability to perform in your planned area of expertise?
- viii. **A copy of the complete course descriptions for all courses.**

V. Reclassification Requests

a. A complete Request for Reclassification

Form: [Salary Reclassification Form.pdf \(rccd.edu\)](#) (Please note: All fields listed on the form must be complete including the start and end dates of course work. All quarter units must be converted to semester units.)

b. A copy of your letter from the PG&SL Committee approving the coursework.

c. Electronic Official Transcripts: An official, electronic, set of your transcripts may be sent directly from the academic institution to the Administrative Co-Chair at Lijuan.Zhai@rccd.edu.

d. For additional information please click on the following link(s), or feel free to contact me if I may be of further assistance:

- e. PG&SL: [Professional Growth & Sabbatical Leave \(rccd.edu\)](#)
- f. [AP6160\[A\]: 6160A \(rccd.edu\)](#)

VI. Requests for Sabbatical Leave: Facilitated by the District Academic Senate, Faculty Association and PG&SL Committee.

a. Deadline Date(s):

- i. **March 15th of the current academic year** for the following academic year and/or the Fall semester only of the next academic year.
- ii. **May 15th of the current academic year** for the Spring semester only of the next academic year.