

# ASCCC Resolutions from Committees

Draft 2: Discussion September 30 Executive Committee Meeting

## General Education in the California Community College System Paper

Whereas, There are multiple general education patterns established to meet requirements for California community colleges students who are seeking to earn an associate degree, baccalaureate degree, or transfer eligibility;

Whereas, Policies and practices regarding general education align directly with the 10+1<sup>1</sup> areas of the Academic Senate for California Community Colleges, including curriculum, degree and certificate requirements, standards or policies regarding student preparation and success, and require collegial consultation with local academic senates;

Whereas, Legislation, including AB 1460 (Weber, 2020)<sup>2</sup> and AB 928 (Berman, 2021),<sup>3</sup> the expansion of the California community college baccalaureate programs AB 927 (Medina, 2021),<sup>4</sup> the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC),<sup>5</sup> and the new California community colleges ethnic studies graduation requirement<sup>6</sup> will require colleges to re-examine local general education policies and practices; and

Whereas, As local academic senate leaders and other practitioners look to Academic Senate for California Community Colleges publications to support local decisions and discussions on academic and professional matters, resources need to be up to date to reflect the current status of general education;

Resolved, That the Academic Senate for California Community Colleges develop resources such as a paper or guidebook on General Education in the California Community College System by the 2024 Spring Plenary Session.

Contact: Ty Simpson, San Bernardino Valley College, Transfer, Articulation, and Student Services Committee

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<sup>1</sup> 10+1 list and title 5 reference can be found on the ASCCC website at [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1).

<sup>2</sup> AB 1460 (Weber, 2020): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200AB1460](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460).

<sup>3</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>4</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>5</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>6</sup> Proposed Revisions to Title 5, Section 55063. Minimum Requirements for the Associate Degree (Ethnic Studies Requirement) can be found on the California Community Colleges Chancellor's Office website on the Board of Governors Meeting Schedule, Minutes and Agendas page under the July 12-13, 2021 tab, agenda item 4.3 attachment located at

[https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/\\$file/revisions-to-title-5-55063-a11y.pdf](https://go.boarddocs.com/ca/cccchan/Board.nsf/files/C44RX3700FBB/$file/revisions-to-title-5-55063-a11y.pdf).

## **Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism<sup>7</sup>**

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02<sup>8</sup> adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement, which directed the ASCCC to "update its vision, mission, and values statements to include anti-racism for consideration by the delegates at the Fall 2022 Plenary session"; and

Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA);

Resolved, That the Academic Senate for California Community Colleges (ASCCC) adopt the ASCCC mission, vision, and values statements that include anti-racism.<sup>9</sup>

Contact: Virginia "Ginni" May, Executive Committee

## **Comprehensive Title 5 Revision to Align Associate Degree General Education with the AB 928-required General Education Pathway**

Whereas, The Intersegmental Committee of Academic Senates created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>10</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>11</sup> for a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California";

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<sup>7</sup> Proposed mission, vision, and values statements can be found at

<sup>8</sup> Resolution S22 01.02 Adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement:

<https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

<sup>9</sup> Proposed mission, vision, and values statements can be found on the ASCCC webpage at

<sup>10</sup> Proposed CalGETC Pathway located on the ASCCC website at

<https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>11</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

Whereas, The California Community Colleges Curriculum Committee (5C) drafted revisions<sup>12</sup> to the language of the California Code of Regulations, title 5, §§ 55060--55064 for the associate degree during the 2021--2022 academic year, yet the specific minimum requirements for general education within an associate degree have not undergone a thorough nor holistic review and update in over 20 years;

Whereas, Recent legislation such as AB 705 (Irwin, 2017),<sup>13</sup> AB 927 (Medina, 2021),<sup>14</sup> AB 928 (Berman, 2021),<sup>15</sup> and AB 1705 (Irwin, 2022),<sup>16</sup> and feedback during the 2022mAcademic Senate for California Community Colleges Curriculum Institute make it clear that it is time for a comprehensive review and update of the California community college general education requirements in CRC, title 5, §55063, and that alignment with the AB 928 (Berman, 2021) requirement of a “singular lower division general education pathway” will streamline and clarify general education pathways to be more easily understood by students, college staff, and the community; and

Whereas, The Academic Senate for California Community Colleges drafted a general education pathway<sup>17</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>18</sup> consistent with the current general education requirements and additional requirements as stated in California Code of Regulations, title 5, §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to amend California Code of Regulations, title 5, §55063(c) and §55063(d) with the Proposed General Education Pathway for the Associate Degree<sup>19</sup> so that the requirements align with the “singular lower division general education pathway” resulting from AB 928 (Berman, 2021)<sup>20</sup>; and

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<sup>12</sup> Proposed revisions to California Code of Regulations, title 5, §§55060-55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the “Introduction and Contact Page” at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>13</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>14</sup> AB 927 (Medina, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB927](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB927).

<sup>15</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>16</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>17</sup> Need a link for the pattern.

<sup>18</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>19</sup> Need a link for the pattern – Will have an updated GE Pathway based on survey results.

<sup>20</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to include any new amendments of California Code of Regulations (CCR), title 5, §§ 55063 along with the proposed amendments to CCR, title 5, §§ 55060--55064 by the California Community Colleges Curriculum Committee<sup>21</sup> and bring to the ASCCC 2023 Spring Plenary Session for consideration by the ASCCC delegates.

Contact: LaTonya Parker, Executive Committee

### **Endorsing the Proposed Singular Lower Division General Education Pathway: CalGETC<sup>22</sup>**

Whereas, AB 928 (Berman, 2021)<sup>23</sup> requires the Intersegmental Committee of Academic Senates establish a "singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California" by May 31, 2023;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) formed a special committee on AB 928 (Berman, 2021) consisting of representatives from ICAS, system administrators, articulation officers, and students that created and recommended the California General Education Transfer Curriculum (CalGETC)<sup>24</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges, the Academic Senate of the California State University, and the Academic Senate of the University of California are vetting the proposed CalGETC among faculty within each system during fall 2022 to gather intersegmental support for and to inform the final determination of the "singular lower division general education pathway" required of the Intersegmental Committee of Academic Senates; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback May through September of 2022 on the proposed California General Education Transfer Curriculum (CalGETC) via a survey that was disseminated broadly through the ASCCC listservs and posted on the ASCCC website home page;

Resolved, That the Academic Senate for California Community Colleges endorse the proposed California General Education Transfer Curriculum (CalGETC)<sup>25</sup> and urge that the California State University (CSU) change the "Lifelong Learning and Self-Development" area to serve as a CSU graduation requirement instead of restricting it to a CSU upper division general education requirement.

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<sup>21</sup> Proposed revisions to California Code of Regulations, title 5, §§55060-55064 may be found on the *California Community Colleges Associate Degree title 5 Comments* survey page in the "Introduction and Contact Page" at <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>22</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>23</sup> AB 928 (Berman, 2021): [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>24</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>25</sup> Proposed CalGETC Pathway located on the ASCCC website at <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

Contact: Virginia "Ginni" May, Executive Committee

## **Support Revisions to Lower Division General Education Requirements for California Community College Baccalaureate Degrees**

Whereas, Resolution S22 9.03<sup>26</sup> called for the Academic Senate for California Community Colleges to work with the California Community Colleges Chancellor's Office to develop a lower division general education pathway specific to California community college baccalaureate degree programs;

Whereas, Current California community college baccalaureate degree students are required to complete either the Intersegmental General Education Transfer Curriculum (IGETC) (34 units) or CSU General Education Breadth (CSU GE Breadth) (39 units) lower division general education patterns as determined locally,<sup>27</sup> which are both in excess of the 27 lower division general education units required for accreditation by the Accrediting Commission for Community and Junior Colleges<sup>28</sup>;

Whereas, The baccalaureate degree lower division general education pattern being proposed was vetted in its first form, which was consistent with current associate degree requirements in California Code of Regulations, title 5, §55063(c)(d), plus the additional units required for the lower division general education of baccalaureate degrees, by baccalaureate degree programs (BDP), BDP articulation officers, and attendees at the baccalaureate degree breakout session at the 2022 Curriculum Institute, and then adjusted for alignment with the proposed singular lower division general education pathway required by AB 928 (Berman, 2021)<sup>29</sup> and proposed associate degree revisions; and

Whereas, Delegates are being asked to support a holistic realignment and revision of the general education required by California Code of Regulations, title 5, §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021),<sup>30</sup> and students would benefit from alignment of all three lower division general education patterns;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to incorporate the proposed lower division general education pattern for California community college baccalaureate degrees into the Baccalaureate Degree Handbook and, as appropriate, into California Code of Regulations, title 5.

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<sup>26</sup> Resolution S22 9.03 Develop Lower Division GE Pathway for CCC Baccalaureate Degree Programs: <https://asccc.org/resolutions/develop-lower-division-ge-pathway-ccc-baccalaureate-degree-programs>.

<sup>27</sup> *California Community Colleges Baccalaureate Degree Pilot Program Handbook* (2016) found at [https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16-BA-Degree-Pilot-Program\\_Final\\_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4](https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Pilot-Program/Files/CCC16-BA-Degree-Pilot-Program_Final_HiRez.pdf?la=en&hash=AE1555C1CFC4D74370C37EAF77F5C3329A6B12A4).

<sup>28</sup> *ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (August 2022) found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

<sup>29</sup> AB 928 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB928](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928).

<sup>30</sup> Ibid.

Contact: Cheryl Aschenbach, Executive Committee

### **Model the Common Course Numbering System and Processes after C-ID**

Whereas, The governor of California approved AB 1111 (Berman, 2021)<sup>31</sup> Common Course Numbering on October 6, 2021, requiring the California Community College system to “adopt a common course numbering system for all general education requirement courses and transfer pathway courses”;

Whereas, The legislature declared in AB 1111 (Berman, 2021)<sup>32</sup> that “C-ID provides a mechanism to identify comparable courses and is a critical step to developing a student-facing common course numbering system”;

Whereas, The Academic Senate for California Community Colleges (ASCCC) collected feedback from faculty statewide via a survey on the ASCCC website homepage<sup>33</sup> as requested during the ASCCC 2022 Curriculum Institute ranging from support to concern about the details; and

Whereas, Previous iterations of common course numbering in California have demonstrated that faculty participation and support are integral to the success and implementation of a common course numbering system as demonstrated by the Academic Senate for California Community Colleges’ established and functioning C-ID Course Identification Numbering System<sup>34</sup> that primarily leverages faculty to drive curricular changes;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers and the California Community Colleges Chancellor’s Office to establish a common course numbering system as required by AB 1111 (Berman, 2021)<sup>35</sup> and to establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.<sup>36</sup>

Contact: Eric Wada, Executive Committee

### **Development of Noncredit Resources and Inclusion into ASCCC Strategic Planning**

Whereas, Noncredit instruction serves as an integral part of current and future student success for the 114,000+ noncredit students in the California Community Colleges<sup>37</sup> and is a foundation to current inclusion, diversity, equity, antiracism, and accessibility efforts;

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<sup>31</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>32</sup> Ibid.

<sup>33</sup> “Submit Input on Common Course Numbering Implementation” form located at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>34</sup> C-ID Handbook forthcoming.

<sup>35</sup> AB 1111 (Berman, 2021): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>36</sup> C-ID Handbook forthcoming.

<sup>37</sup> California Community Colleges Chancellor’s Office. *Management Information Systems Datamart*. Education Status Summary Report Spring 2022 Noncredit Student Count. Retrieved September 6, 2022, from [https://datamart.cccco.edu/Students/Education\\_Status\\_Summary.aspx](https://datamart.cccco.edu/Students/Education_Status_Summary.aspx).



Whereas, Resolution S18 7.03<sup>38</sup> asked for noncredit education to be included in statewide initiatives and all local planning and Resolution F20 13.02<sup>39</sup> called for equitable noncredit distance education attendance procedures; and

Whereas, The Academic Senate for California Community Colleges has supported nine recommendations to the Board of Governors and six recommendations to local academic senates in the paper “Noncredit Instruction: Opportunity and Challenge”<sup>40</sup> updated in 2019, as a call to ensure equitable funding, services, and programming for noncredit student populations;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) support the future of noncredit education through advocacy by including clear strategic outcomes and measurable goals into the ASCCC’s strategic plan; and

Resolved, That the Academic Senate for California Community Colleges develop a toolkit or resources to educate and encourage local academic senates to incorporate noncredit education as a component of college program offerings and student support services.

Contact: Leticia Barajas, East Los Angeles College, Noncredit, Pre-transfer, and Continuing Education Committee

### **Advocating for the Retention of a Library and Learning Resources and Support Services Substandard to the Accrediting Commission for Community and Junior Colleges Revised 2024 Accreditation Standards**

Whereas, The Accrediting Commission for Community and Junior College’s (ACCJC) Accreditation Standards are meant to guide institutions in the process of continual assessment and improvement of all programs and services;

Whereas, In the Draft 2024 Accreditation Standards (as of August 30, 2022),<sup>41</sup> a specific substandard relating to Library and Learning Support Services has not been included;

Whereas, The Academic Senate for California Community Colleges passed Resolution F13 02.05<sup>42</sup> in support of retaining the “Library and Learning Support Services” substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

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<sup>38</sup> Resolution S18 7.03 Including Noncredit in All Student Success Statewide Initiatives:  
<https://asccc.org/resolutions/including-noncredit-all-student-success-statewide-initiatives>.

<sup>39</sup> Resolution F20 13.02 Noncredit Distance Education Attendance Collection Procedures for Open-Entry/Exit Courses:  
<https://asccc.org/resolutions/noncredit-distance-education-attendance-collection-procedures-open-entryexit-courses>.

<sup>40</sup> Noncredit Instruction: Opportunity and Challenge (2019):  
[https://www.asccc.org/sites/default/files/Noncredit\\_Instruction.pdf](https://www.asccc.org/sites/default/files/Noncredit_Instruction.pdf).

<sup>41</sup> ACCJC Draft 2024 Accreditation Standards located at  
<https://accjc.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

<sup>42</sup> Resolution F13 02.05 Responding to Draft ACCJC Accreditation Standards as They Relate to Libraries and Learning Support Services:  
<https://www.asccc.org/resolutions/responding-draft-accjc-accreditation-standards-they-relate-libraries-and-learning>.

Whereas, Minimum standards for support of library resources and services is critical to meeting student learning needs and an integral part of a high-quality education;

Resolved, That the Academic Senate for California Community Colleges advocate for the inclusion of a substandard on “Library and Learning Support Services” in the Accrediting Commission for Community and Junior Colleges’ 2024 Accreditation Standards (as of August 30, 2022).

Contact: Nghiem Thai, Merritt College, Accreditation Committee

### **Establishing an Equitable Placement and Student Success Liaison**

Whereas, After the passage of AB 705 (Irwin, 2017),<sup>43</sup> the November 2020 California Community Colleges Chancellor’s Office “Validation of Practices Memo”<sup>44</sup> clarified specific guidance on how community colleges are to place students in English and mathematics, directing them in most cases to place students directly into transfer level English and mathematics;

Whereas, AB 1705 (Irwin, 2022)<sup>45</sup> may result in additional California Community Colleges Chancellor’s Office guidance on “limit[ing] the use of multiple measures and the enrollment into noncredit coursework by colleges in the placement and enrollment of students . . . [and] establish[ing] those placement regulations to achieve the placement goal . . . and prohibit[ing] a community college district or community college from recommending or requiring students to enroll in pretransfer level English or mathematics coursework, except under specified circumstances”<sup>46</sup>;

Whereas, Disruptions to learning during the pandemic has resulted in significant declines in California K-12 student performance in English and mathematics in 2021, where “about half of all California students tested did not meet state standards in English language arts and about two-thirds did not meet standards in math. The scores of Black, Latino and economically disadvantaged students were significantly lower, with more than 60% not meeting English standards and about 80% not meeting math standards” and “about 40% of 11th graders” in California not meeting grade standards in English<sup>47</sup>; and

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<sup>43</sup> AB 705 (Irwin, 2017): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705).

<sup>44</sup> California Community Colleges Chancellor’s Office Memorandum (November 13, 2020). ESS 20-300-009. Equitable Placement (AB 705) Validation of Practices Data Reporting located at <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

<sup>45</sup> AB 1705 (Irwin, 2022): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB1705).

<sup>46</sup> *TrackBill*. California AB1705. Retrieved 19 Sept. 2022 from <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

<sup>47</sup> Esquivel, P. (7 Jan. 2022) First comprehensive data in two years show big academic setbacks for California students. *Los Angeles Times*. Retrieved from <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.



Whereas, California community college faculty would benefit from sharing of ideas and strategies on how to ensure that all students, especially from communities identified as experiencing equity success gaps, succeed in not only passing transfer level English and mathematics after direct placement into those courses, but also would ensure successful attainment of student educational goals;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students in placement into mathematics and English courses to act as Equitable Placement and Student Success Liaison(s) to facilitate statewide communication regarding placement, pedagogical strategies, tutoring, and other student services to support all students' success in transfer level coursework;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with the Equitable Placement and Student Success Liaisons and develop an Equitable Placement and Student Success Liaison Guide to be disseminated by the end of Spring 2024; and

Resolved, That the Academic Senate for California Community Colleges support communication with the California Community Colleges Chancellor's Office and the California Community Colleges Curriculum Committee for input by the Equitable Placement and Student Success Liaisons on 10+1 academic and professional matters purview focused on equitable placement practices and student support strategies per California Code of Regulations, title 5 § 53200.

Contact: Karen Chow, Executive Committee, Relations with Local Senates Committee

### **Removing Barriers to the Adoption of Open Educational Resources**

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to establish mechanisms to encourage faculty to consider open educational resources (OER) when developing or revising courses and to document the use of OER on the course outline of record (Resolution S19 09.05<sup>48</sup>);

Whereas, The Academic Senate for California Community Colleges encourages local academic senates to collaborate with other constituencies to integrate open educational resources into their colleges' guiding resources, including institutional goals, educational master plans, equity plans, accreditation institutional self-evaluation reports, board policies, and administrative procedures or regulations (Resolution S21 13.01<sup>49</sup>);

Whereas, The technologies employed to manage curriculum and specify course resources may discourage or prevent specification of an open educational resource on the course outline of record or complicate resource identification by requiring the provision of an international standard book number (ISBN) or a copyright date; and

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<sup>48</sup> Resolution S19 09.05 Support the Development of Open Educational Resources (OER):

<https://asccc.org/resolutions/support-development-open-educational-resources-oer>.

<sup>49</sup> Resolution S21 13.01 Institutionalizing Open Educational Resources:

<https://www.asccc.org/resolutions/institutionalizing-open-educational-resources>.

Whereas, The 2022 Standards, Policies and Procedures for Intersegmental General Education Curriculum Version 2.3<sup>50</sup> states that textbooks “must be identified in the Course Outline of Record (COR) and published within seven years of the course submission date or clearly identified as a classic in the COR,” a requirement that is also found in the Course Identification Numbering System (AO Guide to Submitting Course Outlines for C-ID Designation Document<sup>51</sup>);

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

Resolved, That the Academic Senate for California Community Colleges request that the Intersegmental Committee of Academic Senates review and revise as necessary the "IGETC Standards, Policies and Procedures" to remove any requirements that act as barriers to the use of open educational resources.

Contact: Michelle Pilati, Open Educational Resources Initiative

### **Textbook Automatic Billing Concerns**

Whereas, Automatic billing or inclusive access strategies have been introduced by publishers and bookstore vendors as a mechanism to grant students access to course resources by billing them for those resources at the time of registration and requiring that a student opt out of the program for all courses if the student determines the program is not beneficial;

Whereas, While inclusive access strategies may be cost-effective in educational settings where students are primarily full-time and efforts to contain textbook costs have been without impact, such an approach to establishing a zero textbook cost pathway would be inherently unsustainable and inconsistent with the California Education Code §78052<sup>52</sup> funding the Zero-Textbook-Cost Degree Grant Program;

Whereas, When the implementation of inclusive access requires students to pay a per unit fee for their resources, these costs may exceed the actual costs of the required resources, misleading students to believe they are saving money or putting the burden on the students to opt out if the arrangement is not financially beneficial; and

Whereas, Inclusive access has come under scrutiny for the challenges it creates for students, such as opt out mechanisms that are unclear or have unrealistic deadlines, implementations where access is temporary, and affordability for some students, as well as approaches that limit faculty academic freedom to choose the best resources for their students;

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<sup>50</sup> Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum Version 2.3 is located on the Intersegmental Committee of Academic Senates website found at [https://icas-ca.org/wp-content/uploads/2022/06/IGETC\\_STANDARDS-2.3\\_02June2022-Final.pdf](https://icas-ca.org/wp-content/uploads/2022/06/IGETC_STANDARDS-2.3_02June2022-Final.pdf).

<sup>51</sup> Submitting Course Outlines for C-ID Designation A Guide for Articulation Officers is located on the C-ID website on the Articulations Officers tab under the section titled Submitting Course Outlines for C-ID Designation found at [https://c-id.net/articulation-officers#courseoutlines\\_CID](https://c-id.net/articulation-officers#courseoutlines_CID).

<sup>52</sup> California Education Code §78052: [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

Resolved, That the Academic Senate for California Community Colleges oppose the use of inclusive access strategies and other approaches that maintain reliance upon commercial publishers, as such mechanisms are not consistent with the intent and requirements of the Zero-Textbook-Cost Degree Grant Program of California Education Code §78052<sup>53</sup>; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to critically evaluate proposals to employ inclusive access as a means to decrease student costs, with an emphasis on ensuring that savings are being realized and that options for opting out are clear and explicit.

Contact: Michelle Pilati, Open Educational Resources Initiative

### **Establishing an Effective and Sustainable Zero Textbook Cost Program**

Whereas, California Education Code §78052<sup>54</sup> states that community colleges must “[d]evelop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented,” suggesting that the California Community Colleges Chancellor’s Office should discourage colleges from employing unsustainable mechanisms to establish degrees such as buying textbooks for students or implementing automatic billing or inclusive access that may cause financial and psychological trauma to students;

Whereas, The Academic Senate for California Community Colleges recognizes that open educational resources (OER) are “the preferred and most sustainable mechanism for eliminating course costs”<sup>55</sup> and that it should “work with the California Community Colleges Chancellor’s Office, as part of the Zero-Textbook-Cost Degree Program, to establish the funding and process necessary to ensure that Zero Textbook Cost (ZTC) resources will remain current and relevant beyond the 2027-reporting deadline established in California Education Code §78052,”<sup>56</sup> thereby showing the faculty commitment to ZTC and OER sustainability; and

Whereas, The California Community Colleges Chancellor’s Office must follow California Education Code §78052 in implementing the Zero Textbook Cost Program, but the law does not prohibit or discourage consultation or partnership with the Academic Senate for California Community Colleges in designing and implementing the program;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor’s Office to consult and partner with ASCCC in designing and implementing California Education Code §78052<sup>57</sup> to ensure the practicality, feasibility, and viability of the Zero Textbook Cost Program.

Contact: Julie Bruno, Open Educational Resources Initiative

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<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> [Resolution F21 03.05](#): Zero Means Zero Textbook Cost.

<sup>56</sup> [Resolution S22 07.02](#): Ensure the Sustainability of the Zero-Textbook-Cost Degree Program.

<sup>57</sup> California Education Code, §78052:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78052](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78052).

## Local Academic Senate President Sign-off in NOVA

Whereas, The NOVA Fund Management platform was reportedly implemented because “The Chancellor’s Office needed a statewide system that would streamline their annual grant issuance, review, and fulfillment process while offering data insights that enabled the state to align college programmatic offerings with local workforce development needs”<sup>58</sup> and is now where designated personnel at the California community colleges provide assurances, identify contacts, submit approvals, report progress, indicate support needs, and provide other information to the California Community Colleges Chancellor’s Office for programs such as basic needs, Guided Pathways, the Student Equity and Achievement Program, and the Zero Textbook Cost Program;

Whereas, Prior to the 2022-2023 funding year, local academic senate presidents approved college Guided Pathways plans and were involved in the certification of Student Equity and Achievement Program plans in NOVA, yet this practice appears to no longer be the case;

Whereas, State initiatives, programs, and grant proposals involve many academic and professional matters under faculty purview, including student success, processes for program review, curriculum development, institutional planning, and budget development, and the Academic Senate for California Community Colleges has previously urged the California Community Colleges Chancellor’s Office to include mechanisms, including a local academic senate signoff, that ensure local academic senate involvement in and approval of all state grants, programs, and initiatives that fall under academic and professional matters<sup>59</sup>; and

Whereas, The Academic Senate for California Community Colleges Local Senates Handbook identifies articulation reports, faculty and staff equity plans, Guided Pathways scale of adoption assessment plans, matriculation reports, Student Equity and Achievement reports, and transfer center reports as reports requiring local academic senate sign-off, indicating that a sign-off is not only a mechanism to ensure collegial consultation but also an element of established practices;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to reinstate the local academic senate president’s sign-off and to continue to explicitly include local academic senates in the NOVA workflow for all state grants, programs, and initiatives that fall under the purview of academic and professional matters.

Contact: TBD, Executive Committee

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<sup>58</sup> *California Community Colleges NOVA Fund Management*. The Challenge: What they need. Retrieved 19 Sept. 2022 at <https://productops.com/client-stories/nova-fund-management>.

<sup>59</sup> [Resolution S17 17.01](#): Academic Senate Involvement in and Sign-off on Grants and Initiative Plans.

## Using Zero Textbook Cost Funds to Support an Open Educational Resources Coordinator

Whereas, Resolution S19 13.02<sup>60</sup> Support for Faculty Open Educational Resources Coordinators encouraged local colleges to identify and support a faculty open educational resources (OER) coordinator and Resolution F18 17.02<sup>61</sup> Establish Local Open Educational Resources Liaisons urged local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges;

Whereas, The Academic Senate for California Community Colleges Open Educational Resources Initiative has established and supported a network of open educational resources liaisons across the colleges who may or may not be locally supported to serve as open educational resources coordinators;

Whereas, Resolution S16 09.09<sup>62</sup> Z-Degrees and Faculty Primacy asserted the primacy of faculty in curricular decisions regarding degree and program developments, including zero textbook cost degrees, and emphasized the need to ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of such degrees as well as participation in any kind of related incentive program; and

Whereas, Phase 1 of the Zero Textbook Cost (ZTC) Program is composed of grants in the amount of \$20,000 awarded to the 115 accredited degree-granting California community colleges to plan the development and implementation of a ZTC degree or certificate program, an endeavor that requires faculty leadership and the support of administration and staff;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to consult with their open educational resources (OER) liaisons when developing their Zero Textbook Cost Program plans and include on their agendas a standing item for the OER liaison to report to the senate;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to establish a local open educational resources coordinator position that serves as the college's open educational resources liaison and plays a leadership role with respect to the local implementation of the Zero Textbook Cost Program; and

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates use a portion of the Zero Textbook Cost Program funds to provide compensation for an open educational resources coordinator.

Contact: Michelle Pilati, Open Educational Resources Initiative

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<sup>60</sup> Resolution S19 13.02 Support for Faculty Open Educational Resources Coordinators:  
<https://www.asccc.org/resolutions/support-faculty-open-educational-resources-coordinators-0>.

<sup>61</sup> Resolution F18 17.02 Establish Local Open Educational Resources Liaisons:  
<https://www.asccc.org/resolutions/establish-local-open-educational-resources-liaisons>.

<sup>62</sup> Resolution S16 09.09 Z-Degrees and Faculty Primacy:  
<https://www.asccc.org/resolutions/z-degrees-and-faculty-primacy>.