



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

45th FALL SESSION RESOLUTIONS
FOR DISCUSSION

Thursday, November 7, 2013

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Fall Plenary Session held November 7 - 9, 2013, in Irvine.

Consent Calendar

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

- *2.01 F13 ASCCC Statement on Accreditation
- *2.03 F13 Sufficient Advance Notice for Changes to Required ACCJC Annual Reports
 - *2.03.01 F13 Amend Resolution 2.03 F13
- *7.01 F13 Academic Senate Participation in the Online Course Exchange
- *7.02 F13 Request of CCCCCO to Provide Faculty Obligation Number Data
- *8.01 F13 Counselors as Discipline Experts
- *9.01 F13 Associate Degrees for Transfer (ADT) Development and Implementation Guidelines Resolution
- *12.01 F13 Community College Faculty Exchanges
- *18.01 F13 Use of Multiple Measures in Common Statewide Assessment Exams

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2.0 ACCREDITATION STANDARDS

*2.01 F13 ASCCC Statement on Accreditation

Whereas, The “faculty roles and involvement in accreditation processes, including self study and annual reports” is one of the “10+1” academic and professional matters designated to academic senates in Title 5 section 53200;

Whereas, The Academic Senate for California Community Colleges (ASCCC) has been intricately involved in accreditation processes since its founding and continues to actively support faculty and colleges in their accreditation work through breakouts presented at plenary sessions, *Rostrum* articles, Senate position papers, its standing Accreditation and Assessment Committee, and its annual Accreditation Institute;

Whereas, The ASCCC further provides colleges, upon request, with Accreditation Response Teams consisting primarily of faculty experienced in various areas of accreditation, in order to assist colleges that are facing sanctions or are otherwise concerned with the involvement and roles of faculty in regards to accreditation processes within their own college governance structures; and

Whereas, Despite the ASCCC’s strong advocacy for and assistance with “faculty roles and involvement in accreditation processes” and extensive set of adopted positions to that effect, the ASCCC currently has no statement regarding the ASCCC’s responsibility with respect to accreditation;

Resolved, That the Academic Senate for California Community Colleges adopt the following statement on accreditation to be published widely and used to guide the ASCCC in its ongoing work to support college accreditation efforts:

The Academic Senate for California Community Colleges (ASCCC) values the peer review process of self-reflection and improvement known as accreditation. Since local academic senates have Title 5-mandated roles within the accreditation process, the ASCCC sees its primary responsibility as helping colleges to meet the adopted standards for which they will be held accountable and to generate comprehensive and forthright assessments of progress toward the standards. The ASCCC’s main tool for supporting colleges is the annual Accreditation Institute through which faculty and other colleagues are encouraged to learn about and address the standards and recommendations from the Accrediting Commission for Community and Junior Colleges. Additionally, the Academic Senate shares accreditation information and provides support through local college visits and regional presentations. As a professional matter, in support of the ideal of a fair and meaningful accreditation process, the ASCCC’s secondary responsibility is to recommend and advocate for improvements to the accreditation standards and processes by providing thoughtful feedback and input to all accreditation participants.

Contact: Phil Smith, Chair, Accreditation Committee

2.02 F13 Request of ACCJC to Model Effective Self-Evaluation Practices

Whereas, The Academic Senate for California Community Colleges has expressed various concerns with the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding faculty participation and representation on the Commission’s committees and on on-site evaluation teams through a variety of means, including resolutions passed by the body, concerns expressed to the California Community College

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Chancellor's Office, and the Board of Governors, and letters sent by the Academic Senate to the U.S. Department of Education (USDE)¹; and

Whereas, The ACCJC expects its member institutions to reflect honestly and critically about areas identified as being non-compliant with Commission policies and accreditation standards and to address them in a timely manner;

Resolved, That the Academic Senate for California Community Colleges urge the ACCJC to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified in evaluations by the USDE's Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document and make public what steps it will take to address any areas of non-compliance.

Contact: Dolores Davison, Past Chair, Accreditation Committee

2.02.01 F13 Amend Resolution 2.02 F13

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges ~~urge request that the ACCJC to model and exemplify for its member institutions effective self-evaluation practices by acknowledging and addressing any areas of non-compliance~~ acknowledge the importance of direct communication, and in particular with the ASCCC as the representative of faculty, by publicizing its steps to address issues of non-compliance as identified in evaluations by the USDE's Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document what steps it will take to address any areas of non-compliance. in the most open and timely manner possible.

Contact: Kale Braden, Cosumnes River College, Area A

***2.03 F13 Sufficient Advance Notice for Changes to Required ACCJC Annual Reports**

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) requires member colleges to file Annual Reports and Annual Fiscal Reports to maintain their status as accredited institutions;

Whereas, Member colleges have difficulty completing such reports in a meaningful and comprehensive way when the requirements and required data for these reports differ substantially from year to year, and sufficient advance notice and instructions are not provided; and

Whereas, Government agencies and professional licensing organizations typically follow a process in which proposed changes to required reports or policies are announced well in advance, with opportunities for comments and suggestions from impacted parties, and with new procedures published with sufficient notice for effective compliance by affected individuals or institutions;

¹ Official expressions of concern about lack of faculty representation on ACCJC teams and committees include resolutions passed by the body dating back to 2004 that describe inadequate faculty representation on accreditation visiting teams, a letter sent in 2010 by then-President Jane Patton expressing concerns about the ACCJC not observing its bylaws regarding faculty appointments to the ACCJC Commissioner Selection Committee, and a third-party comment sent to the USDE in September 2013 by President Beth Smith describing the ongoing concerns the Academic Senate has with the ACCJC with respect to faculty representation.

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Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC provide member institutions opportunities for meaningful input to the ACCJC about any proposed changes to the required annual reports, and that any adopted changes by ACCJC to annual reports be published at least six months in advance of the effective date of implementation of the required annual reports.

Contact: Dolores Davison, Past Chair, Accreditation Committee

***2.03.01 F13 Amend Resolution 2.03 F13**

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC provide member institutions opportunities for meaningful input to the ACCJC about any proposed changes to the required annual reports, and that any adopted changes by ACCJC to the annual reports be published at least six months in advance of the effective date of implementation of the required annual reports, or within four weeks of the ACCJC being notified of a federal mandate if a notice of six months is not possible.

Contact: Matthew Clark, Woodland College, Area A

2.04 F13 Employ “Resolve a Deficiency” Rather Than “Recommendation for Improvement” for Evaluation Findings That Must Be Addressed by the Two-Year Rule

Whereas, Section 602.20(a) of the Secretary’s Criteria for Recognition mandates that recognized accrediting agencies for institutions such as the California community colleges must either take immediate adverse action against the institution, or give the institution two years to bring itself into compliance (the so-called “Two-Year Rule”);

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) currently uses the term “recommendation” in two senses when communicating the Commission’s actions, namely, “to meet the standard” or “to improve institutional effectiveness,” and thus it is unclear which of the “recommendations” issued to member institutions by the ACCJC fall under the Two-Year Rule;

Whereas, ACCJC’s use of the term “recommendation” in two different ways concerned the Accreditation Group of the United States Department of Education enough for it to note in its memo to the ACCJC dated August 13, 2013² that “what is not clear is how the recommendations are differentiated between the two types and how an institution, an evaluation team, the Commission, or the public is to know the difference”;

Whereas, Given the high stakes involved with receiving one type of recommendation over the other, the California community colleges and their academic senates would benefit from clear distinctions between the types of findings issued them;

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC adopt and employ “requirement to resolve a deficiency” for those ACCJC findings of non-compliance that must

² Letter to the Dr. Barbara Beno, dated August 13, 2013: http://www.accjc.org/wp-content/uploads/2013/08/08_13_2013_Letter_from_USDE_on_Complaint.pdf

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be addressed under the Two-Year Rule, and reserve “recommendation for improvement” exclusively for Commission suggestions that the institution may implement at its discretion to improve institutional effectiveness.

Contact: Michelle Grimes-Hillman, Past Chair, Accreditation Committee

2.04.01 F13 Amend Resolution 2.04 F13

Amend title to read:

Employ the Term “Action Required” ~~“Resolve a Deficiency”~~ Rather Than ~~“Recommendation for Improvement”~~ “Recommendation” for Evaluation Findings That Must Be Addressed by the Two-Year Rule

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges formally request that the ACCJC adopt and employ two consistent terms: One, such as “requirement to resolve a deficiency” “action required,” used for those ACCJC findings of non-compliance that must be addressed under the Two-Year Rule, and a second term reserve “recommendation for improvement” such as “recommendation,” used exclusively for Commission suggestions that the institution may implement at its discretion. to improve institutional effectiveness

Contact: Dianna Chiabotti, Napa Valley College, Area B

3.0 EQUITY AND DIVERSITY

3.01 F13 Demographic Data Collection of Multiple Identities

Whereas, The Academic Senate for California Community Colleges has recognized the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds in its Inclusivity statement of June 1, 2012; and

Whereas, Oftentimes colleges collect demographic data through tools that limit choices and therefore provide an incomplete and distorted understanding of their campus culture(s); and

Whereas, A growing awareness and understanding of the complexity of identity can be a powerful tool for planning inclusive activities and programs; and

Whereas, Many stakeholders do not recognize themselves in a “choose one” box for race, ethnicity, or gender-related demographic categories and therefore feel excluded from the campus community and may, in fact, be excluded by programs that are not designed with them in mind;

Resolved, That the Academic Senate for California Community Colleges urge that all demographic data collection instruments in the California Community College System provide expanded categories for identity on race, ethnicity, language, sexual orientation, and gender demographic questions and allow students to declare multiple identities so the colleges can use those demographic realities to inform planning;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to inform all students, faculty, and staff of their options to claim multiple identities or to decline answering; and

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Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office in developing a crosswalk from previous categories to expanded categories and transitioning to a broader scope of data collection throughout the system and its publications.

Contact: Jeff Burdick, Willow International Community College Center, Area A

5.0 BUDGET AND FINANCE

5.01 F13 Request of CCCCO to Alter Definition of "Apportionment"

Whereas, The definition of "enrollment" for both the purposes of apportionment and repetition have been modified by Title 5 §58161 in 2011 and later by §55000(n) in 2013 to occur "only when a student receives an evaluative or non-evaluative symbol for the course"; and, Title 5 §58003.1 declares the census date for apportionment for full-term courses to be the "Monday of the weeks nearest to one-fifth the length of the term", resulting in a census date that is the third Monday of the semester for those colleges with 13 - 17 week semesters;

Whereas, Title 5 §55024 provides that no notation "shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term whichever is less" unless the governing board establishes a shorter time;

Whereas, This combination of Title 5 language has created a situation where some students present at the census date may not yield apportionment to a district, where districts are under significant pressure to change "drop without W" deadlines to the day before census on the basis of "fiscal necessity", and where should a district make such a change, students in Monday only classes during the fall semester observe the "drop without W" date pass prior to their second class meeting due to the Labor Day holiday; and

Whereas, This earlier date inhibits students' success by forcing a premature commitment to courses before students can assess whether they will succeed in the course, and counts against their repetitions of these courses;

Resolved, That the Academic Senate for California Community Colleges petition the Chancellor's Office and Board of Governors to revise §55000(n) to restore the previous interpretation of "enrollment" for the purposes of apportionment to occur when a student is formally enrolled in a course as of the census date; and

Resolved, That the Academic Senate for California Community Colleges further petition the Chancellor's Office and Board of Governors to add to §55000 to maintain the current interpretation of "enrollment" for the purposes of repetition.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

***7.01 F13 Academic Senate Participation in the Online Course Exchange**

Whereas, The 2013-2014 Budget Act enacted the Governor's Online Education initiative to expand access to online education in the California Community College System and allocated \$16.9 million for that purpose and furthermore the Chancellor's Office established the California Community College Online Education Initiative program to realize this legislation through the creation of the Online Course Exchange ("Exchange") operated through the California Virtual Campus, with the development contract for the Exchange awarded to a district or consortium of colleges and/or districts through a competitive grant process³;

³ Chancellor's Office request for Application (RFA) released to the field on September 13, 2013

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Whereas, The Exchange promises to allow students to enroll in high quality online courses from colleges across the state through the centralized California Virtual Campus, with potential for great benefit and opportunities for our students by providing additional access to courses needed for transfer and degree completion;

Whereas, The Academic Senate for California Community Colleges is the collective faculty voice on academic and professional matters statewide and has long provided leadership for faculty on distance education matters through its position papers, resolutions, *Rostrum* articles and presentations; and

Whereas, The Chancellor's Office request for application process proposes the establishment of governance and advisory bodies for the Exchange that may make recommendations regarding the work of the Exchange related to academic and professional matters, including but not limited to:

- The development of specifications for a statewide course management system (CMS) for the Exchange
- Minimum quality standards for courses selected for the Exchange
- Minimum educational and training qualifications for faculty who will teach online courses on the Exchange
- Minimum level of preparation required of students who will take online courses on the Exchange;

Resolved, That the Academic Senate for California Community Colleges remind the Chancellor's Office that faculty primacy in academic and professional matters applies to the development of the Online Course Exchange; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to include the Academic Senate as the central and vital participant in all governance, advisory and steering bodies that would guide the establishment and continuing work of the Online Course Exchange.

Contact: John Freitas, Los Angeles City College, Area C

***7.02 F13 Request of CCCCCO to Provide Faculty Obligation Number Data**

Whereas, Hiring criteria, policies, and procedures for new faculty members are within the purview of the academic senate, as denoted in California Education Code 87360;

Whereas, The application of locally agreed to policies and procedures requires accurate and verifiable data;

Whereas, Faculty Obligation Number (FON) calculation worksheets for each district detailing compliance with Title 5 §51025 were posted on the Chancellor's Office website from 2006 - 2011, but were not posted in 2012; and

Whereas, Calculated advance FON for 2013 have been provided to administrators via email, but neither the advance FON nor the data used to calculate it is independently available to local senate leaders;

Resolved, That the Academic Senate for California Community Colleges request the Chancellor's Office to return to its previous practice of publishing both district FONs and the attendant calculations on a publicly available portion of its website each fall semester.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

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7.03 F13 Performance Classes

Whereas, Lifelong learners from our communities often provide the necessary talent and personnel required to allow core courses in the performing arts (e.g., dance and theater productions, orchestras, bands, and ensembles) to remain viable and allow community college students to transfer into four-year performing arts degree programs;

Whereas, There are no current guidelines facilitating colleges' development of processes that allow credit and not-for-credit students to be concurrently enrolled in the same section of a course; and

Whereas, Students who participate in performing arts courses often find that these courses reinforce a love of learning and sense of personal efficacy that increases the likelihood of a student completing his/her educational and academic goals.

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's office to develop guidelines that would help colleges to develop processes that allow credit and not-for-credit students to be concurrently enrolled in the same section of a course thus supporting the viability of performing arts programs.

Contact: Michael Mangin, Cabrillo College, Area B

7.04 F13 Course Repetition to Maintain Workforce Skills Recency

Whereas, President Obama announced the creation of an \$8 billion Community College to Career Fund in February 2012, co-administered by the Department of Labor and Department of Education to develop partnerships between community colleges and businesses to train two million workers with skills that will lead directly to jobs;

Whereas, Essential workforce skills, such as computer and technology skills, are continually changing, and it is common that employment-related computer applications have significant upgrades every 12 months, thus rendering previously learned employment skills out of date;

Whereas, Title 5 §55043 has been amended to restrict student petitions to repeat courses due to a significant lapse of time to 36 months or more AND only if needed for transfer or as a recency prerequisite, thereby denying students the ability to petition to repeat courses that would update their computer and technology skills for employment after a specified length of time; and

Whereas, The Academic Senate for California Community Colleges recognize the importance of responding to curricular needs of business and industry as stated in resolution 9.10 F11 adopted by the body in Fall 2011;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to research possible solutions, including potential changes to regulation, that would extend the provisions of Title 5 §55043 to students who must maintain recency in essential workforce skills by allowing reasonable repetition of regular credit coursework, and report the results of the research to the body by Fall 2014.

Contact: Sara McKinnon, College of Marin, Area B

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8.0 COUNSELING

*8.01 F13 Counselors as Discipline Experts

Whereas, The Student Success Task Force recommendations and recent legislation require colleges to increase matriculation services and other tasks typically completed by counselors due to their discipline expertise;

Whereas, Counselors are faculty who are required to meet the minimum qualifications stated in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (January 2012), and thus are the discipline subject matter experts whose roles and responsibilities are legally reserved to them because it falls within their subject matter expertise as defined in the state minimum qualifications;

Whereas, the recent Academic Senate for California Community Colleges paper titled *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* reiterates the four functions of Counselors notes in Title 5 §51018 and notes some of the discipline-specific competencies that counselors possess and some possible duties for paraprofessionals that are not reserved for counselors; and

Whereas, A recent PERB (Public Employment Relations Board) decision indicated “Unilateral transfer of work between classifications is unlawful.” (Desert Sands, PERB decision No. 1682, 8/25/04);

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates to work collaboratively and collectively with their local bargaining units to prevent the improper appropriation of subject matter expertise and the roles and responsibilities legally reserved for counseling faculty to non-faculty paraprofessional advisors.

Contact: Dianna Chiabotti, Napa Valley College, Area B

9.0 CURRICULUM

*9.01 F13 Associate Degrees for Transfer (ADT) Development and Implementation Guidelines

Whereas, The California Community College Chancellor’s Office based upon the passage of SB 1440 has set Associate in Arts for Transfer and Associate in Science for Transfer degree completion goals;

Whereas, California Community College campuses are mandated to rapidly develop and implement Associate Degrees for Transfer (ADT) to improve student transfer completion and to streamline the transfer process; and

Whereas, There are minimal guidelines and/or best practices available to assist instructional faculty, counselors, and articulation officers with ADT development issues such as campus coordination and oversight, alignment with and application of the Transfer Model Curriculum (TMC), modification of courses to meet C-ID descriptors; and

Whereas, There are no written guidelines and/or best practices available for student services faculty to address ADT implementation issues such as reciprocity, course pass pass-alongs, course substitutions, pass/no pass and C- grading, external examinations;

Resolved, That the Academic Senate for California Community Colleges in consultation with the Academic Senate of the California State University develop guidelines and/or best practices for the development and implementation of ADTs and report to the body by Fall 2014.

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Contact: David DeGroot, Allan Hancock College, Area C

12.0 FACULTY DEVELOPMENT

*12.01 F13 Community College Faculty Exchanges

Whereas, Professional development funds and sabbaticals are limited or nonexistent in many districts; and

Whereas, Faculty can learn much by visiting other campuses and observing their processes, instructional methods and programs in a variety of capacities from short visits to a visiting appointments;

Resolved, That the Academic Senate for California Community Colleges explore methods for full-time faculty participation in faculty exchanges with a colleagues at other colleges within the California Community College System, and report their findings to the body by Fall 2014.

Contact: Jennifer McCandless, Shasta College, Area A

15.0 INTERSEGMENTAL ISSUES

15.01 F13 Endorse LEAP General Education Outcomes

Whereas, The Academic Senate for California Community Colleges has repeatedly noted the essential importance of a robust general education (GE) to becoming a well-rounded, educated citizen, and the Association of American Colleges and Universities (AAC&U) has established essential learning outcomes for a student's general education experience called the Liberal Education and America's Promise (LEAP) outcomes, defined as:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems;

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Whereas, The California State University (CSU), by Executive Order 1065 (2011), states:

*Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise (LEAP)** campaign, an initiative of the Association of American Colleges and Universities;*

Whereas, California community college courses are expected to have course outcomes that connect to program and GE or institutional learning outcomes established by the college, and in the case of GE courses that transfer to CSU, the learning outcomes of those courses should align with CSU expectations; and

Whereas, The LEAP outcomes represent minimal standards for learning in courses and GE programs, and colleges may already have similar learning outcomes for GE or institution-wide;

Resolved, That the Academic Senate for California Community Colleges endorse the AAC&U LEAP⁴ outcomes as minimum standards for GE or institutional learning outcomes.

Contact: David Morse, Vice President, ASCCC

15.01.01 F13 Amend Resolution 15.01 F13

Amend the title to read:

Explore Potential Impacts of Endorsing ~~Endorse~~ LEAP General Education Outcomes

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges ~~endorse~~ explore potential impacts of endorsing the AAC&U LEAP outcomes ~~as minimum standards~~ for GE or institutional learning outcomes and report the results to the body by Fall 2014.

Contact: Eric Kaljumägi, Mt. San Antonio College, Area C

15.01.02 F13 Amend Resolution 15.01 F13

Amend resolved to read:

Resolved, That the Academic Senate for California Community Colleges endorse the AAC&U LEAP outcomes as model ~~minimum~~ standards for GE or institutional learning outcomes.

Contact: Dianna Chiabotti, Napa Valley College, Area B

⁴ For more information, go to <http://www.aacu.org/leap/vision.cfm>

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18.0 MATRICULATION

*18.01 F13 Use of Multiple Measures in Common Statewide Assessment Exams

Whereas, Title 5 §55502 requires use of multiple measures in the assessment of course placement for individual students;

Whereas, Recent research conducted by the Community College Research Center (February, 2012) suggests that:

- Using placement exam scores as the sole determinant of college access simply for the sake of consistency and efficiency may not be justified;
- Using placement exam scores as the only means for placing students in English and math courses results in significant misplacement of students at rates of 24-33% in these courses;
- Using multiple measures instead of only placement exam scores may reduce English and math misplacement rates by up to 15%,
- Using multiple measures may reduce the need for remediation by 8-12% and may also improve student success in college-level courses;

Whereas, The California Community Colleges Chancellor's Office is soliciting proposals for developing a common assessment that will enable increased portability of assessment scores in accordance with the Student Success Act; and

Whereas, The Academic Senate for California Community Colleges (Resolution 13.03 F11) supports the establishment of a centralized standard assessment as an option provided that the right to determine cut scores for placement locally is maintained and affirms the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures;

Resolved, That the Academic Senate for California Community Colleges insist that the accuracy of placement, including the use of multiple measures, is as important to student success and advancement as the portability of a centralized standard assessment across the state; and

Resolved, That the Academic Senate for California Community Colleges assert to the Chancellor's Office and the Board of Governors that any common assessment system developed for use by the California community colleges should maintain local control in the selection of multiple measures for use in placement processes and the manner in which those multiple measures are applied.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, Area C