

# ASCCC Resolutions from Committees

## **General Education in the California Community College System Paper**

Whereas, Students in the California Community College system are required to complete a general education (GE) pattern to graduate with an associate or baccalaureate degree and/or some students transferring to a four-year institute are also required to complete a GE pattern pre-transfer and there are multiple general education patterns including the new proposed California Intersegmental General Education Transfer Curriculum (CalGETC);

Whereas, Policies and practices regarding general education align directly with the 10+1 areas of the Academic Senate for California Community Colleges (ASCCC) 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) and AB 928 (Berman, 2021), the expansion of the California Community College baccalaureate programs, and the new California Community Colleges ethnic studies graduation requirement will require colleges to re-examine local general education policies and practices: and

Whereas, Local academic senate leaders and other practitioners look to ASCCC publications to support local decisions and discussions on academic and professional matters and the previous ASCCC publications on general education are outdated and resources need to be updated to reflect the current status of general education;

Resolved, The Academic Senate for California Community Colleges produce a paper on General Education in the California Community College System by the Spring 2024 Plenary.

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

## **Adopt The Academic Senate for California Community Colleges Mission, Vision, and Values Statements that Include Anti-Racism<sup>1</sup>**

Whereas, The Academic Senate for California Community Colleges (ASCCC) delegates passed Resolution S22 01.02 adding Anti-Racism to the Academic Senate for California Community Colleges' Vision Statement,<sup>2</sup> 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

---

<sup>1</sup> Proposed mission, vision, and values statements can be found at

<sup>2</sup> Resolution S22 01.02: <https://www.asccc.org/resolutions/adding-anti-racism-academic-senate-california-community-colleges-vision-statement>.

Whereas, The ASCCC 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>3</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 (ICAS) created and recommended the proposed California General Education Transfer Curriculum (CalGETC)<sup>4</sup> that meets the requirements of AB 928 (Berman, 2021)<sup>5</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”;

Whereas, The California Community Colleges Curriculum Committee (5C) drafted revisions<sup>6</sup> to the language of the title 5 regulations for the associate degree (§§ 55060--55064) during the 2021--22 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), AB 927 (Medina, 2021), AB 928 (Berman, 2021), and AB 1705 (Irwin, 2022) and feedback during the Academic Senate for California Community Colleges 2022 Curriculum Institute make it clear that it is time for a comprehensive review and update of the California Community College general education requirements in 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 (ASCCC) drafted a general education pathway<sup>7</sup> for the associate degree in alignment with the proposed California General Education Transfer Curriculum (CalGETC)<sup>8</sup> consistent with the current general education requirements and additional requirements as stated in title 5 §55063, and collected feedback August through September of 2022 via a survey on “Proposing a GE Pattern” that was

---

<sup>3</sup> Proposed mission, vision, and values statements can be found at

<sup>4</sup> Proposed CalGETC: <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>5</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>6</sup> Proposed revisions to Title 5 §§55060-55064: <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>7</sup> Need a link for the pattern – I have it in a word doc.

<sup>8</sup> Proposed CalGETC: <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

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 title 5 §55063(c) General Education Requirements and §55063(d) Additional Requirements with the Proposed General Education Pathway for the Associate Degree<sup>9</sup> for alignment with the "singular lower division general education pathway" resulting from AB 928 (Berman, 2021);<sup>10</sup> and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) work with the California Community Colleges Chancellor's Office to continue amending the language changes to title 5 §§ 55060--55064 proposed by the California Community Colleges Curriculum Committee<sup>11</sup> and bring to 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>12</sup>**

Whereas, AB 928 (Berman, 2021)<sup>13</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>14</sup> that meets the requirements of AB 928;

Whereas, The Academic Senate for California Community Colleges (ASCCC), 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

---

<sup>9</sup> Need a link for the pattern – Will have an updated GE Pathway based on survey results.

<sup>10</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>11</sup> Proposed revisions to Title 5 §§55060-55064: <https://survey.alchemer.com/s3/6812374/Associate-Degree-title-5-Comments>.

<sup>12</sup> Proposed CalGETC: <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>13</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>14</sup> Proposed CalGETC: <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

Whereas, The 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>15</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.

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](#) 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>16</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>17</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 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>18</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 title 5 §55063 to align it with the proposed California General Education Transfer Curriculum (CalGETC) pattern required by AB 928 (Berman, 2021), and students would benefit from alignment of all three lower division general education patterns;

---

<sup>15</sup> Proposed CalGETC: <https://asccc.org/sites/default/files/2022-08/Screen%20Shot%202022-08-09%20at%204.07.52%20PM.png>.

<sup>16</sup> Sources 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>17</sup> Source found at <https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf>.

<sup>18</sup> Source found at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

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 title 5.

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>19</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>20</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>21</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 ASCCC's established and functioning C-ID Course Identification Numbering System<sup>22</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>23</sup> and establish processes that are modeled after the established and functioning C-ID Course Identification Numbering System.<sup>24</sup>

Contact: TBD, Executive Committee

---

<sup>19</sup> Source found at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>20</sup> Source found at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>21</sup> Source found at <https://asccc.org/content/submit-input-common-course-numbering-implementation>.

<sup>22</sup> C-ID Handbook forthcoming.

<sup>23</sup> Source found at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1111](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1111).

<sup>24</sup> C-ID Handbook forthcoming.

## **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>25</sup> and is a foundation to current inclusion, diversity, equity, antiracism, and accessibility efforts;

Whereas, [Resolution S18 7.03](#) asked for noncredit education to be included in statewide initiatives and all local planning and [Resolution F20 13.02](#) 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](#)" 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>26</sup> a specific substandard relating to Library and Learning Support Services has not been included; and

Whereas, The Academic Senate for California Community Colleges passed [Resolution F13 02.05](#) in support of retaining the "Library and Learning Support Services" substandard in the Accrediting Commission for Community and Junior Colleges 2014 Accreditation Standards; and

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;

---

<sup>25</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).

<sup>26</sup> Source found at <https://accic.org/wp-content/uploads/Draft-Standards-Fall2022.pdf>.

Resolved, 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 English and Mathematics Success Liaison**

Whereas, after the passage of AB705 (Irwin, 2017),<sup>27</sup> the November 2020 California Community Colleges Chancellor’s Office “Validation of Practices Memo”<sup>28</sup> clarified very specific guidances 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>29</sup> will result in more 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 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>30</sup>

Whereas, disruptions to learning during the pandemic has resulted in significant declines in California K-12 student performance in mathematics and English 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 mathematics. . . . 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 [did] not [meet] grade standards in English;<sup>31</sup> and

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 successfully attain their educational goals;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge local academic senates to identify one or more teaching and/or counseling faculty members supporting students enrolled in transfer English and mathematics, to act as an English and

---

<sup>27</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>28</sup> Source found at

<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5fc58b022dd96f5918ab5cbd/1606781700931/ess-20-300-009-ab-705-validation-of-practices-a11y.pdf>.

<sup>29</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>30</sup> Source found at <https://trackbill.com/bill/california-assembly-bill-1705-seymour-campbell-student-success-act-of-2012-matriculation-assessment/2209058/>.

<sup>31</sup> Source found at <https://www.latimes.com/california/story/2022-01-07/california-students-suffered-major-academic-setbacks-last-year-data-shows>.

mathematics success liaison(s) to facilitate statewide communication among English and mathematics faculty, the local academic senate, and the ASCCC;

Resolved, That the Academic Senate for California Community Colleges work collaboratively with these liaisons and develop a English and mathematics liaison guide to help ensure communication and opportunities for input on the ASCCC's 10+1 academic and professional matters purview per title 5 §53200 to the California Community Colleges Chancellor's Office, the California Community Colleges Curriculum Committee, and the ASCCC before implementation of changes to policies, procedures, and practices; and

Resolved, That the Academic Senate for California Community Colleges help local academic senates identify potential funding allocations and resources to compensate<sup>32</sup> their designated English and Math Success Liaisons.

Contact: Karen Chow, De Anza College, Relations With Local Senates Committee

---

<sup>32</sup> Source found at <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/2022-23-Compendium-of-Allocations-and-Resources/2022-Compendium-of-Allocations-and-Resources-August-2022-Final---ADA-Fixes.pdf>.