



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

42nd FALL SESSION RESOLUTIONS
FOR DISCUSSION AT AREA MEETINGS
October 29 - 30, 2010

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1.0 ACADEMIC SENATE

**1.01 F10 Bylaws Change
Wheeler North, San Diego Miramar College, Executive Committee**

Whereas, Current Senate Rules do not provide directions to the body for who votes when electing its officers;

Resolved, That the Academic Senate for California Community Colleges revise its Rules as follows:

Add subdivision B:

B. Elections of Officers

- 1) Officers. Each Officer will be elected to the Executive Committee by balloting from all Delegates.

**1.02 F10 Separation of Accreditation and SLO Committee into Two Committees
Julie Bruno, Sierra College, Executive Committee**

Whereas, The Accreditation and SLO Committee functions under two separate and distinct charges, including providing guidance to faculty in the area of accreditation and accountability and providing guidance in the area of student learning, instruction, and assessment; and

Whereas, In order to best serve faculty in two important areas, the Executive Committee for the Academic Senate for California Community Colleges believes the Accreditation and Student Learning Outcomes Committee should be separated into two committees, the Accreditation Committee and the Student Learning and Assessment Committee;

Resolved, That the Academic Senate for California Community Colleges amend its Rules to revise Section V. A. 1. as follows “Accreditation ~~and Student Learning Outcomes~~ Committee; and

Resolved, That the Academic Senate for California Community Colleges amend its Rules to add Section V. A.14. as follows “Student Learning and Assessment Committee.”

**1.03 F10 Professional Development Training for Successful Implementation of SB 1440 and AB 2302
Carolyn Holcroft, Foothill College, Curriculum Committee**

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) and Assembly Bill (AB) 2302 (Fong, 2010) stress the need for faculty responsibility in informing and training the field on degree development and implementation, as well as establishing the most effective methods to inform students, counseling faculty, and the general public about the transfer pathways;

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Whereas, Degree development is an academic and professional matter and under the purview of the Academic Senate for California Community Colleges; and

Whereas, Informing students about the transfer pathways and guiding them to efficiently follow the transfer degree requirements in a way that satisfies the students' individual goals is the responsibility of counseling faculty of the California community colleges;

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for counselors, articulation officers, curriculum chairs, and other faculty directly involved in assuring successful implementation of SB 1440 (Padilla, 2010) and AB 2302 (Fong, 2010).

6.0 STATE AND LEGISLATIVE ISSUES

6.01 F10 Overhaul Financial Aid

Dolores Davison, Foothill College, Executive Committee

Whereas, The majority of California community college students are eligible for some form of federal or state financial aid;

Whereas, Students remain in classes even when failing because they fear losing their financial aid, therefore engaging in unproductive and inefficient behaviors; and

Whereas, Students may accumulate excessive units by enrolling in and completing courses solely in order to retain their financial aid, and the Board of Governors (BOG) fee waivers set no limit on the number of units students may accrue while attending college under a BOG fee waiver;

Resolved, That the Academic Senate for California Community Colleges urge state and federal officials to consider an overhaul of the current financial aid system in order to incentivize more productive and pedagogically sound behavior by students.

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F10 Basic Skills and Student Success Efforts

Candace Lynch-Thomson, School of Continuing Education, North Orange County Community College District, Basic Skills Committee

Whereas, 75-90% of California community college students who take a placement test place into basic skills in at least one subject;

Whereas, Students with basic skills needs are diverse in age, preparation level, income level, ethnicity, and intellectual ability and represent the diversity present in our state; and

Whereas, Senate Bill (SB) 1143 (Liu, 2010) directs the Board of Governors "to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. ... The bill would require the board, prior to implementation of the plan, to report the

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contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.”

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and task force to ensure that the needs of the basic skills student are a central part of the work undertaken by the SB1143 (Liu, 2010) plan.

7.02 F10 Commission on the Future Lesley Kawaguchi, Santa Monica College, Executive Committee

Whereas, The Community College League of California (CCLC) Commission on the Future has met over a period of time and identified recommendations regarding student success for the future actions of the California community colleges over the next ten years; and

Whereas, The California Community College System already has an established process for sending recommendations to the Board of Governors through the consultation process stated in Sections 330-342 in the Standing Orders of the Board of Governors;

Resolved, That the Academic Senate for California Community Colleges remind the Chancellor’s Office that any recommendation developed by the CCLC Commission on the Future and any implementation plan go through the Consultation Council which includes faculty from the Academic Senate for California Community Colleges.

7.03 F10 SB 1440 Long Term Impact Research Wheeler North, San Diego Miramar College, Executive Committee

Whereas, The recently signed Senate Bill (SB) 1440 (Padilla, 2010) will improve the ability of students to transfer from California community colleges to California State Universities (CSU);

Whereas, The impact of this law will potentially affect enrollment patterns and other existing patterns of service and instruction provided to students by California community colleges;

Whereas, While the bill requires research on student transfer and success rates, nothing in SB1440 (Padilla, 2010) requires research be done to measure if unintended or undesirable consequences occur; and

Whereas, Now is the time to establish a research plan and baseline metrics for research to ensure California community colleges and CSUs continue to meet the needs of all our students and communities;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system constituents to develop a research plan that will comprehensively examine the impact of SB1440 (Padilla, 2010) on the enrollment trends and other instructional and service needs of our students.

9.0 CURRICULUM

9.01 F10 Developing a Reference Document for Curriculum

David Morse, Long Beach College, Curriculum Committee

Whereas, Curriculum chairs and curriculum committee members frequently encounter questions regarding curriculum regulations and procedures for which they do not have ready answers;

Whereas, A “frequently asked questions” reference or other similar document could prove a valuable tool for curriculum committees in addressing such questions or issues;

Whereas, A formally developed reference document could present more consistent and detailed responses to inquiries from curriculum chairs than replies made on an individual basis; and

Whereas, A curriculum reference document published on the Academic Senate’s Curriculum Website could provide hyperlinks to relevant sections of Title 5 or Education Code, thus allowing curriculum chairs to bypass the inconvenience posed by currently available search tools;

Resolved, That the Academic Senate for California Community Colleges develop a reference document or tool for curriculum chairs and curriculum committees that offers information and advice regarding commonly posed questions on curricular issues and make that reference tool available through the Academic Senate Curriculum Website and through other appropriate methods.

9.02 F10 Examining Conversion from TOP to CIP

Dianna Chiabotti, Napa Valley College, System Advisory Committee on Curriculum

Whereas, Resolution 21.01 F99 asked for review and updating of Taxonomy of Programs (TOP) codes, including an annual revision to accommodate federal Classification of Instructional Programs (CIP) codes;

Whereas, The System Advisory Committee on Curriculum (SACC) has been in discussions regarding the steps and factors that would be necessary to convert from TOP to CIP code use in the California community colleges and recommends that a few disciplines be invited to participate in a pilot project to see how much work is involved in making the switch;

Whereas, TOP code revisions should be conducted with direct input from faculty; and

Whereas, Converting from TOP to CIP will involve many aspects of college functioning (e.g., fiscal reporting, faculty work load, CTE reporting) beyond faculty and curriculum committee participation;

Resolved, That the Academic Senate for California Community Colleges recommend representatives of various disciplines work with the Chancellor’s Office on the issues of converting from TOP to CIP codes for courses; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated.

See Appendix A.

9.03 F10 Faculty Responsibilities for CB and SP Codes
Stephanie Dumont, Golden West College, System Advisory Committee on Curriculum

Whereas, The System Advisory Committee on Curriculum (SACC) is undertaking a review of Course Data Elements (CB) and Student Program Awards (SP) codes to ensure that they accurately reflect program and curriculum development and intention, and faculty around the state will want to contribute to the final results of any significant changes to the codes;

Whereas, CB and SP codes are used to track student performance and college curriculum work, and as was seen with changes to CB 21 and 22, correct coding can greatly affect perceptions about student achievement;

Whereas, The validity of these coding elements is dependent on faculty knowledge of and correct use of coding and how it is applied locally, as well as regular faculty review of the elements; and

Whereas, Local curriculum committees should also be aware of the importance of the codes and how selecting a code can change how a course is tracked, funded or used;

Resolved, That the Academic Senate for California Community Colleges encourage faculty participation in review of any proposed changes to Course Data Elements (CB) or Student Program Awards (SP) codes that significantly affect curriculum and program development or tracking; and

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to review CB codes and how to correctly apply them to a course.

9.04 F10 College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements
Estela Narrie, Santa Monica College, Transfer and Articulation Committee

Whereas, California community college students may only receive associate's degree general education credit for a College Level Examination Program (CLEP) exam if equivalency for a course or an associate degree general education area has been locally established;

Whereas, Many students attend more than one California community college, and CLEP course equivalencies may not exist or may vary greatly among the California community colleges;

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Whereas, For many enlisted military personnel, completing formal college courses may be difficult due to deployments, work schedules, and other factors, and CLEP exams have made earning college credits a realistic possibility for these individuals; and

Whereas, CLEP general education subject area applicability exists system-wide for students completing CSU GE Breadth, but the UC system does not accept CLEP exams for credit under the IGETC pattern;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements;

Resolved, That the Academic Senate for California Community Colleges develop a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements; and

Resolved, That the Academic Senate for California Community Colleges urge the University of California and California State University systems to consider accepting CLEP exams for credit under the IGETC pattern in order to facilitate student transfer.

9.05 F10 Adopt and Publicize California Community College International Baccalaureate List and Template Christie Jamshidnejad, Diablo Valley College, Transfer and Articulation Committee

Whereas, Resolution 9.01 S10 "International Baccalaureate (IB) Exam Applicability to Associate Degree General Education Requirements" called for the development of a suggested system-wide policy template regarding the use of International Baccalaureate exams for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 outlines specific general education area requirements that each college must include for the associate degree (Title 5 55063, Minimum Requirements for the Associate Degree), and an increasing number of students are requesting general education credit based on IB test scores; and

Whereas, Articulation Officers throughout the California Community College System support the development of a California community college general education IB test list that is aligned with the CSU GE and IGETC IB test lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consider adoption and implementation of the California Community College General Education International Baccalaureate (IB) test equivalency list; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to use the proposed California Community College General Education International Baccalaureate (IB) test equivalency list to publish the California community college general

education (GE), California State University GE and Intersegmental General Education Transfer Curriculum (IGETC) Advance Placement test lists in college catalogs, schedules, and websites.

See Appendix B.

**9.06 F10 Adopt the Guiding Principles for SLO Assessment Paper
David Morse, Long Beach City College, Executive Committee**

Whereas, Faculty at many California community colleges have struggled to develop and implement effective practices for student learning outcomes (SLO) assessment while feeling pressure from both college administrations and outside forces to conduct SLO assessment in ways that may be ineffective and even counter-productive;

Whereas, SLO assessment, when conducted thoughtfully and effectively through processes developed and led by faculty, can be both beneficial and productive for faculty and students; and

Whereas, Academic Senate resolution 2.03 S08 called for the Senate to “research and communicate guiding principles of good practice in the collection, analysis, and use of assessment data”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Guiding Principles for SLO Assessment*.

See Appendix C.

**9.07 F10 Flexibility in Approval of SB 1440 Degrees
Beth Smith, Grossmont College, Curriculum Committee**

Whereas, Intersegment faculty discipline groups are meeting to determine major preparation for Senate Bill (SB) 1440 (Padilla, 2010) degrees, and these groups will meet throughout the year;

Whereas, Local processes may not be able to accommodate the time schedules for development and approval of these degrees; and

Whereas, Flexibility within local processes will help curriculum committees in the approval process of these new degrees;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be aware that SB 1440 (Padilla, 2010) degrees may be developed late in the year and flexibility with the approval process will benefit students; and

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to recommend to their boards that SB 1440 (Padilla, 2010) degrees will be under development during the year, and any accommodations and flexibility that boards can expedite degree approval throughout the year will be beneficial for students.

9.08 F10 Credit by Exam Processes
Nancy Persons, Santa Rosa Junior College, Curriculum Committee

Whereas, National and state interest in decreasing time to degree completion and increasing degree production has resulted in an interest in finding novel ways to meet these goals;

Whereas, The Academic Senate for California Community Colleges has been active in determining whether and how existing competency-based exams (e.g., CLEP, IB, AP) can be translated into course credit; and

Whereas, “Credit by exam” is a mechanism long in existence that can be used to award credit for demonstrated learning;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes;

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available; and

Resolved, That the Academic Senate for California Community develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanisms.

9.09 F10 Double Counting and Golden Four Grades in New Transfer Degrees
Michelle Pilati, Rio Hondo College, Executive Committee

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) has been signed into law, with one of its primary goals to decrease student accumulation of units as they complete a degree and prepare to transfer;

Whereas, Resolution 4.03 S10 recognized that a “transfer degree” was imminent and called for the Academic Senate to “strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work”;

Whereas, One obvious and academically appropriate means of decreasing “unit accumulation” is the practice of “double-counting,” in which one course can meet multiple requirements (e.g., a single course meeting both a major and general education requirement); and

Whereas, The California State University currently requires completion in the areas of the “Golden Four” with a minimum grade of “C” for transfer admission (i.e., A3--critical thinking, A1--communication, A2--English composition, and B4--quantitative reasoning);

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Resolved, That the Academic Senate for California Community Colleges support the incorporation of double-counting into the newly developed associate degree for transfer; and

Resolved, That the Academic Senate for California Community Colleges support requiring a minimum grade of “C” in the “Golden Four” in any associate degree for transfer.

9.10 F10 Double Counting GE and Major Courses in New Transfer Degrees Paul Setziol, De Anza College, Educational Policies Committee

Whereas, The practice commonly referred to as “double counting” allows students to count a qualifying course toward both general education and major/area of emphasis requirements;

Whereas, Double counting is common practice in the University of California (UC) and California State University (CSU) systems, and the majority of California community colleges;

Whereas, SB1440 (Padilla, 2010) rewards students for completing both lower division GE patterns (IGETC or CSU GE, which amount to approximately 35 semester units) and 18 units of major preparation prior to transfer; and

Whereas, California community colleges that disallow double counting will make it more difficult for their students to benefit from SB1440 (Padilla, 2010);

Resolved, That the Academic Senate for California Community Colleges urge local senates to review and, as often as possible, reform local policy to allow double counting to qualify a course toward both general education and major/area of emphasis requirements.

9.11 F10 Adopt Paper *Student Success: The Case for Establishing Prerequisites Through Content Review* Beth Smith, Grossmont College, Executive Committee

Whereas, Efforts to establish prerequisites through content review are underway, and interest in content review has increased around the state;

Whereas, In order to support state and local discussions, a resource with rationale for rigorous content review for establishing prerequisites and supporting ideologies for student success will assist local senates and leaders across the state; and

Whereas, Content review, as a method to establish prerequisites, involves discipline faculty and curriculum committees in an objective review of the knowledge and skills necessary for students must acquire in order to achieve success, and a detailed examination of the course outline of record in the content review process will re-establish the standards and expectations for maintaining quality instruction;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Student Success: The Case for Establishing Prerequisites Through Content Review*. See Appendix D.

13.0 GENERAL CONCERNS

**13.01 F10 Fostering Dialog between Adult Education and Noncredit
Daniel Pittaway, North Orange County CCD, Noncredit Committee**

Whereas, Just as adult education and noncredit programs share a common origin, both having emerged from the K-12 system in response to the particular needs of adult learners, the future of these programs is also intertwined;

Whereas, Both adult education and noncredit programs are being threatened, with all state adult education funds now open to “flexibility” usage by underfunded K-12 districts and noncredit courses and programs that do not fall under career development and college preparation receiving lesser funding;

Whereas, In some communities either the community college or the unified school district(s) has the dominant adult education/noncredit program, while in others significant adult education/noncredit programs are offered by both entities, which has raised legislative questions about possible duplication in the objectives of adult education and noncredit programs; and

Whereas, There is a need for adult education and noncredit to discuss their shared future;

Resolved, The Academic Senate for California Community Colleges encourage the involvement of noncredit faculty and the members of the Academic Senate’s Noncredit Committee in discussion with representatives of the California Department of Education’s Adult Education Division about the future of adult education/noncredit programs in the State of California.

**13.02 F10 SB 1143 – Defining Student Success
Wheeler North, San Diego Miramar College, Executive Committee**

Whereas, SB 1143 (Liu, 2010) requires the Board of Governors (BOG) to adopt a plan for promoting and improving student success within the California community colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success;

Whereas, SB 1143 (Liu, 2010) requires the taskforce to develop and present specified recommendations to the BOG for incorporation into a plan to improve student success and completion within the California community colleges; and

Whereas, Faculty are central to the success of any and all plans related to student success and student completion and are best positioned to develop metrics used to establish and measure student success that are critical to the development of a system-wide plan for student success;

Resolved, That the Academic Senate for California Community Colleges define student success, and best practices and models for accomplishing student success; and

Resolved, That the Academic Senate for California Community Colleges seek to ensure faculty primacy in the development of all metrics used to establish and measure student success.

13.03 F10 Academic Freedom: New Recommendations
Dianna Chiabotti, Napa Valley College, Executive Committee

Whereas, In the *Garcetti v. Caballos* court decision of 2006, the U.S. Supreme Court majority ruled that when public employees such as faculty speak, “pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline”;

Whereas, In response to the above case and the more recent cases of *Hong v. Grant*, *Renken v. Gregory*, and *Gorum v. Sessions* the American Association of University Professors (AAUP) created a subcommittee in 2006 for the purpose of “surveying the landscape of legal and professional protections for academic freedom at public colleges and universities”; and

Whereas, The AAUP’s subcommittee has set forth three examples of proposed policy language for incorporation in faculty handbooks as follows:

Academic freedom is the freedom to discuss all relevant matters creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the University. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution. [Policy amendments adopted by University of Minnesota Board of Regents in June 2009]

Academic freedom is the freedom to teach, both in and outside the classroom, to conduct research and to publish the results of those investigations, to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to speak to any matter of social, political, economic, or other interest to the larger community, without institutional discipline or restraint, save in response to fundamental violations of professional ethics or statements that suggest disciplinary incompetence.

Academic freedom is the freedom to teach, both in and outside the classroom, to research and to publish the results of those investigations, to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Professors should also have the freedom to speak to any matter of social, political, economic, or other interest to the larger community, subject to the academic standard of conduct applicable to each. (AAUP, 2010, pp. 87 -88)

Resolved, That Academic Senate for California Community Colleges recommend that local senates review their current policy on academic freedom to determine that it is aligned with the latest AAUP perspective;

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Resolved, That Academic Senate for California Community Colleges encourage colleges to refine and/or develop a policy on academic freedom that reflects the current AAUP perspective; and

Resolved, That Academic Senate for California Community Colleges encourage local senates to include such a policy in faculty handbooks, board policies, and union contracts.

See AAUP 2010 Document at: <http://www.aaup.org/AAUP/protectvoice/actionitems/>.

13.04 F10 Basic Skills Advisory Dianna Chiabotti, Napa Valley College, Executive Committee

Whereas, The Academic Senate for California Community Colleges' Basic Skills Committee is responsible for reviewing and recommending positions and actions on issues related to under-prepared students.

Whereas, The Academic Senate's Basic Skills Committee is responsible for gathering information on best practices to provide instruction and support services to underprepared students and conveying this information to the field;

Whereas, The Chancellor's Office has established a Basic Skills Advisory Committee that will be advising the Chancellor's Office on the direction for basic skills efforts within the state; and

Whereas, Meeting the needs of underprepared/basic skills students is a priority for both the Academic Senate Basic Skills Committee and the Chancellor's Office Basic Skills Advisory Committee;

Resolved, That the Academic Senate for California Community Colleges recommend that the Basic Skills Committee chair be an active participant on the Basic Skills Advisory Committee such that there is a clear connection between the work of both entities; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to facilitate a connection between the Academic Senate Basic Skills Committee and the work by the Chancellor's Office to coordinate efforts related to basic skills.

16.0 LIBRARY AND LEARNING RESOURCES

16.01 F10 Adopt Paper *Standards of Practice for California Community College Library Faculty and Programs* Kevin Bontenbal, Cuesta College, Executive Committee

Whereas, Resolution 16.01 S09 called for the development of a paper addressing standards of practice for California community college libraries; and

Whereas, specific standards for library services have appeared piecemeal in various regulations and guidelines, but nowhere have these standards been collected, reviewed, and presented

systematically with specific application to the roles of librarians in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Standards of Practice for California Community College Library Faculty and Programs*.

See Appendix E.

20.0 STUDENTS

20.01 F10 Admissions Priorities and Practices Regarding Nonresident Applicants Don Gauthier, Los Angeles Valley College, Educational Policies Committee

Whereas, The economies of the United States and the State of California are experiencing the deepest recession since the Great Depression of the 1930s;

Whereas, Out of state and international students are attractive to colleges because they pay higher fees; and

Whereas, Due to the economic recession, colleges are not able to accommodate all California resident students, with the possibility that spaces that might be available to California residents have been taken by non-residents;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review local admissions priorities and practices regarding non-resident applicants and seek to avoid the enrollment prioritization of new students whose enrollment would reduce access for California resident students.

20.01 F10 Prioritization of Resident Students Dolores Davison, Foothill College, Executive Committee

Whereas, Current demand on California community colleges is at an all time high due to economic and employment factors;

Whereas, Because of limited resources to serve all students, many colleges are actively pursuing the creation of international centers to serve students outside of the country; and

Whereas, The primary responsibility of California community colleges apportionment-based instruction and services should be primarily focused on resident students;

Resolved, That the Academic Senate of California Community Colleges urge colleges to identify local priorities regarding international centers and enrollment , taking into consideration the effects on instruction, services and resources needed to educate resident students.