SELECTED ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES RESOLUTIONS ADOPTED SATURDAY, APRIL 13, 2019

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9.04 S19 Ensure the Accessibility of Educational Materials

Whereas, All California community colleges are mandated to adhere to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973 sections 504 and 508, which require all educational printed and digital materials to be accessible;

Whereas, The California Community Colleges have Information Computer Technology Accessibility Standards including both the U.S. section 508 standards and the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) that provide criteria for making information and communication technology more accessible;

Whereas, Resolution 09.10 F15[1] directed the Academic Senate for California Community Colleges (ASCCC) to "provide professional guidance on effective practices for the use of publisher-generated materials by faculty in all modalities of courses and report to the body by Spring 2017" yet did not explicitly seek guidance with respect to ensuring that all educational materials are accessible as required by law; and

Whereas, The 2018 ASCCC paper *Ensuring An Effective Online Program: A Faculty Perspective*[2] recommends the following:

Colleges should have a distance or online education committee under the purview of the local academic senate to deal with academic and professional matters related to courses taught online. Responsibilities of this committee would include the development of recommendations and securing approval from appropriate faculty groups regarding instructional design standards for online courses and participation in the development of

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[1] https://asccc.org/resolutions/professional-guidelines-and-effective-practices-using-publisher-generated-course
[2] https://www.asccc.org/papers/ensuring-effective-online-program-faculty-perspective

recommendations on policies regarding the distance education program, including policies for the ongoing professional development of distance education instructors, policies regarding training in the use of the course management system, and policies for ensuring that all courses and materials are accessible to all people with disabilities;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work within existing committee structures and procedures to ensure dedication of resources supporting appropriate training and technical support to guarantee accessibility of course materials;

Resolved, That the Academic Senate for California Community Colleges urge local senates to develop local policies to adopt only course materials, including supplemental or optional materials, that are accessible for all California community college students in alignment with the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG); and

Resolved, That the Academic Senate for California Community Colleges prepare and bring to the body for consideration a paper on accessible course materials that addresses best practices for faculty in selecting and using accessible educational content by spring 2021.

Contact: Amar Abbott, Taft College, Area A

MSU

7.01   S19 Improve Quality and Integrity of California Community Colleges System Data
Whereas, The California Community Colleges Chancellor's Office (CCCCO) has historically provided a system-wide, collegially developed center for data collection and analysis, DataMart, which has been identified nationwide as one of the richest and largest higher education databases;

Whereas, Legislation such as AB 705 (Irwin, 2017), AB 1805 (Irwin, 2018), and the Student Centered Funding Formula increases the need to have accurate and meaningful data, such as time to completion, student data shared among multiple California community colleges, and connection to private and out-of-state transfer data, driving reliance on system-wide data and complex data analyses;

Whereas, The CCCCO Management Information System (MIS) and research areas are currently understaffed, forcing reliance upon external consultants who are unfamiliar with data context, implications, curriculum, and unintended consequences that affect the allocation of funds and the data-image of the community college system; and

Whereas, Correcting MIS data elements through collaboration among system partners and expanding the CCCCO data submission and retrieval of information on nationwide transfer through the existing Clearinghouse subscription would provide more accurate and currently missing information regarding the completion data on the students in the California Community Colleges System;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office (CCCCO) to evaluate needs and encourage the CCCCO to fund and staff adequate system-wide research within the Digital Innovations and Infrastructures (DII) Division; and

Resolved, That the Academic Senate for California Community Colleges (ASCCC) urge the California Community Colleges Chancellor's Office to correct Management Information System (MIS) data elements based upon the work of the ASCCC and RP Group and include nationwide transfer data by updating the Clearinghouse subscription to provide individual colleges with nationwide transfer data.

Contact: Kathleen Bruce, San Joaquin Delta College, Area A

MSU

11.02 S19 Ensure Appropriate Processes for System Technology Procurement
Whereas, Technology procurement at both the state and local level should be a transparent and inclusive process that involves all impacted constituencies and factors in both the direct and indirect costs associated with the adoption of new technologies;

Whereas, System-level purchases can be both economically and functionally advantageous;

Whereas, The process employed by the Online Education Initiative (now the California Virtual Campus – Online Education Initiative) to identify a course management system and the subsequent adoption of that system by all 114 colleges serves as a model for how a system-level technology selection process should be conducted, demonstrates how an effective process can facilitate local decision-making, and illustrates that the provision of a technology at no cost to the colleges does not bypass local decision-making processes or ensure immediate adoption; and

Whereas, System-level technology selections have impacted and may impact in the future local technology decisions but do not presume that a system-level decision will determine local choices;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any procurement of technology that colleges would be required to access is selected via a process that is transparent, inclusive, and respectful of existing local monetary and human investments; and

Resolved, That the Academic Senate for California Community Colleges support the use of competitive processes for the awarding of grants and the procurement of resources as required in the Standing Orders of the Board of Governors.[3]

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[3] Procedures and Standing Orders of the Board of Governors, November 2108:
http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standing_Orders/November-2018-Procedures-and-Standing-Orders.pdf

Contact: Executive Committee

MSU

7.04   S19 Systemwide Technology to Support College Ownership of Curriculum
Whereas, The California Community Colleges Chancellor's Office (CCCCO) opted to terminate the work of the Common Assessment Initiative after the investment of approximately $20 million without identifying a mechanism to preserve elements of the substantial investment that may still be of benefit to the system's colleges and students;

Whereas, ES 19-08[4], a memo distributed by e-mail on March 18, 2019, regarding the Chancellor's Office Curriculum Inventory (COCI) stated that "the current COCI product is nearing the end of its shelf-life," yet the development of the current COCI product was initiated approximately three years ago and, despite some early challenges, COCI has responded to the need for modifications to allow the streamlining of curriculum approval and is scheduled for additional necessary enhancements in the near future;

Whereas, Evidence of the existence of an off-the-shelf vendor product that could serve the system's needs has not been provided, and any replacement for COCI would, first and foremost, need to integrate with the curriculum management systems in place at the 114 California community colleges, and referencing a product for college use in the context of a process for procurement of a COCI replacement suggests a fundamental lack of understanding of the California community colleges and the importance of local control; and

Whereas, It is critical that any decisions made by the CCCCO that would have a lasting effect on all of the California community colleges are decisions that are not merely informed by the colleges but are principally guided by the needs of the colleges, including the need for the CCCCO's role in the elements of the curriculum that it does review to be unimpeded;

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Chancellor's Office (CCCCO) that the curriculum in the system is the curriculum of the colleges, approved by the colleges and submitted to the CCCCO for additional review in specified circumstances and for the receipt of control numbers;

Resolved, That the Academic Senate for California Community Colleges support a robust Request for Proposal (RFP) process that would explicitly acknowledge the potential of maintaining COCI and place its development and control in a managing entity that recognizes its

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https://asccc.org/sites/default/files/ES%2019-08%20Chancellor's%20Office%20Curriculum%20Inventory%20%28COCI%29%20Update%20.pdf

role as a system support structure that strives to effectively meet the needs of the CCCCO and the colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage the CCCCO to involve faculty and all appropriate constituents in the development of any Request for Proposals (RFP) that involves procurement of technology that the colleges will be required to interact with.

Contact: Michelle Pilati, Rio Hondo College

MSU

11.01 S19 CCCApply Technical Limitations
Whereas, The use of CCCApply for all students to enter the California Community Colleges System is required as part of the implementation of the Student Success and Support Program;

Whereas, CCCApply is often the first opportunity in the enrollment and onboarding process for students to make choices about their academic careers, which will have a significant impact on their time to degree and dictate their course-taking behavior once enrolled;

Whereas, A major component of many colleges' design and implementation of their guided pathways frameworks is the creation of collections of academic majors with related coursework to support a career area or transfer goal, referred to often as meta-majors, intended to help students choose academic majors that best fit their interests and abilities; and

Whereas, CCCApply's technical limitations severely limit the flexibility colleges have to design meta-majors in ways that are easily communicated to students through CCCApply as well as to implement other student onboarding innovations;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to comprehensively evaluate CCCApply for equitable and accessible support of the student admissions process, beginning with the point of initial contact and inquiry, inclusive of the impact on applicants completing the standard application as well as potential separate program applications, and the steps through matriculation to class registration to ensure the ability of individual colleges to serve their unique demographics effectively and efficiently without barriers; and

Resolved, That the Academic Senate for California Community Colleges engage the California Community College Chancellor's Office in a dialogue regarding modification of the CCCApply application, or a possible replacement tool, in ways that will reduce technical limitations and allow colleges more flexibility to support students and guided pathways innovations.

Contact: Randy Beach, Southwestern College, Guided Pathways Task Force

MSU

9.06   S19 Support New Distance Education Definitions

Whereas, Cross-college online enrollments have increased due to California Virtual Campus-Online Education Initiative (CVC-OEI) efforts, and the terminology colleges use for online courses, hybrid courses, and courses with required proctoring on examinations differs significantly, causing confusion and frustration for students navigating multiple colleges;

Whereas, The Distance Education and Educational Technology Advisory Committee (DEETAC) has worked with stakeholder representatives to update the Distance Education Guidelines, 2008 Omnibus Version, and the revision will be reviewed by California Community Colleges Curriculum Committee (5C) on April 24, 2019, and later by Consultation Council; and

Whereas, The following definitions are proposed by DEETAC as part of the update to the Distance Education Guidelines:

FULLY ONLINE (FO)(also known as "100% online"):
Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required.

PARTIALLY ONLINE (PO)(also known as "hybrid"):
Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

Online with In-Person Proctored Assessment: (OPA)
Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

Resolved, That the Academic Senate for California Community Colleges endorse the proposed definitions for fully online courses (FO), partially online courses (PO), and online courses with proctored assessments (OPA); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and partner organizations to disseminate the definitions and provide support for colleges as they update policies and practices.

Contact: Cheryl Aschenbach, Lassen College

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