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: Congratulated the colleagues who have achieved tenure this

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Melissa Archibald: History
Jessica Asbell: Astronomy
Paco Brito Nunez: English
Diane Brown: Public Health
Sen. Eric Budwig: Welding
Marely Cervantes: ESL
Sen. Irving Chavez Jimenez:
Counseling
Samantha Doucette: Kinesiology
Davinia Dunner: Culinary Arts
Melissa Ferguson: Psychology
Erin Gratz: Library

43 Hannah Haghighat: Communications
44 Jennifer Hall : Counseling
45 Justin Jang: Computers
46 Chi Lew: Biology
47 Heather Moreno: Dental Assisting
48 Matthew Newman: Film
49 Yvette Nguyen: Counseling
50 Jacob Riddle: HVAC
51 Jaime Speed: Geography
52 Jared Vidal: Counseling
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: Invited all

realistic option. The metric was set up in a way that it would automatically show what the State wanted it to show. Some schools chose to do things to work around this law.

OCC adopted the guidance-for-student placement and made slight modifications to transfer-level placement beyond entry-level.

Some colleges attempted to work around this by adding additional course work to their prep-for-calculus sequence or by replacing courses that were previously one-term with multi-term courses.

1. " U.S. high school graduates (or equivalent) shall begin in transfer-level English and math/quantitative reasoning coursework."
2. " Students with an academic goal of credit-certificate, degree or transfer shall begin in gateway transfer-level coursework that satisfies requirements for the student's intended certificate, degree, or transfer within their major."

This is to get around schools creating a transfer-level class. This has two other effects besides that one is our Business Calculus currently is a second-level transfer course. Students have a prerequisite of College Algebra. This law is saying that students will not only be skipping remedial math to go straight to College Algebra, but the State also intends for them to be skipping College Algebra straight to Business Calculus, which at that point, means skipping possibly three classes.

3. " Students cannot be required to repeat coursework they have successfully completed in math in high school or college or through credit for prior learning."

If a student passes pre-calculus with a C their junior year, takes a three-year gap and returns, we have to place them in Calculus 1. Math builds on itself. Students are getting into classes, and they are not prepared for those classes. Many students drop out.

4. " Colleges shall not enroll U.S. high school graduates (or the equivalent) into a non-credit English or math course unless the non-credit course is a corequisite to a transfer-level course (for students with a goal of a credit certificate, degree, or transfer)."
5. " Pretransfer-level enrollment is only an option for subgroups of students explicitly described in the law (or where validated proof of effectiveness has been provided)."

Those exceptions are students who have not graduated high school and students who are in a degree or certificate program that explicitly requires pretransfer-level math. We have no programs on campus that require pretransfer-level math. This law says, " or higher," so we have to put them in the higher one.

continued with his presentation, noting that they are still required to use high school transcript data to place students in the English and math coursework. In the event that they do not have transcript data, they are required to use self-reported data. They are primarily using self-reported data, not transcript data. A substantial amount of students are completely under-prepared for those classes, more than they have ever experienced before.

He read the three *resolves* of the resolution.

" Resolved, that the Academic Senate for California Community Colleges (ASCCC) urge the California legislature to extend the timeline for the AB 1705 data validation by at least 2 years and ensure that discipline faculty are involved in the process of identifying sensible data and metrics for that validation; and

Resolved, that the ASCCC urge the Chancellor's office to require that any data validation include a review of the current placement standards employed by the Cal State and UC system so that, should the data show that modifications are needed in the current placement system, these modifications not be so sweeping as to put the community colleges out of alignment with these transfer institutions; and

Resolved, that the ASCCC urge the California legislature to amend AB 1705 to remove the language that says co

asked for clarification as she believed that when the Hiring Committee forwards the names to the President that they are, as a committee, unanimously saying any person we move forward, we will be happy with. For her, that already neutralizes ranking. stated that it is misguided if one of the goals is to increase faculty diversity, to then try and create a process that makes it as difficult as possible to understand who you are hiring. These color-blind moves that may be well intentioned may have the effect of reinscribing the things they are attempting

