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1.0 ACADEMIC SENATE

- 1.01 F12 Support and Advocacy for Regulatory Mechanisms That Ensure Faculty Recommendations on Academic and Professional Matters are Given Their Fullest Consideration

Whereas, AB 1725 (Vasconcellos, 1988), the omnibus bill that created the modern framework

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and the California community college system participatory governance and its affirmation of faculty primacy in academic and professional matters is highly consistent with the AAUP statement;

Resolved, That the Academic Senate for California Community Colleges affirm its support for the current participatory governance structure defined by AB 1725;

Resolved, That the Academic Senate for California Community Colleges support ways to enhance shared decision-making and collective responsibility for improving student learning and success; and

Resolved, That the Academic Senate for California Community Colleges oppose modifications or amendments to Title 5, Education Code, and directives that impede the primary authority of academic senates to recommend with respect to curriculum and academic standards per Education Code and the AAUP definition of the faculty role in community college governance.

Contact: Phil Smith, American River College, Executive Committee

Adopted by Acclamation

1.02 F12 Part-time Faculty Award

Whereas, In the Fall of 2010, the Academic Senate for California Community Colleges passed a resolution (01.05) creating a yearly award for a part-time faculty member "that recognizes excellence in teaching and outstanding contributions to the campus environment and to student success, and that the award amount and presentation be consistent with other comparable faculty awards given by the Academic Senate for California Community Colleges";

Whereas, This resolution was addressed by the Academic Senate Foundation awarding a scholarship for part-time faculty specific to attendance at institutes and plenary sessions, and by the Academic Senate clarifying that part-time faculty are eligible for any of the Senate Awards; and

Whereas, The possibility of a part-time faculty member being awarded any of the existing Senate Awards is limited given that a full-time faculty member's opportunities to serve professionally are much greater than those afforded to part-time faculty members; and

ADOPTED RESOLUTIONS

ADOPTED RESOLUTIONS

Whereas, Greg Gilbert blessed us with a remarkable capacity to take what were often discordant, 60-page compilations of incongruent ideas, as if rant venting, and first through seventh person temporally inconsistent constructs, and, in a mere few days, transform them into some of the best papers ever published by the Academic Senate; and

Whereas, In accord with his role as a statesman and his lack of proximity to any known habitation, living where rattlesnakes, coyotes and a cacti dare not tread, Greg Gilbert earned the Wile E. Coyote Award for Accomplished Roadrunners after traversing thousands of miles of California's diverse landscape on our behalf;

Resolved, That the Academic Senate for California Community Colleges convey its heartfelt thanks to Greg Gilbert for consistently identifying profound and important issues and then crafting elegant but hard-hitting responses to educate our colleagues and influence our adversaries;

Resolved, That the Academic Senate for California Community Colleges recognize Greg Gilbert's extraordinary and distinguished service by awarding him the status of Senator Emeritus with all the rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Greg Gilbert its slightly overdue congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact: Stephanie Dumont, Golden West College, Area D

Adopted by Acclamation

1.04 F12 Supporting City College of San Francisco and Its Faculty

Whereas, City College of San Francisco is a vital multi-cultural, multi-campus community college and has been an essential part of the City of San Francisco since 1935;

Whereas, City College of San Francisco has always sought to provide much needed support for those in its community that have been historically left out;

Whereas, City College of San Francisco has always served as a statewide model of strong faculty participation in college governance and also a model for developing and maintaining appropriate salaries and benefits for both the full- and part-time faculty; and

Whereas, City College of San Francisco values the knowledge and strength of its own faculty as they seek to resolve their accreditation issues through a strong and fair shared governance process drawing in all appropriate stakeholders;

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Resolved, That the Academic Senate for California Community Colleges acknowledge City College of San Francisco's efforts to maintain its multi-cultural, multi-campus structure and its shared governance process; and

Resolved, That the Academic Senate for California Community Colleges acknowledge the leadership of the faculty in their efforts to solve their accreditation issues.

Contact: Jon Drinnon, Merritt College

MSC

3.0 EQUITY AND DIVERSITY

3.01 F12 Student Progression and Achievement Rates (SPAR) and Socioeconomic Status

Whereas, All colleges will soon publish their Student Progress and Achievement Rates (SPAR) on their "Scorecard" websites as part of the California Community College System response to the Student Success Task Force recommendations, the biggest predictor of a college's SPAR rate is the zip code of students attending college, with zip code acting as a proxy for socioeconomic status;

Whereas, SPAR rates will also be disaggregated by ethnicity and published in an effort to encourage colleges to appropriately focus their efforts on reducing existing achievement gaps;

Whereas, Over a decade of research in K-12 indicates that if income is taken into account along with ethnicity, income is the significantly larger predictor of academic achievement;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is also now requiring that colleges report data about enrolled students disaggregated by ethnicity and socioeconomic status, although many colleges do not directly collect socioeconomic status information and therefore must use other data as a proxy;

Resolved, That Academic Senate for California Community Colleges encourage colleges to begin collecting socioeconomic status information to be disseminated to the public.

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Resolved, That Academic Senate for California Community Colleges encourage colleges to report cross-tabulated data regarding ethnicity and socioeconomic status to the public and to faculty and staff in an effort to correctly identify true existing achievement gaps.

Contact: Katie Townsend-Merino, Palomar College, Standards, Equity, Access and Policies Committee

MSC

7.0 CONSULTATION WITH THE CHANCELLOR

7.01 F12 Reporting Contextualized Data on ARCC

Whereas, The proposed Accountability Report for the Community Colleges (ARCC) scorecard will track student performance metrics longitudinally over six years and faculty recommended contextualized student performance metrics; and

Whereas, The proposed ARCC scorecard will be more effective if it reports contextualized

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Whereas, The paper *Program Discontinuance: A Faculty Perspective Revisited* details the changes regarding program discontinuance and the issues that have occurred since 1998;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Program Discontinuance: A Faculty Perspective Revisited*.

Contact: Lesley Kawaguchi, Santa Monica College, Executive Committee

MSC

9.02 F12 Protecting Local Degrees

ADOPTED RESOLUTIONS

Contact: Danielle Martino, San Diego Canyon College, Area D

MSC

9.04 F12 Ensuring Availability of Major Preparation

Whereas, The California community colleges are facing continuing budget reductions that may prevent them from offering all of their

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commensurate with other systems of higher education where students are likely to transfer upon completion of lower division major transfer preparation at a community college;
Whereas, Peace Studies is a field that is recognized as an academic discipline around the world and one that has been in existence since 1948 in the United States, and the Peace and Justice Studies Association, the primary professional and academic association for Peace Studies, reports that there are over four hundred universities offering Peace Studies around the world; and

Whereas, Qualified instructors are required to teach Peace Studies courses at the community college level and there are an increasing number of candidates to fulfill the requirements of a master's degree in Peace Studies, Peace and Justice Studies, Peace and Conflict Studies or the equivalent including an average of twenty graduates each year from the master's degree program offered at the Joan B. Kroc Institute of Peace and Justice Studies at the University of San Diego;

Resolved, That the Academic Senate for California Community Colleges as part of its current Discipline List Revision process, add Peace Studies as a separate discipline for inclusion in the Minimum Qualifications for Faculty and Administrators in California Community Colleges

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higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” -licensed materials; and

Resolved, That the Academic Senate for California Community Colleges endorse the convening of appropriate stakeholders, including faculty from our intersegmental partners for implementation of SB 1052 and 1053 (Steingard 2012), to develop appropriate rules and guidelines for accessing Open Educational Resources for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

MSC

13.0 GENERAL CONCERNS

13.01 F12 Automatic Awarding of Earned Degrees or Certificates

Whereas, Some California community colleges have suggested that colleges should award degrees or certificates to all students who complete all requirements for a degree or certificate, whether the student has applied for the degree or certificate or not;

Whereas, The practice of automatically awarding degrees or certificates would not compromise academic standards since students would still be required to meet the same requirements as those who have applied for degrees or certificates; and

Whereas, Automatically awarding degrees or certificates could have various benefits for colleges in a time when they are increasingly asked to meet accountability standards involving degree and certificate completion but could create work issues for colleges and might have negative effects on students;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of automatically awarding earned degrees or certificates, including the methods through which such a practice could be implemented, and report the results of this research by Fall 2014.

Contact: Carolyn Holcroft, Foothill College, Governance and Internal Policy Committee

MSC

13.02 F12 Redefinition of Student Success

Whereas, Countless conversations have still resulted in any simple definition of student success;

⁵ Creative Commons Licensing website: <http://creativecommons.org/>

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Whereas, The breadth and depth of participants' experiences and educational efforts is neither simple nor reducible to any simple definition; and

Whereas, The Accountability Report for the Community Colleges (ARCC) scorecard proposes that the Student Progress and Achievements (SPAAR) exclude those students who complete less than 6 units in less than 3 years;

Resolved, That the Academic Senate for California Community Colleges affirm that student success should be defined to include a broad range of student completion outcomes including completion of a single courses for a variety of individual goals as identified in the mission of California community colleges; and

Resolved, That the Academic Senate for California Community Colleges partner with colleges to research additional quantitative and qualitative data that may be used in addition to the required ARCC data on a college's scorecard and report the results of this research by Fall 2013.

Contact: Kathy Kelley, Chabot College

MSC

15.0 INTERSEGMENTAL ISSUES

15.01 F12 Endorse Common Core State Standards in Mathematics and English

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness;

Whereas, The Academic Senate for California Community Colleges endorse the Intersegmental Committee of Academic Senates (ICAS) competency statements for both mathematics and English Language Arts, which set expectations for entering freshmen in these two critical content areas, and CCSS match nearly all expectations outlined by ICAS in both subject areas;

Whereas, The Senate has multiple resolutions calling for better preparation of high school students and more communication with K-12 partners, which is occurring through the implementation of the CCSS, and Student Success Task Force recommendation 1.1 calls for alignment of curriculum between K-12 and community colleges; and

Whereas, The Early Assessment Program (EAP) college-readiness indicator developed by CSU and used by many community colleges in the state grants entry into transfer-level courses to students who score at a particular level, and the Senate has several resolutions endorsing the use of EAP solely to identify and place students who do not need remediation into transfer-level courses;

Resolved, That the Academic Senate for California Community Colleges endorse the intent of the Common Core State Standards for K-12 sufficient preparation for high school students planning to attend college and enroll in transfer-level coursework.

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Contact: Beth Smith, Grossmont College, Executive Committee

For more information, please visit the following website: <http://www.corestandards.org/>

MSC

15.02 F12 Concerns about CSU Local Service Areas and Priority Admission

Whereas, The recommendations from the Legislative Analyst's Office (LAO) in their report *Guaranteed Regional Access Needed for State Universities* recognize the inequitable and discriminatory impact local area access priority

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15.03 F12 Discuss the 1960 Master Plan for Higher Education in California

Whereas, The 1960 Master Plan for Higher Education in California embodies the principle that open access to higher education is fundamental to the interests of the state by providing for an educated populace and a strong, developing workforce;

Whereas, The 1960 Master Plan for Higher Education in California differentiates the roles of the California Community College, State University and the University of California Systems in implementing that plan; and

Whereas, Recent and ongoing legislation is eroding the ability of each educational system component to fulfill its assigned role in executing the Master Plan;

Resolved, That the Academic Senate for California Community Colleges initiate a conversation with all relevant stakeholders to reconfirm or revise the 1960 Master Plan for Higher Education in California and the mission of the California community colleges as appropriate.

Contact: Kale Braden, Cosumnes River College

MSC

17.0 LOCAL SENATES

17.01 F12 Approval of Grant Driven Projects

Whereas, Unprecedented budget challenges are compelling California community colleges to seek alternative funding sources such as grants with increasing urgency;

Whereas, Grants often include provisions for the creation and implementation of new educational programs and curricula that do not require the students to earn college credit;

Whereas, Local senates and curriculum committees have developed curriculum approval processes to ensure their colleges' offerings are of the highest quality for students, but grant-inspired curriculum not involving credit may not be required to go through these pathways of curriculum development and approval; and

Whereas, Circumvention of these processes may have unintended negative consequences on curricular quality and subsequently on student preparedness for success in their lives and careers;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Contact: John Freitas, LA City College, Area C

MSC

18.0 MATRICULATION

18.01 F12 Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment

Whereas, Current Title 5 requirements regarding eligibility for noncredit apportionment for supervised tutoring reference Education Code §84757 (a) (2) that limits apportionment to students enrolled in basic skills; and

Whereas, Current effective practice, identified in the Basic Skills as a Foundation for Student Success in California Community Colleges (2007) and elsewhere, specifies that mainstreamed, centralized tutoring programs support basic skills students enrolled in any

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clearly indicates some of the areas in which faculty have expertise, but which may require ongoing faculty professional development; and

Whereas, A professional development program could provide a vehicle not only for providing, documenting, and substantiating faculty awareness and participation in academic and professional matters but also for supporting lifelong learning and academic achievement of faculty;

Resolved, That the Academic Senate for California Community Colleges design and implement

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21.0 OCCUPATIONAL EDUCATION

21.01 F12 Explore the Transcription of Low-unit Career Technical Education Certificates

Whereas, Many career technical education (CTE) certificates consisting of 18 or more units may take two to three years for students to complete, a significant delay to students' entry into the workforce;

Whereas, Many certificates can be modularized into meaningful subsequences of courses that have both a focused set of learning objectives and are connected to desired skill sets; and

Whereas, Low-unit certificates of fewer than 12 units, even if they are modularized parts of approved CTE certificates of 18 units or higher, cannot be submitted for approval to the California Community College Chancellor's Office and therefore may not appear on students' transcripts;

Resolved, That the Academic Senate for California Community Colleges investigate the positive and negative impacts of transcription of CTE certificates of fewer than 12 units, including methods through which such a practice could be initiated, and report the results of this research by Spring 2014.

Contact: Phil Smith, American River College, Leadership Development Committee

MSC

REFERRED RESOLUTIONS

MSR: Referred to the Executive Committee to go back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the course of action to address the issue.

9.05.02 F12 Amend Resolution 9.05 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges support innovations that improve success of underprepared non-STEM students in mathematics and increase their likelihood of successful completion of transferable math including the establishment ability to create and rigorously evaluate alternative math pathways.

Contact: Michael Norris, Los Medanos College

MSR: Referred to the Executive Committee to go back same resolution, or new one, if necessary, after such time that the math discipline faculty and/or statewide math groups have fully discussed and come to consensus on the course of action to address the issue.

9.06 F12 Addressing Disproportionate Impact of Traditional Developmental Mathematics Course Sequences

Whereas, According to a 2010 EdSource study, *Course taking patterns, policies, and practices in developmental education in California Community Colleges*" (Perry, Bahr, Rosin, & Woodward, 2010), 61% of Black students and 58% of Latino students placed 4 levels below college math in California community colleges, compared to 34% of White students; and

Whereas, Only 24% of California Community College students placed 3 levels below college math complete their sequence and only 13% of students placed 4 levels below college math complete their sequence;

Resolved, That the Academic Senate for California Community Colleges support the ability of community college faculty to develop innovative, academically rigorous pilot studies of alternative math pathways, and practices as a strategy to support student success.

Citations:

Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, M. (2010). *Course-taking patterns, policies, and practices in developmental education in California Community Colleges*. Mountain View, CA: EdSource. <http://www.edsource.org/assets/files/ccstudy/FULL-CC-DevelopmentalCoursetaking.pdf>.

Bailey, Thomas (2009). *Rethinking Developmental Education*. CCRC Brief. Community College Research Center. Teachers College, Columbia University. <http://ccrc.tc.columbia.edu/Publication.asp?UID=672>

Contact: Michael Norris, Los Medanos College

WITHDRAWN RESOLUTIONS

9.08 F12 Support Innovations to Improve non-STEM Student Success in Mathematics

Whereas, The more levels of developmental math courses a community college student must advance through, the less likely it is for that student to ever complete a college-level math course, or the requirements for an associate degree;

Whereas, While the traditional developmental math sequence (or pipeline) is pertinent to calculus and other transferable math, science, and business courses taken by STEM (Science, Technology, Engineering and Math) and business students, the much of the content of the final course in that sequence, intermediate algebra, provides poor preparation for math courses designed for non-STEM students, such as statistics math for liberal arts, and for courses designed for non-STEM students in other IGETC areas; and

Whereas, The Student Success Task Force Recommendations 5.1 and 8.3 encourages innovation in implementing flexible alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful models for delivering basic skills instruction;

Resolved, That the Academic Senate for California Community Colleges support innovations that better prepare non-STEM and business students for success in transfer-level math courses, such as statistics, including the establishment and rigorous evaluation of alternative math pathways.

Contact: Christina Gold and Carl Wells, El Camino College, Area C

Withdrawn

FAILED RESOLUTIONS

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planning to attend college and enroll transfer level coursework; and

Amend second resolve:

Resolved, The Academic Senate for California Community Colleges support the conditional premise of California's participation in the Common Core State Standards (CCSS) that students who score at the level indicated for college readiness on the yet to be determined CCSS assessment are exempt from remedial coursework in a reasonable timeframe at the colleges.

Contact: Jon Drinnon, Merritt College, Area B

MSF

15.03.01 F12 Amend Resolution 15.03 F12

Revise third whereas:

Whereas, Recent and ongoing legislation as well as Board of Governors directives largely in response to budget pressures have eroded the ability of each educational system component to fulfill its assigned role in executing the Master Plan;

Contact: Michelle Sampson, Mt. San Antonio College

MSF

15.04 F12 Maintaining California Community College Placement Primacy for Incoming High School Students

Whereas, California is one of 45 states that have adopted the K-12 Common Core State Standards (CCSS), which establish knowledge, skills, and practices that are essential for college and career readiness, and those standards and proficiency statements for both mathematics and English Language Arts closely correspond to expectations outlined by the Intersegmental Committee of Academic Senate (ICAS) in both subject areas;

Whereas, The similar transfer level expectations for high school students and community college students in these two standards documents lend credence to the seductive notion that we could dispense with the community college placement procedures for certain select students, exempting those students who score at the CCSS indicated for college readiness from remedial coursework in the community college because they have supposedly achieved a sufficient level of competency to enter our transfer level courses;

Whereas, The Early Assessment Program (EAP) which is limited in scope, has a proven record utilizing 11th grade testing, supplemental high school preparation, parent/family communication and preservice teacher preparation and has been endorsed by the Academic Senate for California Community Colleges in several resolutions allowing students to place transfer level courses without undergoing the rigors of remediation while the CCSS standards will be required for all

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students in all high schools, many of which will receive adequate resources, training or incentives assure that the graduating students have adequately achieved the CCSS goals; and

Whereas, Many California high schools are savagely underfunded, while rich school districts often getting much more money than the poor districts, putting pressure on all the schools (rich and poor) to have as many students as possible reach the CCSS standards in order for high schools to avoid costly and inconvenient sanctions from the federal government —pressure which could easily result in many underprepared students inundating the community colleges' transfer level classes;

Resolved, That the Academic Senate for California Community Colleges actively advocate for California community colleges placement primarily until such time as the Academic Senate for California Community Colleges can establish that the CCSS are being implemented fairly, responsibly, and effectively, and that a vast majority of the students have actually accomplished the standards and are, in fact, transfer ready.

Contact: Jon Drinnon, Merritt College

MSF

19.01.03 F12 Amend Resolution 19.01 F12

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College program that provides continuing education units for training related to the legislated purview of faculty in California community colleges and that supports the Student Success Task Force's professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

Contact: Tressa Tabares, American River College, Area A

MSF

MOOT RESOLUTIONS

15.01.01 F12 Amend Resolution 15.01 F12

Resolved, The Academic Senate for Californi

DELEGATES

Alameda, College of, Bob Grill
Allan Hancock College, Herb Elliot
American River College, Tressa Tabares
Antelope Valley College, Maria Clinton
Bakersfield College, John Gerhold
Barstow College, Scott Bulkley
Berkeley City College, Cleavon Smith
Butte College, Kenneth Bearden
Cabrillo College, Michael Mangin
Canada College, David Clay
Canyons, College of the, Edel Alonso
Cerritos College, Debra Moore
Cerro Coso College, Matthew Crow
Chabot College, Kathy Kelley
Chaffey College, Ardon Alger
Citrus College, James Woolum
Coastline College, Pedro Gutierrez
Columbia College, John Leamy
Compton College, Chris Halligan
Contra Costa CCD, Wayne Organ
Contra Costa College, Kenyetta Tribble
Copper Mountain College, Tony Thacker
Cosumnes River College, Kale Braden
Crafton Hills College, Denise Allen Hoyt
Cuesta College, Julie Hoffman
Cuyamaca College, Michael Wangler
Cypress College, Gary Zagar
De Anza College, Karen Chow
Desert, College of the, Zerryl Becker
Diablo Valley College, Laurie Lema
East Los Angeles College, Alex Immerblum
El Camino College, Christina Gold
Evergreen Valley College, Eric Narveson
Feather River College, Rick Stock
Folsom Lake Colleg