



Friday, August 21, 2015 - Los Angeles City College

855 N. Vermont Avenue

Los Angeles, CA 90029

Room: Student Union (3rd Floor, Section A)

8:00 a.m. to 8:30 a.m. Breakfast

8:30 a.m. to 12:00 p.m. Orientation

12:00 p.m. to 12:30 p.m. Lunch

12:30 p.m. to 5:30 p.m. Meeting

6:30 p.m. to 9:00 p.m. Dinner at Gennaro's Ristorante

Saturday, August 22, 2015 - Embassy Suites Los Angeles-Glendale

800 N. Central Avenue

Glendale, CA 91203

Room: Sapphire Salon

8:30 a.m. to 9:00 a.m. Breakfast

9:00 a.m. to 12:30 p.m. Meeting

12:30 p.m. to 1:00 p.m. Lunch

1:00 p.m. to 3:00 p.m. Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Sandra Sanchez at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORIENTATION

The Executive Committee will receive an orientation for new and continuing members regarding ASCCC Executive Committee practices, procedures, duties, and responsibilities.

II. ORDER OF BUSINESS (*Time certain to begin regular meeting: 12:30 p.m.*)

A. Roll Call

B. Approval of Agenda

C. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

D. Calendar

E. Action Tracking

F. Dinner Arrangements

III. CONSENT CALENDAR

A. May 29 – 31, 2015 Meeting Minutes, Stankas

B. Foundation Board Nominations, Morse

C. Natural Sciences Competency Statement, Rutan

D. ASCCC Standing Committee Appointments, Morse

E. ASCCC Professional Development Committee Name and Charge, Rutan

F. CTE Leadership Task Force, Adams

IV. REPORTS

A. President's/Executive Director's Report, – 30 mins., Morse/Adams

B. Foundation President's Report, – 10 mins., Bruno

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

Liaisons from the following organizations are invited to provide the Executive Committee with update related to their organization: AAUP, CCA, CCCI, CFT, FACCC, CPFA, and Student Senate.

V. ACTION ITEMS

A. Legislative Update – 20 mins., Bruno/Davison

The Executive Committee will be updated on recent state and federal legislation and take action as necessary.

B. Effective Practices in Accreditation Paper – 10 mins., - Stanskas/Beach

The Executive Committee to consider for approval forwarding the Accreditation paper to the Fall 2015 plenary session for discussion and debate.

C. Workforce Taskforce Update and Direction – 45 mins., Bruno

The Executive Committee will review the draft recommendations and provide guidance.

D. Recommendations and Feedback of the Bachelor's Degree Task Force – 15 min., Stanskas

The Executive Committee will discuss the parameter of how to define community college bachelor's degrees and provide feedback to direct the work of the committee.

E. Bachelor's Degrees – 25 min., Stanskas

The Executive Committee will discuss and consider the authorization of the future structure for oversight of the Bachelor's degrees.

F. Committee Priorities – 40 mins., Adams/Committee Chairs

The Executive Committee will consider for approval the priorities for the Standing Committees of the ASCCC.

G. Fall Plenary Theme – 30 min., Adams/Morse

The Executive Committee will consider for approval the theme for the 2015 Fall Plenary Session, discuss keynote speakers and possible breakout session, as well as remind members about the timeline and other requirements related to the event.

H. 2015 – 2016 Budget – 60 mins., North/Adams

The Executive Committee will consider for approval the annual budget for 2015 -16 using the newly adopted Strategic Plan priorities based on recommendations from the Budget Committee.

I. Regional Meetings Standards and Guidelines – 15 min., Adams

The Executive Committee will consider for approval the standards and guidelines for the regional meetings.

J. Regional Meeting Dates – 10 min., Freitas/Adams

The Executive Committee to consider for approval meeting dates for the fall regional meetings.

K. Instructional Design and Innovation Institute - 20 min., Morse/ Adams

The Executive Committee will consider for approval the direction of the institute.

L. Supplement for Curriculum Committee Regional Survey – 15 min., Freitas

The Executive Committee will consider for approval a survey to inform research on the feasibility of and suggest possible strategies for effective practices for regional coordination of course offerings among colleges.

M. Student Support for Disenfranchised Students Survey – 15 min., Freitas

The Executive Committee will consider for approval a survey to inform research on the feasibility of and suggest possible strategies for effective practices for regional coordination of course offerings among colleges.

N. Caucus Recognition for the ASCCC LGBT Caucus – 10 min., Stanskas

The Executive Committee will consider for approval continued recognition of the LGBT ASCCC Caucus.

VI. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins., (Time certain 1:30 pm)

A liaison from the Chancellor's Office will provide the Executive Committee members with an update of system-wide issues and projects.

B. Board of Governors and Consultation Council Update – 10 mins., Morse/Bruno

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Educational Planning Initiative Update – 15 min., Rico

The Executive Committee will be updated on Hobsons software product- STARFISH—Early Alert System.

D. C-ID and TMC Update – 15 min., Bruno/Rutan

The Executive Committee will be updated on the C-ID System and TMC projects.

E. Institutional Effectiveness Partnership Initiative (IEPI) Update – 15 min., Bruno

The Executive Committee will be updated on the activities of the IEPI.

VII. REPORTS (if time permits, additionally Executive Committee announcements and report may be provided)

A. Standing Committee Minutes

B. Liaison Reports

1. Accrediting Commission for Community and Junior Colleges (ACCJC), Beach
2. Chancellor's Office General Education Advisory Committee (GEAC), Stankas

C. Senate Grant and Project Reports

1. C-ID, Bruno
2. SCP, Adams

VIII. CONTINUE ORIENTATION

The Executive Committee will resume its orientation to provide any remaining necessary information and as an opportunity for new members to ask questions on procedure and practice based on the first meeting.

IX. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2015-2016 Events •Reminders/Due Dates •2015-2016 Executive Committee Meeting Calendar		Month: August	Year: 2015
		Item No: II D	
		Attachment: YES	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Sandra Sanchez	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **September Executive Meeting** – Sacramento – September 11 to 12, 2015
- **October Executive Meeting** – San Diego – October 2 to 3, 2015
- **Session Executive Meeting** – Irvine – November 4, 2015
- **2015 Fall Plenary Session** – Irvine – November 5 to 7, 2015

Please see the 2015-2016 Executive Committee Meeting Calendar on the next page for August 2015 – June 2016 ASCCC executive committee meetings, academies and institutes.

Reminders/Due Dates

- August 26, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Sep. Executive meeting
- September 16, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Oct. Executive meeting
- October 20, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Nov. Executive meeting
- December 17, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Jan. Executive meeting
- January 21, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Feb. Executive meeting
- February 18, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Mar. Executive meeting
- April 4, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Apr. Executive meeting
- May 12, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for May Executive meeting

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.
LEADERSHIP. EMPOWERMENT. VOICE.

**2015-2016 EXECUTIVE COMMITTEE
MEETING DATES**

*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.¹

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 21 – 22, 2015	Los Angeles City College 855 N. Vermont Avenue Los Angeles, CA 90029	Embassy Suites 800 N. Central Avenue Glendale, CA 91203
Executive Meeting	September 11– 12, 2015	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822	Citizen Hotel 926 J Street Sacramento, CA 95814
Executive Meeting	October 2 – 3, 2015	MiraCosta College One Barnard Drive Oceanside, CA 92056	Hilton Resort & Spa 1775 East Mission Bay Drive, San Diego, CA 92109
Area Meetings	October 23 – 24, 2015	Various	Various
Fall Session Executive Meeting	November 4, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Fall Plenary Session	November 5 – 7, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Executive Meeting	January 8 – 9, 2016	Cerritos College 11110 Alondra Boulevard Norwalk, CA 90650	Sheraton Cerritos 12725 Center Court Dr S Cerritos, CA 90703
Executive Meeting	February 5 –6, 2016	TBD	TBD
Executive Meetings	March 4 – 5, 2016	Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789	Sheraton Fairplex Pomona 601 W. McKinley Ave Pomona, CA 91768
Area meetings	April 1 – 2, 2016	Various	Various
Spring Session Executive Meeting	April 19, 2016	n/a	Sacramento Convention Center 1400 J Street Sacramento, CA 95814
Spring Plenary Session	April 20-23, 2016	n/a	Sacramento Convention Center 1400 J Street, Sacramento, CA 9814
Executive/Orientation	May 20 – 22, 2016	n/a	Metropole Hotel Catalina Island 205 Crescent Ave. Avalon, CA 90704
EVENTS²			
CTE Curriculum Academy	January 14-15, 2016	n/a	Napa Valley Marriott 3425 Solano Ave Napa, CA 94558
Instructional Design and Innovation	January 20-22, 2016	n/a	TBD
Accreditation Institute	February 19 – 20, 2016	n/a	Marriott Mission Valley San Diego 8757 Rio San Diego Dr. San Diego, CA 92108

¹ Times may be adjusted to accommodate flight schedules to minimize early travel times.

² Executive Committee members are not expected to attend these events.

Academic Academy	March 17– 19, 2016	n/a	Sheraton Sacramento 1230 J Street Sacramento, CA 95814
Career Technical Edu. Institute	May 17 – 19, 2016	n/a	DoubleTree Anaheim 100 The City Dr S Orange, CA 92868
Faculty Leadership	June 9 – 11, 2016	n/a	The Mission Inn 3649 Mission Inn Ave Riverside, CA 92501
Curriculum Institute	July 7 – 9, 2016	n/a	DoubleTree Anaheim 100 The City Dr S Orange, CA 92868

Item #	Assigned	Year Assigned	Original Agenda Item #	Assigned To	Due Date	Complete/In Complete	Month Complete	Year Complete	Status/Notes
1	2, September 2014	2014	IV C	Brune	Future	Incomplete			The ADT paper was brought to the main Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. As of April 2015, Brune will start language to address concerns raised by the Exec Com and bring out recommendations at a future meeting.
2	2, September 2014	2014	IV G	Morse	Future	Incomplete			Sept. 2014: The chair of the Educational Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
3	3, October 2014	2014	IV A	Morse/Adams	Future	Incomplete			Senate leadership to work with the CO to provide for short- and long-term fiscal stability of C-IB. Adams to develop a grant packet to send to all colleges who submitted a Request for Interest providing what the Senate is willing to provide in support of the C-ID System.
4	3, October 2014	2014	IV G	Braden	Future	Incomplete			Develop two questions with the Area Reps. and the executive director to inform how best to respond to this resolution.
5	3, October 2014	2014	IV H	Pujan	Future	Incomplete			Unable to obtain legal opinion from the CO until a new legal counsel is chose. The CO anticipates having a new legal counsel within the next few months (approx. Spring/Summer 2014).
6	3, October 2014	2014	IV I	Stanskas	Future	Incomplete			The exec com approved the outline at Oct. 2014 meeting first draft read at April 2015 exec meeting to solicit feedback. Stanskas and Accreditation Committee will continue to work on writing an effective practices paper.
7	3, October 2014	2014	IV L	Adams	Future	Incomplete			Adams will work on revising the policies and drafting some guidelines for consideration by the EC at a future meeting.
8	4, November 2014	2014	IV D	Freitas	Jan. 2015	Incomplete			By consensus, members commented that more clarity of the process is needed and requested that this item return to the January meeting for further discussion. Based on comments made by the EC, the Resolutions chair determined that the current process will be maintained until further conversations can be had with the parliamentarian and the Resolutions committee. To be put on January 2015 agenda for further discussion and possible action. (Note from Jennifer: See February 2015 Agenda/Minutes item V.C. Resolution Writing Deadline - is this the same thing? The minutes read, "Freitas reminded members of the resolution process.")
9	4, November 2014	2014	IV E	Adams	Future	Incomplete			The revised job descriptions will be presented into the policies.
10	4, November 2014	2014	V E	Todd	Future	Incomplete			Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
11	5, January 2015	2015	II F	Adams	Future	Incomplete			Adams will bring back to a future meeting a recommended process for creating a component of all relevant Rostrum articles including finding for its publication.
12	5, January 2015	2015	II G	Freitas	Future	Incomplete			The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three Rostrum articles as noted in the agenda item.
13	5, January 2015	2015	IV C	Grimes Hillman	Future	Incomplete			Grimes-Hillman will communicate with Vice Chancellor Walker to determine if this needs to go to SAC and work with Moore to take the proposed language to the C-ID Board.
14	5, January 2015	2015	IV E	Grimes-Hillman	Future	Incomplete			The survey will return to a future meeting for discussion and possible approval. On April Agenda.
15	5, January 2015	2015	IV F	Probie	Future	Incomplete			The Database for Learning and Accreditation and Assessment Committee will explore this area further and bring back a recommendation to a future Executive Committee meeting.
16	6, February 2015	2015	II D	Grimes-Hillman	Future	Incomplete			The chair of the Curriculum Committee will work with the CIOs to plan the event prior to the CIO conference.
17	6, February 2015	2015	III D	Adams	Future	Incomplete			Adams, in collaboration with the ED committee chair, to implement the ASACC recommendations regarding the new C-ID Academic Academy.
18	7, March 2015	2015	II C	Grimes-Hillman	Future	Incomplete			Approved in concept - revisit the cost component.

ASCCC Foundation Research Development	7 March	2015	III D	Adams	Future	Incomplete			The Foundation will bring back a research plan for how to address resolution priorities as well as progress for conducting research.
Professional Development College Technology	7 March	2015	III J	Adams	Future	Incomplete			Adams will move forward with working with Bizvision to host the ASCCC curriculum modules.
Robert Bischof Award	6 February	2015	III E	Rullan	Future	Incomplete			Feb 2015. Procedures for the nomination and selection criteria for the Robert Bischof Award have been drafted by SJP and will be reviewed at the April Executive Committee meeting. April 2015. Pulled from consent by request of outside source. Table until further notice.
all Session Debrief and Spring Session Planning	5 January	2015	IV A	Area Reps.	Prior to Area meetings.	Incomplete	n/a - completed		Based on feedback from the fall plenary session feedback, Area Representatives will discuss methods to ensure the most efficient use of limited time during discussion at the meeting.
Short-term Paper	5 January	2015	IV C	Davison	Future	Incomplete	7 March	2015	Article on part-time faculty and professional development in January. Part-time faculty created. Breakout on inclusion of part-time faculty to be held at Spring Planning. Done. Completed.
ASCCC Certification	3 October	2014	IV K	Adams/Davison	Future	Complete	6 February	2015	Adams in collaboration with Professional Development Committee Chair Davison, to explore developing a credentialing program for consideration by the EC. February Meeting. In place. completed
Longing Faculty - Merit	6 February	2015	II C	Rullan	Future	Incomplete	7 March	2015	Staff will include the opt-out language in policy documents.

Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
Annual Report	6. February	2015	II. F.	Committee Chairs	Feb. 2015	Complete	7. March	2015	Committee chairs and other members will send Adams a paragraph for the Annual report by 2/27/2015.
SCCC Open Meeting Policy	7. March	2015	II. B.	Rutan	Apr. 2015	Complete	7. March	2015	Approved. The Open Meeting Policy will be posted on the website.
Occupational Education Initiative	7. March	2015	IV. I.	North/Adams	Apr. 2015	Complete	8. April	2015	Approved by consent.
ER Update	4. November	2014	V. F.	Morse	ASAP	Complete	5. January	2015	A call with the three COERC representatives, Morse and Adams will be scheduled to ensure they understand what it means to be an ASCCC representative. Morse and Adams participated on a call with two of the three representatives to share with them concerns, as well as provide them with information about their role as well as the role of ICAS.
Draft Outline for Spring Online Education Regional Meetings	5. January	2015	II. B.	Freitas	ASAP	Complete	6. February	2015	The Spring Online Regional Meetings will be held March 20 (College of San Mateo) and March 21 (San Antonio College). Freitas worked with office staff to coordinate the spring regional meetings.
Resolution Assignments	5. January	2015	II. C.	Adams	ASAP	Complete	6. February	2015	The Fall Plenary Session resolution assignments will be updated on the Senate website. Resolution assignments have been posted and should show up on the committee pages.
Mail or Rural College Caucus	5. January	2015	II. D.	Adams	ASAP	Complete	6. February	2015	Office staff contacted the proposer of the Rural College Caucus to inform him that the Executive Committee has accepted the proposal to form the caucus. The Senate website has been updated with the caucus information.

Board of Governors Faculty Nomination Interview	5. January	2015	II. E.	Adams	ASAP	Complete	6. February	2015	Office staff sent out another call for Board of Governors nominations to the field for interviews in March. Manual Baca was notified that he will be forwarded to the Governor without an interview. The Governor's Office was also notified that the process has been continued. Interviews on March Agenda.
Accreditation Institute Final P	5. January	2015	IV. B.	Stanskas	ASAP	Complete	6. February	2015	Stanskas will provide the Office staff with the final program for formatting and posting on the Senate website.
Noncredit/curriculum regionals	6. February	2015	III. C.	Klein	Feb. 2015	Complete	7. March	2015	The Noncredit and Curriculum Committees repackaged the program. No stipends were provided for PT to attend. Around 225 faculty and administrators attended.
reports	5. January	2015	III. A. & B.	Morse/Adams	Feb. 2015	Complete	6. February	2015	Morse and Adams will consider a joint report as appropriate. A joint report has been submitted on the February agenda. Morse and Adams will see how this works to inform future items. A joint report was made on the February report. This is complete.
Academic Academy	6. February	2015	III. A.	Todd	Feb. 2015	Complete	6. February	2015	The final program will be sent to staff for posting on the website.
Executive Committee Evaluation of ASCCC	7. March	2015	IV. E.	Rutan	Future	Complete	8. April	2015	March: The Standards and Practices Committee will incorporate the feedback from the Executive Committee and bring back to the April Executive Committee meeting for discussion and possible approval. Approved at April 2015 mtg.
Policy for Removal of a member of the Executive Committee	7. March	2015	IV. F.	Rutan	Future	Complete	8. April	2015	Approved by consent.

DAC Cultural Competency Survey	5. January	2015	IV. D.	Todd	Future	Complete	7. March	2015	Executive Committee members will provide feedback to the EDAC chair. On the March Meeting agenda.
Legislative Webpage	6. February	2015	II. E.	Adams	Future	Complete	7. March	2015	Staff will work on creating a Legislative and Advocacy Committee webpage.
Survey on Grant Process	6. February	2015	II. G.	Freitas	Future	Complete	7. March	2015	The chair of the Educational Policies Committee will send Adams the final survey for formatting and publishing.
Open Meeting Policy	6. February	2015	III. H.	Morse	Future	Complete	7. March	2015	Morse will contact the Senate's attorney for a written opinion to clarify the status of the Brown Act and Bagley Keene Act. If the attorney does not have experience with open meeting acts, then a recommendations for other attorneys will be requested. An request has been sent to the ASCCC attorney. Approved at the March 2015 meeting; the Open Policy Meeting will be posted on the website.
Proposed Outline for the Revision of the document: Empowering Local Senates-- Local Senates Handbook	3. October	2014	IV. E.	Braden	Future	Complete	n/a - completed	n/a - completed	This item will return to a future agenda for consideration for approval of the publication.
Supplemental Instruction Survey and Glossary	4. November	2014	IV. C.	Freitas	Jan. 2015	Complete	7. March	2015	Exec endorsed participation, provided that the invitation letter to participants is clarified and request it be sent under Ray Sanchez and Crystal Kiekel and not include the ASCCC.
Accreditation Institute	3. October	2014	IV. C.	Freitas	Jan. 2015	Complete	unknown	unknown	The Accreditation Program will return to the January EC Meeting for final approval
Academic Academy Draft Program Outline	3. October	2014	IV. D.	Todd	Jan. 2015	Complete	unknown	unknown	The program will return to the January meeting for discussion and possible approval.
Notes for Online Education during Regional Meetings	4. November	2014	IV. B.	Freitas	Jan. 2015	Complete	5. January	2015	Bring back in January for further discussion. Approved on consent.

Technical Assistance Provider	6. February	2015	II. I.	Adams	Mar. 2015	Complete	7. March	2015	Adams to work on developing a grant for the TAP Key Talent.
February Executive Committee Meeting Minutes, Stanskas	7. March	2015	II. A.	Stanskas	Mar. 2015	Complete	7. March	2015	Approved. Minutes are posted on the website
Bylaw Changes	7. March	2015	II. E.	Rutan	Mar. 2015	Complete	7. March	2015	MSC (Stanskas/Crawford) to move the bylaws forward to the body for debate and possible adoption.
Rules Changes	7. March	2015	II. F.	Rutan	Mar. 2015	Complete	7. March	2015	MSC (North/Davison) to move the rules forward to the body
Executive Committee Meeting Schedule,	7. March	2015	II. G.	Adams	Mar. 2015	Complete	7. March	2015	Post meeting dates on the website.
Local Senates Handbook	7. March	2015	II. H.	Braden	Mar. 2015	Complete	7. March	2015	Forward to the 2015 Plenary Session for debate and possible approval.
ASCCC Strategic Planning	7. March	2015	II. I.	Morse/Adams	Mar. 2015	Complete	7. March	2015	Forward to the 2015 Plenary Session for debate and possible approval.
ASCCC Meeting Minutes August	2. September	2014	II. B.	Staff	Oct. 2014	Complete	3. October	2014	Staff will ensure that there is a public sign-in sheet available for each meeting. An item will be included on a future agenda when the list of public guests grows.
Fall Plenary Session	2. September	2014	IV. B.	Staff	Oct. 2014	Complete	4. November	2014	Staff will post the preliminary program on the ASCCC website.
Resolution Handbook	2. September	2014	IV. F.	Freitas	Oct. 2014	Complete	n/a - completed	n/a - completed	The handbook will come back to the October meeting for possible approval. Freitas will update the Resolution Handbook with the changes discussed and include it in the Area packet for possible adoption at the Fall Plenary Session.

Committee Resolution Assignments & Priorities	2. September	2014	II. C.	unknown	Oct. 2014	Complete	n/a - completed	n/a - completed	Committee chairs will send in a completed committee resolution assignment and priorities spreadsheet for consideration for approval at the October meeting. The chairs will ensure that any completed assignments include an explanation of how each assignment was completed. Website needs to be update
Accreditation Institute	2. September	2014	IV. E.	Stanskas	Oct. 2014	Complete	n/a - completed	n/a - completed	The final draft program will return to the January meeting for possible approval.
Regional and Town Hall Meetings	2. September	2014	IV. A.	unknown	n/a - completed	Complete	n/a - completed	n/a - completed	The Curriculum and EDAC chairs will finalize the agendas for posting on the website.
Employment Award Theme	2. September	2014	IV. D.	Rutan/Bruno	n/a - completed	Complete	n/a - completed	n/a - completed	Will provide the final language to be included in the announcement for the award.
Employment Award Theme	2. September	2014	IV. D.	Adams	n/a - completed	Complete	n/a - completed	n/a - completed	Adams will review last year's to ensure that the announcement is distinguished between this year's and last year's award description.
Concurrence Survey	2. September	2014	IV. J.	Klein/Adams	n/a - completed	Complete	n/a - completed	n/a - completed	Klein will work with Adams to send the survey out to the field.
Status of Referred resolution in Spring 2014 Plenary	3. October	2014	II. G.	unknown	n/a - completed	Complete	n/a - completed	n/a - completed	This item was pulled to discuss the appropriateness of declaring a referred resolution moot. The facilitators for the breakouts on the Bylaws and Strategic Planning will include this resolution in the discussions with attendees and report back to the EC.
	3. October	2014	IV. M.	Adams/Freitas	n/a - completed	Complete	n/a - completed	n/a - completed	Adams and Freitas will finalize the resolutions to send to the Area meetings for discussion.

C9:D12consent Calendar - committee membership	1. August	2014	II. A.	Adams	n/a - completed	Complete	n/a - completed	n/a - completed	staff will post the revised committee membership to ASCCC website.
Legislative & Governmental Relations Committee Name Change	3. October	2014	II. C.	Staff	n/a - completed	Complete	n/a - completed	n/a - completed	Name change approved to change from Legislative and Governmental Relations committee to Legislative and Advocacy Committee. Staff will update the website and other written material with this change.
Revision of Online Education Committee Charge	3. October	2014	II. D.	Staff	n/a - completed	Complete	n/a - completed	n/a - completed	Rename the Distance Education Task Force to the Online Education Committee. Staff will update the website and other written materials with this change.
C-ID Report	3. October	2014		Bruno	n/a - completed	Complete	n/a - completed	n/a - completed	The CB21 rubrics will be modified, posted to the website and circulated to interested individuals. Follow up with Janet Fulks to receive the final documents for posting on the website and sending to the CO.
C-ID Future	3. October	2014	IV. A.	Adams	n/a - completed	Complete	6. February	2015	Adams to develop a grant packet to send to all colleges who submitted a request for interest providing what the Senate is willing to provide in support of the C-ID System. Completed and sent to 5 colleges. The deadline for grants is March 13th to the Chancellor's Office.



Executive Committee Agenda Item

SUBJECT: Approval of Executive Committee Minutes – May 2015		Month: August	Year: 2015
		Item No: III. A	
DESIRED OUTCOME: The Executive Committee will consider for approval the minutes from the May 2015 Executive Meeting.		Attachment: YES	
		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

¹ Staff will review your Item and provide additional resources to inform the Executive Committee discussion.

EXECUTIVE COMMITTEE MEETING

Draft Minutes

Friday, May 29, 2015 to Sunday, May 31, 2015 Meeting and Orientation

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of Agenda

The agenda was approved by consensus.

C. Public Comment

No public comment.

D. Calendar

Adams provided the next *Rostrum* submission date of August 14, 2015 and reviewed the upcoming due dates in the agenda packet.

E. Action Tracking

Adams asked members to update the Executive Committee action tracking spreadsheet before next meeting.

F. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

A. April 8, 2015 Meeting Minutes, Stankas

B. Foundation Board Nominations, Morse

C. Caucus Recognition, Adams

D. Resolution Assignment Reports, Morse

E. Norbert Bischof Faculty Freedom Fighter Award (NBFFF), Rutan

F. Area Meetings, Freitas

G. Associate Degree for Transfer Paper, Bruno

Items II. B. and C. were pulled.

MSC (Rutan/Davison) to approve the consent calendar as amended.

Action Items

Item A. Minutes will be posted.

Item D. Staff will post assignments on the ASCCC website.

Item E. Policy will be posted on the website.

Item F. Area meetings will be changed to April 1 and 2 on all calendars including website.

Item G. A series of white papers on the implementation of TMCs will be developed and brought to a future Executive Committee for approval.

II. B. Foundation Directors

This item was pulled because of the resignation of James Todd, who recently was hired as the interim Chief Student Services Officer at Modesto Junior College. Bruno noted that Morse, Adams, and she would discuss possible replacements to the Foundation Board of Directors and bring a recommendation to the August Executive Committee meeting.

MSC (North/Davison) to remove James Todd and allow Morse, through the normal consultation process, to appoint the next secretary to the Foundation.

Action

Morse to appoint an Executive Committee member as the secretary to the Foundation Board of Directors.

I. C. Caucus Recognition

Adams noted that the ASCCC LGBT Caucus current chair has informed her that the LGBT Caucus would no longer be associated with the ASCCC. Stanskas noted that he receives emails for this caucus but has not seen an email regarding the disassociation with the ASCCC. He requested that this item be tabled until the August meeting to allow him to reach out to the membership of this caucus.

MST (North/Rico) to table this item until the August meeting.

Action

Stanskas to contact individuals on the LGBT roster to seek their interest in continuing the listserv.

II. REPORTS

A. President's/Executive Director's Report

Morse thanked members for their work and acknowledged members for their leadership on events, papers, committees, and other assigned duties. He then update members about his recent presentations with other Executive Committee members at partners events such as CCLC Equity event, Great Dean's Presentation at ACCA, and ACBO on find better funding formulas that current exists. He noted that the ASCCC has submitted three proposals for CCLC for fall one on fiscal restrictions and two proposals for RP group on faculty-researcher interaction, classroom use of data.

He informed members that the Consultation Council Accreditation Task Force paper is in process and will be completed very soon. He described current conversations about the paper and accreditation in general.

He updated members about activities related to ICAS such as the ICAS Legislative Day and Ca-OER. There have been issues related to the governance structure of Ca-OER and the current leadership's view of the role of ICAS. He described the issues and noted that ICAS is in current conversations about how

best to handle these issues.

Morse concluded with the determination from the ASCCC attorney regarding whether or not the ASCCC is under the Brown Act. Based on the legal opinion of the ASCCC attorney concurred with the chief council of the Chancellor's Office, the ASCCC is not subject to the Brown Act or the Bagley Keene Act. Morse recommended that if members would like to discuss this matter further, then they should submit an item to a future agenda.

Adams reported that Grimes-Hillman and she have been working on finalizing the Professional Development Curriculum module. This module should be available in fall. A focus group will review the module to provide feedback.

Adams attended the Chancellor's Circle at Cosumnes College with Bruno. She noted that there were only two or three faculty members present. We need to do a better job in communicating these events to local colleges so that more faculty leaders will attend. It's a great opportunity to visit with the Chancellor and ASCCC Leadership. In the past, the ASCCC president would also meet with the faculty separately, which made for a better turnout. Adams will follow up with staff to ensure that invitations are sent out.

Adams attended the CAI professional development committee meeting twice since the last meeting. Saddleback is doing an excellent job of coordinating the professional development, particularly how inclusive they are to faculty.

Adams and Mica, C-ID Program Manager, are working with Butte College to transition C-ID with the new generation of ASSIST. The change will improve the Articulation Officers (AOs) work flow because AOs will only have to input Course Outline of Record information once through ASSIST rather than having to enter in ASSIST and C-ID. ASSIST will transmit the information to C-ID automatically. C-ID information will still be available from the C-ID website. Adams has also been working with Bob Quinn, Chancellor's Office staff, on transitioning the C-ID grant to Mt. San Antonio College.

Adams concluded her report by informing members that the ASCCC did not receive a grant so that Kris Costa, ASCCC Articulation Liaison, will no longer be on staff. She will work with us minimally to help with the Counseling Toolkit but not full time.

Action

- Adams will follow up with ASCCC staff to ensure that local senates are invited to the Chancellor's Circle.
- Staff will invite local senates to the Chancellor's Circle and invite local leaders to meet with the ASCCC leadership.

B. Foundation President's Report

Bruno highlighted information provided in the written update included in the agenda.

C. Liaison Oral Reports (*please keep report to 5 mins., each*)

No reports provided.

III. ACTION ITEMS

A. Executive Director Evaluation

The Executive Committee went into closed session to evaluate the Executive Director. The Executive Committee reported out of closed session that the Executive Director not only has done a satisfactory job but should be commended for her performance. The Executive Committee approved a 7% salary increase plus the statutory cola provided in the governor's final budget.

B. Executive Committee Evaluation

Adams reminded members that the evaluation was created to provide the ASCCC Periodic Review Team with information about the Executive Committee members' knowledge of various aspects of the organization, their role as board of director members, and the operations. Members suggested that the executive director's responsibilities be separated from the members' responsibilities.

MSC (Todd/Davison) to accept the results of the evaluation and to provide the ASCCC Periodic Review Team with the results.

The results of the Executive Committee Evaluation will also be used to inform the orientation meeting on Sunday as well as to identify ways to improve the understanding of the members about their roles and responsibilities.

C. Legislative Update

Legislative and Advocacy Committee Chair Bruno updated members on recent state and federal legislation.

D. Strategic Planning Process and Budget

On Saturday morning, Adams explained for new members that each year in May, the Executive Committee approves a tentative budget to allow the work of the ASCCC to continue into the next fiscal year until a final budget can be developed and presented at the August Executive Committee meeting. She then presented the 2014 – 2015 expenditures as of April 2015 and the annual budget as developed by the Officers. She noted that the Officers used the newly adopted Strategic Plan to drive the budget priorities. Members discussed the priorities recommended by the Officers and the tentative budget.

MSC (Braden/Grimes-Hillman) to approve the tentative budget and the Strategic Plan priorities.

E. 2016 Academic Academy

The Executive Committee discussed two proposals for the upcoming 2016 Academic Academy – one on distance education and one on equity and access. While members felt that both proposals were on topics of need, members felt that distance education could be folded into a broader theme of equity. If the Academy is expanded beyond equity plans, topics could include student success plans, faculty diversity, instructional design and innovation, etc. Members then discussed an institute on teaching and learning. It was noted that the call for proposals model used in 2015 worked well for the Academic Academy and may be used for these institutes.

MSC (Stanskas/Braden) to approve the broad theme of equity for the Spring Academic Academy and to hold an institute on instructional design and innovation.

F. Effective Practices in Accreditation Paper

The Executive Committee discussed the draft Effective Practices in Accreditation Paper.

MSF (Rutan/Davison) to approve forwarding the paper to the fall plenary session for possible adoption.

This item will return to the August meeting for possible adoption.

G. Curriculum Institute Program

Members discussed the Curriculum Institute Program including a request from OEI to hold a pre-event session during the institute on OEI.

MSC (Bruno/Rico) to approve the Curriculum Institute Program without including a pre-event session provided by OEI.

H. Online Education Initiative (OEI) Steering Committee Charter Revisions

Freitas presented the OEI Charter with proposed revisions, particularly concern that disciplines were specifically identified in the charter. Members discussed the revisions and strongly recommended that the charter include language that clarifies that constituent groups make appointments to Chancellor's Office group focused on academic and professional matters. They also suggested that the charters of all technology initiatives be changed so that faculty are appointed by the ASCCC without qualification. Members had a broader conversation about all the initiatives.

MSC (Freitas/North) to direct the president to speak with the management team of OEI to assert the role of the ASCCC in making its making faculty appointments to OEI.

MSC (Bruno/Braden) to direct Freitas to make improvements to the OEI charter as discussed at the Executive Committee.

I. C-ID and TMC Update and Request for Addition to CORE Status

Bruno highlighted key C-ID updates included in the written report in the agenda packet. She then informed members that C-ID would be working on bringing in CTE course descriptors and model curriculum. When this occurs, C-ID will need faculty to participate in the discussions and reviews. However, in some CTE programs there are very few full-time faculty with many colleges having only one or two full-time faculty in a department. The C-ID Advisory Group is requesting approval to use part-time faculty as Course Outline of Record Evaluators (COREs).

MSC (North/Davison) to approve the recommendation of the C-ID Advisory Group and understand that specific criteria will be used to identify the part-time faculty expertise. The criteria will be brought back to a future Executive Committee meeting for information.

J. WICHE

Davison update members on WICHE. Given the lack of participation by CSU in WICHE, members questioned the wisdom of having Executive Committee members participate in this project directly.

MSC (Bruno/Stanskas) to continue participation but appoint a non-Executive Committee person to continue to serve and to report back to the Executive Committee.

K. Committee Reports

Committee chairs highlighted key areas of accomplishment by their committees and updated members on resolutions.

MSC (Braden/Freitas) to approve the committee reports.

L. Faculty Leadership Institute

The Executive Committee discussed the Faculty Leadership Institute Program, assigned leads for each session, and discussed deadlines. The program will be finalized and sent to members via email.

MSC (Todd/North) to approve the Faculty Leadership Program as amended.

IV. DISCUSSION

A. Professional Development College

Members were updated on the PDC Leadership pilot and reviewed feedback from current faculty mentee and mentors. Addressing some of the concerns raised in the feedback, Adams and the future PDC chair will discuss ways to improve the content and oversight.

B. ASCCC Cultural Competency and Diversity Action Plan

Todd presented an outline of the ASCCC Cultural Competency and Diversity Action Plan that included an ongoing plan for assessment and evaluation, as well as some concerns, lessons learned, and issues to think about. Members then took a survey to assess their own opinions towards race. This outline will be passed to the next EDAC chair to develop the plan.

C. Chancellor's Office Liaison Report

Dean McCullough provided a Chancellor's Office update and covered the following topics:

- ADTs: As of this morning, there are 1787 active ADTs. 30 colleges have met their obligation under the law and 50 more are one or two degrees away. There are 212 more ADTs needed systemwide to meet the SB440 requirements.
- CCC Bachelor's Degrees:
 - Three colleges approved at the BoG on 5/18/15 --Santa Monica, Rio Hondo, Solano
 - Four colleges received substantive approval from AACJC: San Diego Mesa – Health Information Management; Foothill College – Dental Hygiene; Skyline College – Respiratory Care; and Santa Ana College – Occupational Studies.
 - Inmate Education: Applications due June 3rd; 13 regional hubs; 4 colleges will be awarded \$400,000 each to collaboratively develop sustainable, scalable inmate education programs
- Governet/Curricunet: Meeting yesterday with Governet CEO, Representatives from Technology Center about statewide issues with curriculum management system
- Stand alone courses: Memo asking colleges to review courses identified as stand alone and recode if courses are part of a certificate or degree
- Curriculum inventory: Academic Affairs implemented new review practices which has reduced the backlog in the queue by over 67% However, the colleges are beginning to submit curriculum approved in spring. Staffing continues to be a problem, 3 of 7 staff working on queue are temporary. Agency may receive 6 new positions in budget, including one for Academic Affairs.

D. Board of Governors and Consultation Council Consultation

Morse updated members on the recent Board of Governors and Consultation Council meetings. Governor Brown attended the Board of Governors meeting to voice his support of the CCC Bachelor Degrees. While the governor was present, CSU voiced their concern that prompted the governor to call CSU back to the table to answer questions.

E. General Education Advisory Council Update

Stanskas updated members on the status of the Statway project. The CSU math chairs recognized that the Statway project has failed in CSU. Instead, ELM and pre-requisites are effective at preparing students.

F. Workforce Taskforce Update and Direction

The Executive Committee reviewed the draft recommendations.

VI. REPORTS *(if time permits, additionally Executive Committee announcements and report may be provided)*

A. Committee Minutes

1. Curriculum, April 2015, Grimes-Hillman
2. Educational Policies, April 2015, Freitas
3. Noncredit, March 17, March 31, April 2015, Klein
4. Online Educational, April 2015, Freitas
5. Professional Development, March 2015, Dolores

B. Liaison Reports

1. Committee Report: System Advisory Committee on Curriculum, April 2015, Grimes-Hillman
2. Committee Report: IEPI, April 2015, Rico
3. Committee Minutes: IEPI, April 2015, Rico
4. Committee Minutes: OEI Steering Committee, March 2015, Freitas
5. SSSPAC SSP Student Equity Plans, May 2015, Rico

C. Senate Grant and Project Reports

1. Committee Minutes: C-ID, February 2015, Bruno
2. Committee Minutes: Intersegmental Curriculum Workgroup, February 2015, Bruno

VII. ADJOURNMENT

The regular meeting of the Executive Committee was adjourned at 5:00 p.m. The Executive Committee attended ASCCC Orientation on Sunday.

Respectfully submitted by

Julie Adams, Executive Director
John Stanskas, Secretary



Executive Committee Agenda Item

SUBJECT: Foundation Board Nominations		Month: August	Year: 2015
		Item No: III. B.	
DESIRED OUTCOME: The Executive Committee will consider for approval the officers for the Foundation Board for 2015-16.		Attachment: NO	
		Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Discussion/Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Foundation Board consists of a total of six directors: five are current or retired faculty members with three directors recommended by the President and appointed by the Executive Committee, two (2) directors appointed by the Foundation Board, and one (1) ex officio, non-voting director, the Executive Director (the Academic Senate Executive Director).

At the May 2015 Executive Committee meeting, members approved the following directors for the Foundation board.

- President: Michelle Grimes-Hillman (prior two year service as treasurer and would serve her first year as president)
- Secretary: Ginni May (prior one year as director and would serve her first year as secretary)
- Treasurer: James Todd (prior year as secretary and would serve his first year as treasurer)

Since the May meeting, however, Michelle Grimes-Hillman and James Todd have become administrators. In collaboration with the outgoing Foundation President, Julie Bruno and Executive Director Julie Adams, President Morse is recommending Ginni May as the Foundation president, Craig Rutan as the Foundation Treasurer, and Adrienne Foster as the Foundation Secretary.

Members will discuss and consider for adoption the recommendation of President Morse.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: ICAS Natural Sciences Competency Statement		Month: August	Year: 2015
		Item No: III. C.	
DESIRED OUTCOME: The Executive Committee will consider for approval the first reading of and provide feedback on the revised ICAS competency statement in the natural sciences.		Attachment: YES	
		Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Discussion/Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In 2013, the Intersegmental Committee of Academic Senates (ICAS) created a group to review and revise the 1986 document **Statement on Preparation in Natural Science Expected of Entering Freshmen**. The group was composed of natural sciences faculty appointed by the Academic Senates for the three segments of higher education. The group of seven faculty from the CCCs, CSUs, and UCs met several times at the ASCCC office in Sacramento to discuss the previous document, the Next Generation Science Standards (NGSS), and how to create a new competency statement. The goals for the revisions were to make the document more concise, to eliminate the laundry list of topics that were previously included for each discipline, to incorporate the new California science standards, and to add information about how education in the sciences is beneficial to all students. Initial discussions considered having a STEM pathway and one for non-STEM fields, but this approach was dropped because many high schools lack the resources to offer two separate paths in the sciences and because many students change their intended field of study as they progress through high school. This document attempts to highlight the value of scientific education for all students and encourages students to take as many science courses as possible.

Timeline

- May 2014 – ICAS reviews initial draft and provides feedback for changes.
- February 2015 – ICAS reviews revised document and approves distributing document for feedback.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- April 2015 – UC Board of Admissions and Relations with Schools (BOARS) reviews the document and provides additional feedback.
- June 2015 – ICAS requests minor changes and requests that the completed document be sent to ICAS in August 2015.
- September 2015 – ICAS will review the final draft and approve sending it forward for adoption by the three academic senates.

The Executive Committee is asked to review the attached document and provide feedback to Craig Rutan and to consider for approval this document as a first reading. The paper will be put on the September agenda for final approval. If approved on consent, Executive Committee members are to provide feedback no later than Monday, August 24th after the Executive Committee since the deadline for the September meeting is August 26th. It is highly suggested that you capture your notes as you review the document and provide Craig your feedback on August 21, 2015 at the August Executive Committee meeting.

1 INTRODUCTION

2
3 In 2013, California adopted revised standards for education in the natural
4 sciences based on the **Next Generation Science Standards**. These new
5 standards were designed to move away from an exhaustive list of content
6 toward a greater focus on outcomes that would indicate a deeper
7 understanding of underlying scientific phenomena. This **Statement of**
8 **Competencies in the Natural Sciences Expected of Entering Freshmen** is
9 intended to update the 1988 **Statement on Natural Science Expected of**
10 **Entering Freshmen** in order to reflect this shift in science education in
11 California. The Intersegmental Committee of Academic Senates (ICAS)
12 appointed faculty from the California Community Colleges, California State
13 University, and the University of California to a task force charged with
14 updating the previous statement to reflect current practices in science
15 education.

16
17 California only requires students to complete two years of science while in
18 high school. With that fact in mind, the task force spent considerable time
19 considering the creation of two sets of expectations, one for those students
20 planning to pursue a degree in science, technology engineering, or
21 mathematics (STEM) and one for students planning to pursue other degree
22 options. Instead, ICAS encourages high schools to emphasize the value of
23 taking more science courses. More extensive education in science will help
24 students build important skills like analytic problem solving, organization,
25 teamwork, and study skills and will not limit the possible majors available
26 when students are applying for admission.

27
28 This document consists of two distinct sections. The first section describes
29 the benefits of scientific literacy beyond understanding the individual
30 scientific discipline, the incorporation and exploration of engineering
31 practices within scientific disciplines, the importance of technology with an
32 emphasis on the skills developed during science courses, and a description
33 of several common elements that are woven through all scientific
34 disciplines. The second section is divided into four scientific disciplines,
35 with each discipline providing a summary of performance expectations and
36 examples of how each of the common elements relate to those disciplines.
37 The four disciplines are as follows:

- 38
- 39 • **Chemistry**
- 40 • **Earth & Space Sciences**
- 41 • **Life Sciences**
- 42 • **Physics**
- 43

44 This document does not make any recommendations regarding the way high
45 schools should structure their science courses. Each school serves a unique
46 student population, has different resources, and should create a course
47 structure that maximizes those resources in serving its students. Every
48 student graduating from high school that plans to attend a college or
49 university is expected to achieve all of the performance expectations
50 outlined in NGSS and this document.

51
52 Research from American College Testing (ACT) shows that students are
53 more prepared for college when they take more science courses. ACT found
54 that 13 % of students taking less than three years of high school science are
55 prepared on the ACT Readiness Benchmark in Science. Forty-five percent of
56 students taking a course in biology, chemistry, or physics were found to be
57 prepared. (ACT, 2006) Harvard tells hopeful applicants, "The natural
58 sciences help to explain, to predict, and sometimes to control, the processes
59 responsible for phenomena that we observe. They constitute a large and
60 growing portion of human knowledge important to everyone. Even if you
61 have no intention of becoming a scientist, an engineer, or a physician, you
62 should study science throughout secondary school." (Donaldson, 2013) The
63 University of California A-G subject requirements strongly encourage
64 students to take three years of a laboratory science. Ultimately, the number
65 of years that a student spends taking science courses will depend on the
66 structure of the high school's curriculum, but taking more science has clear
67 benefits for all students.

68
69 To ensure that all entering freshman are prepared to complete their degrees
70 in a minimum number of units, this document is based upon the following
71 recommendation:

72
73 *For proper preparation for baccalaureate level course work, all*
74 *students should be enrolled in a science course in each year of high*
75 *school. All students benefit from the knowledge acquired and skills*
76 *developed through completion of additional science courses. These*
77 *skills will be invaluable in assisting students with the completion of*
78 *their degrees, no matter what major they choose.*

79
80 Many students may consider taking an Advanced Placement (AP) science
81 course while in high school. AP courses can help students build upon skills
82 gained in previous science courses, but taking a second course in one
83 discipline should not replace a course in another. Students should be
84 encouraged to take AP science courses only if they do not conflict with the
85 completion of the all of the performance expectations listed in NGSS.

86
87

88

89 ACT. (2006). *Benefits of a High School Core Curriculum*. Retrieved January 11,
90 2015, from ACT:

91 http://www.act.org/research/policymakers/pdf/core_curriculum.pdf

92

93 Donaldson, C. (2013, September 3). *The High School Science Your Child Needs*
94 *for College Success*. Retrieved January 11, 2015, from education.com:

95 <http://www.education.com/magazine/article/science-classes-college/>

96

97

98 SECTION 1

99

100 Humans are extremely curious. A child's natural curiosity is the same
101 curiosity that has driven many scientists to dedicate their lives to looking for
102 answers to the questions of how everything in nature has come to be. When
103 young students first come to school and are exposed to the wonders of
104 science, they are amazed by possibilities. Science teachers see that
105 excitement every day from students. As the children's understanding of the
106 universe grows, so does their desire to explore other aspects of the world.
107 Science education is an opportunity to help students explore their natural
108 curiosity and build skills that will allow them to become productive
109 members of society that critically analyze situations and determine the best
110 course of action.

111

112 When young children are exposed to scientific experiments, they are
113 instantly fascinated and want to learn more. Bombarding students with an
114 endless collection of facts they are expected to memorize can diminish the
115 sense of wonder that students have during a demonstration or experiment.
116 While covering facts cannot be eliminated, educators hope to give our
117 students more than just answers to trivia questions. We want students to be
118 able to collect information, assess the validity of that information, determine
119 which facts are pertinent to a problem, and try to formulate a solution. We
120 want them to develop skills that will be useful in their education and their
121 careers.

122

123 The Next Generation Science Standards (NGSS) were designed to focus on
124 what students should be able to do instead of a list of things that students
125 should know. NGSS was created through broad collaboration between K-12
126 teachers, university professors, and practicing scientists. These new
127 standards are designed to help students develop the skills that scientists
128 and engineers use every day. The new standards outline performance
129 expectations in the following areas:

130

- 131 • Physical Sciences
- 132 • Life Science
- 133 • Earth and Space Sciences
- 134 • Engineering, Technology, and Applications of Science

135

136 *Engineering*

137

138 The inclusion of engineering in NGSS might seem strange, since few high
139 schools have the necessary recourses to offer engineering courses to
140 students; however, science courses also introduce many of the skills that are
141 used by engineers. Engineering focuses on the analysis of a particular
142 situation or problem and determining what solutions might be possible.
143 Engineering solutions often include improving existing technology or
144 creating something that has never existed. Engineering requires the ability
145 to break down complex problems into more manageable pieces and the
146 ability to apply classroom knowledge to verify a hypothesis. To accomplish
147 such outcomes, engineering majors take a collection of specific courses that
148 apply to a specialized field of inquiry. For example, engineering majors
149 might be exposed to techniques that can be applied to a particular field like
150 circuit design, designing a jet engine, or creating the next miracle drug.
151 These specialized courses are not appropriate for high school students, but
152 science courses introduce students to many of the skills necessary to be a
153 successful engineer.

154

155 The design of complex systems like a fighter jet or a smartphone might
156 appear to be an impossible task, but engineers understand that massive
157 projects like these are really hundreds of smaller, more manageable pieces
158 that will be combined to create the full solution. Engineering involves
159 looking at a complex problem, breaking that problem into different pieces,
160 and bringing all of those pieces back together to complete the project.. This
161 skill is not limited to engineering; it is used in mathematics, the natural
162 sciences, the social sciences, and the humanities. Real world problems often
163 involve many different scientific phenomena combining together to form a
164 single system. Students will learn how the individual pieces come together
165 to build more complex problems. Once students are exposed to the ways
166 smaller problems combine to form a more complex system, they will be
167 more prepared to analyze real world problems and break them into more
168 manageable pieces.

169

170 Science courses include the opportunity for students to verify hypotheses
171 through various laboratory experiments. Laboratory work is essential to
172 students in science and engineering, but such work helps students build
173 teamwork skills that are valuable in any field of study. Laboratory
174 experiments will force students to follow instructions, learn to use various
175 types of scientific equipment, reach consensus on how to approach an

176 assigned task, divide tasks among the group members, collect and analyze
177 data, and agree on whether the goals of the experiment have been achieved.
178 As students gain more experience in a laboratory environment, they will
179 learn to create their own experiments to verify a stated hypothesis. Students
180 are often presented with “facts” that they need to assess the validity of.
181 Whether they use a laboratory experiment or do other research into the
182 facts, the ability to test the validity of assumptions is essential for any
183 entering freshman.

184

185 *Technology*

186

187 Technology has become an integral part of everyday life, and the types of
188 technology are constantly changing. Students have been exposed to
189 technology since birth and will continue to use different types of technology
190 throughout their lives. For students to be successful in the classroom and
191 the workforce, they must have the ability to adapt and use new technologies
192 as they are developed. Technology is not limited to the natural sciences, but
193 science courses provide students with an opportunity to work with a variety
194 of different technologies that they may have no experience with.

195

196 Technology has been an integral part of science from its beginnings.
197 Technology provides scientists with the ability to measure, and
198 measurements form the basis for any scientific experiment. Measurement
199 devices have continued to evolve and become more precise. While this
200 improved technology provides more accurate results and opens the door to
201 new experiments, the technology is often more complicated than it was
202 previously. In the past, students might have measured the time for a car to
203 travel a given distance using a stopwatch. Later, they were able to use
204 timers with infrared sensors that automatically record the time as the car
205 finishes the trip. While the infrared timer is more accurate, it requires
206 students to work with technology that is more complicated to set up and
207 they may have no prior experience with. Through different laboratory
208 experiments, students will gain exposure to a wide range of technology and
209 will be expected to use that technology immediately. Students will develop
210 the ability to adapt to different types of technology and use it in any
211 situation.

212

213 Measurement is at the heart of all of the natural sciences, and technology
214 makes these measurements possible. The instrumentation and tools
215 available inform the character, quantity, and quality of evidence, which in
216 turn informs scientific understandings. As technology advances and
217 computational capacity increases, the ability of scientists to address more
218 complex problems increases. Different technologies are used by each
219 discipline, but each different type of technology gives students additional
220 opportunities to improve their skill.

221

222 Ultimately, students need exposure to modern measurement techniques;
223 however, the ability to adapt to new technologies is paramount. Therefore,
224 an understanding of how to acquire new information and to troubleshoot
225 different types of technology should be emphasized. These skills will help
226 students adapt to various types of technology that they will use throughout
227 the rest of their education and during their careers.

228

229 *Scientific Disciplines and Cross Cutting Concepts*

230

231 Science instruction is typically broken up into disciplines like biology,
232 chemistry, and physics. This structure might give the impression that
233 scientific disciplines are not related, but the NGSS includes crosscutting
234 concepts that illustrate the connections that exist between different
235 scientific disciplines. Mastery of these concepts helps students view the
236 sciences as a unified field of study and helps them develop an understanding
237 of looking at the same idea from different perspectives. Many ideas have
238 several different facets, and students need to develop the skills to meld
239 those different facets together to complete their understanding of each
240 concept. The skills developed through the mastery of the crosscutting
241 concepts will help students succeed in any environment that requires them
242 to assimilate differing perspectives to reach evidence based conclusions.

243

244 Scientific instruction assists students with the development and
245 strengthening of skills that they will use throughout their studies. All science
246 courses require students to apply skills that they acquired in math courses,
247 such as graphing, error analysis, finding solutions to algebraic equations,
248 and extracting pertinent information from word problems.

249

250 Science courses are often the first time that students see that the concepts
251 they learned in math classes will be applied in other areas. Students also
252 continue to develop and enhance skills that can be used throughout their
253 high school and university studies. These skills include improved study
254 habits, the ability to read and extract information from technical textbooks,
255 and organizational skills from problem solving to managing a heavy course
256 load. These skills are not exclusive to science courses, but all of them will
257 help students complete their baccalaureate degrees.

258

259 This revised competency statement summarizes the performance
260 expectations, cross cutting concepts, and technological integration for the
261 four scientific disciplines. With the adoption of the California Science
262 Standards, students are expected to complete all of the expectations
263 included in NGSS. These performance expectations are listed at the end of
264 this document. While the California Science standards are broken up into
265 four disciplines, life science, earth and space sciences, physical sciences, and
266 engineering technology, section 2 is divided into four scientific disciplines:

267

- 268 a. Chemistry
- 269 b. Earth and Space Sciences
- 270 c. Life Science
- 271 d. Physics

272

273 These disciplines were chosen over the four listed in the California Science
274 Standards because many high schools already have courses in these areas
275 and it is too soon to know how high schools might modify their curriculum
276 to address the new engineering expectations. As previously indicated in this
277 section, it appears that integrating engineering concepts into existing
278 science courses appears to be the most likely means of implementation.

279

280 Each one of these scientific disciplines includes a summary of the
281 performance expectations and a set of nine cross cutting concepts that are
282 common to all scientific and engineering disciplines. The nine crosscutting
283 concepts included for each discipline area are as follows:

284

- 285 a. Uncertainty and weighing evidence
- 286 b. Systems and system modeling
- 287 c. Structure and function
- 288 d. Stability and change
- 289 e. Energy and matter
- 290 f. Scale and proportionality
- 291 g. Synthesis of information and how it contributes to the “big picture”
- 292 h. Visualization of data
- 293 i. Human and global impact

294

295 Completion of all of the performance expectations will require students to
296 master the crosscutting concepts, develop problem-solving skills, and be
297 able to adapt to various types of technology. These skills combined with the
298 scientific knowledge gained will prepare students to be successful in any
299 major.

300

301 SECTION 2

302 Chemistry

303

304 Guiding Principles Leading to Performance Expectations

305

306 Students will develop an understanding of the common elements of the
307 sciences as well as those pertaining to chemistry. Chemistry involves the
308 identification of the substances that matter is composed of, the examination
309 of their properties, and the way these properties can change or be
310 manipulated to form new substances. Chemistry can be explored on four

8| STATEMENT ON COMPETECIES IN THE NATURAL SCIENCES

311 basic levels: organic, inorganic, analytical, and physical. This paper
 312 redefines and organizes nine common elements with special attention to the
 313 four basic levels of chemistry.

314

315 Examples have been divided into the basic levels of chemistry to adequately
 316 cover the breadth and depth of experience for high school students. These
 317 levels include the chemistry of carbon and its reactions and interactions
 318 (organic), descriptive chemistry of the main group and transition metal
 319 elements (inorganic), quantitative laboratory methods applied to main
 320 group and transition metal chemistry (analytical), and periodicity,
 321 atomic/molecular structure, and mathematical relationships of physical
 322 properties pertaining to various molecules and atoms (physical).

323

324 The California Science Standards include two standards in chemistry. These
 325 standards focus on 1) the structure and properties of atoms, molecules, and
 326 compounds including electrostatics forces and radioactive decay; and 2)
 327 chemical reactions including the prediction of energy released or absorbed,
 328 products produced, and predicting the rate at which the reaction occurs.

329

330

331

Common Elements Of the Sciences Pertaining to Chemistry	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples at four chemistry levels. Not all examples are expected but serve to typify depth and breadth of the elements at four chemical levels.
Uncertainty and weighing evidence	<ul style="list-style-type: none"> • Requires the ability to distinguish scientific evidence from opinion and to determine credibility of various sources of information • Identify reputable sources • Differentiate between scientific information and political platforms or social beliefs 	<p>Organic – combustion of fossil fuels and the production of CO₂ from human activities</p> <p>Inorganic – mercury and lead toxicity in oceanic and drinking water</p> <p>Analytical – laboratory practices for identifying and quantifying chemical reactions based on the scientific method</p> <p>Physical – the role of molecular properties in their manifestation as green house gases</p>
Systems and system modeling	<ul style="list-style-type: none"> • Apply the periodic table to the description of atoms and molecules 	<p>Organic – using molecular models to visualize organic molecules</p> <p>Inorganic – describing the observed oxidation states of main group elements and transition metals based on periodicity</p>

	<ul style="list-style-type: none"> • Differentiate chemical reactions based on periodicity and reactivity • Use mathematical modeling in experimental investigations • Use mathematical modeling in theoretical investigations 	<p>Analytical – Beer’s Law analysis on the absorption of light by colored solutions</p> <p>Physical – ideal gas laws</p>
--	---	--

332

Common Elements Of the Sciences Pertaining to Chemistry	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples at four chemistry levels. Not all examples are expected but serve to typify depth and breadth of the elements at four chemical levels.
Structure and function	<ul style="list-style-type: none"> • Characterize the relationship between structure and function • Discuss how the arrangements of atoms leads to observed bulk scale crystal/lattice structures • Discuss how the arrangements of atoms leads to different phases of matter 	<p>Organic – putting together larger structures of organic molecules based on simple structures such as methane or water</p> <p>Inorganic – extrapolating the molecular structure of salts/minerals from the atomic scale to the bulk scale (i.e. crystal/lattice structure)</p> <p>Analytical – measured observations of reactivity based on molecular structure</p> <p>Physical – the description of solids, liquids, and gases based on structural details of the arrangement of atoms</p>
Stability and change	<ul style="list-style-type: none"> • Describe a chemical reaction as a re-arrangement of atoms in a molecule • Understand the role of structural stability or instability leading 	<p>Organic – reactions with carbon</p> <p>Inorganic – reactions with main group elements and transition metals (i.e. Qualitative Analysis)</p> <p>Analytical – using laboratory techniques to quantify the total change of a reaction (i.e. Titrations)</p> <p>Physical – understanding rates of chemical reactions using the collision model</p>

	<p>to a chemical reaction</p> <ul style="list-style-type: none"> • Have a general understanding of the time sequence of a chemical reactions (i.e. molecules must first collide before reacting) 	
--	---	--

333

Common Elements Of the Sciences Pertaining to Chemistry	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples at four chemistry levels. Not all examples are expected but serve to typify depth and breadth of the elements at four chemical levels.
Energy and matter	<ul style="list-style-type: none"> • Have an understanding that mass is conserved in chemical reactions • Have an understanding of heat, energy, and work and their conservation • A view of heat and work as processes that are direction specific (i.e. system vs. surroundings) 	<p>Organic – the notion of exothermic and endothermic reactions of carbon containing molecules</p> <p>Inorganic – the notion of exothermic and endothermic reactions of main group elements and transition metals</p> <p>Analytical – calorimetry experiments</p> <p>Physical – the laws of thermodynamics and conservation of mass</p>
Scale and proportionality	<ul style="list-style-type: none"> • Assess the magnitude and effect of size from the atomic scale and manifestations on the bulk scale • Compare the size of atoms based on periodicity • Compare the size of larger, biologically relevant molecules 	<p>Organic – the size of proteins, DNA, etc. in relation to the size of a cell or larger biological entities</p> <p>Inorganic – lattice constants</p> <p>Analytical – solution concentrations, pH scale, equilibrium constants, etc.</p> <p>Physical – atomic and ionic trends in size</p>

	such as proteins to smaller molecules such as water	
--	--	--

334

Common Elements Of the Sciences Pertaining to Chemistry	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples at four chemistry levels. Not all examples are expected but serve to typify depth and breadth of the elements at four chemical levels.
Synthesis of information and how it contributes to the “big picture”	<ul style="list-style-type: none"> • Debate topics dealing with ethics of chemistry, such as pharmaceuticals • Analyze economic and sociopolitical situations • Communicate science clearly 	<p>Organic – synthesis of pharmaceuticals using organic molecules</p> <p>Inorganic – synthesis of pharmaceuticals using main group and transition metal elements</p> <p>Analytical – cost of laboratory procedures, job market for chemists, etc.</p> <p>Physical – energy requirements for large scale production of pharmaceuticals</p>
Visualization of data	<ul style="list-style-type: none"> • Convert and display data collected into graphs and tables • Comprehend and use tables and graphs to draw conclusions • Interpretation of images of macroscopic and microscopic structure • Employ mathematical modeling to solve problems 	<p>Organic – observe 3D images of organic molecules converted into data streams</p> <p>Inorganic – observe 3D images of in-organic molecules converted into data streams</p> <p>Analytical – converting experimental observations into graphs, tables, charts, etc.</p> <p>Physical – analyze experimental data with respect to fundamental laws and relationships</p>

335

Common Elements Of the Sciences Pertaining to Chemistry	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples at four chemistry levels. Not all examples are expected but serve to typify depth and breadth of the elements at four chemical levels.
Human and global impact	<ul style="list-style-type: none"> • Develop confidence in formulating questions and 	<p>Organic – understanding the difference between “organic food” and pesticides being organic molecules</p>

	providing supporting evidence <ul style="list-style-type: none"> • Weigh costs and benefits of chemical interventions and solutions • Demonstrating and understanding of probability in human and global applications • Analyze and create solutions to long-term sustainability of life on earth 	Inorganic – metal contamination from industrial processes Analytical – conducting measurements on the global scale, such as ocean pH monitoring or atmospheric CO ₂ monitoring Physical – using fundamental relationships scaled up to predict global affects.
--	--	--

336

337 **Earth and Space Sciences**

338

339 **Guiding Principles Leading to Performance Expectations**

340

341 The fields of earth and space sciences were not included in the 1986
 342 competency statement, and the multidisciplinary nature that characterizes
 343 these fields was underemphasized in that document. Public interest in earth
 344 science in particular has gained momentum as there is increasing concern
 345 about climate change, pollution, and the availability of natural resources.
 346 The study of earth and space sciences allows students the opportunity to
 347 integrate information and practices from physics, chemistry, and biology.

348

349 Earth and space science encompasses the study of earth and planetary
 350 systems, earth's place in the universe, and interactions between humans and
 351 earth systems. This area of study includes, but is not limited to, the sub
 352 disciplines of geology, astronomy, atmospheric science, oceanography,
 353 hydrology, and civil and environmental engineering. In the earth and space
 354 sciences, scientists investigate the formation and evolution of the earth,
 355 planets, stars, the solar system, galaxies, and the universe. Scientists
 356 examine the complex processes through which change occurs on varied
 357 temporal and spatial scales to elucidate the mechanisms that govern the
 358 systems' functioning and to predict outcomes to perturbations to these
 359 systems. Engineering related to earth and space sciences includes designing
 360 solutions to environmental problems and creation of technology to observe,
 361 explore, and analyze earth and space.

362

363 The California Science Standards include three standards in Earth and Space
 364 Sciences. These focus on the following areas: 1) Earth's place in the
 365 universe, including Big Bang, formation of celestial bodies, and working of
 366 solar systems; 2) the components, interactions, and feedbacks in earth
 367 systems; and 3) connections between earth systems and human activities.
 368

Common Elements Of the Sciences Pertaining to Earth and Space Sciences	Scope and Application	Specific Example
Uncertainty and weighing evidence	<ul style="list-style-type: none"> • Involves timescales and spatial scales that exceed human experience with potentially limited sample sizes resulting in high levels of uncertainty that obscures causes and effects • Depends on the unpredictable behaviors that create uncertainty in outcomes • Requires the ability to distinguish scientific evidence from opinion and to determine credibility of various sources of information 	<ul style="list-style-type: none"> • Climate models produce projections of future climate with inherent uncertainty due to differences in how inputs, interactions, and feedbacks are quantified and the uncertainty in how possible contributory factors may change in the future. • Records of Earth's past and models of Earth's structure are constructed based on proxies and other analytic techniques such as isotopic and elemental composition and seismic waves. Multiple approaches are used to decrease uncertainty in reconstructions
Systems and system modeling	<ul style="list-style-type: none"> • Identifies the main components of earth and space systems • Uses numerical and physical models to simulate and predict interactions between components of earth and space systems, including feedbacks 	<ul style="list-style-type: none"> • Global climate models are used to simulate atmosphere-ocean interactions that affect potential changes in global temperature. • Models of interactions between planetary bodies in the solar system are used to plot trajectories of objects in space, including space vehicles.

369

Common Elements Of the Sciences Pertaining to Earth and Space Sciences	Scope and Application	Specific Example
Structure and function	<ul style="list-style-type: none"> • Characterizes geological and hydrological formations and their behavior over time that determines their use in human activities • Characterizes how much energy is absorbed, reflected, and reemitted from the Earth and sun. 	<ul style="list-style-type: none"> • Some areas are more susceptible to seismic activity due to their location on tectonic plates and their ground stability • The large heat capacity of water allows the oceans to fluctuate less in temperature on diurnal and seasonal cycles and mitigate temperature change on longer timescales. • Construction of large water projects such as dams on the Sacramento and American rivers change the deposition of silt in the Sacramento Delta, influencing diversion of freshwater to Southern California.
Stability and change	<ul style="list-style-type: none"> • Follows long term changes including universe expansion and orbital cycles • Describes equilibrium and perturbed carbon and hydrologic cycling 	<ul style="list-style-type: none"> • Earth's position and distance in relation to the sun affects the intensity and distribution of radiation reaching the Earth, causing both seasonal changes and changes in climate on larger timescales. • The equilibrium carbon cycle is currently being perturbed on short timescales by human activities including burning of fossil fuels and deforestation.
Energy and matter	<ul style="list-style-type: none"> • Tracks transfer and conservation of energy, carbon and water throughout earth systems • Calculates the energy budget of earth system, including radiative forcings 	<ul style="list-style-type: none"> • Decay of radioactive isotopes in the Earth's mantle generates thermal energy, driving tectonic movement • Movement and changes in the phase of water are connected to movement of energy and mass throughout the earth system.

370

Common Elements Of the Sciences Pertaining to Earth and Space Sciences	Scope and Application	Specific Example
Scale and	<ul style="list-style-type: none"> • Details the multiple 	<ul style="list-style-type: none"> • Weather involves changes in

proportionality	<p>mechanisms that affect equilibrium across time-scales</p> <ul style="list-style-type: none"> • Resolves processes at different levels and identifies different mechanisms are dominant at different scales • Explains non-linear systems in which small changes can have amplified effects and large changes may have negligible effects 	<p>meteorological parameters on short timescales, whereas climate involves averaged change over decadal or longer timescales.</p> <ul style="list-style-type: none"> • Geologic processes occur through rapid and slow processes such as erosion, volcanic eruptions, earthquakes, and seafloor spreading. • Storms can form in a particular location due to subtle changes in conditions. • Changes in temperature can cause feedbacks in sea ice extent and other ice surfaces that amplify or mitigate temperature changes, resulting in a seemingly disproportional response.
Synthesis of information and how it contributes to the “big picture”	<ul style="list-style-type: none"> • Integrates physics, chemistry, and biology into multiple subdisciplines including atmospheric science, geology, hydrology, astronomy, and civil & environmental engineering 	<ul style="list-style-type: none"> • Determining precipitation, like the drought in CA, requires connecting many variables, including atmospheric water content, snowpack, and human activities • Integrating satellite measurements including radar, lidar, sea level, and images increase the reliability of weather predictions.
Visualization of data	<ul style="list-style-type: none"> • Presents time-series and spatial representations • Represents 3-dimensional processes in 2 dimensions 	<ul style="list-style-type: none"> • Plots of atmospheric Greenhouse gas concentrations allow for analysis of trends and patterns. • Geographic Information Systems (GIS) is used to look at relationships between human activities, land cover, and topography.

371

Common Elements Of the Sciences Pertaining to Earth and Space Sciences	Scope and Application	Specific Example
Human and global impact	<ul style="list-style-type: none"> • Elucidates that humans influence environmental systems through pollution, land use change, resource 	<ul style="list-style-type: none"> • Land use policies such as deforestation influence the atmospheric chemical composition, energy balance, and rainfall patterns. • Release of ozone depleting substances increases UV penetration in the

	extraction, and geochemical cycling	atmosphere and affects cancer rates in some areas. <ul style="list-style-type: none"> Improved and sustainable agricultural practices can increase food production efficiency and decrease global hunger.
--	-------------------------------------	---

372

373 Life Science

374

375 **Guiding Principles Leading to Performance Expectations**

376

377 Students should have developed understanding of the common elements of
 378 the sciences pertaining to life science. Life science involves the study of
 379 living things and will be explored on three levels: population, organismal,
 380 and cellular/molecular.

381

382 Life science is a rapidly growing and expanding field. For example, since the
 383 previous paper, significant advancement has occurred in applications of
 384 recombinant DNA and other emerging technologies. Growing evidence also
 385 indicates the importance of microbial communities on our planet and in our
 386 bodies. Areas of novel and innovative development in the field of biology
 387 and the merging of engineering, computer science, and biology have given
 388 rise to new directions such as bioinformatics and nanotechnology.

389

390 Examples have been divided into levels of biological information to
 391 adequately cover the breadth and depth of experience for high school
 392 students. These biological levels include the chemistry of life typically
 393 referred to as cellular and molecular biology, the energetics of physiology,
 394 behavior and homeostasis of individual organisms referred to as organismal
 395 biology, and the complex interactions between and among living things,
 396 populations, and the inanimate world typically referred to as an ecosystem.
 397 Since mathematics, chemistry, and physics are all integral to life science,
 398 ICAS recommends that the high school life science course be taken after
 399 these courses.

400

401 The California Science Standards includes five standards in life science.
 402 These standards focus on 1) the structure and organization of cells and
 403 organisms; 2) energy conversion in biological systems; 3) inheritance of
 404 biological traits; 4) ecosystems and the effects of human interaction on the
 405 environment and biodiversity; and 5) natural selection and evolution.

406

407

408 **Common Elements of Science Pertaining to Life Science**

409

Common Elements Of the Sciences Pertaining	Scope and Application Students should	Specific examples – These represent topical examples, which may themselves be quickly
--	---------------------------------------	---

to Life Science	demonstrate the ability to:	outdated, at three biological levels and do not include all examples expected but serve to typify depth and breadth of the element at three biological levels.
Uncertainty and weighing evidence	<ul style="list-style-type: none"> • Requires the ability to distinguish scientific evidence from opinion and to determine credibility of various sources of information • Identify reputable sources • Differentiate between scientific information and political platforms or social beliefs 	<p>Cell and molecular level - identifying common supportable data e.g. stem cells and cloning.</p> <p>Organismal level - accessing and evaluating controversial information related to individual organisms e.g. the use of vaccines and claims of autism or dietary supplements and health.</p> <p>Ecosystems & populations - describing verifiable information about human impact on ecosystems e.g. global warming</p>
Systems and system modeling	<ul style="list-style-type: none"> • Describe the organization and classification of biomolecules • Distinguish between eukaryotic and prokaryotic cells • Differentiate cell types and major tissues types • Identify the main components and levels of biological systems • Describe the complex interactions and adaptations. • Use mathematical modeling 	<p>Cell and molecular level - describing the organization and classification of biomolecules, cells, and tissues</p> <p>Organismal level – identifying the metabolic processes and hierarchy fundamental to basic physiology of organisms e.g. health and the role of nutrition and exercise</p> <p>Ecosystems & populations – delineating the basic model of an ecosystem e.g. food webs and recycling of matter and energy</p>

410

Common Elements Of the Sciences Pertaining to Life Science	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples, which may themselves be quickly outdated, at three biological levels and do not include all examples expected but serve to typify depth and breadth of the element at three
--	---	---

		biological levels.
Structure and function	<ul style="list-style-type: none"> • Characterize the relationship between structure and function • Describe components of inheritance, growth, and development 	<p>Cell and molecular level- describing how the molecular shape of DNA, RNA and proteins relate to the function of these biomolecules. e.g. immunoglobulins</p> <p>Organismal level - comparing and contrasting the relationship between anatomy and physiology</p> <p>Ecosystems & populations - exploring and describing ecosystems and communities e.g. Biofilms, Quorums, and ecological succession</p>
Stability and change	<ul style="list-style-type: none"> • Construct classical inheritance trait patterns • Differentiate factors associated with variation of traits, adaptation, and mutation • Provide examples of diversity and natural selection • Describe mechanisms of evolution 	<p>Cell and molecular level - describing the role of mutation in molecular change and evolution e.g. development of bacterial antibiotic resistance</p> <p>Organismal level - Examining homeostasis and osmoregulation</p> <p>Ecosystems & populations - Describing key factors in regulating ecosystem balance, natural selection, and population growth and decline.</p>
Energy and matter	<ul style="list-style-type: none"> • Explain the role of conservation and recycling • Describe factors affecting energy flow at various biological levels 	<p>Cell and molecular level- explaining the flow of energy through respiration and photosynthesis</p> <p>Organismal level -characterizing energy metabolism in organisms and imbalances e.g. diabetes</p> <p>Ecosystems & populations -Describing biological dependence upon natural resources, energy flow through ecosystems, and natural cycles e.g. carbon, nitrogen, and water cycles</p>

411

Common Elements Of the Sciences Pertaining to Life Science	Scope and Application Students should demonstrate the ability to:	Specific examples - These represent topical examples, which may themselves be quickly outdated, at three biological levels and do not include all examples expected but serve to typify depth and breadth of the element at three biological levels.
Scale and proportionality	<ul style="list-style-type: none"> • Assess the magnitude and effect of size from 	Cell and molecular level -Comparing and contrasting surface area, volume, and size of components of various biological elements e.g. a

	<p>molecular to population levels</p> <ul style="list-style-type: none"> • Describe the impact of small molecular changes on the characteristics of an organism • Evaluate organismal actions on the characteristics of populations • Use mathematical modeling to understand comparative or proportional effects 	<p>comparison of sperm and an egg</p> <p>Organismal level – Evaluating differences of magnitude in size ranging from prokaryotic and eukaryotic e.g. trillions of microbes present on the human body</p> <p>Ecosystems & populations – Modeling specific examples of biomagnification, extinction, and threatened species e.g. effects of DDT</p>
Synthesis of information and how it contributes to the “big picture”	<ul style="list-style-type: none"> • Debate bioethical topics • Analyze economic and sociopolitical situations • Communicate science clearly 	<p>Cell and molecular level –exploring genomics and gene therapy e.g. gene therapy for primary immunodeficiency</p> <p>Organismal level – investigating regenerative medicine and stem cell biology e.g. bone marrow transplants</p> <p>Ecosystems & populations – studying preservation and global warming e.g. limited resources, sanctuaries and parks, vaccinations, population control</p>

412

Common Elements Of the Sciences Pertaining to Life Science	Scope and Application Students should demonstrate the ability to:	Specific examples – These represent topical examples, which may themselves be quickly outdated, at three biological levels and do not include all examples expected but serve to typify depth and breadth of the element at three biological levels.
Visualization of data	<ul style="list-style-type: none"> • Convert and display data collected into graphs and tables • Comprehend and use tables and graphs to draw conclusions • Interpretation of images of macroscopic and microscopic 	<p>Cell and molecular level – observing 3D images of biomolecules</p> <p>Organismal level – interpreting graphs and images of physiological function present on the human body</p> <p>Ecosystems & populations – Modeling population growth curves incorporating variables e.g. disease, competition, food supply</p>

	structure <ul style="list-style-type: none"> • Employ mathematical modeling to solve problems 	
Human and global impact	<ul style="list-style-type: none"> • Develop confidence in formulating questions and providing supporting evidence • Weigh costs and benefits of biological interventions • Demonstrating and understanding of probability in human and global applications • Analyze and create solutions to long-term sustainability of life on earth 	Cell and molecular level – Understanding probability and its role in interpretation of sequenced genomes Organismal level - Analyzing the effects of bioengineering on the food supply e.g. GMOs Ecosystems & populations – Modeling population growth and exploring eugenics

413

414

415

416 **Physics**

417

418 **Guiding Principles Leading to Performance Expectations**

419

420 Physics is an experimental science that provides a systematic understanding
 421 of the fundamental laws that govern physical, chemical, biological,
 422 terrestrial, and astronomical processes. Because physics is a foundational
 423 science, it bears on a wide variety fields, including engineering and
 424 technology.

425

426 Physics may be presented using algebra, trigonometry, or calculus, but
 427 students should all understand the fundamental principles of motion, forces
 428 and interactions, conservation laws, and fundamental forces like gravity and
 429 electrostatic attraction and repulsion. Through the investigation of these
 430 topics, students will explore scales from atomic to galactic, the structure of
 431 matter from atoms to planets, and how energy is converted from one form
 432 to another. The table below provides the scope and application along with
 433 specific examples, which are based on five main physics classifications:

434 mechanics, thermodynamics, electricity and magnetism, light and optics,
 435 and modern physics.
 436
 437 The California Science Standards include three standards in physics. These
 438 standards focus on 1) forces, Newton's 2nd law, and accelerated motion; 2)
 439 different forms of energy and conservation of energy and momentum; and
 440 3) wave motion including mechanical waves, sound, and electromagnetic
 441 waves.

Common Elements Of the Sciences Pertaining to Physics	Scope and Application - Students should demonstrate the ability to:	Examples -
Uncertainty and weighing evidence	<ul style="list-style-type: none"> • Requires the ability to distinguish scientific evidence from opinion and to determine credibility of various sources of information Measure and distinguish between precision and accuracy • Objectively apply the process of scientific inquiry; distinguish between hypothesis, theory, and law • Experimental replication pertaining to the validation of evidence 	<ul style="list-style-type: none"> • Develop experimental strategies for measuring and quantifying data. <ul style="list-style-type: none"> ○ Accuracy of different measurement devices. ○ How does uncertainty in multiple measurements affect the certainty of a calculated result? • Plan and conduct an experiment to produce data that can be assessed for reliability and accuracy. <ul style="list-style-type: none"> ○ Data collection through experiments can be accomplished in the classroom and at home. • Analyze claims to determine their validity based on an analysis of the evidence cited. <ul style="list-style-type: none"> ○ Evaluate news stories to determine if the conclusions presented are supported by evidence.
Systems and system modeling	<ul style="list-style-type: none"> • Evaluate consistency between physical reality and theoretical predictions. • Explain how models can be used to simulate physical systems and interactions, including energy, matter, and information transfer, within and between systems at different spatial and temporal scales 	<ul style="list-style-type: none"> • Explain the effect that separation distance has on various forces and how these forces lead to the structure of atoms, objects, solar systems, and galaxies. <ul style="list-style-type: none"> ○ Gravitational Forces <ul style="list-style-type: none"> ▪ Attraction between atoms to form stars and planets. ▪ Attraction between planets to form solar systems ○ Electric Forces <ul style="list-style-type: none"> ▪ Attraction between protons and electrons to form atoms. • Differences between direct and indirect observations of objects and structure. <ul style="list-style-type: none"> ○ A solid can be seen with our eyes. The

		solid is composed of molecules
442		
Common Elements Of the Sciences Pertaining to Physics	Scope and Application - Students should demonstrate the ability to:	Examples –
Structure and function	<ul style="list-style-type: none"> • Characterize the relationship between structure and function of matter and physical systems • Predict the interactions between objects and within systems of objects 	<ul style="list-style-type: none"> • Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles • Conduct experiments to show how forces acting on systems relate to cause and effect
Stability and change	<ul style="list-style-type: none"> • Explain how positive and negative feedbacks can stabilize or destabilize a system • Quantify using models how change and rates of change operate over short and long periods of time and over small to large spatial scales • Explain the relationship between a perturbation to a system and the system's response in terms of stability or instability 	<ul style="list-style-type: none"> • Use mathematical modeling to understand comparative or proportional effects • Design experiments that demonstrate how forces acting on a system can affects stability and change over different space and time scales
Energy and matter	<ul style="list-style-type: none"> • Explain the principles of energy conservation and energy transformation • Explain how energy drives the cycling of matter within and between systems 	<ul style="list-style-type: none"> • Make observations to provide evidence that sound, light, heat, and electric currents can transfer energy from place to place. • Show that energy is conserved using experiments like calorimetry, Hooke's Law, or linear motion on an inclined plane. • Apply scientific ideas to design, test, and refine a device that converts energy from one form to another

Common Elements Of the Sciences Pertaining to Physics	Scope and Application - Students should demonstrate the ability to:	Examples –
Scale and proportionality	<ul style="list-style-type: none"> • Assess the magnitude and effect of different sizes of matter and systems, ranging from the from molecular to bulk scales • Use mathematical modeling to understand comparative or proportional effects 	<ul style="list-style-type: none"> • Comparison of varying size objects to compare the difference in size between very small objects (electrons, protons, atoms), everyday objects (people, cars, buildings), and large-scale objects (planets, stars, galaxies).
Synthesis of information and how it contributes to the “big picture”	<ul style="list-style-type: none"> • Clearly communicate physical principles and technical information in multiple formats, including orally, graphically, textually, and mathematically • Construct explanations based on physical laws and reliable evidence obtained from models, theories, and experiments 	<ul style="list-style-type: none"> • Communicate technical information, such as how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy (e.g., solar cells absorbing light to convert to electricity)
Visualization of data	<ul style="list-style-type: none"> • Convert and display data collected into graphs and tables • Comprehend and use tables and graphs to draw conclusions • Employ mathematical modeling to solve problems 	<ul style="list-style-type: none"> • Graphing of experimental data including linear, parabolic, exponential, and logarithmic functions that include proper titles and labels that explain the experiment performed to produce it. • Creating best-fit lines and curves and use those graphs to compare results to theoretical predictions.
Human and global impact	<ul style="list-style-type: none"> • Develop skills and confidence in formulating questions and providing evidence to support conclusions 	<ul style="list-style-type: none"> • Demonstrate how waves interacting with matter are used in everyday applications (e.g., medical imaging, communications, scanners etc.)

California Science Standards Performance Expectations for Grades Nine through Twelve

HS Structure and Function	
HS-LS 1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
HS-LS 1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
HS-LS 1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS Matter and Energy in Organisms and Ecosystems	
HS-LS 1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
HS-LS 1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
HS-LS 1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
HS-LS 2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS 2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS 2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS Inheritance and Variation of Traits	
HS-LS 1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
HS-L S3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS 3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS 3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS Independent Relationships in Ecosystems	
HS-LS 2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS 2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS 2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS 2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS 2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS 4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
HS Natural Selection and Evolution	
HS-LS 4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS 4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS 4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
HS-LS 4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-LS 4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS Space Systems	
HS-ESS 1-1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.
HS-ESS 1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
HS-ESS 1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS 1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS History of Earth	
HS-ESS 1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
HS-ESS 1-6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
HS-ESS 2-1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS Earth's Systems	
HS-ESS 2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS 2-3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
HS-ESS 2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS 2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS 2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS Weather and Climate	
HS-ESS 2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS 3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS Human Sustainability	
HS-ESS 3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS 3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS 3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
HS Structure and Properties of Matter	
HS-PS 1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS-PS 1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
HS-PS 1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
HS-PS 2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
HS Chemical Reactions	

HS-PS 1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
HS-PS 1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS-PS 1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS-PS 1-6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
HS-PS 1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS Forces and Interactions	
HS-PS 2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS 2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS 2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-PS 2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS 2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
HS Energy	
HS-PS 3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS 3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
HS-PS 3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-PS 3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS 3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS Waves and Electromagnetic Radiation	
HS-PS 4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS 4-2	Evaluate questions about the advantages of using a digital transmission and storage of information.
HS-PS 4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
HS-PS 4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
HS-PS 4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
HS Engineering Design	
HS-ETS 1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS 1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS 1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS-ETS 1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.



Executive Committee Agenda Item

SUBJECT: ASCCC Standing Committee Membership		Month: August	Year: 2015
		Item No: III, D	
DESIRED OUTCOME: The Executive Committee will consider for approval the membership for the ASCCC Standing Committees.		Attachment: NO	
		Urgent: YES / NO	
		Time Requested: 5 mins.	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	X
STAFF REVIEW:	Julie Adams	First Reading	
		Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each May, ASCCC committee chairs recruit faculty to serve on ASCCC standing committees. This year, a call for nominations was sent to the local senates' listserv requesting interested faculty to submit a nomination to serve form. These nominations were sent out to the committee chair for use in seeking interest from faculty to serve on 12 standing committees and two task forces. Using the nominations to serve (about 390 faculty submitted), 65 faculty representing a number of disciplines, colleges, and diversity – according to the ASCCC Inclusivity statement (<http://www.asccc.org/inclusivity-statement>). In an effort to allow the committees to begin meeting as soon as possible given the tight timelines for planning for session, the Executive Committee members were asked to review and provide input via email to the attached list of representatives with no concerns raised regarding the appointments. The Executive Committee will consider for approval the ASCCC membership.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Accreditation and Assessment

Randy Beach, English, Committee Chair
Craig Rutan, Physics, ASCCC Executive Committee (2nd)
Kelly Cooper, Business/Computer Science, West Valley College
Stephanie Curry, Librarian, Reedley College
Jarek Janio, English/ESL, Santa Ana
Gerri Santos, Counseling, Fresno City College
Alice Taylor, Art History/Humanities, West LA

Curriculum

John Freitas, Chemistry, Committee Chair
Ginni May, Math, ASCCC Executive Committee (2nd)
Ryan Carey, EMT, El Camino College
Michael Heumann, Curriculum Chair/English, Imperial Valley College
Diana Hurlbut, Curriculum Chair/Biology, Irvine Valley College
Sofia Ramirez Gelpi, Curriculum Chair/Spanish, Allan Hancock College
Jason Seals, Ethic Studies, Merritt College
Tiffany Tran, Counselor/AO, Irvine Valley College
Vivian Varela, Sociology, Mendocino College

Educational Policies

Dolores Davison, Women Studies, Committee Chair
Wheeler North, Aviation, ASCCC Executive Committee (2nd)
Julie Bruno, Communication Studies, Executive Committee
Lillian Batista-Edwards, Allied Health, Mira Costa College
Tonya Cobb, PT ESL, Cypress College
Jason Edington, Math, Mendocino College
Corinna Everett, English, Santiago Canyon College
Cynthia Reese, Art History, West Valley College

Equity and Diversity

ASCCC Chair – TBD
Cheryl Aschenbach, English, Lassen College
Eartha Johnson, Victor Valley College
Carolyn Holcroft, Foothill
Myra Cruz, De Anza
Mario Rivas, Merritt
Elton Robinson, L. A. Trade Tech
Bryan Hirayama, Bakersfield College

Legislative:

Julie Bruno, ASCCC Chair
Dolores Davison, ASCCC Executive Committee (2nd)
Julie Adams, ASCCC ED
David Morse, ASCCC President
Stacey Searle-Chapin, Mt. San Jacinto College
Sam Foster

Noncredit

Diane Edwards, Counseling, Southwestern
Melody Nightingale, Noncredit ESL, Santa Monica
Jan Young, Noncredit (non-ESL), Glendale
Julie Nuzum, Noncredit (Special Populations), Butte
Alicia Munoz, English/ESL, Cuyamaca

Online: Davison

Wheeler North
Gennean Bolen, Fresno City College
Joe Perret, Pierce College
Sanya Soyemi, Mt. San Jacinto College
Laurie Vasquez, Santa Barbara Community College
Fabiola Torres, Glendale College (returning member from 2014-15)

Professional Development: Craig Rutan

Julie Adams
Adrienne Foster, Education, West LA College
Cleavon Smith, English, Berkeley City
Diana Vera-Alba, noncredit ESL, San Diego Cont. Ed.
Katherine Schaefer, PT Anthropology, Foothill College
Kathy, Oborn, Social and Behavioral Sciences, LA Pierce
Robert Cabral, Accounting, Oxnard College

In addition to these individuals, two faculty from our original list also responded that they would be interested in serving. These individuals are:

Jessica Amato, Anthropology, Napa Valley College
Lorraine Slattery-Farrell, Child Development, Mt. San Jacinto College

Resolutions: John Stankas

Julie Adams
Kale Braden (Area A)
Randy Beach (Area D)
Rochelle Olive (Area B)
Michelle Sampat (Area C)

Standards and Practices: John Stankas

Julie Adams
Randy Beach
Michelle Sampat
Paul Setziol
Lisa Cook *
Alicia Rodriguez-Estrada *

Relations with Local Senate: Cynthia Rico

Ginni May (2nd)

Area A:	Sara Pierce	Spanish, Lake Tahoe College
	Carlos Lopez	Spanish, Folsom Lake College
Area B:	Rochelle Olive	Accounting/Taxes, Alameda College
	Maria Biddenback,	Nursing Napa College
Area C:	Paul Wickline	Theatre, College of the Canyons
	Mary Rees	Biology, Moorpark College
Area D:	Alicia Muñoz	ESL, Cuyamaca College
	Greg Larson	Math, Palomar College

Rob Lightfoot who is from Shasta College

Elizabeth Romero who is from Clovis CC

Maryann Valentino who is from Fresno College

Transfer, Articulation, and Student Services: Ginni May

Dolores Davison (2nd)

Vicki Maheu, Business Office Technology, San Diego Continuing Education, Noncredit

April Pavlik, Psychology, LA City College

Shuntay Taylor, Counseling, West Hills College Lemoore

Michael Wyly, English, Solano Community College

Trevor Rodriguez, A.O., Long Beach City College

Part-time Task Force: Wheeler North - Credit CTE

John Freitas - Credit STEM

Julie Adams

PT*Arnita Porter (likely) - Credit CTE - West LA

PTJacqueline Cooper - Credit/noncredit BS - Fullerton

PT Roseann Berg - Credit STEM - Foothill

PT*Monica Hilario - Credit ESL - Glendale

PT Julie Ashmore - BS - Los Medanos

FT Lorraine Slattery-Farrell, Mt. San Jacinto



Executive Committee Agenda Item

SUBJECT: ASCCC Professional Development Committee		Month: August	Year: 2015
		Item No. III, E	
DESIRED OUTCOME: The Executive Committee will consider for approval the revised charge for the Professional Development Committee and consider for approval changing the name to Faculty Development Committee.		Attachment: NO	
		Urgent: NO	
		Time Requested: 10 min	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Since the creation of the Professional Development College (PDC) there has been some confusion between the college and the ASCCC's Professional Development Committee (PDC) and the role of the committee in the college. The proposed revisions to the name and charge of the Professional Development Committee clarify the role of the committee in the work of the college, clean up the existing language in the charge, and change the committee to the Faculty Development Committee (FDC).

Summary of Changes

- Changes name to Faculty Development Committee (FDC)
- Adds that the FDC will advise the Executive Committee on the offering of professional development events
- Adds that the committee works through the Professional Development College (PDC) to support local faculty development
- Clarifies that professional development activities will be centered around student success, teaching and learning, and academic and professional matters

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The Faculty Professional Development Committee creates faculty development resources for local senates and advises the Executive Committee on the offering of professional development events and policies and processes related to faculty and development ~~develops papers and resources related to faculty development for local senates and others.~~ Through the Professional Development College, the ~~c~~Committee supports local faculty development committees and provides guidance to enhance faculty participation in the areas of faculty development policies, ~~and~~ innovations in teaching and learning strategies and practices, and other topics related to the 10+1 academic and professional matters. The ~~c~~Committee advocates ~~through breakout sessions and Senate publications~~ for the importance of faculty development activities ~~related to, critical issues related to student success, and quality faculty teaching and learning,~~ academic and professional matters, and of the need for appropriate levels of funding for such activities.



Executive Committee Agenda Item

SUBJECT: CTE Leadership Task Force		Month: August	Year: 2015
		Item No: III. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee to consider for approval making the CTE Task Force a Standing Committee of the ASCCC.	Urgent: YES / NO	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

For the past two years, the Vocational Leadership Committee was on hiatus. Instead the CTE Leadership Committee assumed this role in 2013 – 14 and planned regional meetings. In 2014 – 15, the CTE Leadership Task Force was expanded and funded by Perkins Funding through the Chancellor’s Office Economic Development Division. The Leadership Taskforce was charged with growing CTE leadership across the state and becoming a conduit for providing information for CTE Leadership practitioners (see attached description). This group became invaluable in communicating the work of the Task Force on the Workforce, Job Creation, and a Strong Economy. The group assisted in facilitating the work of the CTE Curriculum Academy (with the Curriculum Committee), CTE Regional Meetings, CTE Faculty Leadership, and the conversations across the state on CTE issues. They attended ASCCC events (plenary sessions, leadership institutes), as well as events of other related organizations.

The current approved charge of the CTE Leadership Committee is as follows:

The goal of the CTE Leadership Committee is to better align with and support the CCCCO CTE/EWD division restructuring under the “Doing What Matters” campaign. This goal seeks to ensure that all relevant parties are connected to the processes related to CTE, are better equipped to work together as existing programs are perfected, can provide resources to develop new programs, and collaborate to meet the needs of students by preparing them for the workforce and/or advanced education. The objectives noted below are intended to both develop and support CTE faculty so they can participate more actively in leadership roles

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

regionally and statewide. The key goal is to develop CTE faculty leaders to become informed participants in the ongoing dialog with the variety of state players.

It is anticipated that in 2015 – 16, the CTE Leadership Task Force will take on an even greater role given the workforce recommendations and future implementation.

The Executive Committee will consider for approval making the CTE Leadership Task Force a standing committee of the ASCCC.

Information: Charge of the Vocational Education Committee on hiatus.

The Vocational Education Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues and recommends policy and positions to the Executive Committee and the General session. The Committee develops and implements strategies to increase the number of occupational education faculty on their local Senates.

Chancellor's Office
California Community Colleges

Grant Specification No.:
Vendor: Academic Senate for CA CCs
College: N/A

APPLICATION ABSTRACT

TO BE COMPLETED BY COCCC

Amount Awarded: \$100,000.00

Project Title: Curriculum and Leadership Academy

Project Director: Julie Adams

Organization: Academic Senate for California Community Colleges

Address: 555 Capitol Mall, Suite 525

City: Sacramento

State: CA

Zip: 95814

Phone: 916-445-4783

Fax: 916-323-9867

E-mail Address: julle@asccc.edu

(PLEASE SUBMIT YOUR ABSTRACT AS A HARD COPY, THE CAREER TECHNICAL EDUCATION UNIT RESERVES THE RIGHT TO REQUEST THIS SAME INFORMATION IN ELECTRONIC FORMAT)

(Summarize in approximately 250 words or less; limit one page.)

Purpose

The Senate proposes to develop a Curriculum and Leadership Academy tailored to provide comprehensive curriculum training to "Doing What Matters" sector navigators and deputy sector navigators, as well as the ASCCC CTE leadership team, and CTE faculty. This work will provide great benefit for participants, as they will become better able to engage in local, regional, and state curriculum processes.

Goals

The goal of this proposal is to provide attendees with an understanding about how to navigate the local, regional, and statewide governance and curriculum processes. The anticipated outcome of this goal is to increase the number of courses aligned with C-ID and decrease the time spend designing and modifying curriculum. At the end of the Curriculum Academy participants will receive an Academic Senate CTE Curriculum Certificate.

Content Objectives

The proposed activity is to hold a two-day event in January 2015 that will be an intensive training geared to help all participants better navigate the many curriculum process and include a series of curriculum modules that could be archived and available for future training or refresher. The first day of the event attendees will participate in a Leadership Academy offered by CCCAOE. The second day attendees will complete a series of modules intended to immerse individuals in curriculum basics, effective practices for curriculum development, PCAH, C-ID, and other aspects related to curriculum development and processes.

Stackable content modules will be developed that are linked to a certificate of completion and an electronic badge that are co-branded between the ASCCC and DWM.

Spring objectives include expanding the trainings to the 15 regions and possibly offering fellowships to two college faculty members (e.g. AS President and Curriculum Chair). This expansion might also include an online preparation and a one-day regional training.

Coordination

In collaboration with the ASCCC Executive Committee, the ASCCC Leadership Team and the CO Technical Assistance Provider (TAP) for Curriculum Approval Processes will develop the program and facilitate the two-day event.

Attendees

At least 100 participants will attend the two-day event including the 80 “Doing what Matters” key talent, ASCCC CTE Leadership team, CTE faculty, and presenters.

Outcomes

- Curriculum training modules for CTE faculty
- ASCCC /DWM CTE Curriculum Certification
- Report of activities including tracking completion by participants individually, by college, by region and by sector
- Greater connection between CTE faculty and Sector and Deputy Navigators
- Greater connection between CTE faculty and Regional Consortium
- Momentum Points
 - MP 15 –
Completed two courses in the same CTE pathway: This certificate program will help ensure that CTE programs have course work that is linked and sequential easing students/ completion of courses. Further the C-ID training in this effort will further support this possibility.
 - MP 17 –
Completed a non-CCCCO approved certificates with in a CTE pathway
Increasing curriculum process knowledge will increase appropriate low-unit certificates through clear curriculum paths will increase this.
 - MP 18 –
Completed a CCCC-approved certificate in a CTE pathway
Increased curriculum knowledge should increase the formation of, improvement of, certificates aligned with industry needs thus resulting in an increase in awards.
 - MP – 25
Transferred from a community college to a four-year university in the same CTE pathway.
Increase in knowledge of participants should increase their ability to align appropriate paths with 4-year colleges.



Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: August	Year: 2015
		Item No: V. A	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will be updated on recent state and federal legislation and take action as necessary.	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: A number of amendments have been introduced to bills during the 2015 Legislative Session. ASCCC position letters submitted on SB 42, AB 490, AB 626, AB 770, AB 288 and AB798 may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>. The most recent Chancellor’s Office State and Federal updates and the CO Legislation Matrix are provided as attachments as well as the August 3, 2015 ASCCC Legislation Report.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

July 3, 2015

OVERVIEW

Now that the 2015-16 State Budget Act and the budget trailer bills have been signed into law, the Legislature will focus on legislation in the regular and special sessions until they recess this first year of the two-year legislative session. The next key deadline is July 17, 2015, when policy committees must conclude their work on bills with a fiscal effect. The Legislature then takes a month long recess until August 17, 2015. Less than two weeks after the recess ends, the deadline for bills passing out of the fiscal (appropriations) committees is August 28, 2015. These deadlines are only for the regular session, but are still helpful in determining when the Legislature will work on the special sessions' measures. All that said, we anticipate a very busy summer as we enter the remaining two months prior to recess.

For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor's Office or visit the Legislative Counsel's website at: <http://www.leginfo.ca.gov> or its new website at: <http://leginfo.legislature.ca.gov/>. The new website allows you to compare prior versions of the measure, review proposed changes in the law as amended, etc.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, helping high school students achieve college and career readiness, and improving high school graduation rates.
 - Position: Sponsor/Support
 - Status: AB 288 passed in the Assembly and the Senate Education Committee.

- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 exempts Early College High School (ECHS) and Middle College High School (MCHS) students from the lowest priority enrollment consideration. The bill allows a community college to claim state apportionments for MCHS and ECHS students enrolled in physical education courses beyond the 5 percent statutory cap and exempts these students from the 10 percent cap regarding enrollment in community college summer courses.
 - Status: AB 542 passed in the Assembly and the Senate Education Committee.

- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** The Budget Act included language from earlier versions of AB 770 to create the Community Colleges Basic Skills Innovation Program. Following enactment of the State Budget, AB 770 was amended to specify conditions for grant awards under the Basic Skills and Innovation Strategies program.
 - Position: Support
 - Status: AB 770 passed in the Assembly and will be heard in the Senate Education Committee.

- **SB 786 (Allen) Adult Education: Regional Consortia.** Current language in SB 786 is proposed to be amended to allow a joint powers authority to be eligible for Maintenance of Effort funding through adult education. Amendments to SB 786 are not yet available in print.
 - Status: Set for hearing in Assembly Education on July 15, 2015.

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 340 (Weber) Postsecondary Education: Campus Climate Report.** AB 340 declares the intent of the Legislature to enact legislation to require governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate. The Chancellor's Office report is contingent on information received from colleges. The Rules Committee and the author are working on amendments to the bill that are not yet in print.
 - Position: Support
 - Status: AB 340 passed in the Assembly and is with the Senate Rules Committee.
- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and if the immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto), signed into law last year, requires colleges to report serious crimes to local law enforcement if the crimes occur on campus or involve students or employees. While AB 1433 (Gatto) included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified, AB 636 allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.
 - Status: AB 636 passed in the Assembly and the Senate Education Committee and was sent to the Senate Public Safety Committee.
- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 767 requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017, and every 5 years thereafter and to consider including an active shooter response plan.
 - Status: AB 767 passed in the Assembly and the Senate and is being prepared for the Governor's signature.
- **AB 967 (Williams) Sexual Assault Case Procedures.** AB 967 requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault. This uniform process would be required to include a two-year minimum suspension for specified violations. Recent amendments added an implementation date of April 1, 2017 and a sunset date of December 31, 2021. The bill would additionally require the governing board of each community college district to report data relating to cases of alleged sexual assault, including:
 - The number of sexual assault, domestic violence, dating violence, and stalking complaints received by the institution.
 - The number of complaints investigated by the institution and the number that were not investigated.
 - The number of investigations in which the respondents were found responsible at the disciplinary proceedings of the institution and the number of investigations in which the respondents were not found responsible.
 - The number of disciplinary sanctions imposed on respondents who were found responsible disaggregated by following categories: expulsion, suspension of at least two years, suspension of fewer than two years, probation.
 - Position: Concern

- Status: AB 967 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.
 - Status: AB 968 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** AB 968 requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.
 - Position: Support
 - Status: AB 969 passed in the Assembly and was sent to the Senate Education Committee.
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 clarifies that state law does not prohibit districts from taking disciplinary action against students for off campus behavior if the district is doing so to comply with federal law, such as the Clery Act, Title IX, Violence Against Women Act, etc. SB 186 also adds sexual assault to the list of "good cause" reason to remove, suspend, or expel a student and defines sexual assault for those purposes. The definitions used in this bill are those provided by the White House's Task Force on Campus Sexual Assault.
 - Position: Support
 - Status: SB 186 passed in the Senate Education Committee and the Assembly Committee on Higher Education and will be sent to the Assembly Floor.

FACULTY

- **AB 626 (Low) Community College: Employees.** AB 626 requires the California Community Colleges Chancellor's Office to convene a group of stakeholders on or before July 1, 2016, and every four years thereafter, to develop recommendations on funding strategies to enable the community colleges to achieve the 75 percent standard and increase district participation in the support of part-time faculty. The bill requires the Chancellor's Office to report these recommendations to the Legislature.
 - Status: AB 626 passed the Assembly and was sent to the Senate Education Committee.
- **AB 1010 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1010 specifies minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements. The bill urges community college districts without a collective bargaining agreement in effect as of January 1, 2016, to negotiate with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by the bill.
 - Status: AB 1010 passed in the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.

FINANCE AND FUNDING

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 exempts up to 200 students in any academic year from paying non-resident tuition fees if they attend the Lake Tahoe Community College (LTCC) and reside in certain communities in the Nevada and permits the LTCC to count these persons as resident full-time equivalent students (FTES) for purposes of determining apportionment funding. This bill makes these provisions contingent upon the Board of Governors of the California Community Colleges

entering into an interstate attendance agreement with the Nevada System of Higher Education providing reciprocal rights to California residents attending Western Nevada College.

- Status: SB 605 passed in the Senate and was sent to the Assembly Committee on Higher Education.

GOVERNANCE

- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 requires the California Community College Chancellor's Office to survey all 112 community colleges, regarding the evaluation of the current regional community college accrediting agency. The survey will be used by the Chancellor's Office to develop a report that reflects a systemwide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status. The report will be sent to the U.S. Department of Education and the National Advisory Committee on Institutional Quality and Integrity.
 - Status: AB 404 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the Chancellor to report to the Legislature concerning the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve the issues identified in the report in a timely manner.
 - Status: AB 986 passed in the Assembly and was sent to the Senate.
- **AB 1385 (Ting) Community College: Accreditation.** AB 1385 prohibits the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges. The bill would excuse compliance with this prohibition if the Chancellor of the California Community Colleges determines that the accrediting agency's compliance would violate federal law.
 - Status: AB 1385 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision making body to ensure the ability of members of the public to attend those meetings. AB 1397 also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
 - Status: AB 1397 passed the Assembly and was sent to the Senate Education Committee.
- **SB 42 (Liu) Commission on Higher Education Performance.** Although Governor Brown deleted funding for the California Postsecondary Education Commission (CPEC) years ago, statutes referring to CPEC remain. SB 42 revises these statutes and creates the California Commission on Higher Education Performance and Accountability in its place. SB 42 excludes representatives from postsecondary institutions from serving as board members on the proposed commission and eliminates the authority of the Chancellor of the California Community Colleges to appoint a representative to the Commission on Teacher Credentialing.
 - Position: Concern
 - Status: SB 42 passed in the Senate and will be heard in the Assembly Committee on Higher Education on July 7, 2015.

- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students. A Senate Constitutional Amendment, or SCA, is a measure that places an initiative on the statewide ballot to change the California Constitution and it is not subject to the same legislative deadlines as Assembly or Senate Bills.
 - Status: SCA 1 has been referred to both the Senate Education and Elections and Constitutional Amendments Committees.

MISCELLANEOUS

- **AB 176 (Bonta) Data Collection.** AB 176 requires the segments of higher education to collect data on Asian and Pacific Islander (API) subgroups and post statewide data on enrollment and completion on their respective websites by July 2016. The bill also requires that 18 months after the 2020 U.S. Census is released, the API subgroups reported by each segment include the subgroups used by the Census Bureau as well as additional subgroups. The bill also includes the state Department of Managed Health Care and the Department of Health Care Services.
 - Position: Support
 - Status: AB 176 passed the Senate Education Committee and is set for hearing in the Senate Health Committee on July 8, 2015.
- **AB 653 (Levine): Intersegmental Coordination: Information Technology.** AB 653 makes contracting practices among the segments of higher education more efficient by improving the ability of community college districts to share contracts with UC and CSU. Specifically, AB 653 adds clarifying language to statute which specifies that districts can share, or “piggyback” onto contracts with UC and CSU for the purchase of goods and services. This will provide for more efficient contracting practices and potential cost savings to all three segments.
 - Position: Support
 - Status: AB 653 passed the Senate Education Committee and was sent to the Senate Appropriations Committee.
- **AB 798 (Bonilla): College Textbook Affordability Act.** AB 798 seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources (OER). AB 798 provides that the California OER Council may utilize its funding as designated in SB 1052 of 2012 to provide grants in the amount of \$10,000 to community college and CSU campuses which, with their local academic senates, develop and submit plans to increase the use of OER. Campuses that receive grant awards would also be eligible for bonus grants of \$10,000 for up to 3 subsequent years if they reach specified benchmarks. The program would be administered by the California OER Council, composed of representatives of academic senates from all three segments.
 - Position: Support
 - Status: AB 798 passed in the Assembly and will be heard in the Senate Education Committee on July 8, 2015.
- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
 - Status: AB 963 passed the Assembly and was sent to the Senate Public Employment and Retirement Committee.

STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students and makes them eligible for a Board of Governors fee waiver. A homeless student must be verified as being without a residence in the last six years. The bill was recently amended to establish a liaison for homeless students that can be a current employee, rather than requiring colleges to hire a new staff person.
 - Status: AB 801 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 1016 (Santiago) Public Postsecondary Education: Student Transfer Achievement Reform Act.** AB 1016 would require the Chancellor's Office to report to the Legislature on the status of each community college's compliance with statutory requirements related to creating Associate Degrees for Transfer.
 - Position: Support
 - Status: AB 1016 passed the Assembly and the Senate Education Committee and was sent to the Senate Appropriations Committee.
- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 requires the governing boards of community college districts to establish Dream Resource Centers on campuses with 500 or more enrolled students who meet AB 540 requirements. The Resource Centers would provide educational support services for undocumented students. Though AB 1366 would create significant additional costs for community colleges, the bill does not include additional state resources. The estimated cost includes \$100,000 per Dream Center for additional full-time positions.
 - Position: Support, if amended
 - Additional state funds will be needed to support 38 community colleges in order to comply with this bill, which at a minimum, is estimated to cost \$380,000.
 - Status: AB 1366 passed the Assembly Committee and was sent to the Senate Education Committee.

TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program.
 - Status: AB 25 passed the Senate Education Committee and will be heard in the Senate Appropriations Committee on July 6, 2015.
- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Similar to last year's AB 2201 (Chávez), AB 82 establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license.
 - Position: Support
 - Status: AB 82 passed in the Assembly and the Senate Transportation Committee.
- **AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures.** AB 573 provides financial and other educational assistance to students affected by the recent closing of CCI campuses in California, including Heald, Everest, and WyoTech. This bill waives community college fees for CCI students until July 1, 2018. This benefit is limited to students who were enrolled at a CCI campus on April 27, 2015 or withdrew within 120 days prior to the CCI closure on April 27, 2015 and did not complete their educational program. AB 573 also provides an additional \$100,000 to the Chancellor's Office to support a statewide media campaign to inform CCI students of educational opportunities available at community colleges.

The bill requires the Bureau for Private Postsecondary Education (BPPE) to establish a standing closed school task force, which includes a Chancellor's Office representative and a community college campus representative. The bill would restore two years of Cal Grant eligibility used by CCI students to ensure that they are not hurt by the four-year award limitation in the Cal Grant program, and specifies that a CCI student is required to notify the California Student Aid Commission of his/her intent to use the restoration benefit before January 1, 2017. Recent amendments add veterans as a student group to be served by local legal aid organizations, and new requirements the BPPE must follow to disburse grants to legal aid organizations that serve CCI students. The bill specifies the type of legal aid assistance to be provided to CCI students, which includes outreach and education, screening requests for assistance, referrals to additional legal assistance through pro bono referral programs, legal services, and information related to student loans.

- Position: Support
 - Status: AB 573 passed the Senate Committee on Business, Professions, and Economic Development, and will be heard in the Senate Education Committee.
- **AB 721 (Medina) Student Financial Aid: Private Student Loans.** AB 721 requires community colleges to comply with federal student loan disclosure requirements, including notifying students if a college does not participate in the federal loan program, advising students that they may be eligible for federal loans at other community colleges, and providing students with information regarding the California Student Aid Commission's website and the Federal Student Aid Web link on the United States Department of Education's website.
 - Position: Neutral
 - Status: AB 721 passed the Assembly and will be heard in the Senate Education Committee on July 1, 2015.
- **AB 907 (Burke) Career Training: Adult Students.** AB 907 and SB 425 provisions are similar and are included in the 2015-16 budget. As a result, these two bills will not move forward in their current form. The intent of both bills was to authorize the Superintendent of Public Instruction to certify specified career training programs for the purpose of participating in federal student financial aid programs. Previously, no state agency in California had statutory authority to provide this federally required certification.
 - Position: Watch
 - Status: AB 907 passed in the Assembly and was sent to the Senate Education Committee.
- **AB 1091 (E. Garcia) Student Financial Aid: Cal Grant Program.** AB 1091 authorizes the California Student Aid Commission (CSAC) to require public schools and school districts to electronically submit verification of high school graduation. AB 1091 would also require CSAC to develop a standardized form for electronic submission of GPA information. AB 1091 builds upon previous legislation, AB 2160 (Ting, 2014), that required all public schools and districts to electronically submit student GPA information to CSAC. If AB 1091 becomes law, the electronic verification of high school graduation would be added to the same standardized form used for GPA information. Recent research confirms that these practices are highly effective and would allow many more students to complete their financial aid applications in a timely manner.
 - Position: Support
 - Status: AB 1091 passed the Assembly and will be heard in the Senate Education Committee.
- **SB 15 (Block) Postsecondary Education: Financial Aid.** SB 15 increases the number of Competitive Cal Grant A and B awards from 22,500 to 30,000 annual awards. The bill would also establish the Graduation Incentive Grant (GIG) program for transfer students at the California State University and specifies grant amounts and unit requirements for the annual awards to be:

\$1,000 if 30 semester units (45 quarter units) are completed the first year; \$1,500 if 60 semester units (90 quarter units) are completed the second year, and \$2,000 if 90 semester units (135 quarter units) are completed the third year. The bill specifies that GIG awards are supplemental grants and would prohibit supplanting any other grants or scholarships with these funds.

- Position: Support
- Status: SB 15 passed in the Senate and will be heard in the Assembly Committee on Higher Education.

- **SB 150 (Nguyen) Personal Income Tax: Exclusion: Student Loan Debt.** SB 150 would amend the state personal income tax code to exclude from gross income in the amount of student loans that are forgiven for eligible students who were enrolled at Corinthian schools on or after January 1, 2015. Because SB 150 is a “tax levy” it does not have to meet the same deadlines as other measures, and, even though it has not been heard in Committee, it is still active for 2015.

- Position: Support
- Status: SB 150 passed in the Senate Governance and Finance Committee and will be heard in the Senate Appropriations Committee.

- **SB 324 (Pavley) Income Taxation: Savings Plans: ABLE Program.** SB 324 modifies state tax law to conform to federal tax law regarding the California Achieving a Better Life Experience (ABLE) Act of 2014. SB 324 would ensure that ABLE account earnings and withdrawals for qualified expenses are not included in a student’s income for state tax purposes. The bill also directs the State Treasurer to administer ABLE accounts on behalf of qualified Californians. ABLE account withdrawals would not be counted as income as long as funds are used to pay for qualified expenses and do not exceed the cost of qualified expenses. Consistent with the ABLE Act, SB 324 would impose a 10 percent tax on distributions that exceed qualified expenses. This bill would benefit disabled students attending community colleges and improve degree, certificate, and transfer completion by reducing education costs. In contrast to the existing state program for college savings accounts, called “ScholarShare” or “529 accounts,” the ABLE Act significantly expands the definition of a qualified education expense. For example, students would be able to claim the following new items as qualified expenses: the full cost of housing and food, transportation; employment training and support; computers, assistive technology and personal support services; health prevention and wellness; financial management and administrative services; legal fees; oversight and monitoring; and funeral and burial services.

- Position: Support
- Status: SB 324 passed in the Senate and will be heard in the Assembly Revenue and Taxation Committee on July 13, 2015.

- **SB 425 (Hernandez) Concurrent Enrollment in Secondary School and Community College.** SB 425 authorizes the Superintendent of Public Instruction (SPI) to provide state certification that allows regional occupational centers and programs, county offices of education, or adult schools that provide workforce training programs to continue participating in federal student financial assistance programs. SB 425 shares similarities to AB 907, and both amend Education Code Section 52344.7. SB 425 authorizes the SPI to decertify these entities if they are not in compliance with federal laws and regulations and adopt regulations regarding a student complaint process under the Uniform Complaint Procedures, as set forth in Title 5 of the California Code of Regulations.

- Position: Watch
- Status: SB 425 passed the Senate and was sent to the Assembly Committee on Higher Education.

VETERANS

- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 eliminates the age limit of 28 years old for veterans applying for the California Community College Transfer Cal Grant Entitlement Program. It is sponsored by the California Student Aid Commission.
 - Position: Support
 - Status: AB 1361 passed in the Assembly and the Senate Education Committee and was sent to the Appropriations Committee.
- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 reinstates expired provisions of state law that requires financial aid information, including the Board of Governors (BOG) fee waiver and the Free Application for Federal Student Aid (FAFSA) to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia who do not have a baccalaureate degree.
 - Position: Support
 - Status: AB 1401 passed in the Assembly and the Senate Veterans Affairs Committee with a recommendation to the consent calendar.
- **SB 81 (Committee on Budget and Fiscal Review) Postsecondary Education: Budget Trailer Bill.** During this legislative session, two bills by Assembly Member Chávez, AB 13 and AB 27, were introduced to align state law with the federal law known as the Veterans Access, Choice, and Accountability Act of 2014 (VACA). VACA requires the state's public postsecondary educational institutions to exempt qualifying nonresident veterans and covered individuals from paying nonresident tuition and fees. Because the University of California (UC) has autonomy through the state Constitution and authority to set its fees, UC was able to address compliance with VACA by amending their Educational Policy through the UC Board of Regents. The California Community Colleges (CCC) and the California State University (CSU) do not have the same authority to set fees. Therefore, while the CCC Board of Governors supported prior legislation to provide instate tuition to veterans and continued that precedent by supporting AB 13 and AB 27, without a change in state law VACA would have prevented the US Veterans Administration from providing GI Bill education benefits to veterans attending CCC and CSU.

While AB 13 and AB 27 were going through the legislative process, SB 81 was introduced as a budget trailer bill. SB 81 included an addition to Education Code to address the issue of aligning state law with VACA to authorize and require districts to charge instate tuition to individuals covered by VACA. SB 81 also allows the colleges to count students affected by VACA as California residents for the purposes of state funding. SB 81 was signed by the Governor as part of the budget bill package on June 24, 2015 and was effective immediately upon signature. However, as stated in VACA, SB 81 applies for terms beginning on or after July 1, 2015. Assembly Member Chavez will now use AB 13 and AB 27 for other purposes.

- Position: Support
- Status: Chaptered.

ADVOCATES LIST SERVE

Government Relations information is routinely distributed using the list serve:

ADVOCATES@LISTSERV.CCCNEXT.NET.

If you have not already subscribed you are welcome to join. Please follow the instructions below:

To **subscribe** send an e-mail from the address to be subscribed to LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE ADVOCATES in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

To **unsubscribe** from the listserv, send e-mail from the subscribed address to:

LISTSERV@LISTSERV.CCCNEXT.NET and put UNSUBSCRIBE NETADMIN in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.

July 3, 2015

Fiscal Year 2016 Funding Bill: Labor, Health and Human Services, and Education

Last month, the Subcommittees on Labor, Health and Human Services, and Education (LHHS-ED) of the U.S. Senate and the House of Representatives approved and passed their respective draft funding bills for Fiscal Year (FY) 2016 for full committee review. Both bills include significant cuts to higher education programs, including cuts to the Pell Grant program. Each measure was subsequently approved by their Appropriations Committee.

Senate Bill

On June 23, the Senate Appropriations Committee approved the LHHS-ED bill. The bill's discretionary funding level is \$3.6 billion below the FY 2015 level and \$14.5 billion below the President's requested level. It reduces funding by \$331 million for training programs under the Workforce Innovation and Opportunity Act (WIOA), which will result in 1.4 million youth, dislocated workers and veterans losing access to employment and training services. The bill will also reduce funding for the Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Adult Basic Education, and Minority Serving Institutions. The Association of Community College Trustees (ACCT) notes that while the maximum Pell Grant award will increase for the 2016-2017 school year, the bill rescinds over \$300 million to support Pell Grants next year and will lead to a shortfall for the program in FY 2017. The ACCT opposes the bill and has called on members of the public to send letters of opposition to their Senators:

<http://action.acct.org/18080/oppose-senates-labor-hhs-education-funding-bill/>

House Bill

On June 24, the House Appropriations Committee also approved its FY 2016 LHHS-ED funding bill. The bill provides \$3.7 billion less in discretionary funding than FY 2015 and \$14.6 billion below the President's budget request, cutting 19 educational programs. However, unlike the Senate bill, funding for a number of higher education programs remains level to FY 2015 funding. Although funding for the Employment Training Administration (ETA) will decrease by 2 percent from last year's level, the WIOA adult, dislocated worker, and youth program is funded at the same level as FY 2015. The bill also increases funding for TRIO—outreach and student services programs for individuals from disadvantaged backgrounds—and GEAR UP—a grant program to prepare low-income students for post-secondary education. The House bill also increases funding for programs that support Minority Serving Institutions. The ACCT also opposes the House bill:

<http://action.acct.org/18079/oppose-houses-labor-hhs-education-funding-bill/>

Reauthorization of the Higher Education Act

On June 17, the Senate Committee on Health, Education, Labor, and Pensions (HELP) continued its series of hearings regarding the reauthorization of the Higher Education Act (HEA) with a hearing entitled "Evaluating Accreditation's Role in Ensuring Quality." Four witnesses provided testimony on potential improvements to the system of accreditation, including suggestions on how to make accreditation more efficient and effective. Previous hearings included "Exploring Institutional Risk-sharing" and "Ensuring College Affordability." Although the HELP Committee has continued to hold HEA hearings, it is unlikely that the HEA will be reauthorized this year.

Corinthian Colleges Closure

On June 8, the Obama administration announced a new debt relief plan for the former students of Corinthian Colleges. The Department of Education released a fact sheet, "Protecting Students from Abusive Career Colleges," detailing a new streamlined process for Corinthian College students. The plan distinguishes between students whose schools have closed and students who believe they were victims of fraud, regardless of whether their school closed. This distinction means that the plan is available for all federal borrowers who can prove that they were defrauded by their college and that students who choose to transfer their credits to another institution may still pursue debt relief. For students whose schools were closed, the Department has extended debt relief eligibility to students who withdrew from a Corinthian College after June 20, 2014. Former Corinthian College students seeking forgiveness of their federal debt will also have the option of placing their federal loans into forbearance. The Department's Federal Student Aid office is providing impacted student borrowers information on their website:

<https://studentaid.ed.gov/sa/about/announcements/corinthian>

CONGRESSIONAL COMMUNITY COLLEGES BILLS OF INTEREST

Federal legislation moves at a much slower pace than at the state level. Congress has a different calendar and committee hearing process, bills can be referred to committees or subcommittees and sit for months. It is common for multiple bills to be absorbed into one larger bill. That being said, the status of some the federal legislation has not changed since we reported on these bills in the May 2015 Federal Legislative Update.

Campus Climate and Safety

HR 2680 HALT Campus Sexual Violence Act

A bill to amend the Higher Education Act of 1965 to increase transparency and reporting on campus sexual violence.

- **Last Major Action:** Referred to House Education and Workforce

S. 590 Campus Accountability and Safety Act

This bill by Senator Claire McCaskill (D-Missouri) and co-sponsored by a bi-partisan group of 12 Senators will establish new campus resources and support services for student survivors, ensure minimum training standards for on-campus personnel, create new transparency requirements, require a uniform discipline process and coordination with law enforcement, and establish enforceable Title IX penalties and stiffer penalties for Clery Act violations. This bill was referred to the Senate Committee on Health, Education, Labor and Pensions.

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions

S. 706 Survivor Outreach and Support Campus Act

Senator Barbara Boxer (D-CA) introduced the Survivor Outreach and Support on Campus Act (S.O.S. Campus Act). The legislation would require every institution of higher education that receives federal funding to designate an independent advocate for campus sexual assault prevention and response. This advocate would be responsible for ensuring that survivors of sexual assault – regardless of whether they decide to report the crime – have access to: emergency and follow-up medical care, guidance on reporting assaults to law enforcement, medical forensic or evidentiary exams, crisis intervention, and ongoing counseling and assistance throughout the process. Congresswoman Susan Davis (D-San Diego) introduced H.R.1490, a version of this bill in the House.

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions

Tuition, Fees, Financial Aid

S. 60: Eligibility for Postsecondary Education Benefits

S. 60 by Senator David Vitter (R-Louisiana). This bill would prohibit states from offering in-state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in-state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented immigrants on the basis of residency. However, using different criteria, such as graduation from an in-state high school (similar to California's AB 540), states have been granting in-state tuition regardless of immigration status. If enacted, this bill would force states to either grant in-state tuition to Americans from every U.S. state or deny in-state tuition to undocumented immigrants that are currently considered residents.

- **Last Major Action:** Referred to the Committee on the Judiciary

HR 1507 Investing in States to Achieve Tuition Equality for Dreamers Act of 2015 or the IN STATE Act of 2015

The IN STATE Act of 2015, sponsored by Congressman Polis (D-CO), would amend title IV (Student Assistance) of the Higher Education Act of 1965 (HEA) to direct the Secretary of Education to allot grants to states to offer Dreamer students in-state tuition and expand their access to in-state financial aid. This bill is similar to its Senate version: S.796 IN-STATE for Dreamers Act of 2015.

- **Last Major Action:** Referred to the Subcommittee on Immigration and Border Security

HR 1959 College Options for DREAMers Act

This bill sponsored by Congressman Hinojosa (D-TX) would amend the HEA to provide Dreamer students with access to student financial aid. This bill is identical to the Senate measure S. 1059 College Options for DREAMers Act

- **Last Major Action:** Referred to the Subcommittee on Immigration and Border Security

HR 1956 Pell Grant Protection Act

This bill would amend the HEA to ensure funding for the Federal Pell Grant program by removing the program from the congressional discretionary appropriations process. This measure is identical to the Senate bill: S 1060 Pell Grant Protection Act.

- **Last Major Action:** Referred to the House Committee on Education and the Workforce

HR 1958 Year-Round Pell Grant Restoration Act

Sponsored by Congressman Hinojosa, HR 1958 would amend the HEA allow eligible students to receive additional Federal Pell Grants for payment periods that are not otherwise covered by their Federal Pell Grant award for that academic year. This bill is identical to the Senate measure S1062 Year-Round Pell Grant Restoration Act.

- **Last Major Action:** Referred to the House Committee on Education and the Workforce

S. 1102 Protect Student Borrowers Act of 2015

Sponsored by Senator Reed (D-RI) this bill would amend title IV of the HEA to require institutions participating in the Federal Direct Loan program to accept risk sharing requirements. The House version of this measure is HR 2364 Protect Student Borrowers Act of 2015.

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions

S. 1373 College for All Act

Sponsored by Senator Sanders (I-VT), the College for All Act would amend the HEA to eliminate tuition and required fees at public institutions of higher education by creating a grant program funded by a federal-state partnership.

- **Last Major Action:** Referred to the Committee on Finance

Workforce Training

HR 1503 Community College Energy Training Act of 2015

This bill would require the Secretary of Labor to carry out a joint sustainable energy workforce training and education program. It also appropriates \$100,000,000 for each of the fiscal years 2016 through 2020. Not less than one-half of these funds shall be awarded to community colleges with existing sustainability programs that lead to certificates, credentials, or degrees in one or more of the industries and practices.

- **Last Major Action:** Referred to the House Committee on Education and the Workforce

HR 2224: Youth Access to American Jobs Act of 2015

This bill, sponsored by Congressman Rick Larsen (D-WA), would direct the Secretary of Education to award grants to 10 partnerships between a local educational agency (LEA), a community college, and a state apprenticeship program to carry out a program for students to:

- 1) take science, technology, engineering, and mathematics (STEM) courses and STEM-focused Career and Technical Education courses during grades 11 and 12 at a secondary school that prepare them for community college;
- 2) enroll in a course of study related to the manufacturing field at the community college upon graduating from the secondary school; and
- 3) enroll, for a two-year period, in the state apprenticeship program or the joint-labor management training program upon receiving an associate's degree from the community college.

- **Last Major Action:** Referred to the House Committee on Education and the Workforce

Miscellaneous

HR 182: Centralized Report of Veteran Enrollment

H.R. 182 by Congressman Ken Calvert (CA-42) would streamline the Department of Veterans Affairs (VA) processes for community colleges that have multiple campuses. Currently, the VA requires community colleges to certify that their veteran students are enrolled for a specific number of classes before the VA will disperse student benefits. These rules must be updated to account for multi-college Community College Districts, such as Riverside Community College District (RCCD). Without such an update, veterans that take classes at a multi-college District see their benefits delayed while colleges and the VA complete and shuffle unnecessary paperwork. H.R. 182 would direct the Secretary of Veterans Affairs to permit the centralized reporting of veteran enrollment by certain groups, districts, and consortiums of educational institutions.

- **Last Major Action:** Referred to the Subcommittee on Economic Opportunity.

HR 937: Dual Enrollment Grants

Congressman Ruben Hinojosa (D-TX 15) introduced The Fast Track to College Act of 2015. The bill authorizes the Secretary of Education to award matching six-year grants to local educational agencies (LEAs) that partner with institutions of higher education (IHEs) to establish or support dual enrollment programs, such as early college high schools, that allow secondary school students to earn credit simultaneously toward a secondary school diploma and a postsecondary degree or certificate.

- **Last Major Action:** Referred to the Subcommittee on Higher Education and Workforce Training.

S. 649 Higher Education Reform and Opportunity Act of 2015

The Higher Education Reform and Opportunity (HERO) Act would allow all 50 states and the District of Columbia to develop their own systems of accrediting educational institutions, curricula, apprenticeships, job-training programs, and individual courses, all of which would be eligible to receive federal student loan money.

- **Last Major Action:** Referred to the Committee on Health, Education, Labor, and Pensions.

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015**

BILL	AUTHOR	SUBJECT	BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1										STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X	X	X	X	X	X	X	X				Senate Approps.
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X	X	X	X	X	X	X	X				Senate Approps.
AB 176	Bonta	Data Collection: API Ethnic Groups (Support)	X	X	X	X	X	X	X	X				Senate Health
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)	X	X	X	X	X	X	X	X				Senate Approps.
AB 340	Weber	Campus Climate Reports (Support)	X	X	X	X	X	X	X	X				Senate Rules
AB 404	Chiu	Community Colleges: Accreditation	X	X	X	X	X	X	X	X				Senate Approps.
AB 542	Wilk	Community College: Early and Middle College HS	X	X	X	X	X	X	X	X				Senate Approps.
AB 573	Medina	For Profit College Closure: Student Assistance (Support)	X	X	X	X	X	X	X	X				Senate Ed.
AB 626	Low	Community Colleges: Instructors	X	X	X	X	X	X	X	X				Senate Ed.
AB 636	Medina	Postsecondary Education: Student Safety	X	0	X	X	X	X	X	X				Senate Pub. S.
AB 653	Levine	Intersegmental Coordination: Information Technology (Support)	X	X	X	X	X	X	X	X				Senate Approps.
AB 721	Medina	Student Financial Aid: Private Student Loans (Neutral)	X	X	X	X	X	X	X	X				Senate Approps.
AB 767	Santiago	Community Colleges: Emergency Preparedness Standards	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development (Support if Amended)	X	X	X	X	X	X	X	X				Senate Ed.
AB 798	Bonilla	Course Materials Accessibility (Support)	X	X	X	X	X	X	X	X				Senate Ed.
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X	X				Senate Ed.
AB 907	Burke	Career Training: Adult Students (Watch)	X	X	X	X	X	X	X	X				Senate Ed.
AB 934	Bonilla	Education Technology: K-12 High Speed Network	X	X	X	X	X	X	X	X				Senate Ed.
AB 963	Bonilla	Teachers' Retirement Law	X	X	X	X	X	X	X	X				Senate P. E. & R.
AB 967	Williams	Sexual Assault Case Procedures (Concern)	X	X	X	X	X	X	X	X				Senate Ed.
AB 968	Williams	Transcripts: Expulsion Note	X	X	X	X	X	X	X	X				Senate Ed.
AB 969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X				Senate Approps.
AB 986	Gipson	Community Colleges: Compton Community College District	X	X	X	X	X	X	X	X				Senate Rules
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X	X	X				Senate Approps.
AB 1016	Santiago	Public Postsecondary Education: Student Transfer Act (Support)	X	X	X	X	X	X	X	X				Senate Approps.

California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015

BILL	AUTHOR	SUBJECT	Bill Details										STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X	X						Senate Ed.
AB 1091	Garcia E.	Student Financial Aid (Support)	X	X	X	X	X						Senate Ed.
AB 1361	Burke	Student Financial Aid Cal Grant Program Veterans (Support)	X	X	X	X	X	X					Senate Approps.
AB 1366	Lopez	Public Postsecondary Education: Dream Resource Centers (Neutral)	X	X	X	X	X						Senate Ed.
AB 1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	X						Senate Ed.
AB 1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X						Senate Ed.
AB 1401	Baker	Veterans: Student Financial Aid (Support)	X	X	X	X	X	X					Senate Approps.
SB 15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X	X						Asm. Higher Ed.
SB 42	Liu	Commission on Higher Education Performance (Concern)	X	X	X	X	X						Asm. Higher Ed.
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)	X	X	X								Senate Floor
SB 150	Nguyen	Personal Income Tax: Exclusion: Student Loan Debt (Support)	X	X									Senate Approps.
SB 186	Jackson	Community College District: Removal, Suspension (Support)	X	O	X	X	X	O					Asm. Floor
SB 324	Pavley	Income Taxation: Savings Plans: Qualified ABLE Program (Support)	X	X	X	X	X	X					Asm. Rev. & Tax
SB 425	Hernandez	Career Technical Education (Watch)	X	X	X	X	X	X					Asm. Higher Ed.
SB 605	Gaines T	Community Colleges: Non Resident Tuition Exemption: Nevada (Support)	X	X	X	X	X	X					Asm. Higher Ed.
SB 786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X					Asm. Ed.
SCA 1	Lara	UC: Legislative Control	X										Sen. Ed.
SCA 2	Nguyen	Public Postsecondary Education: United States Flag	X										Sen. Jud., E. & Con.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2													
AB 12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X	X	X					Senate Gov. O.
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force	X	X	X	X	X	X					Senate Gov. O.
AB 113	Weber	Local Government	X	X	X	X	X	X					Senate Budget & Fiscal
AB 147	Dababneh	Postsecondary Education: Animal Research	X	X	X	X	X	X	X				Senate Floor
AB 266	Cooley	Medical Marijuana (Professional Certification)	X	X	X	X	X	X					Senate Health
AB 333	Melendez	Healing Arts: Continuing Education	X	X	X	X	X	X	X				Senate Approps.
AB 410	Oberholte	Reports Submitted to Legislative Committees	X	X	X	X	X	X	X				Senate Approps.

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015**

BILL	AUTHOR	SUBJECT	House Second House										STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
AB 532	McCarty	Collection of Data: Ancestry or Ethnic Origin	X	X	X	X	X	X	X	X				Senate Approps.
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X							Senate Hum. S.
AB 854	Weber	Educational Service: Pupils in Foster Care	X	X	X	X	X							Senate Ed.
AB 882	Wilk	School Bonds: Portable Electronic Devices	X	0	X	X	X							Senate Gov. & F.
AB 913	Santiago	Student Safety: Sexual Assault	X	X	X	X	X	X	X					Senate Approps. Suspense
AB 915	Holden	Public Education Employees: Accident or Illness	X	0	X	X	X	0	X	0	X	X	X	Enrolled
AB 952	Garcia	Community College Governing Boards: Vacancies	X	0	X	X	X							Senate Gov. & F.
AB 1093	Garcia E.	Supervised Population Workforce Training: Grants	X	X	X	X	X							Senate Floor
AB 1269	Dababneh	Alternative Energy	X	X	X	X	X							Sen. E., U. & Com.
AB 1270	Garcia E.	Workforce Innovation and Opportunity Act	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 1507	Hernandez R.	Workforce Investment Act	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
HR 7	Lopez	Adult Education	X	X	X	0	0	0	0	0	0	0	0	Adopted
SB 148	McGuire	Career Technical Education: Career and Jobs Skills	X	X	X	X	X							Assembly Ed.
SB 222	Block	School Bonds: School facilities - Statutory Lien	X	0	X	X	X	0	X	0	X	X	X	Enrolled
SB 418	Morrell	CSU: Military Students Interruption in Attendance	X	X	X	X	X	X	X					Asm. Approps.
SB 436	Liu	Education: Omnibus Bill	X	X	X	X	X	X	X					Assembly Ed.
SB 440	Liu	Postsecondary Education: Institutions	X	0	X	X	X	0	X	0	X	X	X	Enrolled
SB 456	Block	Firearms Discharge on Campus	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps.
SB 707	Wolk	Firearms: Gun-Free School Zone	X	X	X	X	X	X	X	X	X	X	X	Asm. Pub. S.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3														
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act	X	X	X	X	X	X	X	X	X	X	X	Sen. Approps. Suspense
AB 38	Eggman	California State University: Stockton Campus.	X	X	X	X	X							Senate
AB 145	Gomez	Public Benefits Reports	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X	0	X	X	X	X	X	0	X	X	0	Senate Floor - Inactive

California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015

BILL	AUTHOR	SUBJECT	Senate						House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 313	Atkins	Enhanced Infrastructure Financing Districts	X	X	X	X	X	X	X						Senate Gov. & F.
AB 331	Levine	School Districts Governing Boards: Membership Reduction	X	X	X	X	X	X	X	X	X	X	X	X	Enrolled
AB 520	Levine	Apprenticeship	X	X	X	X	X	X	X						Senate L & I.R.
AB 715	Daly	Residential Development: School Facilities Fees	X	O	X	X	X	X	X	O	X	X	X	X	Enrolled
AB 716	Low	California State University: Special Sessions	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.
AB 731	Gallagher	Maintenance of the Codes	X	X	X	X	X	X	X						Senate Jud.
AB 752	Salas	Private Postsecondary Education	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.
AB 768	Thurmond	Tobacco Ban: Baseball Fields	X	X	X	X	X	X	X						Senate L & I.R.
AB 802	Williams	Residential, Nonresidential Buildings: Energy Savings	X	X	X	X	X	X	X						Sen. E., U. & Com.
AB 819	Irwin	UC & CSU: Alumni Associations	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
AB 991	Bonta	State Teachers' Retirement	X	X	X	X	X	X	X	X	X	X	X	X	Concurrence
AB 1000	Weber	CSU: Student Success fees	X	X	X	X	X	X	X						Senate Ed.
AB 1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.
AB 1228	Gipson	Public Postsecondary Education: Campus Housing	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.
AB 1307	McCarty	Postsecondary Education	X	X	X	X	X	X	X						Senate Ed.
AB 1308	Perea	Apprenticeship Programs: Approval	X	X	X	X	X	X	X	X	X	X	X	X	Concurrence
AB 1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X	X	X						Senate Ed.
AB 1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X	X	X						Senate Ed.
ACR 39	Dababneh	Financial Aid and Literacy Month	X	X	X	O	O	O	O	O	O	O	O	O	Enrolled
SB 12	Beall	Foster Youth	X	X	X	X	X	X	X						Asm. Jud.
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	X	X	X	X	X	X						Asm. L. & E.
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	X	X	X	X	X	X	X						Asm. Higher Ed.
SB 451	Lara	Pupil Instruction and Services: Counseling	X	O	X	X	X	X	X	O	X	X	O	X	Asm. Floor
SB 501	Wieckowski	Wage Garnishment Restrictions: Student Loans	X	O	X	X	X	X	X						Asm. Jud.

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015**

BILL	AUTHOR	SUBJECT	2015 Legislative Session										STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence				
SB 532	Leyva	Higher Education Facilities Bond Act Program	X	X	X	X	X							Asm. Ed.
SB 645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X							Asm. Ed.
SB 686	Pan	Higher Education Employer-Employee Relations Act	X	X	X	X	X							Asm. Higher Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills														
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education	X											Asm. Hum. S.
AB 6	Wilk	Bonds: Transportation - School Facilities	X											Asm. Trans. Failed
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X							Senate Ed.
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X	X										Asm. Approps Held
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X	X							Senate Ed.
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X											Asm. Higher Ed.
AB 148	Holden	School Facilities: General Obligation Bond Measure	X	X										Asm. Approps. Held
AB 151	Rodriguez	Income Taxes: Credits: Apprenticeships	X	X										Asm. Approps. Held
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015	X	X										Asm. Approps. Held
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards (Support, if amended)	X	X	X	X	X							Senate Ed.
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program	X	X										Asm. Approps. Held
AB 209	Patterson	Tax Deductions: 529 College Savings Plans	X											Asm. Rev. & Tax Held
AB 280	Brown	Small Claims Court Jurisdiction: Community College Districts	X											Asm. Jud.
AB 343	Melendez	Academic Credit for Prior Military Experience												Introduced
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X	X										Asm. Approps. Held
AB 393	Hernandez	Veteran Resource Centers Grant Program (Support, if amended)	X	X										Asm. Approps. Held
AB 421	Calderon I	Community Colleges: Veterans Counselor (Support, if amended)	X	X										Asm. Approps. Held
AB 456	Patterson	Public Postsecondary Education: UC: CSU	X											Asm. Higher Ed.
AB 458	O'Donnell	Postsecondary Education: Instructional Strategies	X	X										Asm. Approps. Held
AB 482	Harper	Concurrent Enrollment in Secondary School and College												Introduced

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015**

BILL	AUTHOR	SUBJECT	First Reading/Second Reading										STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 490	Alejo	Community College Extended Opportunity Programs	X	X									Asm. Approps. Held
AB 586	Campos	Student Opportunity and Access Program (Spot)	X										Asm. Higher Ed.
AB 616	Campos	Student Financial Aid: State Work-Study Program (Spot)	X										Asm. Higher Ed.
AB 677	Dodd	School Safety: Door Locks	X	X									Asm. Approps. Held
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X										Asm. A., E, S, T
AB 748	Lackey	Taxation: Exemptions: Public Schools	X										Asm. Rev. & Tax Held
AB 831	Bonilla	Student Financial Aid: Cal Grant Program	X	X									Asm. Approps. Held
AB 836	Rendon	Tour Guides: Regulations	X	X									Asm. Approps. Held
AB 837	Hernandez	UC: Employee Salaries	X	X									Asm. Approps. Held
AB 889	Chang	Concurrent Enrollment in School and Community College: STEM (No Position)	X	X									Asm. Approps. Held
AB 916	O'Donnell	Career Technical Education: Student Organizations	X	X									Asm. Approps. Held
AB 996	Medina	State Teachers' Retirement System	X	X									Asm. Approps. Held
AB 1088	O'Donnell	School Facilities: Bond Act: Greene Act	X	X									Asm. Approps.
AB 1112	Lopez	Adult Education: Consortia (Concern)	X										Asm. Higher Ed. Failed
AB 1165	Ridley-Thomas	Vocational Nursing: Secondary, Post-Secondary Education	X										Asm. B. & P.
AB 1181	Calderon I	Adult Education Programs: Federal Pell Grant Program	X										ASM. Ed.
AB 1212	Grove	Postsecondary Education: Freedom of Association	X										Asm. Higher Ed. Failed
AB 1224	Baker	Postsecondary Education: Cal Grant Awards	X										Asm. Higher Ed.
AB 1349	Weber	Public Postsecondary Education California First Act	X	X									Asm. Approps. Held
AB 1365	Baker	Sexual Assault Awareness and Prevention Program	X										Asm. Higher Ed.
AB 1372	Holden	School Facilities: Funding K-12											Introduced
AB 1433	Gray	Higher Education Facilities Bond (Support)	X	X									Asm. Approps. Held
AB 1466	Burke	Student Safety: Sexual Assault											Introduced
AB 1474	Chavez	Community Colleges: Technical Education Bond Act	X										Asm. Higher Ed.

**California Community College Chancellor's Office Legislative Tracking Matrix
2015 Legislative Session: 7/3/2015**

BILL	AUTHOR	SUBJECT	First Meeting/Second Reading							STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor		Concurrence
AB 1481	Mullin	Workforce Development									Introduced
AB 1503	Perea	Telecommunications Universal Service Programs	X	X							Asm. Approps. Held
SB 8	Hertzberg	Taxation	X								Sen. Gov. and F.
SB 66	Leyva	Career Technical Education Pathways Program (Support)	X								Sen. Ed.
SB 150	Nguyen	Personal Income Tax Law: Exclusion: Student Loan Debt Forgiveness									Sen. Rules
SB 247	Lara	Dream Centers: Educational Support Services (Support)	X	X							Sen. Approps. Held
SB 362	Vidak	Postsecondary Education: Reporting Requirements	X								Sen. Ed.
SB 373	Pan	California Community Colleges: Overload Assignments	X	X							Sen. Approps. Held
SB 381	Huff	School Employees: Reeducation in Workforce	X								Sen. Ed. Held
SB 403	Liu	California Community Schools Act	X	X							Sen. Approps. Held
SB 430	Cannella	Career Technical Education Pathways Program									Introduced
SB 480	Pan	Taxation: Qualified Heavy Equipment	X	X							Sen. Approps. Held
SB 521	Liu	CalFresh Employment and Training Program	X	X							Sen. Approps. Held
SB 634	Block	Postsecondary Education: Interstate Reciprocity (Support)	X								Sen. Ed.
SB 665	Block	Postsecondary Education: Rape and Sexual Assault	X	X							Sen. Approps. Held
SB 668	Leyva	Sexual Assault Counselor-Victim Privilege	X								Sen. Pub.S.
SB 691	Morrell	Postsecondary Education: Student Code of Conduct	X								Sen. Ed.
SB 791	Hertzberg	Student Financial Aid: Golden State Scholarship Trust	X	X							Sen. Approps. Held
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget											
AB 93	Weber	Budget Act of 2015	X	O	X	X	O	X	X	X	Chaptered
AB 104	Weber	Budget Act of 2015 Education Omnibus	X	O	X	X	O	X	X	X	Chaptered
SB 78	Leno	Budget Act of 2015 Education Local Control Formula	X	O	X	X	O	X	X	X	Chaptered
SB 81	Leno	Budget Act of 2015: Postsecondary Education Trailer Bill	X	O	X	X	O	X	X	X	Chaptered

ASCCC Legislative Report
August 3, 2015

Assembly Bills

AB 176 (Bonta) Data Collection

Requires the segments of higher education to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016. The bill calls for 10 additional categories. There is discussion around affects of disaggregating the data including concerns around identifying individual students and the loss of data. Amendments include specific reporting requirements and compliance with FERPA.

Additional amendments include delineation of categories. Last amended 7/14/15

Status: *Passed in Assembly and Senate Education Committee; Senate Appropriations 7/14/15 – hearing date 08/17/15*

ASCCC Position/Resolutions: The ASCCC has Resolution 2.01 F03 on the protection of privacy and data that stresses adherence to FERPA and the AAUP statement on privacy. There is also Resolution 3.01 F13 that requests the expansion of demographic categories to provide students with choices when choosing identities to illustrate the demographic realities of our colleges and assist in planning. It appears that a balancing act between the two positions may be required depending on the shaping of the bill.

***AB 288 (Holden) College and Career Access Pathways Partnership**

This bill would authorize a community college district to enter into a CCAP partnership with a K-12 school district to develop pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Amendments include language to address employment concerns, the 15 units per term maximum, service areas, CCAP agreements, and reporting requirements. *Amendments include Chancellor's Office responsibilities, parameters of CCAP agreements, a 10% cap on total number of FTE statewide and a sunset date of 1/1/22. Of concern is language stating that remedial courses offered through a CCAP agreement "shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation."* Last amended on 07/13/15. (CO

Sponsored/Support)

Status: *Passed in Assembly and Senate Education Committee; Senate Appropriations - hearing date 8/17/15*

ASCCC Position/Resolutions: Resolution 6.03 S15 specifically endorsed the intent of this bill. In addition, the ASCCC has several other resolutions that generally support expanding opportunities for dual and concurrent enrollment (4.01 F07 and 4.02 F07). While the ASCCC does not have anything specifically on this legislation, those resolutions seem to generally apply. We also have a resolution requesting limitations on concurrent enrollment (15.02 S09). Recently, resolution 13.02 F14 requested guidance on regulations and effective practices for dual and concurrent enrollment as well clarifying terminology. We also have two *Rostrum* articles on the concurrent enrollment in the December 2007 issue.

ASCCC Action: Letter of support submitted 4/16/15.

AB 340 (Weber) Campus Climate Report

Requires CSU and CCC, and urges UC, to submit a report once every two years to the legislature on campus climate and for each to post the report on its website. Amendments include specifications for the content of the

report and language on campus program developments that impact campus climate. **Latest amendments include language about costs being borne by the state if it is determined that this is mandated. Last amended on 7/08/15.**

Status: Passed in Assembly and Senate Education; Senate Appropriations 7/15/15 Hearing set for 8/17/15

ASCCC Position/Resolutions: The ASCCC has resolutions that allude to support for creating emotionally supportive and positive campus climates (e.g., Resolution 13.01 F94) but not one that speaks directly to this issue.

AB 404 (Chiu) Accreditation

Adds to the duties of the board of governors by requiring it to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a systemwide evaluation of the accrediting agency based on the criteria used to determine an accreditor's status. Minor amendments 4/13/15 and 6/10/15.

Status: Senate Education Committee to Senate Appropriations. Suspense file 7/13/15

ASCCC Position/Resolutions: The ASCCC has numerous resolutions on Accreditation. Positions relevant to this bill include Resolution 2.02 F13 that states, "Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified in evaluations by the U.S. Department of Education (USDE) Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document and make public what steps it will take to address any areas of non-compliance." In its current form, this bill appears to advance the interest inferred from the resolution.

AB 542 (Wilk) Early and Middle College High Schools

Grants the same enrollment priority consideration to Early College High Schools as is authorized under current law for Middle College High Schools. Also allows colleges to claim apportionment for ECHS and MCHS students in physical education courses beyond the 5% statutory cap and exempts these students from the 10% cap on summer course enrollment. Amendments include specifying criteria for claiming apportionment and reporting requirements. **Last amended 7/08/15.**

Status: Passed Senate Education Committee to Senate Appropriations 7/8/15

ASCCC Position/Resolutions: Generally, the ASCCC has passed resolutions that call for considering potential impact on students before assigning priority enrollment for any student population. (Resolutions F11 13.11 and Sp11 18.01)

AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. Closures

Provides financial and educational assistance to students affected by the closing of CCI campuses in California. Waives CCC fees for CCI students until July 1, 2018. Restrictions apply and are delineated. Also provides funds for CO to support statewide media campaign to inform CCI students of educational opportunities at CCCs. Recent amendments include provisions of legal aid and student loans assistance. **Last amended 07/09/15 (CO Supports)**

Status: Passed Assembly and Senate; Appropriations 7/15/15

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

AB 626 (Low) Instructors

Requires colleges to use portions of program improvement allocations to be used to make progress on the policy of 75 percent of credit hours to be taught by full time faculty. Also, the bill requires the board of governors to work with the Academic Senate for California Community Colleges and other relevant entities to develop goals for the full-time to part-time faculty ratio in noncredit education. Amendments include direction for the CO to convene a workgroup of stakeholders every 4 years to develop recommendations on spending strategies to achieve 75 percent standard and support part-time faculty including office hours. **Last amended on 6/01/15.** (FACCC Sponsored)

Status: In Senate Education as of 7/1/15. Hearing set for 7/8/15 but cancelled at request of author.

ASCCC Position/Resolutions: Resolution 6.04 S15 specifically endorsed the intent of this bill. In addition the ASCCC has numerous resolutions supporting progress on the full time obligation (75/25 ration). The most recent, Resolution 13.01 F14 states, “Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.” Regarding faculty in noncredit education, the ASCCC has a number of resolution in support including resolution F92 12.11 that states “Resolved that in order to enhance the academic quality in our colleges, the Academic Senate for California Community Colleges support the following position: The Senate should explore avenues to insure a core of full-time noncredit instructors in each district offering noncredit programs with a long-term goal to increase the percent of hours taught by full-timers to 75%.” Furthermore, Resolution F07 19.02 states, “Resolved, That the Academic Senate for California Community Colleges urge local senates to educate their faculty, staff, administrators, and trustees who may not be familiar with this issue, about the need for an appropriate number of full-time noncredit faculty and how their college and students benefit.” Finally, F14 7.01 states, “Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to restructure the calculation of the Faculty Obligation Number (FON) in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.”

ASCCC Action: Letter of support submitted 4/13/15.

***AB 770 (Irwin) Basic Skills and Professional Development**

Establishes a financial grant and professional development funding program for adopting or expanding the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals. Delineate the specific criteria required to award the grant funds as well as reporting requirements. **Amendments include levels of funding and grant criteria and reporting requirements as well as provisions for technical assistance from the CO.** **Last amended on 7/01/15.** (CO support, if amended)

Status: Passed Senate Education; Appropriations 07/15/15

ASCCC Position/Resolutions: The ASCCC passed Resolution 9.01 F11 requests that the ASCCC “support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction.”

ASCCC Action: Letter of support, if amended submitted 4/14/15.

***AB 798 (Bonilla) College Textbook Affordability Act**

Accelerate the adoption of OER to reduce the students’ cost and improving access to materials through the OER Adoption Incentive Fund. Requires grants to be used for activities such as faculty professional development, OER curation activities, and technology support for faculty. Requires local academic senates, in collaboration

with students and administration, to pass resolution in support. Amendments include removal of UC, require CaOERC to provide oversight of meeting plan requirements and determination of plan approval. Grant recipients would submit progress reports to CaOERC. ICAS is required to report to the legislature. Last amended on 7/01/15 (CO support, if amended)

Status: Senate Appropriation 07/08/15 - hearing date 8/17/15

ASCCC Position/Resolutions: Resolution 11.01 F12 calls for the ASCCC “support the appropriately expanded use of Open Educational Resources (OER) resources and work with our higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” –licensed materials; and...to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.” Bonilla’s office has been working with ASCCC, as well as other higher education senates and organizations, to amend the bill. Resolution 6.05 S15 specifically endorsed the intent on this bill. However, recent discussions between Assemblymember Bonilla’s office and the CaOERC could necessitate a reevaluation of that support.

ASCCC Action: Letter of support submitted 4/14/15.

AB 1010 (Medina) Part time temporary employees

Specifies minimum standards for part time faculty to be included in collective bargaining agreements such as evaluation procedures, workload distribution, and seniority rights. Last amended on 04/27/15.

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations Committee - suspense file 07/06/15

ASCCC Position/Resolutions: The ASCCC has many resolutions to address the academic and professional issues specific to the situations of part time faculty as well as the paper “Part Time Faculty: A Principled Perspective” which includes recommendations on hiring and evaluation processes and procedures and their implementation.

AB 1016 (Santiago) Student Transfer Act

Requires the CO to report to the Legislature the status of each community college’s compliance with creating the associate degrees for transfer (ADTs). Requires CSU to submit 2 reports to the Legislature on campus acceptance of transfer model curricula by concentration. Requires the CSU to publicly post all available data on the number of students admitted with an ADT, the extent to which the CSU admitted associate degree transfer students to the students’ first choice campus and to a program that is similar to their transfer degree, the number of redirected students that ultimately enrolled at CSU, and the proportion of students with an ADT who graduated from CSU. Last amended on 7/08/15 to change all March dates to December of the same year. (CO Support)

Status: Passed in Assembly and Senate Education Committee and Senate Appropriations Committee after third reading ordered 7/14/15. Senate Floor.

ASCCC Position/Resolutions: Resolution Sp12 9.06 states “Resolved, That the Academic Senate for California Community Colleges participate in Chancellor’s Office data collection on SB 1440 (Padilla, 2010) degrees and gather its own evidence for evaluating the effectiveness of the degrees for students and faculty.” Additionally, the information from CSU would assist counseling and discipline faculty when advising students on associate degrees and associate degrees for transfer.

AB 1366 (Lopez) Dream Resource Centers

Require CCCs that have at least 500 currently enrolled students meeting the requirements set forth in title 5

section 68130.5 to create Dream Resource Centers on each campus to assist students by streamlining access to all available financial aid and academic opportunities for those students. The Dream Resource Centers would seek to empower and create a safe and welcoming environment for those students and increase enrollment, transfer, and graduation rates among this population. Amendments include provisions to accept gifts, bequests or donations to fund DRCs. Additional amendments include requirements for colleges that do not meet the minimum student requirement to establish a DRC to have a designated staff person to fulfill specified functions. **New amendment includes language to allow centers to offer support services, including, but not necessarily limited to, state and institutional financial aid assistance, academic counseling, peer support services, psychological counseling, referral services, and legal services. Last amended on 7/08/15. (CO neutral)**

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 07/15/15

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

Senate Bills

***SB 42 (Liu) Commission on Higher Education Performance**

Changes the composition of and renames the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education. Regardless of substantial amendments, the makeup of the commission is still without segment representation. **Significantly amended on 7/14/15.**

Status: Passed in the Assembly Committee on Higher Education; Senate Appropriations 07/14/15.

ASCCC Position/Resolutions: In response to this legislation, the ASCCC passed Resolution 6.01 S15: “Resolved, That the Academic Senate for California Community Colleges oppose SB 42 (Liu, 2015, as of December 2, 2014) and any further legislation that would seek to create an oversight body for California higher education that is not primarily composed of segmental representation; and Resolved, That the Academic Senate for California Community Colleges oppose legislation that proposes to expand the former role of CPEC into areas that intrude on decisions properly made by representatives of the California higher education segments themselves. “

ASCCC Action: “Watch with Concern/Oppose as written” letter submitted to Senator Liu on 3/18/15. Joint opposition letter with FACCC submitted on 4/27/15.

SB 786 Adult Education Regional Consortia

Provides process and requirements for apportioning funds to joint powers of authority to support maintenance of effort for adult education.

Status: Passed from Assembly Education Committee on 07/15 2015 to Appropriations with recommendation to be placed on consent calendar.

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals and resolutions in support of adult education but not one that speaks directly to this issue.

Higher Education - Watch

AB 636 (Medina) Student Safety

Authorizes the identification of the alleged assailant, even if the victim does not consent to being identified, if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and the immediate assistance of police is necessary to contact or detain the assailant. Last amended 4/29/15

Status: Passed in Assembly and Senate Education Committee; Senate Public Safety Committee 07/16/15

#AB 653 (Levine) Intersegmental Coordination Information Technology

This bill was amended significantly in June and no longer specifically allows for the sharing of contracts with UC and CSU for the purchase of goods and services. It does allow CCC districts to publish a notice for bids and proposals to an internet site or bidding platform instead of a newspaper. It also declares that there is nothing in Ed Code or Public Contract Code that precludes a CCC district from purchasing similar materials or services under the same terms and conditions in a contract awarded by UC and CSU. Last amended 6/30/15 (CO Support)

Status: Passed Assembly and Senate Education Committee; Senate Appropriations 7/14/15

AB 801 (Bloom) Homeless Youth in Higher Education

Establishes priority registration for homeless youth and former homeless youth, designates a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to current and former homeless youth and current and former foster youth and provides other program and financial assistance to homeless and former homeless youth. Amended 6/01/15

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 07/08/15

AB 967 (Williams) Sexual Assault Case Procedures

Require the adoption and implementation of a uniform process for disciplinary proceedings relating to any claims of sexual assault and report, on an annual basis, specified data relating to cases of alleged sexual assault in a manner that provides appropriate protections for the privacy of individuals involved. Includes a 2-year minimum suspension for specified violations. Last amended 7/14/15

Status: Passed in Assembly and Senate Education Committee; Senate Appropriations 7/14/15, hearing date 8/17/15

AB 968 (Williams) Transcripts

Require districts to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.

Status: Passed in Assembly and Senate Education Committee; re-referred to Appropriations 7/08/15

AB 969 (Williams) Community College Districts: Removal, suspension or expulsion

Allows districts to discipline a student for an offense that happens off campus but threatens the safety of students and the public, whether the behavior occurred on or off campus. Also expands a board's authorization to deny enrollment to an individual who has been expelled in the last 5 years or is currently undergoing expulsion procedures for a sexual assault or sexual battery offense from another community college district. Authorizes a community college district to require a student seeking admission to inform the community college district if he or she has been previously expelled from a community college in the state for rape, sexual assault, or sexual battery. Last amended 6/24/15 (CO Support)

Status: Passed Assembly and Senate Education Committee; Senate Appropriations – third hearing; Senate floor

7/16/15

AB 1385 (Ting) Accreditation

Prohibit accrediting agencies from imposing a special assessment to pay for the agency's legal fees unless a majority of the CEOs, or their designees vote to do so. Latest amendments would excuse compliance if the CO determines that the accrediting agency's compliance would violate federal law. **Last amended 7/08/15**

Status: Senate Education Committee to Senate floor 07/16/15

AB 1397 (Ting) Accreditation Public Comments

The bill went under significant revision since being introduced. Amendments include defining the composition of visiting teams to include an appropriate percentage academics, public decision-making, prohibiting participation of persons with conflicts of interest, preservation of review documents, making documents public, and an appeal process. Latest amendments include specific criteria to determine conflict of interest. **Last amended 7/08/15.**

Status: Passed by Senate Education Committee: referred to Senate Appropriations 07/15/15, hearing date 08/17/15

SB 186 (Jackson) Community College Districts: Removal, suspension or expulsion

Existing law provides for the removal, suspension, and expulsion of a community college student, as specified, for good cause, as defined and prohibits a community college student from being removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or attendance. This bill would add to the definition of good cause, for the purpose of removal, suspension, and expulsion of a community college student, the offense of sexual assault and sexual exploitation, regardless of the victim's affiliation with the community college and authorize the governing board of a community college district to remove, suspend, or expel a student for sexual assault and sexual exploitation, regardless of the victim's affiliation with the community college, even if the offense is not related to college activity or attendance. **Last amended 4/16/15.**

Status: Passed by Senate Education Committee and Assembly Higher Education; Assembly floor 7/15/15

SB 425 (Hernandez) Career Technical Education

Authorizes the Superintendent of Public Instruction to provide state or adult schools that provide workforce training programs to continue participating in federal student financial assistance programs. **Last amended 04/21/15.** (CO "watch")

Status: Passed Senate and sent to Assembly Higher Education 06/11/15

SCA 1 (Lara) University of California: Legislative Control

Proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.

Status: Referred to Senate Education and Elections and Constitutional Amendment Committees 01/15/15

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

#Indicates bills to be removed in next update.

*Higher Education - 2-year bills
To be removed in next update*

AB 5 (Nazarian) Foster Youth

Facilitate the transition of foster youth from high school to postsecondary education by creating residential programs that are educationally based and also strive to achieve home-based family care and permanency. State Department of Social Services shall establish a process to authorize educationally based residential programs.

Last amended 03/26/15

Status: Amended and re-referred to Human Services (2 year bill)

AB 13 (Chavez) Public Postsecondary Education. Exempts nonresident students enrolled at a community college using Federal GI bill education benefits from paying out of state tuition to align state law with the federal law, the Veterans Access to Care Act (VACA). Authorizes community college districts to report these students exempted from nonresident tuition for purposes of calculating apportionments. Amendments include language that defines nonresident students as those “living in California and enrolled at a community college.” (CO support - Comparable legislation for UC and CSU – AB 27 Chavez) Last amended 5/28/15

Status: Passed in Assembly and sent to Senate Committee on Education 6/18/15 (2-year bill)

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for Veterans to assist them in achieving their educational goals. Specifically, Resolution 20.01 Sp09 that states, “Resolved, That the Academic Senate for California Community Colleges work with local academic senates and the Intersegmental Committee of Academic Senates (ICAS) to promote better awareness of the G.I. bill and the best strategies for utilizing and maximizing its benefits for veterans pursuing higher education.”

AB 343 (Melendez) Academic Credit for Prior Military Experience. Using common course descriptors and recommendations from the American Council on Education, the CO will determine for which courses credit should be awarded for prior military experience

Status: Introduced 2/17/15 (2 year bill)

AB 393 (Hernandez, Roger) Veterans Resource Center Grants Program

Establishes the Veteran Resource Centers Grant Program, which would authorize the governing board of a community college district that has or intends to establish veteran resource centers on campuses within the community college district to apply to the chancellor for a grant for purposes of providing resources to veterans and active duty members of the Armed Forces of the United States enrolled at those campuses. The bill would allocate moneys to the chancellor for, among other things, administration of the program and distribution of awards to recipient community college districts. Amendments include language refinements including allocating money to maintain existing Veteran Resource Centers. Last amended 3/23/16 (CO Support if amended to include funding source.)

Status: Assembly Appropriations – suspense file 5/13/15 (2-year bill)

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for Veterans to assist them in achieving their educational goals but no specific position on resource centers.

AB 421 (Calderon) Veterans Counselor

Requires the governing board of a community college district to provide in each college within the district a veterans counselor and for the BoG to adopt regulations to establish and maintain minimum qualifications for

veterans' counselors. Amendments added that specify that colleges that have 200 or more enrolled student veterans hire veterans counselors by July 1, 2018 as well as MQ specifications for the position. [Last amended on 4/13/15](#). (CO Support if amended to include a funding source)

Status: [Assembly Appropriations – suspense file 5/13/15 \(2-year bill\)](#)

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for Veterans to assist them in achieving their educational goals but not one that speaks directly to this issue.

AB 482 (Harper) Concurrent Enrollment in Secondary School and Community College

This bill would express the intent of the Legislature to enact legislation later in the 2015-16 Regular Session regarding concurrent enrollment in secondary school and community college for pupils pursuing studies related to computer science.

Status: [Introduced 2/24. \(2-year bill\)](#)

AB 490 (Alejo) Extended Opportunity Programs and Services

Appropriate, for the 2015–16 fiscal year, \$40,000,000 from an unspecified source to the Board of Governors of the California Community Colleges to be allocated for Extended Opportunity Programs and Services and for the administration of the Cooperative Agencies Resources for Education. Amended to add CARE and funding amount. [Last amended 3/26/15](#).

Status: [Assembly Appropriations – under submission 5/13/15 \(2-year bill\)](#)

ASCCC Position/Resolutions:

The ASCCC has resolutions opposing budget cuts as well as flexible budget options to EOPS, as well as DSPS, programs (Resolutions S14 5.01, S10 6.05 and S03 6.03). Further, Resolution S10 6.10 states “Resolved, That the Academic Senate for California Community Colleges strongly urge the Legislature to restore categorical funding to at least its 2007-08 levels”.

ASCCC Action: Letter of support submitted 3/31/15.

AB 889 (Chang) Concurrent Enrollment in Secondary School and Community College

Authorizes a community college district to assign an enrollment priority to high school students participating in a STEM partnership who seek to enroll in college math and science courses. Exempts STEM partnership students from the 5% enrollment cap regarding high school students in CC courses during summer terms.

Status: [Assembly Appropriations – suspense file 5/13/15 \(2-year bill\)](#)

AB 1181 (Calderon) Adult Education

Legislature declares that the regional occupational center will serve the state and national interests in providing secondary and postsecondary career technical and technical education to those pupils. Existing law requires adult schools and evening high schools to consist of classes for adults, and authorizes minors to be admitted into those classes pursuant to policy adopted by the governing board of the school district and if those minors meet certain eligibility requirements. This bill would authorize those classes to include postsecondary career technical education programs. [Last amended 3/26/15](#)

Status: [Assembly Education 4/22/15 \(2 year bill\)](#)

AB 1365 (Baker) Sexual Assault Awareness and Prevention

Appropriate an unspecified amount from the General Fund to the various governing bodies of the public segments of higher education, in order to fund rape and sexual assault education programs.

Status: [Referred to Higher Ed 3/23/15 \(2 year bill\)](#)

AB 1466 (Burke) Student Safety: Sexual Assault

Nonsubstantive changes to existing law defining policy concerning sexual assault, domestic violence, dating violence, and stalking. (Spot bill)

Status: [Introduced 2/27/15 \(2 year bill\)](#)

SB 66 (Leyva) Career Technical Education Pathways Program

Existing law, until June 30, 2015, establishes the Career Technical Education Pathways Program, which requires the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist economic and workforce regional development centers and consortia, community colleges, middle schools, high schools, and regional occupational centers and programs to improve linkages and career technical education pathways between high schools and community colleges, as specified. This bill would extend the operation of the program until July 1, 2018. (CO Support)

Status: [Referred to Committee on Higher Ed. 1/15/15. Hearing scheduled for 3/25 -cancelled at request of author. 03/23/15. \(2-year bill\)](#)

ASCCC Position/Resolutions: In response to this legislation, the ASCCC passed Resolution 6.02 S15: “Resolved, That the Academic Senate for California Community Colleges support current and future public investments in California high school to community college career pathways; and Resolved, That the Academic Senate for California Community Colleges work with interested legislators to include long range goals and resources for coordinating and investing in career pathways at the state level.”

Recommendation from LAC: Support - Executive Committee to review and decide action.

ASCCC Action: Resolution passed at Spring Plenary in support of the principles underlying this bill.

SB 247 (Lara) Dream centers: Educational support services

Authorize the establishment of undocumented student support services including financial aid, academic counseling, referral services, and on campus Dream Centers. (CO Support)

Status: [Senate Appropriations – suspense file 05/11/15 \(2-year bill\)](#)

ASCCC Position/Resolutions: The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

SB 373 (Pan) Overload Assignments and Full time Faculty Percentage

Requires community college districts to report to the board of governors, by March 31, 2016, the total number of classroom and non-classroom full-time equivalent faculty (FTEF) attributable to hours worked by part-time temporary faculty and to contract or regular faculty while working on overload assignments, during the period of July 1, 2014, to June 30, 2015, inclusive. Effective July 1, 2016, the bill would require that reported number to become that district's maximum allowable number of FTEF that may be staffed by part-time temporary faculty and by contract or regular faculty while working on overload assignments until the district's full-time faculty percentage is greater than or equal to 75%. Upon reaching the 75% threshold, the bill would require a district to maintain a full-time faculty percentage of 75% or higher, or not exceed the district's previously calculated maximum allowable number of FTEF that may be staffed by part-time temporary faculty and by

contract or regular faculty while working on overload assignments. Governing boards will be required to determine if a district is in compliance. In cases of hardship, the district may submit an application for an exemption. This bill would prohibit a district from assigning a person hired as a contract faculty member after July 1, 2016, to teach any overload assignment in excess of the equivalent of a full-time teaching load until the person achieves tenured status as a regular faculty member. [Last amended 04/06/15.](#)

Status: [Senate Appropriations](#) – [suspense file 5/04/15.](#) (2-year bill)

ASCCC Position/Resolutions: The ASCCC has numerous resolutions supporting progress on the full time obligation (75/25 ration). The most recent, Resolution 13.01 F14 states, “Resolved, That the Academic Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.” In its current form, this bill appears to incentivize colleges make progress on the 75/25 ratio; however more investigation is warranted. ASCCC Resolution 6.06 S15 expressed concerns regarding the possible impact of this bill. Also, the ASCCC has no position that favors limiting overloads.

SB 634 (Block) Interstate Reciprocity

Creates a process for California to join the Statewide Authorization Reciprocity Agreement consortium which provides oversight for online and distance education courses offered across state lines. (CO Support)

Status: [Senate Ed 4/29/15](#) (2 year bill)

SB 665 (Block) Rape and Sexual Assault

Establishes a Title IX Oversight Office in California. Requires colleges provide annual sexual assault awareness training to all students. Requires a course registration hold be placed on students who do not complete the training by the end of the first term of the academic year.

Status: [Senate Appropriations](#) – [suspense file 5/18/15](#) (2-year bill)

SB 691 (Morrell) Student Code of Conduct

Requires the trustees and the board of governors, and would request the regents, to do all of the following regarding the respective segment’s student code of conduct: (a) make it available to prospective students before enrollment, (b) develop a method of testing prospective students’ knowledge of it before, or as a condition of, enrollment, and (c) set a standard for a prospective student to demonstrate proficient knowledge of it before beginning classes.

Status: [Referred to Ed 3/19/15](#) (2 year bill)

ASCCC Position/Resolutions: No resolutions directly related to this topic.



Executive Committee Agenda Item

SUBJECT: Effective Practices in Accreditation Paper		Month: August	Year: 2015
		Item No: V. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee to consider for approval forwarding the Accreditation paper to the Fall 2015 plenary session for discussion and debate.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: *In the spring of 2012, resolution 2.01 was adopted requesting the development of an effective practices paper for accreditation (see below). In October 2014, the Executive Committee approved an outline for the paper and a first reading occurred in April 2015. A second reading occurred in May 2015 where additional changes were suggested. This is the final draft of the paper for consideration by the Executive Committee to be forwarded to the body at the Fall 2015 plenary session for discussion and debate.*

Resolution SP12 2.01 Accreditation Effective Practices Paper

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Effective Practices in Accreditation

A GUIDE TO SUPPORT COLLEGES IN THE ACCREDITATION
CYCLE

ACCREDITATION AND ASSESSMENT COMMITTEE 2014-2015

John Stankas, Chair, San Bernardino Valley College, Chemistry

Randy Beach, Southwestern College, English

Phil Crawford, San Jose City College, Political Science/Sociology

Stephanie Curry, Reedley College, Library Science

Michael Heumann, Imperial Valley College, English

Danny Martino, Santiago Canyon College, Astronomy

Timothy Pawlak, San Diego Continuing Education, Business and Information

1

2 **I. Introduction..... 3**

3 **II. Justification for the Paper 3**

4 **Resolution 2.01 Accreditation Effective Practices Paper..... 3**

5 **III. History of Peer-Review 4**

6 **Other Countries and Accreditation Processes 4**

7 **Historical Changes to the Standards..... 4**

8 **Applying for Accreditation and Eligibility Requirements 5**

9 **Effective Practices for College Processes 5**

10 **IV. Faculty Involvement..... 5**

11 **Which Faculty Should Be Involved? 6**

12 **The College Accreditation Committee and Faculty 6**

13 **The College’s Accreditation Standing Committee and Faculty Leadership 7**

14 **The Role of Senate Committees in Accreditation Oversight 7**

15 **The Importance of Training and Communication 8**

16 **Campus-Wide Dialog 8**

17 **Planning Ahead 9**

18 **V. Accreditation is a Continuous, Ongoing Process 9**

19 **Ongoing Responsibilities of a Standing Committee10**

20 **Systematic Planning and Evaluation and Longitudinal Evidence11**

21 **Addendums.....12**

22 **VI. Sending Faculty on a Peer Evaluation Teams.....12**

23 **Benefits of Being on a Peer Evaluation Team.....12**

24 **Time Commitment12**

25 **Who Should Apply To Be on a Peer Evaluation Team?13**

26 **VII. Using ACCJC Guides13**

27 ***The Accreditation Reference Handbook.....14***

28 ***Guide to Evaluating Institutions.....14***

29 ***Manual for Institutional Self Evaluation14***

30 ***Guide to Accreditation for Governing Boards14***

31 ***Guide to Evaluating Distance Education and Correspondence Education.....14***

32 ***Substantive Change Manual15***

33 **VIII. Responding to the Standards15**

34 **Use the Language in the Standard as Part of Your Answer.....15**

35 **Make Sure That You Answer Every Part of the Standard.....15**

36 **Repetition Is Not Necessarily a Bad Thing.....16**

37 **Link to Relevant Evidence16**

38 **Write It Like It Is16**

39 **IX. Developing a Culture of Evidence by Documenting College Processes17**

40 **Developing a Culture of Evidence17**

41 **X. Preparing for Your Site Visit18**

42 **After Your Visit19**

43 **XI. Reports.....19**

44 Institutional Self Evaluation of Educational Quality and Institutional Effectiveness.....19
 45 Mid-Term Report.....19
 46 Follow-Up Report.....19
 47 Special Report.....20
 48 Annual Report and Annual Fiscal Report20
 49 XII. Distance Education and Accreditation: Things to Think About To Be Prepared ..20
 50 XIII. The Standards.....22
 51 Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity22
 52 Mission22
 53 Academic Quality and Institutional Effectiveness22
 54 Institutional Integrity22
 55 Standard II: Student Learning Programs and Support Services.....24
 56 Instructional Programs24
 57 Library and Learning Support Services.....25
 58 Student Support Services.....25
 59 Standard III: Resources26
 60 Human Resources.....27
 61 Physical Resources.....28
 62 Technology Resources28
 63 Financial Resources.....29
 64 Standard IV: Leadership and Governance30
 65 Decision Making Roles and Processes30
 66 Chief Executive Officers.....31
 67 Governing Board.....32
 68 Multi-College Districts or Systems32
 69 XIV. Conclusion.....33
 70 Appendices & References34
 71 References.....34
 72 Bio Data Form for ACCJC Evaluators 1
 73

74 *All references in this paper to the "Accreditation Standards" refer to the Standards adopted by the
 75 Accrediting Commission for Community and Junior Colleges (ACCJC) in June 2014, unless otherwise
 76 noted.
 77
 78

79 **I. Introduction**

80
81 Every college works to create and implement processes that assure quality and continuous
82 improvement to demonstrate and ensure its service to students and community. Accreditation is
83 one avenue that ensures some uniformity across many institutions in the eyes of the public.
84 While this paper focuses on accreditation processes and meeting the needs of accrediting
85 commissions, it is important to remember the overarching goals of service and improvement
86 when devising systems appropriate to each individual college.

87
88 **II. Justification for the Paper**

89
90 The Academic Senate for California Community Colleges was directed to create a paper by
91 resolution 2.01 at the spring 2012 plenary session. The resolution states:

92
93 **Resolution 2.01 Accreditation Effective Practices Paper**

94
95 Whereas, The Academic Senate for California Community Colleges has traditionally developed
96 and distributed papers and resources that provide guidance to local districts in meeting state
97 developed regulations;

98 Whereas, The Academic Senate for California Community Colleges held its annual
99 Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees
100 indicated the value of the specific examples presented in the general sessions and breakouts;

101 Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC)
102 participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has
103 expressed interest in continuing to work with the Academic Senate for California Community
104 Colleges; and

105 Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own
106 processes and that the ACCJC has not historically provided specific examples of the multiple
107 ways that colleges can document evidence in meeting the Standards, yet the collaboration with
108 the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple
109 examples to meet accreditation compliance;

110 Resolved, That the Academic Senate for California Community Colleges develop resources,
111 including a paper, on effective practices for accreditation compliance including but not limited to
112 effective examples of the following: completion of a self evaluation, actionable improvement
113 plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and
114 governance structures.

115 III. History of Peer-Review

116 117 Other Countries and Accreditation Processes

118
119 There are several systems of accreditation throughout the world. Some countries provide direct
120 oversight of quality assurance through a governmental department or ministry. Others may have
121 a council of higher education that directly accredits colleges and universities. The United States
122 uses a system of non-governmental agencies that respond to input from the U.S. Department of
123 Education. Each system emphasizes that the government's role is to ensure the public interest is
124 served.

125
126 The first regional accreditation agencies formed in this country in the 1880s with a primary
127 purpose of ensuring minimum educational standards and admissions processes. A variety of
128 regional accreditation agencies formed subsequently, all operating on a peer-review basis. Since
129 that time, accreditation has evolved into a systematic peer-review process within the structures of
130 state and federal governmental oversight. The government's role is to ensure the public interest
131 is served through the establishment of minimum standards of quality and fairness. However, the
132 regional organization remains with six major regional accreditors across the country.

133
134 California, Hawaii, and other Pacific colleges and universities belong to the Western region. The
135 Western region is further divided into the Western Association of Schools and Colleges (WASC,
136 commonly called WASC senior), the Accrediting Commission for Community and Junior
137 Colleges (ACCJC), and the Accrediting Commission for Schools. The ACCJC traditionally has
138 only accredited associate degree granting institutions; however, in response to recent legislation,
139 ACCJC has been approved to accredit colleges that grant one bachelor's degree. All other
140 institutions of higher education that grant bachelor's degrees or higher use WASC senior. The
141 Accrediting Commission for Schools is an agency for K-12 and non-degree granting institutions.
142 These accrediting bodies are defined as non-governmental and voluntary, though the benefits of
143 accreditation create a strong incentive for institutions to become and remain accredited. While
144 these and other accrediting agencies across the country are not operated by the government, they
145 are periodically reviewed by the U.S. Department of Education and by the Council for Higher
146 Education Accreditation (CHEA) which influences the minimum standards for quality assurance.

147 148 Historical Changes to the Standards

149
150 The Standards, throughout their history, have been intended to define characteristics of good
151 practice. Currently, there are four broad Standards in the ACCJC review process, but this has not
152 always been the case. The self-evaluation report, also called a self-study, is used by colleges to
153 examine their processes and structures against identified standards, but the standards were not
154 established until the 1950s in the United States. The Standards arose in response to the desire to
155 ensure institutions were uniformly providing quality education given the rapidly growing number

156 of new students, particularly veterans utilizing the G.I. Bill. Later, in the 1960s and 1970s, the
157 requirements that colleges must apply for reaffirmation of accreditation and that colleges must
158 host a site-visit from regional peers became standard mechanisms, along with the self-study, in
159 the accreditation process. In the 1980s, the focus of accrediting agencies began to shift from
160 defining characteristics of good practice to the actual results, or outcomes, of institutional work.
161 Programmatic review processes were also introduced as an expectation of institutions to evaluate
162 the work of the institution.

163
164 In the 1990s, an emphasis on student learning outcomes and institutional effectiveness became a
165 focus in the accreditation process. This was introduced in 1996 to the community colleges in the
166 Western region through ACCJC. In 2002, ACCJC reduced the number of Standards from ten to
167 four and the idea of a *culture of evidence* was introduced. In 2014, ACCJC revised its Standards
168 once more to, among other things, incorporate requirements for baccalaureate-degree granting
169 institutions.

170

171 **Applying for Accreditation and Eligibility Requirements**

172 All institutions must apply for accredited status in order to ensure that all policies determined by
173 the accrediting body are met and all eligibility requirements are addressed in an ongoing manner.
174 A similar process of self-evaluation, including a site visit by an accrediting team, is required
175 during the application period. As part of every Institutional Self Evaluation process and external
176 Educational Quality and Institutional Effectiveness Review, the ACCJC monitors to ensure
177 continuous compliance with all 21 of the Eligibility Requirements is occurring. These
178 requirements touch on fundamental and comprehensive aspects of your college, such as financial
179 viability, governance structures, and educational quality and equity specifically focusing on
180 student learning outcomes as and student achievement outcomes as metrics.

181

182

183 **Effective Practices for College Processes**

184

185 There is no single way by which colleges meet accreditation Standards. The Standards reflect
186 the minimum requirements expected of institutions and each institution must find its own way to
187 best serve the needs of the community and uphold the standards of educational quality. This
188 paper outlines some effective practices that colleges should consider and regularly review, both
189 in terms of processes and topics as well as in terms of the most recent ACCJC Standards adopted
190 in 2014.

191

192 **IV. Faculty Involvement**

193

194 The Accreditation Standards begin with the message, “The primary purpose of an ACCJC-
195 accredited institution is to foster student learning and student achievement.” This is, obviously,
196 impossible without faculty involvement. Similarly, the accreditation processes, from the self-

197 evaluation to the site visit to the continuing responses to ACCJC recommendations, are
198 impossible to measure without significant, continuous faculty involvement.

199

200 **Which Faculty Should Be Involved?**

201

202 In short, all faculty should be involved in the accreditation effort. The effort should involve full-
203 time and part-time faculty; instructional and non-instructional faculty; counseling faculty; career
204 technical education faculty; recently retired faculty; faculty from all areas of campus; and
205 involvement should be continuous across each accreditation cycle. Some faculty will act as
206 writers or editors of the self-evaluation. Others may provide input into particular areas that must
207 be addressed (such as curriculum or distance education issues). Some faculty will co-chair
208 committees. Finally, all faculty should review each self-evaluation to ensure that it is consistent
209 with the college's mission and provides an honest and clear picture of the college.

210

211 The most visible sign of faculty involvement in accreditation is within the committee structures a
212 college adopts particularly in regards to a college's accreditation or institutional effectiveness
213 efforts. On most campuses, these committees function as ad-hoc or standing committees, but, in
214 either case, these committees should be charged with developing the self-evaluation, preparing
215 for the site visit, and then working to address any recommendations that emerge from the
216 process.

217

218 **The College Accreditation Committee and Faculty**

219

220 Many colleges do this continuous work through a standing Accreditation Committee. Ideally, a
221 single accreditation committee is an ongoing committee or a standing committee of a college's
222 shared planning committee and provides continuity from one accreditation cycle to the next.
223 Accreditation committees that meet regularly throughout the 6 year cycle can be charged with
224 monitoring compliance with the Standards, ensuring that recommendations are completed in the
225 two year required window, addressing Department of Education compliance requirements and
226 collecting evidence. Standing committees can also provide an opportunity for dialogue from all
227 constituent groups on Accreditation topics including creating useful evidence, faculty
228 participation in Standard writing, using SLO's data to improve student success, linking
229 assessment to resource allocation, linking planning to the college mission, institutional
230 effectiveness and using program review quantitative and qualitative data analysis for program
231 and college improvement.

232

233 It is faculty, more than any other group, which should provide continuity and institutional
234 memory in a committee like this. After all, administrators will often come and go from one
235 accreditation cycle to the next, but most tenured and tenure-track faculty will remain. Therefore,
236 it is imperative that the accreditation committee includes a significant faculty presence.

237

238 At many schools, the accreditation committee has a faculty chair or co-Chair, a position that often
239 includes some release time. A faculty chair, working with the local senate president, should
240 ensure that a significant number of faculty from across the campus participate in the committee's
241 activities alongside administrators, staff, and students.

242
243 The accreditation committee should not act alone or in vacuum. The entire committee structure
244 should have a hand in the accreditation process, beginning with the Academic Senate. The senate
245 should receive regular reports from the accreditation chair and accreditation liaison officer
246 (ALO). Further, the senate should provide oversight over any documents produced for
247 accreditation and accreditation-related purposes—not just the self-evaluation but the annual
248 reports, midterm reports, program reviews, substantive change reports, and other educational
249 plans.

250
251 Faculty involvement in a college accreditation committee also promotes communication. The
252 local Academic Senate, as well as other college shared-governance committees, should include
253 the review and progress of any action plans that are included in a self-evaluation report in
254 monthly meetings to keep faculty engaged in the process. Frequent updates allow for more
255 faculty inclusion and involvement in the process and mitigates the loss of engagement that
256 occurs as other faculty duties become priorities throughout the academic year. The local senate
257 has the responsibility to appoint faculty to a standing accreditation committee which keeps
258 faculty leadership connected to the process and gives an opportunity for any faculty member to
259 be involved.

260 261 **The College's Accreditation Standing Committee and Faculty Leadership**

262
263 Faculty involvement in an accreditation standing committee is key. As “faculty roles and
264 involvement in accreditation processes, including self-study and annual reports” is a designated
265 10+ 1 function, it is recommended that there be a faculty chair or co-chair for any standing
266 Accreditation committee. The local senate should be involved in selecting a co-chair who will
267 work as a liaison between the committee, the local Academic Senate, and the faculty at large. It
268 is also recommended that faculty have a strong voice on the committee and that local senates
269 have specific appointed faculty on any standing accreditation committee. The faculty co-chair(s)
270 would work in consultation with the administrative co-chair(s) and other co-chairs to outline the
271 needs, procedures, and timelines for the committee. The committee should remain focused on
272 best practices for the college, rather than correcting areas where the campus is lacking in the
273 Standards. In highlighting the procedures that are efficient, the committee will develop
274 techniques to address areas where the Standards may not be fully met more effectively.

275 276 **The Role of Senate Committees in Accreditation Oversight**

277

278 The senate, its standing committees, and other key committees on campus also play a role in the
 279 development and continuous monitoring of particular Standards. Local senates should review
 280 their committee structures and assign monitoring duties to their standing committees based on
 281 their purview. The student services committee, for example, should play a role in developing II.C
 282 Student Support Services. The library and learning services committee should monitor II.B.
 283 Curriculum, SLO, basic skills, distance education, and other committees that directly relate to
 284 instruction should have a hand in developing II.A (among other Standards). Other college-wide
 285 committees such as finance, facilities, and technology committees should work with the
 286 accreditation committee in the development of the Standard III sections. All of these committees
 287 should have faculty participation, and the faculty on those committees should provide regular
 288 reports on progress to the senate and the faculty as a whole. Finally, departments and divisions
 289 should provide input in any Standard that directly impacts their respective areas.

290

291 **The Importance of Training and Communication**

292

293 Committees provide a great mechanism to ensure faculty involvement. However, not all faculty,
 294 particularly part-time faculty, participate in these committees. Therefore, training and
 295 information distribution should be a key component to ensure faculty inclusion, and regular
 296 forums should be organized and advertised to keep the college abreast of compliance with
 297 accreditation Standards. Newsletters or other updates should be regularly sent out to the whole
 298 campus with information on the Standards, the college's institutional learning outcomes, and
 299 other pertinent matters. Workshops and other trainings should be established to provide
 300 continual instruction in key accreditation-related issues like SLOs, curriculum, and distance
 301 education. For example, Southwestern College's Office of Institutional Effectiveness provides a
 302 bi-monthly newsletter highlighting various aspects of integrated planning including
 303 accreditation, student learning outcomes assessment, strategic planning, and budget
 304 development.

305

306 **Campus-Wide Dialog**

307

308 It is important that the academic senate form a plan for when and how to more completely
 309 involve faculty in integrating discussions with student and administrative services. This dialog
 310 should include:

- 311 ● Techniques shared from across the state
- 312 ● College representatives to the ASCCC Accreditation Institute who could report back to
 313 their local senates and respective committees.
- 314 ● Reporting structures that filter through local senates. Senate representatives appointed to
 315 governance committees would then report back.
- 316 ● Cross-pollinating committee structures with the standing accreditation committee. The
 317 committee can identify and link discussions to the needs of students. For example, the

318 committee might ask “How does enrollment management tie to facilities?” Faculty
 319 should be informed regarding all aspects of the college.

- 320 ● Discussion of the Standards by local senate leaders in meetings. They can then
 321 disseminate information to department chairs and faculty via their senate representatives,
 322 minutes, and resolutions.

323
 324 **Planning Ahead**
 325

326 As part of the 10+1 agreement, local senates should have a formal position regarding the
 327 faculty’s role in accreditation. The role itself should be evaluated during accreditation cycle. The
 328 Senate should work to:

- 329 ● Integrate accreditation questions regarding the Standards into Program Review, which
 330 will help make data easily accessible when writing a self-evaluation for the Commission.
- 331 ● Collect evidence for the new cycle shortly after an action letter and/or recommendations
 332 are sent to the college, and if sanctions are imposed.
- 333 ● Plan committee chair orientations to include their responsibilities for the committee as
 334 well as how they can work with accreditation in mind, including where to find supporting
 335 data.
- 336 ● Assist in preparing a keyword searchable website linking divisions, committees, program
 337 reviews, and other accreditation-related materials for easy access to data, reports and
 338 documents for any administrator or faculty to access. This should include updates and
 339 timelines for the accreditation process.
- 340 ● Encourage the senate president or designee to work with the strategic planning committee
 341 to ensure faculty engagement in integrated planning efforts
- 342 ● Formulate clear planning cycles and communicate them to the committees, department
 343 chairs and faculty at large with the goal of the college being more systematic in its
 344 approach to accreditation.
- 345 ● Assist multi-college districts to work through task forces and district committees to bring
 346 ideas together. Faculty need to be a driving force for change and be attentive when the
 347 boards are micromanaging beyond their own board policies

348
 349
 350 **V. Accreditation is a Continuous, Ongoing Process**
 351

352 ~~Gone are the days~~ In the past, there were times when colleges could work on accreditation
 353 Standards just the year or two before a site visit and be successful in their bids for reaffirmation
 354 of accreditation. Accreditation today is an ongoing and systematic process. Colleges are expected
 355 to meet all of the accreditation Standards at all times, and colleges must continuously work on
 356 and evaluate their compliance with the Standards.
 357

358 In a recent study entitled *Accreditation In the California Community Colleges: Influential*
359 *Cultural Practices* presented by Dr. Nathan Tharp of Feather River College at the 2013 ASCCC
360 Accreditation Institute, the research emphasized the importance of accreditation awareness and
361 preparation as an ongoing, if not daily, activity to ensure reaffirmation and provide meaningful
362 improvements to meet the institution's mission. Dr. Tharp writes, "An engaged institution can
363 integrate the meaning behind accreditation into ongoing self-assessment processes and avoid the
364 experience of accreditation being merely a compliance exercise" (57). Colleges should take steps
365 to institute these processes that emphasize ongoing discussions on accreditation and faculty
366 should be involved regularly in discussions of quality in all aspects of the Standards.

367
368
369
370 ACCJC states in their *Manual for Institutional Self Evaluation of Educational Quality and*
371 *Institutional Self-Evaluation* (published in January 2015), "Accreditation should not be seen as
372 an event that takes place every seven years where compliance with the ACCJC Accreditation
373 Standards (Standards) and other requirements is assessed. The accreditation process provides an
374 opportunity for the institutional leadership to take stock of the continuous improvement of the
375 institution in cooperation with college stakeholders. Every ACCJC-accredited institution must
376 meet the ERs, Accreditation Standards, including federal regulations, and Commission policies
377 at all times." These pronouncements make clear ACCJC's expectation that a quality, evaluative
378 process supporting institutional effectiveness is ongoing.

379
380 College-wide monitoring and discussion regarding accreditation need to be an ongoing process.
381 All too often colleges focus their accreditation efforts during the two years before a campus visit.
382 In this model, committees act more along the lines of task forces that disband, or significantly
383 ease their responsibilities, after the site visit and following the release of the Commission's
384 actions or recommendation letters. This approach can lead to chaos and mistrust when
385 institutions attempt to write and address Standards under time constraints. Also, this type of
386 structure often produces new, untested policies and procedures for the college that the faculty
387 members struggle to implement and understand in the rush to the site visit. For more fluidity in
388 the accreditation cycle, many colleges have instituted standing accreditation committees, through
389 which awareness of accreditation compliance is an ongoing and constant process for a campus.

390
391 Part of this ongoing process includes the periodic review and continued implementation of any
392 actionable improvement plans indicated in the Quality Focus Essays required by the Commission
393 beginning with the 2014 Standards. These actions help provide both new and established faculty
394 opportunities to collaborate and discuss the continued implementation of plans to improve and
395 support ongoing awareness of accreditation Standards throughout the accreditation cycle and in
396 preparation for the writing of future self-evaluation reports.

397
398 **Ongoing Responsibilities of a Standing Committee**
399

400 On an ongoing basis, a standing accreditation committee should take responsibility for next
 401 actions that the college needs to take to remain in compliance with the Standards, implement
 402 plans for improvement, and to reflect on areas of the Standards that are well-served by current
 403 processes. In years when the college faces reaffirmation, the committee would assume
 404 responsibility for addressing any Commission recommendations and any action plans created in
 405 the process of completing the self-evaluation. Committees should have ongoing meetings to
 406 prepare for the next accreditation site visit, follow-up reports and mid-term reports, and the
 407 committee has responsibility to develop strategies and plans for addressing sanctions if needed.
 408

409 Responsibilities include the following:

- 410 • Receive ongoing reports from other governance committees with purview of areas
 411 relevant to the Standards
- 412 • Review the Standards and collect evidence needed for ongoing ACCJC reporting
- 413 • Review integrated planning processes and look for overlap in order to confirm the
 414 Standards are met. For example, distance education should be discussed in more areas
 415 than the Distance Education Committee. The accreditation committee would maintain
 416 documentation of agendas, minutes, and reporting to various other committees as
 417 evidence of an ongoing, campus-wide discussion.
 418

419 The faculty representatives on the committee or the committee co-chairs should report to the
 420 local senate and provide updates as actions are taken to comply with Standards or to collect
 421 evidence and documentation. As the college’s landscape changes due to the addition and
 422 elimination of courses and programs, new and ongoing state initiatives, and budgetary
 423 fluctuations, ongoing committee activity in support of accreditation awareness and compliance
 424 allows for a more proactive response and can lead to better preparation as a college progresses
 425 through the accreditation cycle.
 426

427 **Systematic Planning and Evaluation and Longitudinal Evidence**

428

429 Since colleges are expected to meet accreditation Standards at all times, it is important that
 430 colleges show and support, with evidence, systematic, consistent, and wide-reaching planning
 431 and evaluation mechanisms. By the time the self-evaluation is due and the team arrives, the
 432 college should have an integrated planning cycle that has been implemented and supports student
 433 success. Also, the college planning mechanisms should have been evaluated and that evaluation
 434 has been used to improve institutional effectiveness. Colleges who have created planning
 435 documents just prior to the team visits and have not had time for evaluation and improvement do
 436 not meet many of the Standards including I.B.3, I.B.4, I.B.6, I.B.7 and I.B.9. College/District
 437 Planning should be done early in the accreditation cycle and to give time for the college to
 438 demonstrate that its process are systematically and regularly evaluated. This will create
 439 longitudinal evidence that shows that the college has continuously met the Standard. Some

440 colleges create a listing of all planning documents, their review cycle, and what improvements
 441 were made to show how they continuously meet the Standards.

442
 443 **Addendums**
 444

445 Even when colleges submit their self-evaluations, accreditation work is not complete. Colleges
 446 can complete an addendum to the self-evaluation starting from the date the report is submitted to
 447 the Commission. Colleges can include in the addendum any additional evidence and the work
 448 they have done up to the team visit, including work on self-identified concerns by the college.
 449 This addendum can be submitted to the Commission to be shared with the Peer Evaluation Team,
 450 also called the External Evaluation Team. This is another way for colleges to show their
 451 continuous work in meeting/exceeding the Standards.

452
 453 **VI. Sending Faculty on a Peer Evaluation Teams**
 454

455 **Benefits of Being on a Peer Evaluation Team**
 456

457 Faculty participation on Peer Evaluation Teams is a benefit to the accreditation process, the
 458 faculty member's college and the faculty member's own professional development. Faculty
 459 voices on accreditation teams are essential for a true peer evaluation process. Faculty who have
 460 participated on teams bring effective practices and experience in reading and assessing
 461 accreditation Standards back to their home institutions, which could help in their own
 462 accreditation compliance and improvement. For the faculty member volunteering to participate
 463 on a team, it is a great professional development opportunity and gives them an opportunity to
 464 dialogue and work with faculty and administrators from across the region.

465
 466 Faculty understanding and perspectives of the process are dynamically changed through the
 467 experience of serving on a visiting team. The skills gained from the training and the
 468 participation on a visiting team are invaluable.

469
 470 **Time Commitment**
 471

472 Being on a Peer Evaluation Team is a significant time commitment consisting of the following:

- 473 ● One full-day peer-evaluation-team training workshop. Try to attend the workshop your
 474 group is assigned to so you can meet your team before the visit.
- 475 ● Reading the institution self-evaluation, evidence, previous reports and recommendations
 476 including communications with the Chair.
- 477 ● Prep work on your assigned Standard or Standards before the visit. The Standards are
 478 divided among the team either through selection or assignment.

- At least 4 full days for the site visit. Each day will begin very early and end late. The days are structured to complete requirements of the visit and to accommodate writing time. Writing time will be divided in individual and group segments.

You will start reading and working on the self-evaluation about two months before the visit. The Chair of the Peer Evaluation Team typically contacts members of the team early in the cycle to share relevant information from communication the Chair has had with the institution. The Chair typically has a pre-visit meeting with the college president to discuss areas of concern in the self-evaluation. The Chair is the primary contact with the institution and may have visited the institution prior to the team visit. You will have completed the majority of the work once the team visit is complete, including the writing. During the visit, update reports may be given to the institution for review and response, allowing the institution the opportunity to clarify or present additional evidence. Typically, after the visit you will only need to review the final report.

When you receive a letter from the Commission to be on a team, be realistic about whether you can commit to the time necessary to be on a team. There have been times when team members dropped out at the last minute. This is especially troublesome when it is one of the limited faculty members on a team.

Who Should Apply To Be on a Peer Evaluation Team?

Any faculty member can apply to be on a Peer Evaluation Team by completing the Commission’s Bio Data Form (Appendix A) and having it signed by their college president. ACCJC states in their *Team Evaluator Manual* (January 2015) that the Commission forms teams with individuals with “expertise and or experience in learning outcomes and resources, career technical education, distance/correspondence education, planning, research and evaluation” (4). Local senates should encourage faculty members who are Curriculum Chairs, SLO or Program Review coordinators, Distance Education coordinators, Academic Senate Presidents, Accreditation Chairs/Coordinators, Student Services and Library faculty, and CTE faculty to apply to be on a Peer Evaluation Team (Appendix A ACCJC Bio Data Form for Evaluators).

VII. Using ACCJC Guides

All colleges in the California Community College system are currently accredited by the ACCJC, which provides multiple guides and handbooks to assist districts to meet the Commission’s Standards and to navigate a successful accreditation cycle. With the Commission’s emphasis on protocol and consistent presentation of evidence, it is in the best interest of colleges preparing to write a self-evaluation or to host a Peer Evaluation Team to be aware of these guides and use them in all steps of the process. The following is a brief explanation of several Guides and how they might be useful.

520 ***The Accreditation Reference Handbook***

521
522 For institutions preparing for a self-evaluation report, also known as the Institutional Self
523 Evaluation of Educational Quality And Institutional Effectiveness, this handbook provides the
524 basics: the Standards, the eligibility requirements colleges must meet prior to making a formal
525 application for accreditation and maintain after affirmation of accreditation, and the
526 Commission's policies. This document enumerates those requirements and cross-references them
527 to the Standards, including the statutory basis for its policies. Institutions can use this manual as
528 an "Accreditation 101 guide" for new faculty involved in accreditation.

529
530 ***Guide to Evaluating Institutions***

531
532 This guide is essential for an institution preparing to write its Institutional Self Evaluation of
533 Educational Quality and Institutional Effectiveness report. This Guide contains questions for
534 each component of the Standards that promote discussion at a college regarding how well its
535 processes and execution of those processes support the institution's ability to meet the Standard.
536 These questions are often asked by visiting team members during a site visit, and the guide
537 provides examples of evidence that would be helpful to prove a college meets a Standard.
538 Institutions can use this guide and its questions to spur discussion in its committees working on
539 the self-evaluation and to gather information for writing the self-evaluation.

540
541 ***Manual for Institutional Self Evaluation***

542
543 Organizing the Institutional Self Evaluation of Educational Quality and Institutional
544 Effectiveness report is a daunting task for any college. This manual suggests ways to organize
545 the report, provides samples of necessary forms that must be submitted with the report, and
546 includes precise formatting information. An effective practice is to use this manual to determine
547 ways to organize your college's decision-making structure to support accreditation Standards in
548 order to integrate Standards into daily operations at your college.

549
550 ***Guide to Accreditation for Governing Boards***

551
552 In the last decade, actions of a college's Governing Board or Board members have played a role
553 in colleges being sanctioned. This Guide provided by the ACCJC describes the duties and
554 responsibilities of governing board members in regard to the Standards.

555
556 ***Guide to Evaluating Distance Education and Correspondence Education***

557
558 Now more than ever, scrutiny of distance education programs is on the minds of faculty and staff
559 at many colleges. This manual helps institutions understand the Commission's expectations of
560 distance education and how all areas of the institution's operations can support an effective
561 distance education program.

562

563 Substantive Change Manual

564

565 Colleges often find themselves out of compliance with ACCJC requirements for receiving
566 approval prior to making substantial changes to education programs or to the college mission.
567 This manual should be consulted frequently as your institution makes changes to programs to
568 avoid issues during a self-evaluation visit. This handbook can be particularly useful when
569 preparing a substantive change report when curriculum changes in a program lead to 50% or
570 more of the program's courses being offered online, including general education courses.

571

572 Other manuals are available at the ACCJC website, <http://www.accjc.org>.

573

574 VIII. Responding to the Standards

575

576 Remember when you are writing to the Standards that team members are reading hundreds of
577 pages of materials. You want to make your answers to the Standards as explicit and as easy to
578 read as possible. Here are a couple of effective practices for answering the questions.

579

580 Use the Language in the Standard as Part of Your Answer

581

582 To make it clear to the Peer Evaluation Team members that your institution meets the Standards,
583 use the language of the Standard to identify how you are meeting the Standard. Using the
584 accreditation language makes it easy to identify how you meet the Standard and shows that
585 accreditation language is part of your everyday institutional culture. Use common phrases like;
586 "regardless of location or means of delivery," "identifies and regularly assesses learning
587 outcomes," "continuous improvement of student learning and achievement," and "regularly
588 evaluates and improves" in your answers.

589

590 Make Sure That You Answer Every Part of the Standard

591

592 Many Standards include multiple elements. In demonstrating that the college meets the Standard
593 it is important that you answer every part of the Standard. You cannot "partially" meet the
594 Standard: either you meet the entire Standard, or you do not meet the Standard. For example,
595 Standard I.B.3 states, "The institution establishes Institution Set Standards for student
596 achievement appropriate to its mission, assesses how well it is achieving them in pursuit of
597 continuous improvement, and publishes this information." Make sure in your response to this
598 Standard that you answer each part. For Standard I.B.3 make sure you address how the college
599 established these Institution Set Standards, show that the standards are appropriate to the
600 mission, show how they were assessed, and demonstrate that the assessment results were
601 published.

602

603 **Repetition Is Not Necessarily a Bad Thing**

604
605 One of the major complaints of self-evaluations is that they are repetitive. However, repetition in
606 answers can show how well your institution integrates its policies, procedures and planning. If
607 the college uses program reviews for planning, assessment, and resource allocation, referencing
608 the process to answer multiple Standards shows how fundamental the process is to the
609 institution. Remember, although team members read the entire document, they typically
610 concentrate on one or two sections. Being repetitive in the Standards makes sure that each team
611 member gets the necessary information so they can validate that the college meets the Standards.

612 **Link to Relevant Evidence**

613
614
615 Colleges work hard to create a culture of evidence and in so doing create an often difficult to manage
616 abundance of potential accreditation evidence. When writing, the temptation might be to include
617 everything you have connected to a specific Standard, hoping that something will satisfy the Standard.
618 For the sake of the reader, make sure to cite only relevant evidence when describing how your college
619 meets a Standard. Sometimes an entire document is relevant for the Standard, but sometimes it is only a
620 section. It would also be helpful if you referenced not just the evidence document but also the paragraph,
621 page, or section of the evidence that is relevant to a specific Standard. Again, using one piece of evidence
622 for multiple Standards can show integration; however, make sure you let the reader know what area of the
623 item is relevant for each Standard. Some colleges have set up their electronic evidence links in the self-
624 evaluation to link directly to the most relevant part of the document, or create a document that presents a
625 the relevant page of a larger document. Other colleges have set up folders of evidence based on the
626 Standards and provided them for team members, while some colleges develop separate websites with
627 organizational hierarchies based on the Standards or links to individual pieces of evidence.

628 **Write It Like It Is**

629
630
631 An institution may find itself in a difficult position during the writing of its self-evaluation report
632 if it becomes clear college practices are not meeting the Standard. This can trigger concern and
633 conflict among the well-meaning faculty and staff that are working with the common goal of
634 reaffirming accreditation. Inevitably in this situation, discussion will focus on what to leave in,
635 what to leave out, and what will be the consequences of either choice.

636
637 Many of these conflicts can be avoided in advance of writing the self-evaluation report by
638 ensuring inclusion of all voices at every step of the creation of the self-evaluation draft.
639 Committee structures should include faculty and administrative leadership as well as ample
640 opportunity for classified professionals to be engaged in the process and to have their input
641 valued. Having a clear, realistic, and well-publicized timeline of milestones for the writing of the
642 self-evaluation and maintaining a high profile of those faculty and staff leading the effort can
643 also help mitigate disagreements during the eleventh hour regarding how to word an
644 uncomfortable truth.

645

646 Then there is the question of word choices or “spin-doctoring.” There can be an inclination to
 647 choose words that connote a rosier picture than may actually exist at a college. Given the high
 648 stakes involved, it’s certainly understandable; however, purple prose and embellishment are only
 649 obstacles to your evaluation and should be avoided. This approach can also exacerbate negative
 650 feelings from constituent groups if the perception is that the college’s situation is being
 651 misrepresented and a peer evaluation team will often see through the effort. A few rules of
 652 thumb:

- 653 • Report the facts
- 654 • Avoid unnecessary superlatives
- 655 • Limit describing future plans to your actionable improvement plans or quality focus essay
- 656 • Only make claims that can be substantiated with evidence
- 657 • Use a one-voice narrator

658

659 Given the desire to put the institution’s best foot forward in the self-evaluation, unfortunately
 660 there are times when information and evaluations of the college that are put forth in the report
 661 are seen by faculty to be inaccurate and unproven. If collegial efforts to agree on language that is
 662 acceptable to all parties fail, faculty may decide that they wish to provide the Commission or the
 663 visiting team with a second report addressing the inaccuracies. Often called a minority report,
 664 this option, if agreed to by the full Senate, should be sure to focus on provable and accurate
 665 claims and give clear explanation for the disagreement.

666

667 IX. Developing a Culture of Evidence by Documenting College 668 Processes

669

670 Developing a Culture of Evidence

671

672 When writing, the evidence of your institution’s quality should direct the creation of the self-
 673 evaluation report rather than the tendency to declare that the college meets a Standard then
 674 attempt to find supporting data after the fact. A “write first-find evidence later” approach will
 675 add pressure to the committee when trying to locate evidence for statements that may have been
 676 overly polished in the writing. If your college adopts an “accreditation, every day” motto,
 677 existing procedures established by colleges and districts generally have mechanisms in place that
 678 have supporting evidence readily available for reference. Examples of supporting evidence
 679 colleges likely have as a quick reference are:

- 680 • Use of the California Community College Chancellor’s Office Scorecard in planning
- 681 • Program Review documents
- 682 • SLO assessment results, analysis and changes made due to ongoing assessment.
- 683 • Previous self-evaluation reports
- 684 • Student learning and achievement data also from institutional reports

- 685 • Institutional Effectiveness data
- 686 • Policies and procedures
- 687 • College website and usability of it
- 688 • Human Resources (positions) intended to help meet Standards
- 689 • Committee minutes
- 690 • Administration and faculty surveys
- 691 • Standing accreditation reports to senate and other college groups.
- 692 • Campus climate surveys, student equity plans, student support plans, educational master
- 693 plans, etc.

694 Be sure to have a clear committee reporting structure that sends information both ways. Follow-

695 up reports should be sent back to lower committees to ensure linked communication.

696

697 X. Preparing for Your Site Visit

698

699 Preparing a self-evaluation is a time-consuming process for faculty and administration. By the

700 time the Peer Evaluation Team arrives on campus, the committee preparing for that visit is often

701 under pressure and exhausted. However, proper planning and preparation for a site visit can lead

702 to an efficient and successful visit for the college and team. Good communication between the

703 campus and the team leading up to the visit, including ensuring the team has the proper

704 workspace, that meetings have been arranged arranged per the requests of the team, and that

705 documentation is prepared ahead of the visit will all aid in a smooth visit.

706

707 Locally, the members of the campus need to be aware of who is coming for the visit and what

708 events are planned for the week. Efforts should be made to familiarize all staff with the self-

709 evaluation report and key concepts. Some things that may help include the following:

- 710 • Pamphlets or email-blasts with the names of the team and/or their pictures to help the
- 711 faculty identify the team.
- 712 • Acronym quizzes to familiarize faculty with important terms related to your campus
- 713 processes
- 714 • Monthly accreditation updates from your senate president or other leaders
- 715 • Well-prepared charts and visual representations for faculty and staff to review
- 716 • Creative engagement tools to make faculty and other service areas aware of the
- 717 accomplishments of the college and what is being presented to the team (e.g.
- 718 Accreditation Jeopardy).
- 719 • A summary report distributed to college employees and the team describing what the
- 720 college has done since its last self-evaluation

721

722 The self-evaluation should be an honest reflection of what the college is doing. The summary

723 may accentuate the improvements the college has made, emphasize what is working

724 exceptionally well, and identify ways to improve where college constituents may feel they are in
725 need of improvement.

726

727 **After Your Visit**

728

729 At the conclusion of a Peer Evaluation Team's visit, the chair of the Team will meet with the
730 CEO of your college to discuss the report it will send to the Commission. The CEO may choose
731 to host a forum opportunity for the Team to provide a summary of the report and provide any
732 general comments it feels it can provide. The final report, after it has been sent to your college's
733 CEO for an opportunity to respond or make corrections, is sent to the Commission along with a
734 confidential recommendation on accreditation status. For multi-college districts the Team chair
735 will also meet with the system CEO.

736

737 **XI. Reports**

738

739 The ACCJC, like most institutional and discipline-specific accrediting bodies, requires a series of
740 reports as well as a cyclical, institution-wide self-evaluation. These reports are intended to ensure
741 compliance with eligibility requirements for accreditation, but also encourage institutions to
742 think of accreditation as an ongoing process of evaluation and re-evaluation in service to the goal
743 of continuous quality improvement. These reports have different purposes and are briefly
744 explained below.

745

746 **Institutional Self Evaluation of Educational Quality and Institutional Effectiveness**

747

748 This report is a comprehensive evaluation all Standards and is the basis for reaffirmation. Many
749 of the additional reports required and the timelines for turning them in are dependent on the
750 outcome of this evaluation. This self-evaluation is required by the Commission every seven
751 years.

752

753 **Mid-Term Report**

754

755 The Midterm Report addresses deficiencies identified in an earlier self-evaluation and describes
756 improvements the institution has achieved based on the Commission's recommendations and any
757 self-identified issues that are detailed in the Quality Focus Essay. Mid-term reports sometimes
758 coincide with a second visit from a site team.

759

760 **Follow-Up Report**

761

762 The Commission may require an institution to submit a Follow-Up Report at any time in order to
763 verify deficiencies identified in the Commission's action letter have been addressed, that
764 Eligibility Requirements, Accreditation Standards, and Commission policies are met and
765 improvements are ongoing.

766

767 Special Report

768

769 Special Report requirements from the Commission may be called for if the Commission has
770 reason to believe an institution may have fallen out of compliance with Eligibility Requirements,
771 Accreditation Standards and/or Commission policies. Specific requirements of a Special Report
772 are communicated to the institution via an action letter.

773

774 Annual Report and Annual Fiscal Report

775

776 The Commission requires an annual report, submitted electronically, using data from the current
777 fall and two previous fall terms, to respond to specific questions regarding Institution Set
778 Standards, Student Learning Outcomes, Substantive Change and enrollment data. Also, the
779 Commission requires a similar Annual Fiscal Report using data from the same time period. This
780 report captures your College's fiscal snapshot including current fiscal picture, short and long-
781 term liabilities and debt, cash position, and most recent audit information.

782

783 Other ACCJC guides and manuals are available on the ACCJC website.

784 XII. Distance Education and Accreditation: Things to Think About
785 To Be Prepared

786

787 In response to changing federal regulations and innovations in online instruction, ACCJC has
788 developed specific guidelines for establishing quality in a college's Distance Education offerings
789 that colleges must address and be prepared for when a site team visits.

790 According to the ACCJC's *Guide to Evaluating Distance Education and Correspondence*
791 *Education* (2013), distance education is "defined, for the purpose of accreditation review as a
792 formal interaction which uses one or more technologies to deliver instruction to students who are
793 separated from the instructor and which supports regular and substantive interaction between the
794 student and the instructor, either synchronously or asynchronously" (2). This definition identifies
795 a number of key points regarding both distance education and accreditation. It puts the focus not
796 just on the technology that is used to convey a DE class, but also on the students and instructors
797 who bring these classes to life. The phrase "regular and substantive interaction" here parallels
798 the "regular effective contact" phrase found in California Title 5, sec. 55204. In both cases, the
799 focus is on instructors engaging with students using available technological tools. If your
800 college's DE program is to succeed (in the eyes of ACCJC), it must demonstrate that this
801 interaction is at the heart of all of your online classes.

802 It is this interaction that differentiates a distance education course from a correspondence course.
803 Correspondence courses typically are self-paced and involve receiving or submitting course
804 materials by mail or electronic transmission. Interaction between the instructor and student is
805 limited, is not regular and substantive, and is primarily initiated by the student. A clear

806 understanding of the distinction between distance education and correspondence education is
 807 very important when considering the Substantive Change process and a clear definition is
 808 necessary due to the impact on pedagogy, financial aid, and district funding.

809
 810 ~~Before that interaction can happen, however,~~ To support distance and correspondence education,
 811 your college needs to have a system in place to enable online classes to succeed. First, faculty
 812 need proper training to engage effectively with students at a distance. Requiring all potential
 813 online teachers to undergo training is common. The training itself could be handled in-house by
 814 qualified trainers or offered through online services like @One. This training can focus on best
 815 practices in design and development of online courses, regular and effective contact,
 816 accessibility, and the use of social media, among other topics. Ensuring that your faculty are
 817 fully qualified to both develop and teach online is essential for any successful distance education
 818 program.

819 Along with training, it is common to subject potential online courses to peer evaluation for both
 820 content and quality of design. These evaluations should be conducted by experts both in online
 821 design and in the subject matter being taught in the particular class. There should be a support
 822 system in place to help faculty develop quality online courses, particularly in the event that
 823 potential online teachers do not pass the evaluation process and need to revise and/or redesign
 824 their course materials.

825 The college must ensure that quality courses are being developed and delivered, and that there is
 826 ample support for both the teachers and the students, and that services are equitable for students
 827 on campus and online. To this end, make sure that there is ample sufficient and equitable
 828 technology support for both students and instructors, that there are tutoring and library services
 829 available for online students; and that student services provides counseling, financial aid, and
 830 disability support for online students. In short, online students at your college must have at their
 831 fingertips all of the programs and services offered to on-campus students.

832 ACCJC expects that all distance education programs offer quality classes and quality support for
 833 students and teachers alike. However, it is not just the self-evaluation and site visits where
 834 distance education is under scrutiny; it is also in the substantive change process. If any program
 835 at your college that offers a degree, certificate, or certificate of general education reaches a
 836 threshold whereby 50% or more of the classes (including general education) are offered as
 837 distance education, then the college must submit a “substantive change” request. According to
 838 the ACCJC’s *Substantive Change Manual* (2014), institutions submitting a substantive change
 839 for distance education “must ensure that sufficient fiscal resources are available to support the
 840 program by providing a cost-impact analysis, and that the curriculum, faculty, equipment, and
 841 facilities meet Eligibility Requirements, Accreditation Standards, and Commission policies”
 842 (9). In other words, the ACCJC will expect that your substantive change proposal documents
 843 and explains how your online program develops, trains, offers, and supports online classes.

844

845 XIII. The Standards

846

847 **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

848

849 In the Accreditation Standards (adopted June 2014) the Standard I focus is on Mission,
850 Academic Quality, Institutional Effectiveness and Integrity and is broken out into three sections.

851

852 **Mission**

853

854 The mission section of this Standard looks to make sure that all of the college programs and
855 services align with the mission. The Standard also addresses specific elements in the college's
856 mission: a broad educational purpose, intended student population, types of degrees and
857 certificates offered and a commitment to student learning and student achievement. The Standard
858 also requires confirmation that the mission guides decision-making, planning and resource
859 allocation. Colleges are also responsible for using data to determine how they are meeting their
860 mission.

861

862 **Academic Quality and Institutional Effectiveness**

863

864 The second part of the Standard asks institutions to collect different types of data, including
865 Student Learning Outcomes data, student equity data, achievement data, institution set standards,
866 and to encourage dialog about that data. Dialog is used to identify performance gaps, including
867 those for disaggregated groups, and to implement improvement plans. Colleges are also
868 supposed to use this information to systematically evaluate college planning and make needed
869 changes. It's important that colleges widely distribute and publish this information to faculty,
870 staff and the community.

871

872 **Institutional Integrity**

873

874 The final section of this Standard focuses on Integrity. This includes providing clear and accurate
875 information on the college to its faculty, staff, students and the public and communicating that
876 information widely and effectively. This includes placing information on the college website, in
877 the catalog, and in correspondence with the Commission. This standard also requires that the
878 institution regularly review its policies, procedures and publications, the primary mechanisms of
879 communication to the public, to ensure integrity, accuracy, and comprehensiveness. In addition,
880 the Standard addresses academic freedom and academic honesty/dishonesty (cheating
881 /plagiarism.)

882

883 It is also important to review the Eligibility Requirements connected to Standard I. Colleges
884 must meet all eligibility requirements at all times. Standard I is connected to the following

885 Eligibility requirements: 6 (Mission), 11 (Student Learning and Student Achievement), 13
886 (Academic Freedom), 19 (Institutional Planning and Evaluation), 20 (Integrity in
887 Communication with the Public) and 21 (Integrity in Relations with the Accrediting
888 Commission.)

889

890 **Effective Practices for Meeting the Standard**

891

892 **Identify processes and procedures for collecting, analyzing, and using outcomes data on**
893 **student learning and achievement. This practice is of particular importance as there has**
894 **been an increase in the number of recommendations being given to colleges regarding the**
895 **collection and use of assessment data for planning. Other practices are as follows:**

896

- 897 • Review your mission systematically, not just the year before the visit
- 898 • Reference the mission in all of your planning documents
- 899 • Use the mission as a guiding force for resource allocation
- 900 • Collect disaggregated data on achievement of student learning outcomes and use that data
- 901 in discussions of student equity and disproportionate impact
- 902 • Identify specific data that is used to show how the institution is accomplishing its mission
- 903 • Set up a timeline for regularly evaluating college policies and procedures, publications
- 904 and plans
- 905 • Create and assess institution set standards
- 906 • Identify short and long-range needs for education program, services, and resources based
- 907 on data
- 908 • Confirm that all the information in institutional documents and publications is clear and
- 909 accurate including availability of the schedule of courses listed in the catalog
- 910 • Confirm that students can complete degrees and certificates listed in a reasonable
- 911 timeframe
- 912 • Make sure that the college/district has an academic freedom statement
- 913 • Have a policy on academic integrity including those on academic honesty/dishonesty

914

915 Faculty, including the local senate, should be involved in the following:

- 916 • Assessment of the current mission and any revisions of the mission
- 917 • Ensuring that the mission is part of any program review or assessment process
- 918 • Collecting and reviewing student learning outcomes data to measure student learning and
- 919 achievement
- 920 • Identifying strategies for improvement in programs and services based on data and dialog
- 921 • Creating and monitoring of institution set standards
- 922 • Understanding and reviewing the college/district academic freedom policy
- 923 • Crafting an academic dishonesty policy that addresses academic issues of cheating and
- 924 plagiarism

925

926 Standard II: Student Learning Programs and Support Services

927

928 In the Standards, Standard II is often considered the Standard most relevant to faculty and the
 929 Standard that will require the most faculty attention both during the creation of a self-evaluation
 930 report and during the implementation of ongoing planning processes. The Standard II focus is
 931 broken into three different sections: Instructional Programs, Library and Learning Support
 932 Services, and Student Support Services.

933

934 Instructional Programs

935

936 This Standard requires colleges to demonstrate how their educational offerings support their
 937 college's mission as well as evidence that learning, as well as degree and certificate completion,
 938 is, in fact, happening at the college. Standards of academic rigor and teaching methodology are
 939 scrutinized in this section. Many of the specific expectations found in this section of the
 940 Standard have, as their basis, federal regulations found in the Higher Education Act. College
 941 curriculum approval processes are evaluated and expectations are set regarding the length,
 942 breadth, and rigor of academic programs.

943

944 An important component of this Standard is the discussion of student learning outcomes and the
 945 processes colleges have put in place to ensure the use of student learning outcomes assessment
 946 data in program evaluation and resources allocation. This Standard identifies all areas in which
 947 colleges should have student learning outcomes and how the assessment data should be central to
 948 planning. Along with outcomes assessment, this section also explains expectations regarding the
 949 relevancy of career technical education programs at colleges, general education requirements,
 950 and the requirement of colleges to have a program discontinuance procedure that clearly
 951 provides for students enrolled in a program that is deemed to no longer be viable.

952

953 Effective Practices for Meeting the Standard

954

- 955 • Work with your college to provide for sufficient resources to faculty to ensure
 956 curriculum, including courses and educational programs, is updated frequently and meet
 957 appropriate discipline or industry standards in the case of career technical education
 958 programs.
- 959 • Establish clear timelines and expectations for curriculum development and how faculty
 960 engage in the development of curriculum.
- 961 • Establish a calendar for the regular review and approval of policies and procedures
 962 relevant to instruction, curriculum development, program development or discontinuance,
 963 and the collection and use of student learning outcomes data in planning.
- 964 • Review your processes for the discontinuance or elimination of programs and
 965 requirements for "teaching out" programs in which students are enrolled.

- 966 • Include student learning outcomes on all official course outlines of record and have a
- 967 faculty body approve them
- 968 • Establish clear procedures and criteria for determining which courses fulfill general
- 969 education requirements which are primarily determined by faculty and are based on
- 970 institutional student learning outcomes competencies.

971

972 **Library and Learning Support Services**

973

974 More and more student learning support programs are being recognized for the essential roles
 975 they play in student success and learning. Under this Standard, library and tutoring services are
 976 examined to determine if they are sufficient in quantity, currency, depth, and variety to support
 977 educational programs for on ground and online students. The Standard stretches these services to
 978 include instructional technology and access to these learning services. The role of faculty here is
 979 to be heavily involved in selecting and maintaining educational equipment and materials to meet
 980 student support needs and to help achieve student learning outcomes. These services should be
 981 reliable, pervasive throughout a college, and regularly evaluated for their effectiveness in
 982 supporting student achievement.

983

984 **Effective Practices for Meeting the Standard**

985

- 986 • Develop a reliable tracking system for recording the frequency with which students
- 987 receive support services in your college library or other learning assistance service
- 988 centers and open computer labs.
- 989 • Establish comparable student learning support services for students who are enrolled in
- 990 courses online as well as for students in on ground courses (i.e. an Online Writing Center,
- 991 Online Library Services, etc.)
- 992 • Regularly notify faculty of student support resources available and work with your local
- 993 senate to advocate for and support resources for maintaining comprehensive library and
- 994 student support services
- 995 • Collect student learning outcomes data for all student support services and document the
- 996 use of assessment data to make program improvements in the appropriate short-term and
- 997 long-term planning documents, such as program review.

998

999 **Student Support Services**

1000

1001 With recent legislation and the introduction of significant funding to support counseling and
 1002 matriculation efforts, colleges are beginning to establish more stable student support services to
 1003 help students make effective educational planning choices. To assess these programs, the
 1004 Standard calls on colleges to establish student learning outcomes for student support services and
 1005 to use the results of assessment to make planning decisions which lead to increased student
 1006 learning and achievement. Of great concern in the Standard is equitable access to appropriate,

1007 comprehensive, and reliable services for all students, whether in person or online. In addition,
1008 this Standard examines how co-curricular and athletic programs support the college's mission
1009 and serve educational purposes.

1010
1011 Counseling faculty play a major role in student achievement of their educational and personal
1012 goals. Colleges responding to this Standard will need to provide evidence that counseling and
1013 academic advising programs support student development faculty are given the necessary
1014 training and tools to advise students with information that is timely, useful, and accurate
1015 regarding transfer and graduation requirements, among other information. Such evidence
1016 includes policies and procedures that determine clear pathways and necessary requirements for
1017 students to achieve their goals. Colleges regularly assess their practices while taking steps to
1018 eliminate bias and ensure all students are treated fairly and equitably. Finally, this Standard
1019 requires evidence that student records are permanently, securely, and confidentially maintained
1020 and students are aware of their rights to their information.

1021
1022

1023 **Effective Practices for Meeting the Standard**

1024

- 1025 • Establish student learning outcomes for all student support offices, measure those
1026 outcomes on a regular basis, and use the data from outcomes assessment to create goals
1027 and request resource allocations through your college's short-term and long-term
1028 planning processes to improve student support services.
- 1029 • Participate in ongoing and open dialogue between discipline faculty and counseling
1030 faculty regarding the importance of advocacy for resources for student support services as
1031 a strategy to improve student achievement. Establish opportunities for regular contact
1032 between counseling faculty and discipline faculty.
- 1033 • Establish a calendar for the regular review and approval of policies and procedures
1034 relevant to admissions, financial aid, evaluations, enrollment priorities, student equity,
1035 and students' rights and grievance procedures, among others.
- 1036 • Work with appropriate administrators to ensure that student counseling and matriculation
1037 services are available online and are comparable to on ground services.
- 1038 • Collect outcomes data and disaggregate that data by a variety of demographics in order to
1039 determine any disproportionate results in student learning and achievement.

1040

1041 **Standard III: Resources**

1042

1043 Standard III is divided into four different sections: Human, Physical, Technology, and Financial
1044 Resources.

1045

1046 **Human Resources**

1047

1048 This Standard seeks to ensure that a college's hiring processes lead to the hiring of
 1049 administrators, faculty, and staff who are qualified based on education, training, and experience;
 1050 that it complies with all rules and regulations regarding equal opportunity hiring practices; that it
 1051 consistently follows these rules and regulations during the hiring process; that the job
 1052 descriptions reinforce the institution's mission and goals; that ethical guidelines are followed for
 1053 all personnel matters; and that security and confidentiality are guaranteed for all personnel
 1054 records. Additionally, Standard III.A requires that required degrees by employees be obtained
 1055 from colleges operating under recognized U.S. accrediting agencies, and that all employees are
 1056 effectively evaluated on a periodic basis. One key component of this Standard is in regards to
 1057 III.A.6, which states that those involved with student learning should be evaluated to determine
 1058 the extent to which they are involved in using the results of student learning outcomes
 1059 assessment to improve teaching and learning.

1060

1061 **Effective Practices for Meeting the Standard**

1062

- 1063 • Ensure that all human resources planning is integrated with your college's program
 1064 review and evaluation processes and relies on data, such as achievement data and student
 1065 learning outcomes data.
- 1066 • Review your college's policy on recruitment and hiring on a regular basis to ensure high
 1067 levels of faculty engagement in hiring committees, in the determination of desired
 1068 qualifications for faculty positions, and in the determination of desired qualifications for
 1069 administrative positions that will work directly with faculty.
- 1070 • Ensure that your job descriptions are updated and consistent with negotiated agreements
 1071 between the college and the bargaining units.
- 1072 • Establish a Senate committee to determine equivalency to minimum qualifications in
 1073 order to ensure that faculty qualifications are primarily the responsibility of the senate.
- 1074 • Create policy and procedures that give faculty a primary role for determining
 1075 equivalency.
- 1076 • Participate in college planning committees that address human resource needs including
 1077 the processes for all employee evaluations and the integrity of the confidentiality of
 1078 records and employee information.
- 1079 • Work closely with the bargaining unit to regularly review tenure review and evaluation
 1080 materials and processes to ensure professional and academic standards are the focus of
 1081 evaluation.
- 1082 • Monitor, through college budget and finance committees or human resource planning
 1083 committees, the Faculty Obligation Number (FON) and discuss goals for meeting and
 1084 surpassing the FON with college administration
- 1085 • Participate in the creation and revision of policies and procedures.

- 1086 • Be aware of potential violations of policies, procedures or college declarations regarding
- 1087 ethical behavior and notify local senate leaders or, if necessary, statewide senate
- 1088 leadership.
- 1089 • Actively participate in the planning of professional development opportunities for faculty
- 1090 and advocate for sufficient resources to be made available to support comprehensive
- 1091 faculty professional development.

1092

1093 **Physical Resources**

1094

1095 This Standard asks that colleges demonstrate that safety and security are paramount in all
 1096 locations on a campus; that the institution plans, builds, upgrades, and maintains buildings and
 1097 infrastructure in order to meet the college’s mission and goals and to ensure that a high quality of
 1098 education is maintained; that the physical resources are evaluated on a regular basis; and that
 1099 long-range financial plans are developed to ensure that the college is financially able to grow
 1100 into the foreseeable future by considering the total cost of ownership for all resources.

1101

1102 **Effective Practices for Meeting the Standard**

1103

- 1104 • Ensure that all physical resource planning is integrated with your college’s program
- 1105 review and evaluation processes and relies on data, such as achievement and learning
- 1106 outcomes data.
- 1107 • Participate in your college committees that have as a focus creating and maintaining a
- 1108 safe and stable learning environment.
- 1109 • Participate in the creation of facilities and physical resource short-term and long-term
- 1110 planning documents, such as facilities master plans, five-year capital improvement plans,
- 1111 and annual scheduled maintenance plans.

1112

1113 **Technology Resources**

1114

1115 Technology resources includes the technology used in and around the classroom for student
 1116 learning; the computers, printers, and enterprise programs used in offices and to manage the
 1117 college’s resources; and the cabling, servers, wireless portals, and other behind-the-scenes tools
 1118 that enable all of the other technological resources to actually work in a 21st century
 1119 environment. To this end, Standard III.C asks colleges to demonstrate that there are adequate
 1120 and appropriate technological resources to manage an institution, to provide quality education,
 1121 and to fulfill the college’s mission. It also asks that colleges develop plans for the regular update
 1122 and replacement of technology to maintain a high level of service; that the college provides
 1123 appropriate training in the use of technological resources, for faculty, staff, administration, and
 1124 students; and that the college has policies and procedures to ensure that technological resources
 1125 to ensure that all on campus are using these tools appropriately.

1126

1127 **Effective Practices for Meeting the Standard**

1128

- 1129 ● Ensure that all technology resource planning is integrated with your college’s program
- 1130 review and evaluation processes and relies on data, such as achievement and student
- 1131 learning outcomes data.
- 1132 ● Establish a Senate committee to determine classroom and instructional technology needs,
- 1133 different than the technology needed for college operations, which are essential for
- 1134 effective teaching and learning in the 21st century and will support student success.
- 1135 ● Participate and advocate for effective practices for the regular assessment and
- 1136 replacement of classroom and instructional technology.
- 1137 ● Participate in the creation of technology resource short-term and long-term planning
- 1138 documents, such as a master technology plan or plans for the development and
- 1139 improvement of distance education.
- 1140 ● Actively participate in the planning of professional development opportunities regarding
- 1141 the use of classroom and instructional technology for on ground and online instruction.

1142

1143 **Financial Resources**

1144

1145 The financial resources Standard is divided into three parts: Planning, Fiscal Responsibility and

1146 Stability, and Liabilities. The Planning section focuses on ensuring that the college’s planning

1147 will ensure that the necessary to support all programs and services at a college into the

1148 foreseeable future. It also states that your college’s planning structures to the mission and goals

1149 of the institution, and that the college follows appropriate policies and guidelines when

1150 developing financial plans and budgets. Fiscal Responsibility and Stability includes accurate

1151 assessment of financial resources, the need for integrity in all aspects of financial planning and

1152 resource allocation, and the need for oversight in financial matters to ensure integrity in the

1153 process. As well, the college must have enough cash on hand to maintain stability in times of

1154 economic troubles. The Liabilities section focus on short-term and long-term financial solvency,

1155 particularly for future obligations like Other Post-Employment Benefits (OPEB). This section

1156 also calls for colleges to demonstrate that all short-term and long-term borrowing is conducted

1157 according to ethical and sound guidelines, with ample oversight, and that the appropriate staff at

1158 a college regularly evaluates student loan default rates, revenue streams, and other assets to

1159 ensure that all federal guidelines are being followed.

1160

1161 **Effective Practices for Meeting the Standard**

1162

- 1163 ● Ensure that all financial resource planning is integrated with your college’s program
- 1164 review and evaluation processes and relies on data, such as achievement and student
- 1165 learning outcomes data.

- 1166 • Participate in college budget or finance committees to ensure faculty voice is strong when
- 1167 developing the processes by which the college’s financial documents and budget are
- 1168 developed and communicated throughout the college.
- 1169 • Maintain open dialogue with the bargaining unit(s) to communicate shared interests and
- 1170 common goals while maintaining each organization’s purview.
- 1171 • Actively participate in efforts to evaluate budget-planning processes.

1172

1173 **Standard IV: Leadership and Governance**

1174

1175 In the Accreditation Standards, Standard IV is broken into four parts: Decision Making Roles

1176 and Processes, Chief Executive Officers, Governing Boards, and Multi-College Districts or

1177 Systems. Effective leadership is essential to the creation of a productive and supportive learning

1178 environment for students to achieve their academic goals. This standard requires the institution

1179 to review its governance structures to determine how effectively their processes support students

1180 and the faculty, administrators, and classified professionals who serve them, including the

1181 Governing Board of a college. At its heart is the notion that all employees and elected officials

1182 are working cooperatively and collaboratively for the good of the institution as a whole. This

1183 standard also covers multi-college districts and focuses on the governance and management of

1184 multi-college districts.

1185

1186 **Decision Making Roles and Processes**

1187

1188 This section of Standard IV emphasizes that the structure of decision-making must be defined in

1189 the policies of the college and followed and that the roles of faculty, staff, and administrators are

1190 clearly articulated and respected. The language encourages broad participation and innovation

1191 from all employees of the college in striving toward excellence. This Standard calls for an

1192 evaluation of a college’s governance structures, processes, and practices and, for multi-college

1193 districts, sets expectations for how these institutions delineate the roles of each college within its

1194 systems and how its policies for resource allocation, governance, and planning provide adequate

1195 support for all colleges within the district.

1196

1197 **Effective Practices for Meeting the Standard**

1198

- 1199 • Ensure that board policies and procedures that outline decision-making structures are
- 1200 clear and reflect the practice of the college.
- 1201 • Establish timelines and schedules for the evaluation of policies and procedures related to
- 1202 leadership and governance in order to ensure effectiveness and accuracy.
- 1203 • Engage your campus leadership groups, including student leadership organizations, in
- 1204 discussions of college morale and overall attitudes towards student success, employee
- 1205 advancement, constituent group relations, and constituent group involvement in planning
- 1206 and governance.

- 1207 • Establish a policy with your college’s Governing Board or Board of Trustees that codifies
- 1208 the 10 + 1 agreement between your college or district and your local Academic Senate.
- 1209 • Establish practices that support documentation of constituent group engagement in
- 1210 decision-making such as detailed minutes of meetings of college-wide planning and
- 1211 governance committees which identify attendees by constituent group.
- 1212 • Communicate the actions of your leadership and governance committees to the college
- 1213 regularly and clearly.
- 1214 • Establish practices for evaluating how well constituent groups feel they are able to
- 1215 engage in decision-making such as surveys or governance committee retreats, document
- 1216 the results of that evaluation, and use the results to make improvements to processes and
- 1217 policies.
- 1218

Chief Executive Officers

1219
1220
1221 This section of Standard IV defines the role of the president, superintendent, or chief executive.
1222 The section ensures that one individual is empowered by the Board of Trustees to actively
1223 supervise employees’ implementation of collegial processes, adherence to regulatory
1224 requirements, and engagement with the community. This Standard sets expectations for the
1225 CEO’s advancement of the college’s mission and implementation of effective planning and
1226 decision-making practices. The Chief Executive Officer has a unique role in the process to earn
1227 or reaffirm accreditation and he or she should be knowledgeable about the process and all
1228 college efforts to comply with Eligibility Requirements and Standards.

Effective Practices for Meeting the Standard

- 1230
- 1231
- 1232 • Hire and train an effective chief executive for the college.
- 1233 • Regularly evaluate and document the decision making structure through the established
- 1234 college processes to the chief executive.
- 1235 • Document the mechanism by which the college evaluates its decision-making structure
- 1236 and provides recommendations to the chief executive for change.
- 1237 • With the college chief executive or district executive, actively engage in board training
- 1238 sessions, particularly with respect to the role of faculty in the college decision making
- 1239 processes.
- 1240 • Include a flowchart that illustrates college decision-making
- 1241 • Document how the CEO communicates decisions to the college regarding decision-
- 1242 making, accreditation, and all other aspects of institutional quality and effectiveness.
- 1243 • Ensure that the CEO is actively presented with and understands college performance data
- 1244 including student achievement data, student learning outcomes data, institution set
- 1245 standards data, data regarding the connections between strategic planning and budget
- 1246 allocation.

- 1247 • Actively involve the CEO in establishing processes for integrating these essential data
- 1248 metrics into planning processes.

1249

1250 **Governing Board**

1251

1252 Though the pendulum is swinging, in recent years actions taken by college boards of trustees or
 1253 individual members of boards have led to recommendations for colleges and, in some cases, even
 1254 sanctions. While that tide has seemed to turn, this section of Standard IV sets clear expectations
 1255 that the board of trustees must comply with its own policies, engage in board development
 1256 training, and not interfere with administrative implementation of college procedures, provide that
 1257 implementation does not violate board policy.

1258

1259 **Effective Practices for Meeting the Standard**

1260

- 1261 • Ensure the board has a code of ethics and conflict of interest statements that are regularly
- 1262 reviewed.
- 1263 • Establish a timeline and schedule for the board to review its own policies
- 1264 • Document the Board’s work to create policy that is appropriate for their role within the
- 1265 college’s leadership infrastructure.
- 1266 • Create and maintain policy and procedures for selecting and evaluating the Chief
- 1267 Executive Officer and carry out those procedures effectively and transparently.
- 1268 • Regularly present to the Board data regarding student success and institutional
- 1269 effectiveness, including student learning outcomes data, institution set standards,
- 1270 financial information data, and student completion and achievement data.
- 1271 • Keep the Board aware and informed regarding all efforts made in furtherance of the
- 1272 college’s compliance with the Standards, Eligibility Requirements, Commission policies,
- 1273 and the college’s accreditation status.
- 1274 • Support the Board’s efforts at self-evaluation and encourage frequent training and goal-
- 1275 setting opportunities such as a Board workshops, Board retreats, or interactions with
- 1276 campus leaders, in compliance with legal requirements under the Open Meetings Act.

1277

1278

1279 **Multi-College Districts or Systems**

1280

1281 This section of the Standards explicitly defines the expectations for colleges or centers operating
 1282 in a district. The Commission recognizes that almost half of all member institutions are part of a
 1283 multi-college district/system and this section develops the minimum standards expected for such
 1284 entities. It is expected that colleges will identify how their individual college interacts within
 1285 such a district and how district policies and procedures impact the attainment of their mission.

1286 ACCJC has aligned the accreditation timelines for site-visits within a district such that all
1287 colleges in a multi-college district will be on the same cycle of evaluation.

1288

1289 **Effective Practices for Meeting the Standard**

1290

- 1291 • Create a district-wide committee or communication mechanism between colleges to
1292 address district-wide concerns. Document the communication and outcome of any
1293 recommendations.
- 1294 • Collaborate among colleges within the district regarding the writing of this section for
1295 each college's self-evaluation plan.
- 1296 • Create a delineation of responsibility function map which documents and communicates
1297 the division of operational responsibilities between colleges within the system and the
1298 district.
- 1299 • Evaluate the delineation of responsibility for effectiveness, including the primary and
1300 secondary entities and their responsibilities.
- 1301 • Evaluate and document the resource allocation model for the district. Use data collected
1302 on the effectiveness of this process to make changes and improvements and document
1303 those changes.
- 1304 • Evaluate and document the human resources plan for the district.
- 1305 • Establish clear protocols for communication and sharing information between colleges
1306 within a district, especially communication and information related to integrated planning
1307 processes and budget allocations.
- 1308 • Engage in regular assessment of your college's role in the district/system to ensure each
1309 college is given opportunity to receive district resources and to participate in districtwide
1310 planning in order to achieve their individual college's mission and meet educational goals
1311 for student achievement and learning.

1312

1313 **XIV. Conclusion**

1314

1315 While the accreditation cycle has many moving parts and potential pitfalls, the emphasis for
1316 colleges should always be placed on accreditation as an opportunity to continuously improve its
1317 services to students and further the mission of student achievement and learning. Helping your
1318 college move away from a view of accreditation as a necessary evil solely to comply with
1319 regulation does a disservice to your college faculty and staff's ability to be innovative and work
1320 collaboratively in the shared mission of increasing opportunity and improving the lives of our
1321 students through quality educational experiences.

1322

1323

1324 **Appendices & References**

1325

1326 **References**

1327 The following articles and resource materials are referenced in the paper or provided for
1328 additional reference.

1329

1330 Rio Hondo Accreditation Survival Guide

1331 This handbook is provided by Rio Hondo College to help students and staff understand the
1332 accreditation process and what to expect during a team visit.

1333 <http://www.riohondo.edu/accreditation/wp->

1334 [content/uploads/sites/28/2014/09/WEBAccreditationSurvivalGuide2014.pdf](http://www.riohondo.edu/accreditation/wp-content/uploads/sites/28/2014/09/WEBAccreditationSurvivalGuide2014.pdf)

1335

1336 “Behind the Green Curtain: The Accreditation Visit Unveiled, or Where do Those Accreditation
1337 Recommendations Come from Anyway?” (2008)

1338 This Rostrum article, written by past accreditation Peer Evaluation Team members Janet Fulks of
1339 Bakersfield College and Richard Mahon of Riverside City College provides some insight into
1340 managing and preparing for a visit from an ACCJC Peer Evaluation Team.

1341 [http://asccc.org/content/behind-green-curtain-accreditation-visit-unveiled-or-where-do-those-](http://asccc.org/content/behind-green-curtain-accreditation-visit-unveiled-or-where-do-those-accreditation)
1342 [accreditation](http://asccc.org/content/behind-green-curtain-accreditation-visit-unveiled-or-where-do-those-accreditation)

1343

1344 “The ACCJC Visiting Team: Details, Details, Details” (2012)

1345 This Rostrum article is written by former Accreditation Committee Chair Michelle Grimes-
1346 Hillman and offers more in-depth information on Peer Evaluation teams, especially the roles that
1347 faculty might play on a visiting team.

1348 <http://asccc.org/content/accjc-visiting-team-details-details-details>

1349

1350

1351

Bio Data Form for ACCJC Evaluators

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Western Association of Schools and Colleges

Bio Data Form for Evaluators

(Please type or print)

(Mr.) (Ms.) (Dr.) Name _____ Gender
M F

Title _____ Institution _____

Address _____

Home Address (Optional) _____

Current Position:

Administration _____; Instructional Faculty _____; Student Support Services _____; Library/Learning Resources _____; Trustee _____

Describe your role _____

Business Telephone: _____ Business
Fax: _____

Home Telephone: _____ Home
Fax: _____

Business Email: _____ Home
Email: _____

Professional Education:

Earned Degree and State	Year	Institution	City
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Professional Experience:

Administrative Experience (____ Yrs.)
Describe: _____

Teaching Experience (____ Yrs.) Major Discipline/Field: _____ Related
Discipline/Field: _____

Student Support Services Experience (____ Yrs.)
Describe: _____

Library/Learning Resources Experience (____ Yrs)
Describe: _____

Trustee Experience (____ Yrs.)
Describe: _____

Other Professional Experience (____ Yrs.)
Describe: _____
(Grants, Research, etc.)

Special Qualifications/Experience, check all that apply and describe.

Fiscal Management _____; Facilities Management _____; Human Resources _____; Faculty Staff
Development _____;

Student Learning Outcomes (Design and Assessment) _____; Program Review _____; Instructional
Methodologies _____;

Educational Technology _____; Distance Education (Design and Assessment) _____; Institutional
Planning/Evaluation _____;

Adult /Pre-Collegiate Education _____; Non-Credit _____

Describe _____

Other Qualifications/Experience

Accreditation Experience

Professional Awards/Affiliations

Ethnicity (optional) _____

Signature _____ **Date** _____

You may attach a resumé if available

Please return this form to:

Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204, Novato, CA 94949
Tel: 415-506-0234 Fax: 415-506-0238



Executive Committee Agenda Item

SUBJECT: Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy		Month: August	Year: 2015
		Item No: V. C.	
DESIRED OUTCOME: The Executive Committee will be updated on the work of the Workforce Taskforce		Attachment: Yes (1)	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 20 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Bruno		Consent/Routine	
		First Reading	
STAFF REVIEW¹: Julie Adams		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: On July 29, 2015, the Board of Governors Taskforce on Workforce, Job Creation and a Strong Economy concluded its work by endorsing 23 recommendations designed to enhance Career Technical Education in the California Community College system. The recommendations are grouped in the seven categories: Student Success, Workforce Data and Outcomes, Curriculum, Career Pathways, CTE Faculty, Regional Coordination, and Funding. The report from the taskforce will be announced through Consultation Council, Chancellor Office town hall meetings, and ASCCC CTE regional meetings before going to the Board of Governors for a first reading in September and a second reading in November. The meeting schedule is as follows:

Consultation Council

Thursday, September 10, 2015, Chancellor’s Office, Sacramento

Town Hall Meetings

South: Tuesday, August 25, 2015, 9am – 11am, Los Angeles Trade Technical College, Los Angeles

North: Thursday, August 27, 2015, 9am – 11am, SEIU Bay Area Council, 353 Sacramento Street, San Francisco

ASCCC CTE Regional Meetings

North, Friday, October 9, 2015

South, Saturday, October 10, 2015

Bay, Friday, October 16, 2015

Central, Saturday October 17, 2015

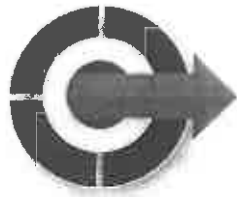
Board of Governors Meetings

Monday, September 21, 2015, Sacramento, First Reading

Monday, November 16, 2015, Mt. San Antonio College, Second Reading

The Taskforce recommendations report will be provided as soon as it is available.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



CALIFORNIA COMMUNITY COLLEGES

Task Force on WORKFORCE

JOB CREATION AND A STRONG ECONOMY

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34

Recommendations From the California Community Colleges' Task Force on Workforce, Job Creation and a Strong Economy

Table of Contents

- Executive Summary
- Background
- Strategies and Policies for Closing the Skills Gap
 - Student Success
 - Workforce Data & Outcomes
 - Curriculum
 - Career Pathways
 - CTE Faculty
 - Regional Coordination
 - Funding
- Appendix
 - Appendix # 1 – Task Force Membership
 - Appendix # 2 – Summary of Regional College Conversations
 - Appendix # 3 – Summary of Strong Workforce Town Halls
 - Appendix # 4 – Issue Statements
 - Appendix # 5 – Task Force Background Papers
 - Appendix # 6 – Suggested Reading List
- Acknowledgements

35 **Executive Summary**

36

37 California Community Colleges lead the state and nation in providing postsecondary
38 career technical education (CTE) and training. Serving more than 2.1 million
39 students, the 113 community colleges provide workforce training, basic skills
40 education, and transfer preparation. Students can enroll in associate degree and
41 certificate programs in 350 fields of study. The community colleges also offer
42 apprenticeship programs, short-term training aligned to third-party credentials, and
43 incumbent worker training to upgrade skill sets in various industry sectors.

44

45 Employers currently struggle to find workers who possess the necessary skills to fill
46 job openings and this skills gap is projected to grow. By 2025, thirty percent of all job
47 openings in California – or a total of 1.9 million jobs – will require some form of
48 postsecondary education short of a four-year degree. California’s education pipeline is
49 not keeping pace with the higher levels of skills and education required by employers
50 and must significantly increase the number of individuals with industry-valued
51 middle-skill degrees, certificates and credentials.

52

53 Far too many Californians do not possess the right skills and education to obtain a
54 good job. Employers in key industries have difficulty filling job openings because the
55 workforce skills and aptitudes
56 required are in short supply. Unless
57 California immediately begins to
58 address this mismatch, the state’s
59 economic prosperity and the success
60 and income mobility of thousands of
61 Californians is threatened.

“If we don't get it right in California, the country stands to lose its global competitiveness,”
Brice Harris, Chancellor
California Community Colleges

62

63 California Community Colleges (CCC) have a strong career technical education
64 mission and with added emphasis and prioritization they are well positioned to close
65 this impending skills gap. The CCC Board of Governors launched the Task Force on
66 Workforce, Job Creation and a Strong Economy (Strong Workforce Task Force) to
67 address the projected shortfall in middle-skill workers. The task force, comprised of
68 both internal and external stakeholders, was convened to recommend a series of
69 policies and practices to increase the production of industry-valued degrees and
70 credentials.

71

72 The 25 recommendations in this report build upon current college efforts and
73 address barriers to enhancing the capacity of California Community Colleges to
74 prepare students for high-value jobs in regions throughout the state. The
75 recommendations are the culmination of extensive input from over 1200 stakeholders
76 over a nine-month period to identify actions that can be taken to provide policy
77 guidance, regulatory review, and legislative and budgetary actions to increase the

78 number of students obtaining CTE degrees and certificates and address California's
79 skills gap.

80

81 The importance of creating incentives, streamlining processes, and identifying and
82 showcasing best practices was an overarching theme of the deliberations and the final
83 recommendations. Based upon these concepts, the task force report is structured
84 around the following issues. See detailed recommendations beginning on page ~~xxxx~~.

85

86 **Student Success**

87

88 Students in CTE programs need a broader range of support services than traditional
89 community college students. A series of actions are recommended to raise awareness
90 and support for career exploration and planning; to collaborate with education and
91 workforce partners to enhance support services; and to increase financial support for
92 community college CTE students.

93

- 94 1. Broaden and enhance career exploration and planning, work-based learning
95 opportunities, and other supports for students.

96

97 **Workforce Data and Outcomes**

98

99 Colleges need robust metrics and outcome data in order to continuously improve
100 pathways within career technical education; identify which programs employers'
101 value; and align their program and course offerings to local and regional labor market
102 needs. The task force recommends building on current community college initiatives
103 measuring student progress to align common metrics among all workforce programs;
104 to increase the ability of governmental entities to share employment, licensing,
105 certification, and wage outcome information; and to improve the quality and
106 accessibility of student outcome and labor market data.

107

- 108 2. Create common workforce metrics for all state funded CTE programs and
109 expand the definition of student success to better reflect the wide array of CTE
110 outcomes of community college students.

- 111 3. Establish a student identifier for high school students and those enrolled in
112 postsecondary education and training programs to enable California to track
113 workforce progress and outcomes for students across institutions and programs.
114 Increase the ability of governmental entities to share employment, licensing,
115 certification, and wage outcome information.

- 116 4. Improve the quality, accessibility, and utility of student outcome and labor market
117 data to support students, educators, colleges, regions, employers, local workforce
118 investment boards, and the state in CTE program development and improvement
119 efforts.

120

121 **Curriculum**

122

123 A rapidly changing labor market and diverse student body present a series of
124 challenges and opportunities for career technical education. Faculty strives to keep
125 courses and programs current with appropriate levels of academic rigor. Yet lengthy
126 local and state-level approval processes can delay curriculum development and
127 revision. The task force supports clarifying and streamlining curriculum development
128 and approval processes; achieving better alignment of curriculum with the needs of
129 business and industry; and improving articulation across institutions to support
130 portability and completion in our increasingly mobile society.

131

132 5. Evaluate, strengthen, and revise the curriculum development process to ensure
133 alignment from education to employment.

134 6. Evaluate, revise and resource the local, regional, and statewide CTE curriculum
135 approval process to ensure timely, responsive, and streamlined curriculum
136 approval.

137 7. Improve program review, evaluation, and revision processes to ensure program
138 relevancy to both students and business/industry as reflected in labor market
139 data.

140 8. Facilitate curricular portability across institutions.

141 9. Develop, identify and disseminate effective CTE practices.

142 10. Improve CTE student progress and outcomes.

143 11. Clarify practices and address issues of course repetition for CTE courses when
144 course content evolves to meet changes in skill requirements.

145

146 **Career Pathways**

147

148 Career pathways provide a seamless sequence of academic and CTE coursework
149 across K-12 and postsecondary education. The task force recommends creating
150 pathways and curriculum driven by industry and labor market needs, contextualizing
151 basic skills and workplace readiness skills into pathway curricula; developing model
152 CTE curriculum; and ensuring that career pathways meet the needs of non-traditional
153 students.

154

155 12. Develop and broadly publicize industry-informed career pathways that prepare
156 students for jobs needed within the regional labor market.

157

158

159 **CTE Faculty**

160

161 Education and work experience requirements for hiring CTE faculty and salary
162 differentials in high-paid fields may limit a college's ability to recruit a qualified pool
163 of faculty for CTE courses and programs. The task force recommends a range of
164 activities to increase the pool of CTE faculty including developing pipelines for
165 industry professionals to teach in community colleges; enhancing professional
166 development opportunities for current faculty to maintain currency in industry
167 standards; and exploring solutions for attracting industry experts to community
168 college teaching from high-salaried fields.

169
170 13. Increase the pool of qualified CTE instructors by addressing CTE faculty hiring
171 practices.

172 14. Consider options for meeting minimum qualifications to better integrate industry
173 professionals who possess significant experience into CTE instructional
174 programs.

175 15. Enhance professional development opportunities for CTE faculty to maintain
176 industry and program relevancy.

177 16. Explore solutions to attract industry professionals in high-salaried occupations to
178 become CTE faculty in community colleges.

179
180 **Regional Coordination**

181
182 State, federal and foundation-funded initiatives to address regional workforce and
183 economic development often have similar and overlapping goals that may result in a
184 fragmentation of efforts; duplication of services; and confusion to both students and
185 employers. Successful integration of these initiatives can result in effective practices
186 to meet student, job seeker, and regional economic needs. The task force
187 recommends enhancing the regional CTE framework within the community college
188 system to improve coordination and provide greater alignment with the colleges'
189 overall governance and reporting structures. The task force also endorses developing
190 robust regional partnerships among community college, industry and other workforce
191 and economic development entities to improve CTE program delivery and
192 responsiveness to regional and industry labor market needs.

193
194 17. Strengthen communication, coordination and decision-making between regional
195 CTE efforts and the colleges to meet regional labor market needs.

196 18. Clarify and modify, as needed, state regulations to allow colleges to regionalize
197 course articulation along career pathways utilizing regional or state curriculum
198 models.

199 19. Develop regional leadership and operational partnerships among community
200 college, industry, labor, and other workforce and economic development entities
201 to improve the delivery of all CTE efforts.

- 202 20. Develop robust connections between community colleges, business and industry
203 representatives, labor and other regional workforce development partners to align
204 college programs with regional and industry needs and provide support for CTE
205 programs.
- 206 21. Create a sustained, public outreach campaign to industry, high school students,
207 counselors, parents, faculty, staff, and the community-at-large to promote career
208 development and attainment and the value of career technical education.

209

210 **Funding**

211

212 Career technical education courses are funded at the same level as general education,
213 lecture-based courses, however, these programs have higher startup and operating
214 costs; high costs for equipment and specialized facilities; increased needs for
215 professional development; and more frequent curriculum revision and program
216 review. To ensure that CTE courses keep pace with the increasing demand for middle
217 skill jobs, the task force recommends a series of funding strategies that include
218 establishing a supplemental funding source targeted to support high-cost courses and
219 programs; creating a funding stream to support regional and local infrastructure and
220 coordination; and leveraging public workforce funding streams to support training
221 efforts for priority sectors in regions.

222

223 22. Establish a sustained, supplemental funding source to increase community college
224 capacity to create, adapt, and maintain quality CTE courses and programs
225 responsive to regional labor market needs.

226 23. Create a separate, predictable, targeted and sustained funding stream that
227 leverages multiple state, federal, and local CTE and workforce funds to support
228 an infrastructure for collaboration at the state, regional and local levels; regional
229 funding of program start-up and innovation; and other coordination activities.

230 24. Review, analyze, and modify, as needed, laws and regulations related to student
231 fees for disposable and consumable materials and CTE facilities.

232 25. Create incentives and streamline processes to maximize public and private
233 investment in support of CTE programs.

234

235 **Conclusion**

236

237 The recommendations of the Task Force on Workforce, Job Creation, and a Strong
238 Economy are the result of months of deliberations based on input from a wide
239 variety of sources reflecting agreement from both internal and external stakeholders
240 of the Community College System. Some recommendations may require changes in
241 statute or regulation, while others can be accomplished within the existing structure
242 and parameters of the system. In all cases, these recommendations enhance career

243 technical education and workforce training to meet the demands of the economy and
244 the labor market, thus benefitting individuals, communities, and the entire State of
245 California.

246
247 There is no time to waste. California must dedicate its efforts and resources to
248 strengthen the state’s career technical education system to ensure the economic
249 prosperity of the state and its diverse population. This requires a broad-based
250 commitment from the entire community college system, education and workforce
251 partners, business and industry, and state policymakers to ensure that more
252 Californians acquire the education, skills, and work experience to participate in a
253 strong and vibrant economy.

254
255

256 Background

257
258 California’s community colleges fill the need for a skilled workforce by providing
259 certificate and degree programs in more than 350 different fields of study. The
260 community colleges offer about 8,000 certificate programs and 4,500 associate degree
261 programs. Apprenticeship programs, short-term training aligned to third-party
262 credentials, and incumbent worker training to upgrade skill sets in various industry
263 sectors are also available. Colleges also deliver contract education to provide
264 employer-supported customized instruction for incumbent workers.

265
266 Employers currently struggle to find workers who possess the necessary skills.
267 Experts project that the skills gap will grow and by 2025, thirty percent of all job
268 openings in California – or a total of 1.9 million jobs – will require some form of
269 postsecondary education short of a four-year degree. California’s education pipeline is
270 not keeping pace with the higher levels of skills and education required by employers
271 and must significantly increase the number of individuals with industry-valued
272 middle-skill degrees, certificates and credentials.

273
274 California Community Colleges with its strong CTE mission is well positioned to
275 help close the impending skills gap. While colleges are making great strides in
276 working more closely with industry and moving students successfully along career
277 pathways, a number of barriers to success still remain. CTE has not been viewed as a
278 priority of the colleges and does not command the attention or resources to meet the
279 needs of students and regional labor markets. The curriculum needs to remain closely
280 with the dynamic skill requirements of industry to ensure that students successfully
281 transition into self-sustaining employment. The expense to design, deliver and
282 maintain CTE programs put them at a disadvantage when competing for funding
283 with less expensive course offerings on campuses.

284
285 The Student Success Task Force, in 2011, created a roadmap for California
286 community colleges to improve student outcomes and expand structures to support

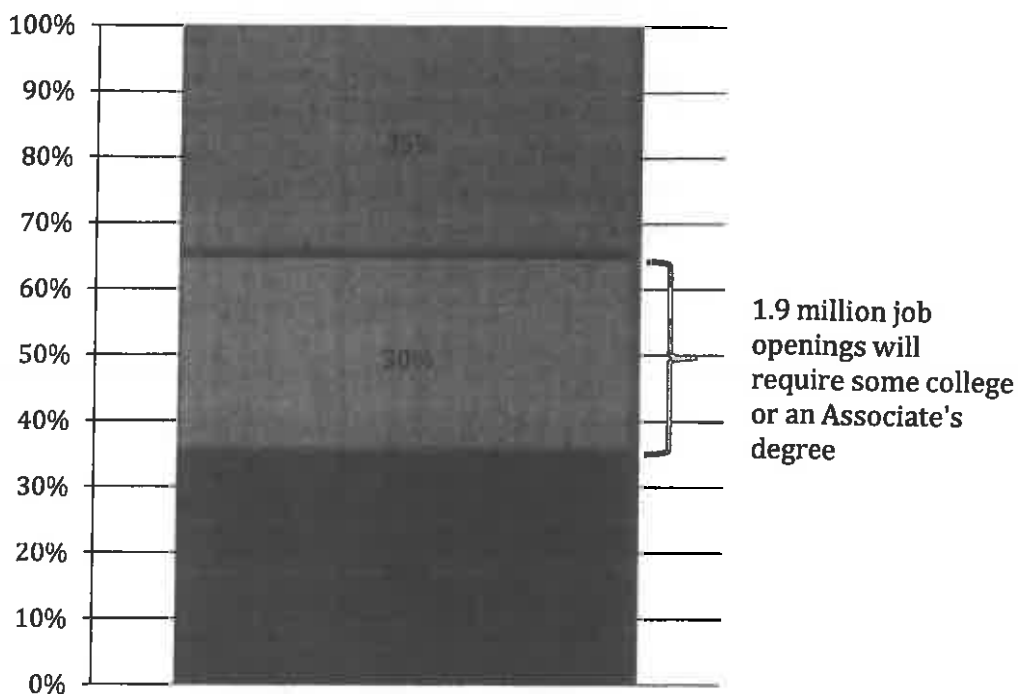
287 students in achieving their goals. Then, in 2012, the California Community College
288 Chancellor's Office *Doing What MATTERS for Jobs and Economy* (DWM) implemented
289 new state legislation focused on increasing individual and regional economic
290 competitiveness and providing California's workforce with the skills and quality
291 credentials needed by employers. This work along with other college initiatives paved
292 the way for an increased systemwide focus on the role of community colleges in
293 meeting the growing demand for career technical education.

294
295 To address the projected shortfall in middle-skill workers, the Community College
296 Board of Governors commissioned the Task Force on Workforce, Job Creation, and
297 a Strong Economy (Strong Workforce Task Force) on November 17, 2014. The task
298 force was asked to consider strategies and recommend policies and practices to meet
299 California's anticipated shortage of one million industry-valued, middle skill
300 credentials.

301

California's Job Openings by Education Level 2015-2025

■ HS Diploma or less ■ Some college or Associate's degree ■ Bachelor's degree or higher



Data source: Georgetown University Center on Education and the Workforce, "Recover: Job Growth and Education Requirements Through 2020," State Report, June 2013.
Analysis: Collaborative Economics

302
303

304 Recognizing the need for a balance of internal and external participants, the Board
305 of Governors' appointed representatives from the community colleges (including
306 faculty, staff, administrators, trustees and students); the employer community; labor
307 organizations; public education, workforce training and economic development
308 entities; and community-based organizations to the task force. The various
309 community college constituent bodies selected individuals to represent them on the
310 task force. Appendix # 1 has a listing of task force members.

311
312

313 The work of the Strong Workforce Task Force rolled out in three phases:

314

315 ■ Regional College Conversations - from November 2014 through March 2015;

- 316 ▪ Town Hall meetings - in February and March 2015; and
- 317 ▪ Task Force meetings - from January through July of 2015.

318 Regional College Conversations

319 Over 750 community college Chief Executive Officers, Chief Information Officers,
320 Career Technical Education Deans, Faculty, Sector Navigators, Deputy Sector
321 Navigators, Contract Education Coordinators, Regional Consortia Chairs and Vice
322 Chairs, and other staff participated in 14 Regional College Conversations conducted
323 throughout the state. Three of these sessions were hosted by the Academic Senate for
324 the California Community Colleges to ensure faculty input. Almost 40% of the
325 participants in the Regional College Conversations were faculty.

326 These meetings explored policies and practices to inform the scope and goal of the
327 task force. Participants discussed issues related to:

- 328
- 329 ▪ Increasing the number of community college students who earn quality
- 330 industry-valued credentials;
- 331 ▪ Creating a stronger alignment between community colleges and the needs of
- 332 the state’s regional economies; and
- 333 ▪ Ensuring sustainable funding for CTE programs.

334 These conversations raised a number of ideas for consideration by the task force to
335 help address the goals of completion of industry-valued credentials; responsiveness to
336 business/industry needs; and braiding funds from multiple sources. A summary of
337 those recommendations can be found in Appendix # 2.

338 Strong Workforce Town Hall Meetings

339

340 Seventeen town hall meetings were convened in six regions across the state with
341 participation from an estimated 640 external stakeholders. Leaders from business,
342 economic development, K-12 education policy, labor, elected officials, and other
343 community organizations were invited. The meetings were made possible through the
344 leadership of a number of private sector partners throughout the state.

345

346 Participants at the town hall meetings shared input on the most important actions the
347 community college system can take to be a catalyst for growth in California’s regional
348 economies. Suggestions from the town hall meetings can be found in Appendix #3.
349 Input from the Regional College Conversations and Strong Workforce Town Halls
350 were compiled into issue statements to provide a framework for task force
351 deliberations. The issues statements can be found in Appendix #4.

Town Hall Meeting Locations

<i>San Diego Hosts</i>
<ul style="list-style-type: none"> ▪ <i>San Diego Workforce Partnership</i> ▪ <i>San Diego Regional Economic Development Corporation</i> ▪ <i>California Business Roundtable</i>
<i>Los Angeles Hosts</i>
<ul style="list-style-type: none"> ▪ <i>Los Angeles Chamber of Commerce</i> ▪ <i>Los Angeles County Economic Development Corporation</i> ▪ <i>California Business Roundtable</i>
<i>Fresno Hosts</i>
<ul style="list-style-type: none"> ▪ <i>San Joaquin Valley Partnership</i> ▪ <i>California Business Roundtable</i>
<i>Sacramento Hosts</i>
<ul style="list-style-type: none"> ▪ <i>Valley Vision</i> ▪ <i>Next ED</i> ▪ <i>Sacramento Employment and Training Agency</i> ▪ <i>Los Rios Community College District</i> ▪ <i>California Manufacturers and Technology Association</i> ▪ <i>California Business Roundtable</i>
<i>Silicon Valley Hosts</i>
<ul style="list-style-type: none"> ▪ <i>Silicon Valley Leadership Group</i> ▪ <i>California Business Roundtable</i>
<i>Coachella Valley Hosts</i>
<ul style="list-style-type: none"> ▪ <i>Inland Empire/Desert Regional Consortium</i>

353
 354
 355
 356
 357
 358
 359
 360
 361
 362
 363
 364
 365
 366
 367
 368
 369
 370
 371

CTE Student Profiles – to be added

Strategies and Policies for Closing the Skills Gap

The Strong Workforce Task Force believes that closing the skills gap in California is essential to bolster California’s economic vitality and restore upward mobility to its residents. The task force urges the Board of Governors to implement the following package of recommendations and position the California Community Colleges to meet California’s workforce needs. These recommendations were informed by a series of background papers and other readings; input from the Regional College Conversations and Strong Workforce Town Hall meetings; presentations by experts; and public comments.

Student Success

372 In 2012, the Student Success Task Force adopted a series of recommendations to
373 improve student outcomes in California’s community colleges. Student support was
374 at the core of the recommendations and resulted in the new Student Success and
375 Support Program. The program’s goal is to help students persist in college and
376 complete their educational objectives by providing a range of core student services
377 such as orientation, assessment, counseling, and other general education planning
378 services.

379
380 Students enrolled in CTE programs often need additional support services, such as:

- 381
382 ■ Career guidance, including awareness and exploration, of the many
383 occupations and the associated skill requirements, labor market demand, and
384 earning potential that allow students to make informed choices about selecting
385 a program of study.
- 386
387 ■ Career pathway planning with academic and contextualized support services.
- 388
389 ■ Identification of and engagement in work-based learning opportunities that
390 give students real workplace experience and employability skills in their
391 program of study.
- 392
393 ■ Job placement either concurrent with college enrollment or upon completion
394 that allows students to build on the knowledge gained from a program of
395 study.

396
397 More targeted and integrated supports aligned with regional labor market demands of
398 business and industry will help students set career goals that equip them to compete
399 in a dynamic workplace and changing economy. Access to robust support systems
400 designed for CTE students will help them acquire the skills and abilities necessary to
401 complete college, obtain industry-recognized credentials, and secure meaningful
402 employment.

403
404 For a more in-depth discussion of these issues, refer to the Task Force background
405 papers entitled, *College-to-Career Pathways: Getting From Here to There on the Roadmap for a*
406 *Stronger California Economy* and *Structured Career Pathways and Student Support*.

407 408 **Recommendations**

- 409
410 1. Broaden and enhance career exploration and planning, work-based learning
411 opportunities, and other supports for students.
 - 412 a. Provide resources for student support and career center services to raise
413 the awareness of career planning and provide information to high school,
414 adult education and community college students on labor market demand
415 and earnings potential.

- 416 b. Develop and implement common effective career and educational
417 planning tools for high school, adult education and community college
418 counselors to provide detailed and comprehensive information, resources,
419 and support on career awareness, preparation, and exploration, CTE
420 pathway and education planning, workplace readiness skills, work-based
421 learning opportunities, and local and regional employer needs and job
422 requirements.
- 423 c. Work with industry, labor, and workforce boards to develop and
424 coordinate work-based learning opportunities including internships and
425 apprenticeship.
- 426 d. Collaborate with workforce boards to enhance capacity to provide career
427 counseling, job placement, and supportive services.
- 428 e. Enhance capacity of counselors to provide CTE-related program
429 counseling through professional development and the sharing of best
430 practices such as designating counselors as CTE specific or designating
431 liaisons to CTE programs.
- 432 f. Support efforts to increase financial support under the Cal Grant C
433 program for community college CTE students.
434

435 Workforce Data and Outcomes

436
437 Colleges rely on access to robust metrics and student outcome data (such as degrees,
438 completions, certificates, employment) to continuously improve pathways within
439 career technical education; identify which programs employers' value; and align their
440 program and course offerings to local and regional labor market needs.
441

442 Today's students and incumbent workers rely on a community college education to
443 obtain the skills needed to be competitive and keep pace with a rapidly changing
444 workplace. Because many employers require job applicants to demonstrate workplace
445 readiness skills (sometimes called "soft-skills"), technology skills, and competencies in
446 specific skill-sets, there is increased demand for short-term training aligned with a
447 third-party credential, such as a state license or an industry certification. Some
448 students (called "skills-builders") elect to take one or two community college courses
449 to help them solidify or gain skills required for ongoing employment and career
450 advancement, without completing a program of study.
451

452 California community colleges have made progress in measuring critical momentum
453 points and student outcomes. The Student Success Scorecard reports attainment of
454 degrees, certificates and transfer to four-year institutions. A set of common metrics
455 tracks student progress and outcomes in CTE grants funded by the Chancellor's
456 Office. The Chancellor's Office's Salary Surfer reports average earnings and wage
457 increases by program of study for students who complete a certificate or degree. Also
458 in development is a new tool, called the LaunchBoard, which provides program-level

459 information to community college faculty and administrators on student course-
460 taking, completion, employment, and labor market information.

461
462 While these tools now make some CTE outcome information more accessible to
463 faculty, students and policymakers, the following data challenges remain making it
464 difficult to evaluate whether the state and its public education and workforce system
465 is making the right program investments.

- 466
467 ● Metrics and metric definitions vary by individual programs and funding
468 sources.
- 469
470 ● Many certificates offered by the community colleges are in low-unit degrees
471 (fewer than 12 units) and are therefore not counted as success in statewide
472 accountability metrics.
- 473
474 ● There is no statewide data system that tracks students from high school
475 through the higher education segments and no formal data exchange that
476 allows community colleges and workforce investment boards to share student
477 program and outcome information.
- 478
479 ● Third-party credential data from outside entities (like licensing boards and
480 industry certifications) are frequently requiring reporting metrics, but they are
481 difficult to obtain because of actual and perceived legal hurdles.
- 482
483 ● Information on student employment data and labor market information often
484 requires analytical skills to interpret and apply to college decision-making.

485
486 For a more in-depth discussion of these issues refer to the Task Force background
487 paper entitled, *Moving the Needle: Data, Success, and Accountability for Workforce Programs*.

488 **Recommendations**

- 489
490 2. Create common workforce metrics for CTE programs for all state funded CTE
491 programs and expand the definition of student success to better reflect the wide
492 array of CTE outcomes of community college students.
 - 493 a. Develop, streamline, and align common outcome metrics for all state-
494 funded CTE programs and ensure that they are compatible with federal
495 reporting requirements.
 - 496 b. Expand the definition of student success to better address workforce
497 training outcomes for both “completers” (students who attain certificates
498 including low-unit certificates (fewer than 12 units), degrees, transfer-
499 readiness, or enrollment in 4-year institutions) and “skills builders”
500 (workers who are maintaining and adding to skill-sets required for ongoing
501 employment and career advancement).

- 502 c. Report outcomes by student demographic characteristics.
- 503
- 504 3. Establish a student identifier for high school students and those enrolled in
- 505 postsecondary education and training programs to enable California to track
- 506 workforce progress and outcomes for students across institutions and programs.
- 507 Increase the ability of governmental entities to share employment, licensing,
- 508 certification, and wage outcome information
- 509 a. Require the sharing of employment/wage outcomes and third party
- 510 licenses/certification data across governmental entities.
- 511 b. Explore barriers, both real and perceived, and create new incentives for
- 512 the timely sharing of data.
- 513 c. Ensure data sharing activities are for the purpose of continuous program
- 514 improvement, while also protecting privacy rights.
- 515
- 516 4. Improve the quality, accessibility, and utility of student outcome and labor market
- 517 data to support students, educators, colleges, regions, employers, local workforce
- 518 investment boards, and the state in CTE program development and improvement
- 519 efforts.
- 520 a. Provide labor market, workforce outcome, and student demographic
- 521 data/information that are easily accessible and usable.
- 522 b. Validate labor market supply and demand information with industry
- 523 partners.
- 524 c. Provide technical assistance along with data visualization and analysis tools
- 525 to colleges on the use of labor market and student outcome data.
- 526 d. Develop the state’s capacity to capture changes and gaps in workforce
- 527 supply and demand and to assess each region’s educational capacity to
- 528 address workforce gaps.
- 529
- 530

531 **Curriculum**

532

533 A rapidly changing labor market and diverse student body present a series of

534 challenges for career technical education. Faculty strives to keep courses and

535 programs current with appropriate levels of academic rigor. Yet lengthy local and

536 state-level approval processes can slow curriculum development and revision. Current

537 approval processes have valuable aspects that allow colleges to serve their particular

538 communities, however various elements of these process could be streamlined

539 and/or clarified for greater efficiencies.

540

541 The framework for the community college curriculum development and approval is

542 provided in the California Education Code and Title 5 regulations. Myriad curriculum

543 standards and processes exist requiring a mix of local, regional, and state level review

544 as well as approval depending upon whether a course is for non-credit, credit or fee-

545 based community education. Local faculty has primary responsibility for curriculum

546 development and delivery. Faculty is also responsible for ensuring that instruction
547 meets various compliance and accreditation standards. At the state level, the
548 Academic Senate for the Community Colleges (ASCCC), as the representative of
549 faculty in academic and professional matters has the primary responsibility for
550 making recommendations regarding curriculum regulations and processes.
551 Curriculum processes may differ from campus to campus. However, there are two
552 additional steps in the development of CTE curriculum to ensure alignment with
553 industry needs and regional labor market demand.

- 554
- 555 1. CTE faculty work with advisory committees composed of community,
556 business and industry leaders in industry sectors that are related to their
557 programs to ensure that programs are responsive to their labor market needs
558 and that students who complete the programs will attain the required skills
559 and knowledge to obtain employment.
 - 560
 - 561 2. CTE program proposals must also be reviewed by the regional consortium
562 prior to submission to the CCCCCO. The regional consortia help validate the
563 need for a new program and avoid unnecessary duplication of programs that
564 may oversupply regional labor markets.

565
566 **Recommendations**

- 567
- 568 5. Evaluate, strengthen, and revise the curriculum development process to ensure
569 alignment from education to employment.
 - 570 a. Create consistent mechanisms for improved regional engagement of business
571 and industry in the curriculum development process.
 - 572 b. Provide state-level leadership and coordination in developing model
573 curriculum that can be customized and considered for adoption-by faculty and
574 colleges.
 - 575 c. Create a process for the development of collaborative programs between
576 colleges.
 - 577 d. Support faculty and colleges in developing and expanding the use of contract
578 education to meet the dynamic needs of business and industry in an expedited
579 manner.
 - 580
 - 581 6. Evaluate, revise and resource the local, regional, and statewide CTE curriculum
582 approval process to ensure timely, responsive, and streamlined curriculum
583 approval.
 - 584 a. Provide state-level coordination to ensure a streamlined curriculum approval
585 process at the Chancellor's Office.
 - 586 b. Provide sufficient staffing and resources in the Chancellor's Office to
587 accelerate the state-level curriculum approval process.
 - 588 c. Identify and disseminate effective practices in local curriculum adoption and
589 revision processes and provide technical assistance for faculty and colleges.

- 590
591 7. Improve program review, evaluation, and revision processes to ensure program
592 relevancy to both students and business/industry as reflected in labor market
593 data.
594 a. Engage employers, workforce boards, economic development entities, and
595 other workforce organizations with faculty in the program development and
596 review process.
597 b. Promote effective practices for program improvement (retooling) and
598 program discontinuance based upon labor market data, student outcomes and
599 input from students, faculty, college staff, employers, and workforce partners.
600
601 8. Facilitate curricular portability across institutions.
602 a. Scale up and resource the “C-ID” (course identifier) system for CTE courses,
603 certificates and degrees to enable articulation across institutions.
604 b. Disseminate effective practices for streamlining and improving processes for
605 recognizing prior learning and work experience and awarding credits or
606 advanced placement toward CTE pathways.
607 c. Enable and encourage faculty and colleges, in consultation with industry, to
608 develop industry-driven, competency-based and portable pathways that
609 include stackable components and modularized curricula, work-based learning
610 opportunities, and other support services.
611
612 9. Develop, identify and disseminate effective CTE practices.
613 a. Develop a website repository of CTE model curriculum that faculty and
614 colleges can select and adapt to their own needs.
615 b. Develop an interactive system where regional industry stakeholders can
616 provide feedback to both validate and enhance the quality of CTE programs.
617
618
619 10. Improve CTE student progress and outcomes.
620 a. Enable and support faculty to coordinate with industry to identify required
621 work-based and skill competencies, including technology, for specified
622 occupations in order to facilitate student advancement through mechanisms
623 such as authentic competency-based assessments.
624 b. Support faculty in contextualizing basic skills, work readiness and technology
625 skills into CTE programs and embedding career related content into general
626 education courses.
627
628 11. Clarify practices and address issues of course repetition for CTE courses when
629 course content evolves to meet changes in skill requirements.
630 a. Clarify interpretation of course repetition regulations to assist colleges in
631 implementing policies and practices.
632 b. Identify and disseminate best practices for using noncredit to provide
633 opportunities for CTE students to build skills and knowledge.

- 634 c. Revise existing policies regarding the use of a state-required audit fee to
635 provide colleges with the necessary flexibility to allow auditing of courses
636 previously completed/granted credit as an option for students to refresh their
637 skills and knowledge.
638

639 Career Pathways

640

641 The career pathway movement – both nationally and in California – is focused on
642 providing a seamless sequence of integrated and articulated coursework across K-12
643 and postsecondary education that provides positive outcomes for all students and
644 leads to employment. Starting with exposure to careers in middle school, engagement
645 in applied programs of study in high school leads to degree, certificate or credential
646 achievement in community college and beyond. Career pathways are developed and
647 implemented in collaboration with workforce partners. Pathways are a strategy that
648 works for a variety of populations including traditional high school students, adult
649 learners, and frequently marginalized populations including those with low education
650 and skill levels. Well-designed pathways move students to successively higher levels
651 of education and training while providing multiple entry and exit points, related work
652 experience opportunities at various stages, and wrap-around support services.
653

654

655 Quality career pathways integrate and align academic and technical skills to move
656 students through a progression of coursework. They provide multiple on-ramps and
657 off-ramps with modularized curriculum that make it easy for students to move
658 through a pathway, exit for personal reasons, and then re-enter to complete their
659 career objectives. Smooth and well-articulated transitions between education and
660 workforce systems help ensure that students move successfully from high school to
661 postsecondary or from adult education to postsecondary. Student support is provided
662 in areas such as basic skills and counseling upon entry and throughout progression
663 through the pathway. Industry engagement in both program design and identification
664 of work-based learning opportunities results in pathways with strong employment
665 outcomes.

666

667 Career pathways are embedded in a number of current state, federal, and foundation-
668 funded efforts, necessitating coordination of these initiatives both at the state and
669 regional level. Strategies such as dual enrollment and model pathways can serve to
670 align efforts among high school, adult education, and community college providers.

671

672 For a more in-depth discussion of these issues refer to the Task Force background
673 papers entitled, *College-to-Career Pathways: Getting From Here to There on the Roadmap for a
674 Stronger California Economy* and *Structured Career Pathways and Student Support*.

675

675 Recommendations

676

- 677 12. Develop and broadly publicize industry-informed career pathways that prepare
678 students for jobs needed within the regional labor market.
- 679 a. Support faculty and colleges to design pathways with multiple entry and exit
680 points that correspond to industry-recognized credentials-
 - 681 b. Develop state-aligned or regionally-aligned strategies and structured industry-
682 informed pathways, coordinated with faculty and other workforce partners
683 and industry intermediaries, that seamlessly transition high school and adult
684 students to community college programs of study.
 - 685 c. Ensure career pathways meet the needs of displaced workers, veterans,
686 English language learners and other adult populations.
 - 687 d. Support faculty to develop and align model CTE curriculum that facilitate
688 articulation, dual enrollment and CTE pathways.
 - 689 e. Identify and resolve barriers as appropriate to career pathway implementation.
 - 690 f. Provide resources to faculty to contextualize basic skills English, math,
691 English as a Second Language, and workplace readiness skills into pathway
692 curricula in collaboration with faculty trained in basic skills disciplines.
 - 693 g. Enable and encourage faculty to develop applied English and math courses
694 that meet both CTE and Associate Degree requirements.
 - 695 h. Support the on-going development and implementation of current initiatives
696 to develop programs of study tools to bridge high school and adult education
697 preparation into community college CTE pathways to help community college
698 students plan their CTE course taking.

700 CTE Faculty

701
702 A system of minimum qualifications for hiring community college faculty was
703 adopted in legislation in 1988 by Assembly Bill 1725 (Vasconcellos). Minimum
704 qualifications are established by the Board of Governors, based on recommendations
705 by Academic Senate of the California Community College (ASCCC), and are used to
706 determine a candidate's eligibility for faculty positions in the community college
707 system. Some claim that the minimum qualification process, in conjunction with
708 salary differentials in high-paid fields may limit a college's ability to recruit and
709 employ a qualified pool of faculty for CTE courses and programs.

710
711 The minimum qualification for most CTE faculty is a bachelor's degree in any major
712 and two years of professional experience, or any associate degree and six years of
713 professional experience. However, a number of technical disciplines, such as
714 engineering, home economics, nursing, dietetics, accounting, and business
715 management stipulate that the minimum qualifications include a masters' degree in
716 the discipline of the assignment or a bachelor's degree in the discipline of the
717 assignment and a master's degree in a reasonably related discipline.

718
719 While specific hiring processes vary from district to district, all faculty hired must
720 meet minimum qualifications or equivalency criteria for their disciplines. The local

721 equivalency process is governed by Title 5 regulations and varies by college district.
722 Each community college governing board and corresponding academic senate
723 develops their own process, criteria, and standards to assess equivalencies. State
724 regulations require that both minimum qualifications and equivalency procedures be
725 established by the college's governing board. Granting of equivalency allows a faculty
726 member to teach all courses within an appropriate discipline; equivalency for
727 individual courses (single course equivalency) is not allowed.

728
729 For a more in-depth discussion of these issues refer to the Task Force background
730 paper entitled, *Essential Elements for Strong Programs: Curriculum Development and*
731 *Instructors, College-to-Career Pathways: Getting From Here to There on the Roadmap for a*
732 *Stronger California Economy and Structured Career Pathways and Student Support.*

733

734 **Recommendations**

735

736 13. Increase the pool of qualified CTE instructors by addressing CTE faculty hiring
737 practices.

- 738 a. Clarify legislative and regulatory barriers to hiring CTE instructors who
739 may not meet existing campus hiring standards but possess significant
740 industry experience.
- 741 b. Disseminate effective practices in the recruitment and hiring of diverse
742 faculty and the application of minimum qualifications and equivalencies.
743 Additionally, expand education and training pathways for experts in CTE
744 fields to become community college faculty.
- 745 c. Collaborate with business and industry professional organizations to
746 develop a pipeline of community college faculty with industry expertise.
- 747 d. Establish a mentorship model that delineates pathways for industry
748 professionals to intern at colleges to gain teaching skills, knowledge, and
749 experience while pursuing an associate degree or the equivalent.

750 14. Consider options for meeting minimum qualifications to better integrate industry
751 professionals who possess significant experience into CTE instructional
752 programs.

- 753 a. Convene discipline faculty statewide to establish general criteria that may
754 be used at local colleges when granting equivalency for minimum
755 qualifications within CTE disciplines.
- 756 b. Create effective local and regional practices for integrating industry
757 professionals into CTE instruction such as faculty internships where
758 needed, guest lecturing and supplemental teaching partnerships with non-
759 faculty and disseminate to colleges for implementation.
- 760 c. Develop an Instructional Skills Module through the ASCCC Professional
761 Development College that includes the option of obtaining continuing
762 education credits to provide an opportunity for industry professionals to
763 gain teaching skills while earning college credit.

- 764 d. Develop guidelines and training modules for CTE industry professionals
- 765 who serve as on-site supervisors for work experience and internships.
- 766 e. Develop and promote guidelines to implement Title 5 §53502, Faculty
- 767 Internship Minimum Qualifications for those disciplines for which a
- 768 master’s degree is not expected or required.
- 769 f. Convene representative apprenticeship teaching faculty, labor
- 770 organizations, and other stakeholders to review the appropriateness of
- 771 minimum qualifications for apprenticeship instructors.
- 772

773 15. Enhance professional development opportunities for CTE faculty to maintain
774 industry and program relevancy.

- 775 a. Provide all faculty with training in teaching methods and strategies,
- 776 including the use of technology.
- 777 b. Remove structural barriers that prevent full and part time faculty
- 778 participation in professional development and create fiscal and other
- 779 incentives that address reassigned time, externships and other methods of
- 780 skill upgrades to ensure currency.
- 781 c. Provide professional development for counselors to support the use of
- 782 career and educational planning tools common to secondary education,
- 783 adult education and community colleges.
- 784 d. Increase opportunities for CTE faculty to participate in professional
- 785 development such as sabbaticals, industry events and training to augment
- 786 discipline knowledge and connections with employers and the workforce
- 787 system.
- 788

789 16. Explore solutions to attract industry professionals in high-salaried occupations to
790 become CTE faculty in community colleges.

- 791 a. Create and share models and best practices developed as part of local labor
- 792 negotiations to address the salary differential needs in high paid fields.
- 793 b. Encourage partnership with industry and the local community to support
- 794 salary differential needs.
- 795

796 **Regional Coordination**

797

798 Regional delivery of career technical education and workforce development services
799 presents both opportunities and challenges. State, federal and foundation-funded
800 initiatives to address workforce and economic development often have similar and
801 overlapping goals. This can result in a fragmentation of efforts, duplication of
802 services, poor connection among programs, and confusion to both students and
803 employers. However, successful integration of these initiatives can result in effective
804 practices that braid multiple resources to meet student, job seeker, and employer
805 needs.

806

807 In recent years, community colleges and their workforce partners have moved toward
808 a regional approach to respond more effectively to regional labor market needs and
809 address the skills gap. Current national and statewide efforts support the move to
810 organize workforce services regionally. The newly enacted federal Workforce
811 Innovation and Opportunity Act (WIOA) focuses on regional action, partnering with
812 workforce and education professionals to meet industry needs, integrating service
813 delivery, and braiding resources to improve service delivery. Key elements of
814 California’s 2015-16 Budget Act also address regional program alignment, adoption
815 of common performance measures, and employer engagement in the workforce
816 development system.

817
818 Colleges have also made progress in identifying the kinds of activities that can be
819 accomplished more effectively at a regional level. The CCCCO *Doing What Matters for*
820 *Jobs and the Economy* (DWM) framework, created in 2012, braids resources and
821 provides incentives to support CTE programs in key and emerging industry sectors.
822 DWM works with Regional Consortia, Sector/Deputy Sector Navigators and
823 Technical Assistance Providers to identify activities that are best delivered on a
824 regional scale. This developing regional work promises to support college efforts to
825 respond to their dynamic regional and local economies.

826
827 For a more in-depth discussion of these issues refer to the Task Force background
828 paper entitled, *Thriving Regions, Thriving California*.

829

830 **Recommendations**

831

832 17. Strengthen communication, coordination and decision-making between regional
833 CTE efforts and the colleges to meet regional labor market needs.

834 a. Clarify the role and fiscal management structure of the Regional
835 Consortia, Sector Navigators, Deputy Sector Navigators, and technical
836 assistance providers and their relationship with the CCCCO and the
837 colleges.

838 b. The CTE regional framework is designed to:

839 i. Designate labor market driven priority and emerging sectors in
840 coordination with employers, workforce boards and economic
841 development entities.

842 ii. Coordinate the delivery of shared programs within regions;

843 iii. Convene discussions on development of common CTE entry
844 pathways and industry-valued credentials based on regional industry
845 needs;

846 iv. Share best practices;

847 v. Conduct joint marketing and facilitating asset/equipment sharing;

848 vi. Support joint professional development of faculty to respond to
849 evolving skill needs of industry sectors; and

850 vii. Provide other needs and strategies as prioritized by the region.

- 851
852 18. Clarify and modify, as needed, state regulations to allow colleges to regionalize
853 course articulation along career pathways utilizing regional or state curriculum
854 models.
855
- 856 19. Develop regional leadership and operational partnerships among community
857 college, industry, labor, and other workforce and economic development entities
858 to improve the delivery of all CTE efforts.
- 859 a. Coordinate industry and labor engagement tied to sector strategies.
 - 860 b. Develop feedback methods from industry and labor that provide for
861 continuous program improvement.
 - 862 c. Articulate skill sets embedded within industry-valued credentials across
863 regions.
 - 864 d. Support college collaborations to leverage multiple state and federal
865 CTE and workforce funding streams to build capacity to meet regional
866 needs and incentivize the risk associated with new program start-up.
 - 867 e. Coordinate alignment among community college CTE efforts,
868 implementation of the regional framework developed under the federal
869 Workforce Innovation and Opportunity Act, and the adult education
870 consortia.
871
- 872 20. Develop robust connections between community colleges, business, and industry
873 representatives, labor and other regional workforce development partners to align
874 college programs with regional and industry needs and provide support for CTE
875 programs.
- 876 a. Align college programs with regional and industry needs by leveraging
877 multiple labor market information sources including California
878 Community College Centers of Excellence, Deputy Sector Navigators,
879 industry associations, state agencies, economic development entities
880 and workforce boards.
 - 881 b. Provide support for CTE programs including internships, guest
882 lecturers, employment, equipment and facilities support and
883 participation on advisory boards.
884
- 885 21. Create a sustained public outreach campaign to industry, high school students,
886 counselors, parents, faculty, staff, and the community-at-large to promote
887 career development and attainment and the value of career technical
888 education.
889

890 Funding

891
892 Workforce preparation is a primary mission of the California community college
893 system. Yet, since the 2000-01 academic year, CTE's share of community college
894 enrollment has declined from 31.3% to 28.2%. This decline comes at a time when

895 California is struggling to meet the need for middle-skilled jobs and anticipates an
896 increasing demand for these jobs in the coming years. The decline in CTE course
897 offerings has significant impact on student economic success and California's
898 economic prosperity. College records indicate that the median wages of workers five
899 years after receipt of an associate's degree in a CTE discipline is over 70 percent
900 higher than those with non-CTE associate degrees.

901
902 CTE courses receive the same dollar amount for a full-time-equivalent student
903 (FTES) as general education, lecture-based courses that do not incur the same startup
904 and operating costs. CTE courses are often more expensive because of the need for:

- 905
- 906 ■ Labor market research and analysis to establish demand for a program;
- 907
- 908 ■ Specialized equipment and facilities required for program operation;
- 909
- 910 ■ Smaller class sizes required by regulation or safety requirements;
- 911
- 912 ■ Faculty time to interact with business and industry to ensure initial and
913 ongoing program relevancy;
- 914
- 915 ■ Continual curriculum development and retooling to retain course and program
916 relevancy;
- 917
- 918 ■ Faculty professional development in industry settings; and
- 919
- 920 ■ Data collection to report employment, wage and other program outcome
921 information for accountability purposes.

922
923 The task force reviewed how other states have addressed the issue of high-cost
924 courses/programs by creating differential base-line funding formulas; supplemental
925 funding streams that support increased costs; differential tuition based upon program
926 cost; and performance funding where all or a portion of funds are tied to program
927 outcomes.

928
929 For a more in-depth discussion of these issues refer to the Task Force background
930 paper entitled, *Funding Career and Technical Education (CTE) Programs at California
931 Community Colleges.*

932
933 **Recommendations:**

- 934
- 935 22. Establish a sustained, supplemental funding source to increase community college
936 capacity to create, adapt, and maintain quality CTE courses and programs
937 responsive to regional labor market needs.

- 938 a. Target funding to offset the high cost of CTE programs and other
 939 courses that lead to CTE programs.
 940 b. Provide additional fiscal incentives to support high-value outcomes and
 941 continuously evaluate the results to determine effectiveness.
 942 c. Provide CTE equipment support from a sustainable and adequate
 943 equipment and facilities funding stream.
 944
 945 23. Create a separate, predictable, targeted and sustained funding stream that
 946 leverages multiple state, federal, and local CTE and workforce funds to support
 947 an infrastructure for collaboration at the state, regional and local levels; regional
 948 funding of program start-up and innovation; and other coordination activities.
 949
 950 24. Review, analyze and modify, as needed, laws and regulations related to student
 951 fees for disposable and consumable materials and CTE facilities.
 952 a. Evaluate the impact of student fees for disposable and consumable
 953 materials on CTE programs and students. If warranted, explore options
 954 for funding support that does not limit student access, such as covering
 955 the cost of fees under a BOG waiver.
 956 b. Provide flexibility and funding for new and modernized CTE facilities.
 957
 958 25. Create incentives and streamline processes to maximize public and private
 959 investment in support of CTE programs.
 960
 961

962 **Appendix #1**

963
 964
 965 **Task Force Membership**



Sunny Cooke (Chair)
President/ Superintendent
 MiraCosta Community
 College District



Lynn Shaw (Co-Chair)
President, Long Beach City
 College Full Time Faculty
 Union
Vice Chair, Los Angeles and
 Orange County Regional
 Consortia (LAOCRC)



Tim Rainey (Co-Chair)
Executive Director
 California Workforce
 Investment Board



Barbara Baran
Co-Director
 California EDGE Coalition



James Mayer
President and CEO
 California Forward



John Brauer
*Executive Director, Workforce
 & Economic Development*
 California Labor Federation



Rachel Mullen
Student Representative
 American River College



Julie Bruno
*Vice President, Academic
 Senate of the California
 Community Colleges*
*Professor of Communications
 Studies, Sierra College*



Ricardo Navarrette
*Vice President, Student
 Services*
 Santa Rosa Junior College



Brian Burrell
Manager of Influence
 Year Up



Toni Parsons
*Curriculum Committee
 Chair*
 San Diego Mesa College



Darin Chidsey
*Director of Strategy, Policy &
 Public Affairs*
 Southern California Association
 of Governments



Nicole Rice
Policy Director
 California Manufacturing
 and Technology
 Association



Patricia de Cos
Deputy Executive Director
 California State Board of
 Education



William (Bill) Scroggins
President & CEO
 Mount San Antonio College



Kari Decker
Managing Director
 JPMorgan Chase



Mollie Smith
Legislative Committee Chair
 CCCAOE
Director, Occupational &

Noncredit Programs
Palomar Community College



Mike Dozier
Executive Director
Partnership for San Joaquin
Valley Ofc of Community &
Econ Dev



Abdi Soltani
Executive Director
ACLU of Northern California



Carole Goldsmith
President
West Hills College District



Linda S. Wah
*Pasadena Community
College District Board of
Trustees*



Craig Justice
2014-15 President,
California Community Colleges
Chief Instructional Officers
Vice President for Instruction
Irvine Valley College



Lynell Wiggins
Counselor
Pasadena City College



Kuldeep Kaur
Chief Business Officer
Yuba Community College
District



Allan Zarembert
President and CEO
California Chamber of
Commerce



Cathy A. Martin
Vice President, Workforce
California Hospital Association

969
970
971
972
973
974
975

976
977
978
979
980
981
982
983
984
985
986
987
988
989
990

Appendix: #2

Executive Summary of 14 Regional College Conversations



REGIONAL COLLEGE CONVERSATIONS

Over 750 community college Chief Executive Officers, Chief Information Officers, Career Technical Education Deans, Faculty and local Academic Senate Faculty members, Sector Navigators, Deputy Sector Navigators, Contract Education Coordinators, Regional Consortia Chairs and Vice Chairs, and other staff participated in 14 Regional College Conversations (RCCs) conducted throughout the state. Of these participants, almost 40% were faculty. These meetings explored policies and practices to further the scope and goal of the Task Force.

Specifically, participants were asked to address the following three questions: 1) how do we dramatically increase the number of community college students who earn quality industry valued credentials, 2) how do we ensure that community colleges work better and in a more timely manner with industry to assure that students leave with appropriate skills for high value and good paying jobs, and 3) how do we make funding for workforce programs and structured CTE pathways more sustainable especially during budget downturns?

These conversations raised a number of ideas for consideration by the Task Force. All ideas generated are listed in the Appendices. This Executive Summary is a compilation of the ideas that were heard frequently; would require state-level guidance or regulatory, legislative or budget action; and would help address the goals of the Task Force to increase completion of industry-valued credentials, keep community colleges responsive to business/industry needs, and braid funds from multiple sources to this effort.

1 - WORKFORCE DATA & OUTCOMES

1015

- 1016 ▪ Expand the definition of student success to better address workforce training
1017 outcomes for both “completers” (students who attain certificates, degrees,
1018 transfer-readiness, or enrollment in 4-year institutions) and “skills builders”
1019 (older students who take only a few courses to advance in their career).
- 1020
- 1021 ▪ Provide workforce outcome data and labor market information, data
1022 visualization and analysis tools and technical assistance to support students,
1023 faculty, colleges, regions and their industry partners, and the state in CTE
1024 program development and improvement efforts.
- 1025 ▪ Remove regulatory and statutory barriers for sharing of employment/wage
1026 outcomes and third-party licenses/certificates data among governmental
1027 entities for the purpose of program improvement and ensure the protection of
1028 student and employer privacy rights.
- 1029
- 1030 ▪ Align outcome measures for all state-funded CTE initiatives and streamline grant
1031 reporting to these metrics.
- 1032

1033 **2 - CURRICULUM & INSTRUCTORS**

- 1034
- 1035 ▪ Evaluate and revise the CTE curriculum approval process as appropriate to
1036 streamline and shorten in order to optimize responsiveness and efficiency.
- 1037
- 1038 ○ Consider process for new course/program approval to respond to
1039 emerging labor market needs; rapid adoption and local customization of
1040 courses/programs approved at other colleges, and multi-college adoption
1041 of industry-advised courses/programs.
- 1042
- 1043 ○ For state level activities, fund and provide fully trained staff in the
1044 Chancellor's Office to speed up the curriculum approval process.
- 1045
- 1046 ▪ Facilitate student portability across institutions. Consider 1) creating a “C-ID”
1047 (course identifier) system for CTE certificates and degrees to enable region-
1048 and/or state-wide articulation across institutions, and 2) recognizing prior
1049 learning and work experience for adults that award credits toward CTE
1050 pathways.
- 1051
- 1052 ▪ Enable CTE curriculum portability across institutions. Consider a repository of
1053 CTE curriculum models that faculty/colleges can select and adapt to their own
1054 needs.
- 1055
- 1056 ▪ Increase the pool of qualified CTE instructors by reviewing statewide and
1057 minimum qualifications, modifying equivalency for CTE faculty, and providing
1058 fiscal incentives for professional development activities for CTE faculty such as
1059 externships and other methods of skill upgrades to ensure currency.
- 1060

- 1061 ○ Revise the single subject equivalency regulation to allow CTE programs to
- 1062 hire an individual to teach one course.
- 1063
- 1064 ○ Create an academic pathway to allow someone to be hired from industry.
- 1065
- 1066 ○ Provide CTE faculty with credit for years in the field vs. advanced
- 1067 degrees.
- 1068
- 1069 ■ Consider student advancement based upon mastery of competencies for a
- 1070 specified occupation through authentic, performance-based assessment, rather
- 1071 than time-in-seat.
- 1072
- 1073 ■ Clarify practices and/or address treatment of 'repeatability' on CTE courses
- 1074 when course content evolves to meet changes in skill requirements.
- 1075
- 1076 ■ Embed basic skills into CTE utilizing evidence-based practices such as
- 1077 contextualization.
- 1078
- 1079 ■ Create a CTE effective practices website.

1080 **3 - STRUCTURED CAREER PATHWAYS & STUDENT SUPPORT**

- 1081 ● Develop strategies and structured industry-informed pathways that are
- 1082 regionally aligned so that high school students can more seamlessly transition to
- 1083 community college CTE certificates and/or transfer degrees; develop CTE model
- 1084 curriculum (e.g., SB1440); extend model curriculum into high schools to enable
- 1085 dual enrollment and CTE pathways between high schools and community
- 1086 colleges.
- 1087
- 1088 ○ Create support for interdisciplinary collaborations (not just CTE) to
- 1089 create specific pathways between and among all disciplines.
- 1090
- 1091 ○ Align basic skills curriculum, including ESL, with workplace skill
- 1092 requirements.
- 1093
- 1094 ■ Expand definition of pathways and create structured pathways for non-
- 1095 traditional students (of all ages) who are displaced workers, veterans, adult
- 1096 populations, etc.
- 1097
- 1098
- 1099 ■ Create and provide financial support for campus hubs for student success
- 1100 supportive of CTE students that include career exploration, CTE pathway and
- 1101 education planning, working with industry to develop and coordinate work-
- 1102 based learning/internship/apprenticeship opportunities for CTE students, and
- 1103 building of foundational workplace/career skills in students. Provide tools in
- 1104 support of these campus hubs.
- 1105
- 1106

1107 **4 - FUNDING**

1108

1109 ■ Revise the baseline CTE funding model when there is high cost and "unmet"
1110 workforce demand, in order to increase CTE capacity responsive to labor market
1111 needs. Range of ideas include creating a weighted funding formula based upon
1112 the cost of instruction, modifying funding for multi-year cohort training, funding
1113 based upon attainment of skill competencies and revising accounting models for
1114 program costs.

1115

1116 ■ Utilize workforce categorical funding to support the following practices:

1117

1118 ○ Reduce competitive grant awards in favor of predictable funding that
1119 incentivizes collaboration, regional coordination, and workforce
1120 outcomes;

1121

1122 ○ Institutionalize the CTE Enhancement Fund as an on-going funding
1123 source;

1124

1125 ○ Provide tax credits and incentives for business and industry to offer
1126 work-based learning or partner with colleges;

1127

1128 ○ Create separate funding category for CTE facilities and equipment;

1129

1130 ○ Ongoing funding for designated CTE position(s) at every college to
1131 connect CTE programs to industry and internships as part of campus hub;
1132 and/or

1133

1134 ○ Redirect funding to base funding for rainy day funding for CTE.

1135

1136 ■ Allow student fees for consumable and disposable materials.

1137

1138 **5 - REGIONAL COORDINATION**

1139

1140 ■ Support the development of structures and staffing to coordinate regional level
1141 common efforts – some of which are sector-specific -- such as: industry
1142 engagement tied to sector strategies, course scheduling coordination for shared
1143 programs, regionalized articulation through curriculum model development,
1144 standardizing industry-valued credentials across regions, joint marketing,
1145 asset/equipment sharing, joint professional development of faculty as the sector
1146 evolves its skill needs, data collection and evaluation, calibrating regional supply
1147 and demand and other shared needs and strategies as prioritized by the
1148 region. In this context, provide clarity of roles for Sector Navigators, Deputy
1149 Sector Navigators and Regional Consortia.

1150

1151 ■ Build upon best practices for use of non-credit, fee-based and/or revenue
1152 sharing arrangements by these regional networks/structures.

- 1153
- 1154 ■ Develop a sustained public outreach campaign to industry, high school students,
- 1155 counselors, parents, faculty and staff to promote career development and
- 1156 attainment and the value of career technical education.
- 1157

1158 **Appendix: #3**

1159

1160 **Executive Summary of 5 Strong Workforce Town Halls**



1161

1162

1163

1164

1165

1166

1167

1168 **STRONG WORKFORCE TOWN HALLS**

1169

1170 *Five town halls in regions across the state convened an estimated 550 external*

1171 *stakeholders who rely on the community colleges for workforce training. Leaders from*

1172 *business, economic development, K-12 education policy, labor, elected officials, and*

1173 *other community organizations were invited. The Town Halls focused on 1) discussing*

1174 *the most important actions for the community college system to take in order to act as*

1175 *a catalyst for growth in California's regional economies, and 2) identifying specific*

1176 *ways that employers can help to prepare a strong workforce.*

Schedule of Town Halls		
Co-Hosts		
Central Valley	California Partnership for the San Joaquin Valley; Betts Manufacturing; Fresno Business Council	February 10, 2015
Los Angeles	Los Angeles Area Chamber of Commerce; Los Angeles County Economic Development Corporation	March 4, 2015
Silicon Valley	Silicon Valley Leadership Group	March 10, 2015
Sacramento	Valley Vision; Sacramento Employment and Training Agency; Los Rios Community College District; NextEd; California Manufacturers and Technology Association	March 16, 2015
San Diego	San Diego Regional Economic Development Corporation; San Diego Workforce Partnership	March 18, 2015
Coachella Valley	College of the Desert; Inland Empire/Desert Regional Consortium	May 8, 2015

1177

1178 Each Town Hall included a facilitated discussion, where participants were asked to
1179 review and build on specific themes that surfaced through the Regional College
1180 Conversations and identify specific actions the community college system could take
1181 to prepare a strong workforce (See Appendix 1) for the topics for discussion
1182 presented at each Town Hall). Following the discussion, participants were asked to
1183 vote on their top two priorities for action. In addition, participants were asked to fill
1184 out a feedback form to indicate whether they agreed, disagreed or were neutral to
1185 each of the suggestions that surfaced from the Regional College Conversations.
1186 Employer participants were also asked to identify specific ways they would be
1187 willing to help prepare a strong workforce.

1188
1189 ***Top Priorities for Preparing a Strong Workforce***

1190
1191 Overall, Town Halls participants expressed broad agreement that preparing a strong
1192 workforce will require deeper working relationships with employers/industry,
1193 more timely and relevant education and training, and sufficient funding for CTE
1194 programs needed in state and regional labor markets.
1195 In particular, the following were identified as top priorities for the community
1196 college system:

- 1197
1198 • **Coordinate Employer Outreach Regionally**
 - 1199 ○ Engage employers regionally and by sector (as opposed to one-on-
 - 1200 one) to anticipate labor market trends, build career pathways,
 - 1201 determine specializations, and validate skill competencies.
- 1202
1203 • **Expand Work-Based Learning**
 - 1204 ○ Develop more work-based learning opportunities offered in
 - 1205 partnership with career technical education in order to improve day-
 - 1206 one readiness of students hired.
- 1207
1208 • **Develop Public Awareness Campaign**
 - 1209 ○ Develop a sustained public awareness campaign promoting
 - 1210 attainment of in-demand degrees, certificates, and industry-valued
 - 1211 credentials.
- 1212
1213 • **Increase Responsiveness of CTE Curriculum Approval and Modification**
1214 **processes**
 - 1215 ○ Modify curriculum approval and modification processes to keep pace
 - 1216 with changes in the workplace and business cycles.

1217
1218 ***A Shared Investment Approach***

1219

1220 The Town Halls affirmed the idea that preparing a strong workforce will require a
1221 new level of collaboration among colleges and business. Business leaders at the
1222 Town Halls indicated that they would be willing to:

- 1223
- 1224 • Provide feedback on curriculum and validate skill competencies;
- 1225 • Develop or increase work-based learning opportunities in partnership with
1226 community college CTE programs;
- 1227 • Convene or join an industry-driven regional sector partnership to collaborate
1228 with other businesses and community colleges on shared workforce needs;
- 1229 • Contribute experienced subject matter experts to help instruct CTE courses;
- 1230 • Contribute to the development of a public awareness campaign promoting
1231 awareness of career opportunities in high demand fields;
- 1232 • Specify community college and/or industry-valued credentials as “desired
1233 qualifications” in job descriptions.

1234
1235
1236
1237
1238
1239
1240

1241 **Appendix: #4**

1242
1243 **Issue Statements**

1244

1245 **DATA**

- 1246
- 1247 • There is a need for access to current industry sector-specific data and for
1248 technical assistance to ensure that data are relevant and understandable
1249 for decision-making at the student, program, college and regional levels.
- 1250
- 1251 • Expand the definition of student success in community colleges to include
1252 multiple, successful Career Technical Education outcomes valued by
1253 students, the workforce and coordinated with all workforce and
1254 education partners.
- 1255
- 1256 • State and federal Career Technical Education metrics and reporting
1257 outcomes – including demographics on race, ethnicity, and previous
1258 education - need, where possible, to be simplified, consistently tracked,
1259 evaluated and aligned across agencies.

1260

1261
1262
1263
1264
1265
1266
1267
1268
1269
1270
1271
1272
1273
1274
1275
1276
1277
1278
1279
1280
1281
1282
1283
1284
1285
1286
1287
1288
1289
1290
1291
1292
1293
1294
1295
1296
1297
1298
1299
1300
1301

STUDENTS

- To improve completion and employment for increasingly mobile students and graduates, learning should be regionally aligned, modularized and industry informed to be focused on needed competency attainment and skill-based learning.
- Enhanced student support mechanisms such as counseling, work-based learning, internships, and job placement are needed to help students explore and commit to coherent career pathways from high school through college.
- Students need to have opportunities for contextualized learning, work-based learning, dual enrollment credit, soft skill attainment and appropriate mechanisms for acknowledging credit for prior learning to accelerate their transition to careers.
- Students need improved connections and integration between adult education programs and career technical education programs.
- Students, parents, educators, counselors, and employers would benefit from a public outreach campaign to promote the value and labor market outcomes of Career Technical Education.

STRUCTURE AND RESOURCES

- Colleges and regions need sustainable, adequate, and predictable resources and mutually supportive relationships with all workforce partners to create and maintain innovative workforce training programs to meet the ever-changing needs of business and industry.
- Support, incentives and technical assistance are required to strengthen coordination, collaboration and effectiveness of coherent workforce training structures and approaches at the statewide and regional levels, both inside and outside the community college system.
- Colleges report significant challenges attracting, hiring, and retaining highly skilled Career Technical Education faculty.
- Improve the local, regional, and state curriculum approval process to fit the dynamic nature of Career Technical Education programming, the

1302 need to be responsive to industry and community needs, and the need to
1303 produce job ready program completers with industry-specific
1304 competencies.
1305
1306 ■ Collaborate with workforce partners to improve the alignment of
1307 workforce system funding, outcomes, and audiences served including the
1308 delivery of incumbent worker onsite training and connections to industry
1309 certification systems.

1310

1311 **Appendix: #5**

1312

1313 **Background Papers**

1314

1315 **Workforce Data & Outcomes**

1316

1317 Moving the Needle: Data, Success, and Accountability for Workforce 1318 Programs

1319

1319 Authored by: Kathy Booth, West Ed

1320

1321 **Curriculum & Instructors**

1322

1323 Essential Elements for Strong Programs: Curriculum Development and 1324 Instructors

1325

1325 Authored by: The Academic Senate for California Community Colleges

1326

1327 **Structured Pathways & Student Support**

1328

1329 College-to-Career Pathways: Getting from Here to There on the 1330 Roadmap for a Stronger California Economy

1331

1331 Authored by: Career Ladders Project and Jobs for the Future

1332

1333

1334 Structured Career Pathways and Student Support

1335

1335 Authored by: Academic Senate for California Community Colleges

1336

1337 **Regional Coordination**

1338

1339 Thriving Regions, Thriving California

1340

1340 Authored by: California Community Colleges Doing What Matters for Jobs and the
1341 Economy

1341

1342

1343 **Funding**

1344

1345 Funding Career and Technical Education (CTE) Programs at California
1346 Community Colleges

1347 Authored by: Blue Sky Consulting Group

1348

1349

1350 **Appendix: #6**

1351

1352 **Task Force Reading List**

1353

1354 **Completion**

1355 *The Road Less Traveled: Realizing the Potential of Career Technical Education*
1356 *in the California Community Colleges*, Nancy Shulock, 2011

1357

1358 *Career Opportunities: Career Technical Education and the College Completion*
1359 *Agenda, Part I: Structure and Funding of Career Technical Education in the*
1360 *California Community Colleges*, Nancy Shulock and Jeremy Offenstein, 2012

1361

1362 *Empowering Community Colleges to Build the Nation's Future*, American
1363 Association of Community Colleges, 2014

1364

1365 **Responsiveness**

1366 *Help Wanted: Projections of Jobs and Education Requirements Through 2018*,
1367 Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, McKinsey Global Institute, June
1368 2010

1369

1370 *Portable, Stackable Credentials--A New Education Model for Industry-Specific*
1371 *Career Pathways*, James T. Austin, Gail Mellow, and Mitch Rosin, 2012

1372

1373 *Across The Great Divide: Perspectives of CEOs and College Presidents on*
1374 *America's Higher Education and Skills Gap Civic Enterprises*, John Bridgeland,
1375 Jessica Milano, and Elyse Rosenblum, March 2011

1376

1377 *The Real Revolution in Online Education Isn't MOOCs*, Michelle Weise, Harvard
1378 Business Review, October 2014

1379

1380 **Funding**

1381 *Workforce Investments: State Strategies to Preserve Higher Cost Career*
1382 *Education Programs in Community and Technical Colleges*, Institute for Higher
1383 Education Leadership & Policy, 2013

1384

1385 *Shared Strategy for a Shared Prosperity-California's Strategic Workforce*
1386 *Development Plan: 2013-17*, California Workforce Investment Board

1387
 1388 **Report of the CCCT CTE Task Force on Differential Funding for CTE Programs.**
 1389 **Jim Moreno and Andreea Serban, January 2013**
 1390
 1391 **Help Wanted: Professional Development and Training for Career and Technical**
 1392 **Education Faculty**, Krista D. Kerna, International Journal of Vocational and
 1393 **Technical Education Vol. 4(3), pp. 38-45, March 2012**
 1394

1395 **Acknowledgements**

1396
 1397 *Our appreciation to all these individuals and organizations*
 1398 *for their time and commitment to California's community colleges.*
 1399

1400 **BOARD OF GOVERNORS**
 1401 **CALIFORNIA COMMUNITY COLLEGES**
 1402

- 1403 • Geoffrey L. Baum (*President*)
- 1404 • Cecilia V. Estolano (*Vice President*)
- 1405 • Arnoldo Avalos
- 1406 • Joseph J. Bielanski, Jr.
- 1407 • Scott Budnick
- 1408 • Jeffrey Burdick
- 1409 • Connie Conway
- 1410 • Thomas Epstein
- 1411 • Danny Hawkins
- 1412 • Ravneet Kaur
- 1413 • Deborah Malumed
- 1414 • Jennifer Perry
- 1415 • Gary Reed
- 1416 • Valerie Lynne Shaw
- 1417 • Nancy Sumner

1418
 1419 **SUPPORT STAFF**
 1420 **TO THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG**
 1421 **ECONOMY**
 1422

- 1423 **California Community Colleges Chancellor's Office**
- 1424 • Brice Harris, Chancellor
- 1425 • Erik Skinner, Deputy Chancellor
- 1426 • Van Ton-Quinlivan, Vice Chancellor for Workforce & Economic Development
 1427 (*Lead Staff*)
- 1428 • Paul Feist, Vice Chancellor for Communications
- 1429 • Denise Noldon, Interim Vice Chancellor for Student Services & Special Programs
- 1430 • Mario Rodriguez, Assistant Vice Chancellor, College Finance

- 1431 • Vince Stewart, Vice Chancellor, Governmental Relations
- 1432 • Dan Troy, Vice Chancellor for College Finance & Facilities Planning
- 1433 • Theresa Tena, Vice Chancellor for Institutional Effectiveness
- 1434 • Alice van Ommeren, Interim Vice Chancellor for Technology, Research &
- 1435 Information Services
- 1436 • Pam Walker, Vice Chancellor for Academic Affairs
- 1437
- 1438
- 1439 Foundation for California Community Colleges
- 1440 • Paul Steenhausen, Executive Director, Success Center
- 1441 • Keetha Mills, President and Chief Executive Officer
- 1442
- 1443 California Department of Education
- 1444 • Lupita Cortez-Alcala, Deputy Superintendent of Public Instruction
- 1445
- 1446 Consultants
- 1447 • Denise Brosseau, Thought Leadership Lab
- 1448 • Ed Coghlan, CAFWD
- 1449 • Elaine Gaertner, Breakthrough Consulting for Higher Education
- 1450 • Francie Genz, Collaborative Economics
- 1451 • John Guenther, CAFWD
- 1452 • Tim Honadel, College of the Canyons
- 1453 • Gus Koehler, Time Structures
- 1454 • John Melville, Collaborative Economics
- 1455 • Rona Sherriff, RLS Consulting
- 1456 • Margo Turner, FCM Education
- 1457
- 1458 Guest Panelists*
- 1459 • Kathy Booth, *Senior Research Associate, WestEd*
- 1460 • John Colborn, *Director, Skills for America's Future, Aspen Institute*
- 1461 • Tim Gage, *Principal and Co-founder, Blue Sky Consulting Group*
- 1462 • Doug Houston, *Chancellor, Yuba Community College District*
- 1463 • Rebecca Miller, *Workforce Director, SEIU United Healthcare Workers - West*
- 1464 • Daniel Rounds, *Deputy Director for Research, Policy, and Legislation, California*
- 1465 *Workforce Investment Board*
- 1466 • Eva Sage-Gavin, *Vice Chair, Skills for America's Future, Aspen Institute*
- 1467 • Joel Schwartz, *Senior Consultant, Blue Sky Consulting Group*
- 1468 • Matthew Sigelman, *CEO, Burning Glass Technologies*
- 1469
- 1470 **excludes Task Force members who served on panels*
- 1471
- 1472

1473 **HOSTS OF REGIONAL COLLEGE & FACULTY CONVERSATIONS**
1474 **INFORMING THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG**
1475 **ECONOMY**

1476

1477 **Denotes representative from the region to the Economic Development Program*
1478 *Advisory Committee (EDPAC) advising the California Community Colleges Chancellor's*
1479 *Office.*

1480

1481 North Far North

1482 Doug Houston*, Chancellor, Yuba Community College District

1483 Keli Anthis, CTE Regional Consortia Co-Chair

1484 Jamey Nye, CTE Regional Consortia Co-Chair

1485

1486 Bay Region

1487 Helen Benjamin*, Chancellor, Contra Costa Community College District

1488 Judy Miner*, Chancellor, Foothill-DeAnza Community College District

1489 Frank Chong, President, Santa Rosa Junior College

1490 Kelly Green, CTE Regional Consortia Events & Communications Coordinator

1491 John Mummert, Vice President of Workforce Development, Foothill College

1492 Kitty O'Doherty, CTE Regional Consortia Project Director

1493 Rock Pfothenaur, CTE Regional Consortia Chair

1494 Jessica Pitt, CTE Regional Consortia Interior Bay Co-Chair

1495 Mary-Kay Rudolph, Vice President of Instruction, Santa Rosa Junior College

1496

1497 Central/Mother Lod Region

1498 Carole Goldsmith*, President, West-Hills Coalinga College

1499 Sandra Caldwell, President, Reedley College

1500 Karri Hammerstrom, CTE Regional Consortia Chair

1501 Barbara Hioco, Executive Director, Central Valley Higher Education Consortium

1502 Jill Stearns, President Modesto Junior College

1503

1504 South Central Region

1505 Dianne Van Hook*, Chancellor, Santa Clarita Community College District

1506 Luann Swanberg, CTE Regional Consortia Chair

1507 Dianne Hollems, CTE Regional Consortia Co-Chair

1508

1509 San Diego/Imperial Region

1510 Sunny Cooke*, President/Superintendent, Mira Costa Community College District

1511 Mary Wylie, CTE Regional Consortia Chair

1512

1513 Inland Empire Region

1514 Sandra Mayo*, President, Moreno Valley College

1515 Julie Pekhonen, CTE Regional Consortia Chair

1516

1517 Los Angeles/Orange County Region

1518 Raul Rodriguez*, Chancellor, Rancho Santiago Community College District

1519 William (Bill) Scroggins*, President/CEO, Mount San Antonio College
1520 Steve Glycer, CTE Regional Consortia, Orange County Co-Chair
1521 Lynn Shaw, CTE Regional Consortia, Los Angeles Co-Chair

1522

1523 Regional Faculty Conversations

- 1524 • Julie Adams, Executive Director, Academic Senate for California Community
1525 Colleges
- 1526 • Julie Bruno, Vice President, Academic Senate for California Community Colleges
- 1527 • Robert Cabral, Oxnard College, Business Accounting, CTE Leadership Committee
- 1528 • Shawn Carney, Solano College, Drafting, CTE Leadership Committee
- 1529 • Achala Chatterjee, San Bernardino Valley College, Water Supply Technology, CTE
1530 Leadership Committee
- 1531 • Phil Crawford, San Jose City College, Political Science/Sociology, CTE Leadership
1532 Committee
- 1533 • Donna Davis, Butte College, Respiratory Care, CTE Leadership Committee
- 1534 • Grant Goold, American River College, Public Safety, Chair of CTE Leadership
1535 Committee
- 1536 • Jolena Grande, Cypress College, Health Science, CTE Leadership Committee
- 1537 • Conan McKay, Mendocino College, Child Development, CTE Leadership
1538 Committee
- 1539 • Wendy Miller, City College of San Francisco, Fashion, CTE Leadership Committee
- 1540 • David Morse, President, Academic Senate for California Community Colleges
- 1541 • Wheeler North, Futures Committee Chair, Academic Senate for California
1542 Community Colleges
- 1543 • Louis Quindlen, Laney College, Machine Tool Technology, CTE Leadership
1544 Committee
- 1545 • Catherine Shafer, San Diego City College, Nursing, CTE Leadership Committee
- 1546 • Dustin Sperling, Reedley College, Agriculture, CTE Leadership Committee
- 1547 • Monica Thurston, East Los Angeles College, Health, CTE Leadership Committee

1548

1549

1550

1551

1552

1553

1554

1555

1556

1557

1558

1559

1560

**CO-HOSTS OF STRONG WORK FORCE TOWN HALLS
INFORMING THE TASK FORCE ON WORKFORCE, JOB CREATION AND A STRONG
ECONOMY**

With special thanks to JP Morgan Chase & Co. for their sponsorship of the town halls.

- Bay Area Council
- BettsCompany
- California Business Roundtable
- CalChamber
- CalFWD

- 1561 • California Manufacturers and Technology Association
- 1562 • California Partnership for the San Joaquin Valley
- 1563 • California Workforce Association
- 1564 • Collaborative Economics
- 1565 • College of the Desert
- 1566 • Illumina
- 1567 • Inland Empire/Desert CTE Regional Consortia
- 1568 • Los Angeles Area Chamber of Commerce
- 1569 • Los Angeles County Economic Development Corporation
- 1570 • Los Angeles Trade Tech College
- 1571 • Los Rios Community College District
- 1572 • NextEd
- 1573 • Office of California's 28th District State Senator Jeff Stone
- 1574 • Sacramento Employment and Training Agency (SETA)
- 1575 • San Diego Regional Economic Development Corporation
- 1576 • San Diego Workforce Partnership
- 1577 • San Jose Silicon Valley Chamber of Commerce
- 1578 • SEIU-United Healthcare West
- 1579 • Silicon Valley Leadership Group
- 1580 • Southern California Leadership Council
- 1581 • Statewide Chancellor's Circle
- 1582 • Valley Vision

WITH APPRECIATION

- 1583
- 1584
- 1585
- 1586 • Tim Aldinger, Foundation for California Community Colleges
- 1587 • Joe Anaya, Advanced Manufacturing, CCCCDO Doing What MATTERS for Jobs and
- 1588 Economy
- 1589 • Raul Arumbula, California Community Colleges Chancellor's Office
- 1590 • Jeff Bell, California Department of Finance
- 1591 • Kathy Booth, Launchboard, CCCCDO Doing What MATTERS for Jobs and the
- 1592 Economy
- 1593 • Jim Caldwell, Energy Efficiency & Utility, CCCCDO Doing What MATTERS for Jobs
- 1594 and Economy
- 1595 • Kathleen Chavira, California Senate Education Committee
- 1596 • Diana Ciabotti, Curriculum Process Liaison, CCCCDO Doing What MATTERS for
- 1597 Jobs and the Economy
- 1598 • Laura Coleman, Labor Market Research Centers of Excellence, CCCCDO Doing
- 1599 What MATTERS for Jobs and the Economy
- 1600 • Susan Coleman, CACareerCafe, CCCCDO Doing What MATTERS for Jobs and the
- 1601 Economy

- 1602 • Melissa Conner, Foundation for California Community Colleges
- 1603 • Amy Costa, Advisor to the Director on Higher Education, California Department
- 1604 of Finance
- 1605 • Jeff Cummings, Copper Mountain College
- 1606 • Peter Davis, Advanced Transportation & Renewables, CCCCCO Doing What
- 1607 MATTERS for Jobs and Economy
- 1608 • Walt Dimantova, California Community Colleges Chancellor's Office
- 1609 • Paige Dorr, California Community Colleges Chancellor's Office
- 1610 • Corine Doughty, California Community Colleges Association of Occupation
- 1611 Educators
- 1612 • Julia Dozier, Chabot-Las Positas Community College District
- 1613 • Lenin del Castillo, California Senate Education Committee
- 1614 • Kathy Doucette, FCM Education
- 1615 • Lyla Eddington, SB 1070, CCCCCO Doing What MATTERS for Jobs and the
- 1616 Economy
- 1617 • Karen Gilmer, California Community Colleges Chancellor's Office
- 1618 • Lisa Giroux, California Senator Office of Research
- 1619 • Frank Gornick, California Community Colleges League CEO Committee
- 1620 • Nancy Gutierrez, Agriculture Water & Environmental Technologies, CCCCCO
- 1621 Doing What MATTERS for Jobs and Economy
- 1622 • Chuck Eason, Small Business, CCCCCO Doing What MATTERS for Jobs and the
- 1623 Economy
- 1624 • Nick Esquivel, California Community Colleges Chancellor's Office
- 1625 • Judy Heiman, California Legislative Analyst's Office
- 1626 • Gustavo Herrera, Young Invincibles
- 1627 • Monica Henestroza, Office of California Assembly Speaker Toni Atkins
- 1628 • Louise Jaffe, California Community Colleges Trustees
- 1629 • Faye James, California Community Colleges Chancellor's Office
- 1630 • Debra Jones, California Community Colleges Chancellor's Office
- 1631 • Joyce Johnson, California Community Colleges Association of Occupation
- 1632 Educators
- 1633 • Anita Lee, California State Senate Committee on Budget and Fiscal Review
- 1634 • Gina Lee, College of the Canyons
- 1635 • Chris Lief, California Department of Finance
- 1636 • Jonathan Lightman, Faculty Association of the California Community Colleges
- 1637 • Susan Lovenberg, CAFWD
- 1638 • Jim Mahler, California Federation for Teachers
- 1639 • Irene Malmgren, California Community Colleges Chief Instructional Officers
- 1640 Executive Committee
- 1641 • Mark Martin, California State Assembly Budget Committee
- 1642 • Patrick McNellis, The Compression Planning Institute

- 1643 • Brian McMahon, California Labor Agency
- 1644 • Laura Metune, California Assembly Higher Education Committee
- 1645 • Glenn Miller, Office of California State Senator Jeff Stone
- 1646 • Dean Murakami, Faculty Association of the California Community Colleges
- 1647 • Keith Nezaam, California Department of Finance
- 1648 • Karen Nicola, SB1070, CCCCCO Doing What MATTERS for Jobs and the Economy
- 1649 • Thuy Nguyen, Community Colleges League of California
- 1650 • Lynette Nyaggah, Community College Association
- 1651 • Christian Osmena, California Department of Finance
- 1652 • Lark Park, Senior Advisor for Policy, Office of the Governor
- 1653 • Manuel Payan, California School Employees Association
- 1654 • Omar Paz, Student Senate California Community Colleges
- 1655 • Joseph Quintano, Foundation for California Community Colleges
- 1656 • Suzanne Reed, Office of California Senator Carol Liu
- 1657 • Javier Romero, California Community Colleges Chancellor's Office
- 1658 • Alma Salazar, Los Angeles Area Chamber of Commerce
- 1659 • Andy Schoorl, California Labor Agency
- 1660 • Sandra Sisco, Contract Education, CCCCCO Doing What MATTERS for Jobs and the
- 1661 Economy
- 1662 • Sandra Slivka, Life Sciences & Biotech, CCCCCO Doing What MATTERS for Jobs and
- 1663 the Economy
- 1664 • Joe Stephenshaw, Office of California Assembly Speaker Toni Atkins
- 1665 • Phil Sutton, Retail Hospitality & Tourism, CCCCCO Doing What MATTERS for Jobs
- 1666 and the Economy
- 1667 • Toni Symonds, California Assembly Committee on Jobs, Economic Development
- 1668 and the Economy
- 1669 • Catherine Swenson, Formerly of California Corporate College
- 1670 • Ron Travenick, California Community Colleges Chief Student Services
- 1671 Administrators Association
- 1672 • Margo Turner, Communications Support, CCCCCO Doing What MATTERS for Jobs
- 1673 and the Economy
- 1674 • Phil Ung, CAFWD
- 1675 • Andy van Kleunen, National Skills Coalition
- 1676 • Jeanice Warden, California Assembly Higher Education Committee
- 1677 • Amy Wallace, California Workforce Investment Board
- 1678 • Jeff Williamson, Global Trade & Logistics Sector, CCCCCO Doing What MATTERS
- 1679 for Jobs and Economy
- 1680 • Fred Williams, Association of Chief Business Officers of California Community
- 1681 Colleges
- 1682 • Renah Wolzinger, Data Tools, CCCCCO Doing What MATTERS for Jobs and the
- 1683 Economy

- 1684 • Steve Wright, ICT/Digital Media Sector, CCCC Doing What MATTERS for Jobs
- 1685 and Economy
- 1686 • Linda Zorn, Health Sector, CCCC Doing What MATTERS for Jobs and Economy
- 1687
- 1688 **MEMBERS OF WORKFORCE/ECONOMIC DEVELOPMENT PROGRAM ADVISORY**
- 1689 **COMMITTEE (EDPAC/WEDPAC), California Community Colleges Chancellor's**
- 1690 **Office**
- 1691
- 1692 • Gary Adams, Dean, Innovation and Quality Practices, California Community
- 1693 College Chancellor's Office
- 1694 • Sylvia Amito'elau, M.S.I.T., Coastline Community College
- 1695 • Mary Benard, Vice President of Instruction, Mira Costa College
- 1696 • Dr. Helen Benjamin, Chancellor, Contra Costa Community College District
- 1697 • Jack A. Buckhorn, Business Manager, IBEW Local 551
- 1698 • Patrick Butler, Student Representative
- 1699 • Dr. Sunny Cooke, President/Superintendent, MiraCosta Community College
- 1700 • Walt Dimantova, California Community College Chancellor's Office
- 1701 • Chris Flask, Vacaville Business & Operations Support Senior Manager,
- 1702 Operational Excellence, Genentech Inc.
- 1703 • Patrick Fong-Kushida, President/CEO, California Asian Chamber of Commerce
- 1704 • Dr. Carole Goldsmith, President, West Hills College Coalinga
- 1705 • Grant Goold, Paramedic/EMT Faculty, American River College
- 1706 • Dr. Doug Houston, Chancellor, Yuba Community College District
- 1707 • Dr. Andrew Jones, Senior Consultant and COO, base11
- 1708 • Dr. Debra Jones, California Community Colleges Chancellor's Office
- 1709 • Ian Kalin, Director of Open Data, Sacrata Inc.
- 1710 • Mary Kimball, Executive Director, Center of Land-Based Learning
- 1711 • Bernie Kotlier, Executive Director, Sustainable Energy Solutions, Labor
- 1712 Management Cooperation Committee, CA
- 1713 • Jonathan Kropp, Grants Director, Cuyamaca College
- 1714 • Deborah Malumed, Family Medicine Physician, Southern California Permanente
- 1715 Medical
- 1716 • Cathy Martin, Vice President of Workforce, California Hospital Association
- 1717 • James P. Mayer, President/CEO, CA FWD
- 1718 • Dr. Sandra Mayo, President, Moreno Valley College
- 1719 • Dave Meisel, Director of Transportation and Services, PG&E
- 1720 • Dr. Judy C. Miner, President, Foothill College
- 1721 • Lynn Mohrfeld, President/CEO, California Hotel & Lodging
- 1722 Association/California Association of Bed & Breakfast Inns
- 1723 • Wheeler North, Academic Senate, San Diego/Miramar College
- 1724 • Tim Rainey, Executive Director, California Workforce Investment Board

- 1725 • Dr. Raul Rodriguez, Chancellor, Rancho Santiago Community College District
- 1726 • Rob Sanger, Manager of Training Services, California Manufacturing &
1727 Technology Association
- 1728 • Dr. William (Bill) Scroggins, President/CEO, Mount San Antonio College
- 1729 • Susanne Stirling, Vice President of International Affairs, California Chamber of
1730 Commerce
- 1731 • Dr. Dianne Van Hook, Chancellor, Santa Clarita Community College District

1732
1733 **KEY TALENTS, DOING WHAT MATTERS FOR JOBS AND THE ECONOMY**
1734 **California Community Colleges Chancellor's Office**
1735 (Visit <http://doingwhatmatters.cccco.edu/contact.aspx> for the directory of all key
1736 talents)

1737
1738 **STAFF OF THE WORKFORCE & ECONOMIC DEVELOPMENT DIVISION**
1739 **California Community Colleges Chancellor's Office**
1740 (Visit <http://extranet.cccco.edu/Divisions/WorkforceandEconDev/ContactUs.aspx>
1741 for the staff directory)
1742



Executive Committee Agenda Item

SUBJECT: Recommendations and Feedback of the Bachelor's Degree Task Force		Month: Aug.	Year: 2015
		Item No: V. D.	
DESIRED OUTCOME: The Executive Committee will discuss the parameters of how to define community college bachelor's degrees and provide feedback to direct the work of the committee.		Attachment: No	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :		Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee created an ad-hoc committee to investigate and propose parameters for the bachelor's degrees offered by the California Community College System. The committee met and devised a set of recommendations for discussion in April 2015. We met with pilot college faculty in May and solicited input from the field at the CTE Leadership Academy and Curriculum Institute. We also met with administrators from the pilot colleges at the Bachelor's Degree Summit hosted by the Chancellor's Office. Lastly, both the CSU and UC systems were provided the opportunity to provide insight and feedback. Before the ad-hoc committee crafts resolutions for the Fall Plenary session, discussion among the Executive Committee is required to provide direction.

DESIRED OUTCOME:

The Executive Committee will discuss the parameters of how to define community college bachelor's degree and provide feedback to direct the work of the committee.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Background of the Recommendations of the Ad-Hoc Committee:

There are three areas the ad-hoc committee determined were clearly the purview of the Senate and would require action by the body to adjust Title 5 regulation: Defining Upper Division, General Education, and Minimum Qualifications. The body provided some direction in Resolution FA14 9.05 by stating that:

- ✦ *Whereas, No perceived difference should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system;*
- ✦ *Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other relevant constituencies to ensure that any baccalaureate degree created in the California community colleges must include upper division general education requirements comparable with those offered by the California State University.*

We worked under the assumption of a minimum of 120 semester units consisting of both major's preparation and general education.

1. *Defining Upper Division – If lower division coursework sets a foundation for the field, then upper division should reflect more currency in the field of study. Upper division units should require lower division knowledge (both general education and major's preparation), and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation. Critical thinking may encompass research units in the field of study. There should be a minimum of 24 upper division units required to grant a bachelor's degree. Upper division units may include apprenticeship, workforce training, required practicum, or capstone requirements.*

This generated some debate but was generally accepted as appropriate.

2. *General Education – We recommend that until such a time as the system has sufficient time to generate its own general education pattern, colleges granting a bachelor's degree require students to complete either the IGETC or CSU-GE general education pattern in addition to at least six upper division units of general education. The six required upper division units of general education must be offered by at least two disciplines external to the major; and one course must have an emphasis in written communication, oral communication, or computation. Upper division general education should broaden the worldview of students and should be dependent on lower division general education knowledge. Upper division general education may reflect current issues or trends in the field as appropriate.*

The general education discussion is the most contentious. This recommendation would require that 43 to 45 units of the degree would be general education. The field at large seems satisfied with the recommendation, but the pilot colleges are concerned with the loss of local degree autonomy and the number of units outside the field of study.

3. *Minimum Qualifications to teach Upper Division – the recommendation is:*

✦ *The instructor of record must have any Master's degree AND 2 years of experience in the field AND appropriate licensure.*

OR

✦ *Any Bachelor's degree AND 6 years of experience in the field AND appropriate licensure.*

If the general education upper division courses are assigned to disciplines in the list of disciplines that generally require a master's degree, then the minimum qualifications are the same. Of course, higher standards may be implemented by local colleges or required by external programmatic accrediting bodies.

This seemed to be the least controversial of the recommendations and seems to have broad support. The only concern posited was the lack of any language pertaining to "or equivalent." This was explicitly left out of the recommendation and garnered little debate.

Executive Committee Agenda Item

SUBJECT: Bachelor's Degree Future Discussion		Month: Aug	Year: 2015
		Item No: V. E.	
DESIRED OUTCOME: The Executive Committee will discuss and consider the authorization of the future structure for oversight of the Bachelor's degrees.		Attachment: No	
		Urgent: NO	
		Time Requested: 15 Minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The 15 pilot colleges for the initial Community College Baccalaureate Degree Pilot are now well into developing and planning their degrees and curriculum. The ASCCC's Bachelor's Degree Task Force, chaired by John Stankas, has worked with the pilot colleges to help define such aspects of the degrees as minimum qualifications, general education, and others. Only the most naïve observer could believe that these first 15 degrees are anything other than the tip of the iceberg; while the current project is called a pilot, no one can doubt that it will be maintained and expanded, and this expansion may come sooner than we think. For these reasons, Vice-Chancellor Walker has asked the ASCCC to consider what sort of structure may be useful for helping to manage and shape the community college bachelor's degrees in the future as they move beyond the pilot stage.

This agenda item will involve a discussion and exploration of future structures for oversight of the bachelor's degrees and may result in action if appropriate.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Committee Priorities		Month: August	Year: 2015
		Item No: V. F.	
DESIRED OUTCOME: The Executive Committee will consider for approval the priorities for the Standing Committees of the ASCCC.		Attachment: Yes	
		Urgent: No	
CATEGORY: Action		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Committee Chairs	Consent/Routine		
STAFF REVIEW ¹ : Julie Adams		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the beginning of each year, the Standing Committees of the ASCCC meet to prioritize the resolutions assigned to the committee, which are then presented to the Executive Committee for approval. However, in the past this process has been cumbersome and sometimes confusing for most, particularly new chairs. Adding to the complexity of the committee priorities, this year the Body adopted the Strategic Plan and the Executive Committee approved the priorities at its May 2015 meeting. The officers are suggesting that the process be modified slightly to improve the prioritization.

Adams has been asked to bring forward a report of suggested priorities that will be used by the Executive Committee to discuss and consider for approval. The Committee chairs will then be asked to take the priorities to their committees for feedback. Any suggested changes to the priorities by the committee will return to the next Executive Committee meeting for approval.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Accreditation and Assessment Committee Resolutions Report

General Information:

Year	Resolution	Resolution Name	Status	Strategic Priority	Comments
S15	2.01	<u>Disaggregation of Learning Outcomes Data</u>	Assigned		
S15	2.02	<u>ACCJC Written Reports to Colleges on Sanction</u>	Assigned	1.1.E.	
S14	2.03	<u>Explore Use of Simulated Accreditation Site Visits</u>	Completed		The IEPI PRT accomplishes the intent of this resolutions and the ASCCC is directly involved in soliciting faculty as well as serving on the initiative workgroups.
F14	2.03	<u>Faculty Participation on ACCJC External Review Committees</u>	Assigned	4.1.B	
F05	2.03	<u>Accreditation and Support for Local Senates</u>	Completed		The intent of this resolution is included in the charge of the committee and implemented via the Accreditation Institute, <i>Rostrum</i> articles, and publications.



Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S15	9.01	<u>Curriculum Processes and Effective Practices</u>	Assigned	2015 -2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.
S15	9.02	<u>Chancellor's Office Interpretation of Education Code and Title 5 Regulations</u>	Assigned	4.1.A.	
S15	9.03	<u>The Carnegie Units Worksheet</u>	Assigned	4.1.A.	
F14	7.05	<u>Definition of Basic Skills</u>	Assigned		
F14	9.06	<u>Update the paper The Course Outline of Record: A Curriculum Reference Guide</u>	Assigned		The revision of this paper should occur after the PCAH is published.
S13	9.01	<u>Investigate Regional Coordination of Course Offerings</u>	In Progress	2015 -2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of this resolution. A survey has been drafted and awaiting approval 2015-16 committee. Consider guidelines paper.
F12	9.04	<u>Ensuring Availability of Major Preparation</u>	Assigned		Add to Curriculum Institute as a breakout with AOs; look at last year's CI topics; a possible Rostrum article for next year
S11	15.01	<u>Reciprocity for TMC Courses in Associate Degrees for Transfer</u>	Completed		Completed. The acceptance of a C-ID course descriptor provides reciprocity.
S11	18.04	<u>Academic Credit for Veterans and Military Service Members</u>	Assigned	2015 -2016	CI in 2011 completed a breakout, Spring 2015; possible legislation AB 343. ASCCC is considering forming a task force to address this issue
F10	9.01	<u>Developing a Reference Document for Curriculum</u>	Ongoing		Reviewed the website; repetition discussion board as tool; Held regionals; Committee should a reference to website at each Institute



Educational Policies Committee Resolutions Report

General Information:

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S15	7.01	<u>System Handbook on Guidelines and Effective Practices for Dealing with Student Academic Dishonesty</u>	Assigned		
S15	14.01	<u>Allowing Faculty to Submit the "Report Delayed" (RD) Symbol for Instances of Student Academic Dishonesty</u>	Assigned		
F14	7.06	<u>Re-enrollment Information for Admissions and Records Staff</u>	Assigned		
F14	13.02	<u>Dual and Concurrent Enrollment</u>	Assigned	2015 - 16	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.
F12	17.01	<u>Approval of Grant Driven Projects</u>	In Progress		The committee created and distributed a survey to the field on what policies and procedures exist at the colleges regarding the approval of requests to apply for grants. The results will be reviewed and analyzed.
F11	13.20	<u>Supplemental Instruction Survey and Glossary</u>	In Progress		The committee engaged in discussions with representatives from 3CSN and ACTLA about partnering on this matter as they were in the process of preparing a survey to the field to collect the information requested in this resolution. The survey was to be distributed to the field in May 2015. The results will be shared with the committee and the results will be reported to the field accordingly.
S09	17.04	<u>Resources for Senate/Bargaining Unit Relations</u>	In Progress	1.1.E	The committee reviewed the draft paper from spring 2011. The committee determined that attempting to fulfil the intent of the resolution would not be feasible without a partnership with the statewide leadership of the faculty unions and recommended to the Executive Committee that the potential for a joint paper of the ASCCC, CCCI, CFT and CCA be explored.
F07	4.02	<u>Concurrent Enrollment for Secondary Students</u>	In Progress	2015 - 2016	This resolution addresses one of the Workforce for Jobs, the Economy and a Strong Workforce recommendation. The ASCCC should make this a priority to inform the implementation of the recommendation.

Equity and Diversity Action Committee Resolutions

General Information:

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	13.01	<u>System-wide Collaboration on Violence Prevention Programs</u>	Assigned		
S14	3.01	<u>Infusing Cultural Competence</u>	In Progress		Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S11	13.05	<u>Local College Participation in the LGBT-Friendly Campus Climate Index</u>	Assigned	2.2.A.	Needs to be addressed in 2015-2016.
S10	1.02	<u>Plan to Infuse Cultural Competence</u>	In Progress		Resolution continuing to be addressed through the creation of ASCCC Cultural Competence and Diversity Advocacy Plan (2014-2015 & 2015-2016)
S10	1.07	<u>Faculty Hiring Resources</u>	In Progress	2.2.A.	Addressing the hiring of diverse faculty is a priority of the Chancellor's Office and the System. The ASCCC should partner with the Chancellor's Office to develop resources to address this resolution.
S10	13.07	<u>Changes in Traditional Student Makeup</u>	Assigned	2015-16	
S09	1.02	<u>Assessment of Inclusive Practices</u>	In Progress	2.2.A.	
S09	3.02	<u>Support for Gay, Lesbian, Bisexual and Transsexual/Transgender (GLBT) Students and Staff</u>	Assigned		
S07	3.01	<u>Honors Programs and Student Equity</u>	In Progress	2.2.A.	
F05	3.01	<u>Accreditation and Equity Planning</u>	In Progress	2015-2016	This resolution is particularly relevant this fiscal year given the funding provided for equity plans.
S04	13.03	<u>Model Employment Application</u>	In Progress		

Legislative and Governmental Relations Committee Resolutions

General Information:

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	6.01	<u>Oppose Expansion of Former CPEC Mission and Creation of a Higher Education Oversight Body That Does Not Contain Segmental Representation</u>	In Progress		The ASCCC submitted a "watch with concern" letter dated 12/02/14 to the author of SB42 in opposition to the legislation as written. In partnership with FACCC, the ASCCC submitted a letter on 4/27/15 to the chair of the Senate Appropriations Committee opposing SB42. The ASCCC will continue to oppose any legislation that is in contradiction to the principles stated in Resolution 6.01 S15
S15	6.02	<u>Support Funding for Career Pathways and Coordination of Long Range Planning</u>	Assigned	2.2.A.	The ASCCC representatives advocated for the inclusion of the support for and resourcing of structured career pathways in the Workforce Taskforce recommendations to the Board of Governors.
S15	6.03	<u>Support Expanding Dual Enrollment Opportunities for High School Students</u>	In Progress		The ASCCC submitted a letter in support of AB 288 supporting the benefits of dual enrollment for students transitioning from high school to community college.

S15	6.04	<u>Support Legislation on Full-time Faculty Hiring, Full-time noncredit hiring, and Part-time Office Hours</u>	In Progress	The ASCCC submitted a letter in support of AB 626 on 04/14/2015. The letter included strong support for establishing a full-time and part-time non-credit faculty ratio as well as hiring of full time faculty in counseling.
S15	6.05	<u>Support College Textbook Affordability Act</u>	Assigned	The ASCCC submitted a letter in support of AB 798 on 04/06/15. Included in the letter was specific reference to the importance of local academic senate support in implementation of the programs required by the legislation.
S15	6.06	<u>Placing Limitations on Overload Assignments</u>	In Progress	Although SB 373 is currently a 2-year bill, the ASCCC will remain diligent in its advocacy of ensuring the health of educational programs by supporting flexibility for the faculty to appropriately offer classes and provide support for students.
S99	9.04	<u>ESL and CalWORKs</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is still reason for concern.
S99	20.01	<u>Loan Forgiveness</u>	In Progress	The ASCCC will research the interests expressed in this resolution to determine if there is reason to pursue.
		Develop a legislative agenda aligned with goals of the ASCCC actively pursue bills of interest	Assigned	ASCCC Strategic Plan
		Include Legislative Advocacy topics at appropriate events	Assigned	ASCCC Strategic Plan



Academic Senate
for California Community Colleges

LEADERSHIP EMPOWERMENT VOICE

Noncredit Committee Resolutions Report

General Information:

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
F11	9.02	<u>Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment</u>	Assigned		

General Information:

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S13	9.03	<u>Conditions of Enrollment for Online Instruction</u>	In Progress		The Distance Education Task Force submitted a survey to the field in fall 2013 to determine what the colleges are doing to prepare students for the online education environment. The survey results were reviewed and reported to the body as part of the "Hot Topics in Distance Education" breakout session at the Spring 2014 Plenary Session. Best practices in student preparation for distance education courses as identified in the literature were also reviewed by the task force and reported to the body as part of the same breakout. A Rostrum article is planned. Potential regulatory changes regarding required orientations would need to be reviewed by the CCCCCO.
S13	13.03	<u>Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses</u>	In Progress		The Online Education Committee brought forward a proposal at the January 2015 Executive Committee meeting to revise Title 5 to address this resolution. This has been carried forward to SACC for further review.
S12	11.01	<u>Creation of Distance Education Effective Practices Resource</u>	Assigned		It has not yet be assigned to the Distance Education Committee. The Curriculum Committee agreed this assignment does not belong to them so it needs to be reassigned. When it was assigned to the CC, DE was on hiatus.



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

Professional Development Committee Resolutions

General Information:

Year	Resolution	Resolution Name	Status:	Strategic Priority	Comments
S13	19.03	<u>Develop Training Guidance for Faculty Engaged in Peer Evaluations</u>	Assigned		Involves working with local bargaining units, something that has been tasked to the President; also falls under Senate-Union relations, which has been tasked to Ed Pol. Committee. Recommend moving to Ed Pol.
F14	12.03	<u>Faculty Professional Development</u>	Ongoing	2.1.A	
F14	12.01	<u>Professional Development and the Academic Senate</u>	Ongoing	2.1.A	



Relations with Local Senates Committee Resolutions

General Information:

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
S15	12.01	<u>Faculty Recognition</u>	Assigned		
S15	17.02	<u>Establishing Local CTE Liaison</u>	Assigned		Reassign to the CTE Leadership Task Force
S15	17.03	<u>Establishing Local Legislative Liaison Position</u>	Assigned		Reassign to the Legislative Advocacy Committee
S15	17.04	<u>Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures</u>	Assigned		
S15	17.05	<u>Establish Local Noncredit Liaison Position</u>	Assigned		Reassign to the Noncredit Committee
FA14	17.01	<u>Consulting Collegially with Local Senates on Participation in Statewide Initiatives</u>	Assigned		
S12	21.02	<u>CTE Program Review</u>	Assigned		Reassign to Educational Policies Committee
S07	1.02	<u>Ensuring Participatory Governance</u>	Ongoing	4.3.A	
S06	1.02	<u>Assistance for Local Senates</u>	Ongoing	4.3.A	
S05	1.04	<u>Topic Experts Provided by Academic Senate</u>	Ongoing	4.3.A	
S01	17.01	<u>Urge Newly Elected Local Presidents to Attend Leadership and Sessions</u>	Ongoing	4.3.A	



Standards and Practices Committee Resolutions

General Information:

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
F14	10.01	<u>Revise the Paper Equivalence to the Minimum Qualifications</u>	Assigned		
F13	10.01	<u>Adding Currency Requirements in the Disciplines List</u>	In Progress		Standards and Practices created a survey to be distributed to the field that was brought to the October 2014 Executive Committee meeting. The Executive Committee requested a legal opinion about the legality of this request before distributing the survey. Legal opinion has not been available do to lack of legal counsel at the Chancellor's Office.
F12	18.01	<u>Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment</u>	Not Addressed		
S11	10.12	<u>Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications</u>	Not Addressed		No progress was made on this resolution this year, but changes to title 5 could be submitted next year with the changes to the minimum qualifications.

S10	10.01	<u>Noncredit Minimum Qualifications</u>	Not Addressed	The entire Disciplines List will be taken through the rules making process to include all minimum qualifications. As this goes forward, revised title 5 sections should be submitted to remove the existing minimum qualifications.
S10	10.02	<u>Title 5 §53410 Clarification of Minimum Qualifications for Disciplines Not Requiring a Master's Degree</u>	Not Addressed	No progress was made on this resolution this year, but changes to title 5 could be submitted next year with the changes to the minimum qualifications.
S10	10.03	<u>Removing Faculty Minimum Qualifications from Title 5</u>	In Progress	The entire Disciplines List will be taken through the rules making process to include all minimum qualifications. As this goes forward, revised title 5 sections should be submitted to remove the existing minimum qualifications.

Transfer and Articulation Committee Resolutions Report

Year	Resolution	Resolution Name:	Status:	Strategic Priority	Comments
F14	20.01	<u>Developing a System Plan for Servicing Disenfranchised Students</u>	Assigned		Committee is currently constructing a draft survey on the available "wrap around services" offered at the CCC. The target audience to complete this survey is for Counseling Chairs from the Community Colleges. Committee will submit the first draft for Executive Committee Review at the May 2015 meeting
F11	8.02	<u>Faculty Advisors</u>	Assigned		
S08	13.04	<u>Effective Practices for Online Tutoring</u>	Assigned		It was suggested to investigate the work that the OEI is piloting as there is a workgroup piloting considerable work regarding effective practices in conducting online tutoring
F11	11.01	<u>Consultation Regarding Technology Tools Impacting Student Services</u>	Assigned		

GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.					
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, and Legislative Advocacy Committee chair	Executive Director	Yes – travel	
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.		Legislative Advocacy Committee Chair	Executive Director	Yes-Committee meeting costs	
C. Develop a public relations campaign to promote the visibility of the ASCCC.		Executive Director	Creative Director	Yes--Materials	
D. Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Yes-conference attendance	
E. Cultivate relationships and work with the legislative lobbyist and representative of FACCC, CFT, and CTA higher education to discuss common interests and how we may mutually advance the critical policies of CCC.		CoFO Representatives		No	
Objective 2.1: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.					
A. Include Legislative Advocacy topics at appropriate ASCCC Events.		Legislative Advocacy Committee Chair	Executive Director	No	

GOAL 2: ENGAGE AND EMPOWER *DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of “diverse groups”

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.					
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.		Professional Development Chair	Executive Director	Yes—PDC costs	
B. Identify resources to fund and thus increase the attendance of diverse faculty at ASCCC events.		Executive Director		Yes -- scholarships	
Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.					
A. Develop a cultural competency plan.		EDAC Committee	Executive Director	Yes – committee costs	6/30/16
B. Increase outreach activities.		Committee chairs	Executive Director	No – scholarships	6/30/16

GOAL 3: LEAD FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM.

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, PD Cmte Chair, Executive Director		No	
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director		No	
C. Consult with the Chancellor's Office on methods to ensure the ASCCC's primacy in faculty professional development.		All EC members		No	
D. Develop relationship and collaborate with other professional development organizations on events.		All EC members		No	
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director		Yes— conference attendance	6/30/16

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

A. Design and implement a comprehensive ASCCC professional development plan		PD Chair and Executive Director		No	6/30/16
---	--	---------------------------------	--	----	---------

IMPLEMENTATION PLAN

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.					
1. Strengthen partnership with the Chancellor's Office Divisions.					
2. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.					
Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.					
3. Create a communication plan.		Julie Adams	Executive Committee members		6/30/16
4. Create a master calendar of events.		Julie Adams	Staff		
Objective 4.3. Visit all CCC colleges.					
1. Develop short- and long-range plan for local senate visits by ASCCC.		Local Senate Committee Chair	Executive Director		6/30/16

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
Objective 5.1. Realize a minimum increase in ASFCCC funding of \$25,000 per year.					
1. Increase applications for appropriate short-term and long-term grants.		Executive Director	Foundation directors and Executive Committee members		
2. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.		President	Executive Director		
3. Expand fundraising of ASCCC Foundation at events.		Foundation President	Executive Director		
Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of \$XXX per year.					
1. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.		Executive Director	President		
2. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.		President, Vice President, and Executive Director			
Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.					
A. Maintain current grants		Executive Director	President		



Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Theme		Month: August	Year: 2015
		Item No: V G	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2015 Fall Plenary Session.	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse/Julie Adams	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2015 Fall Plenary Session is just a few months away – November 4 – 7, 2015 in Irvine, California. The Executive Committee will begin its planning process for developing the Session program. Members will consider for approval a theme, as well as discuss ideas for keynote speakers, breakouts, and timeline.

Attached: Fall Session Timeline

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

2015 Fall Session Timelines

Due in August 2015

- Draft papers by Agenda Deadline—August 4, 2015 for first reading (Send with Agenda item)
- Executive Committee to approve theme at the August Executive Committee Meeting
- Possible Breakout Topics due to Julie – August 26, 2015 (for September Agenda)

Due in September 2015

- Area meeting information due by September 7, 2015 to Tonya
- Session Save the Date Emailed: September 14, 2015
 - This mailing introduces the theme and directs people to the website.
- Draft papers by Agenda Deadline—September 16, 2015 for second reading (Send with Agenda item)
- Pre-session resolutions due – September 16, 2015 to Julie

Due in October 2015

- Presenters list and Final breakout descriptions due to Julie by October 9, 2015.
- Last day to pre-register: October 12, 2015 (end of day)
- A/V Needs due to Edie by October 16, 2015.
- Area Meetings: October 23-24, 2015
- Deadline for Area Meeting resolutions to Julie.
 - Area A & B October 24, 2015; Area C & D October 25, 2015
 - Deadline for any print requests to Edie: October 26, 2015
- All presentations, handouts, and material due for posting to website to Edie by October 26, 2015.
- “Print your Boarding Pass and Breakouts” Email Out: October 30, 2015

Due in November 2015

1. Fall Session November 5-7, 2015



Executive Committee Agenda Item

SUBJECT: 2015 – 16 Budget		Month: August	Year: 2015
		Item No: V. H.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee to consider for approval the ASCCC annual budget.	Urgent: No	
CATEGORY:		Action	Time Requested: 45 minutes
REQUESTED BY:	Adams/North	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

On May 30, 2015, the Executive Committee approved the 2015-16 tentative budget to allow for the Senate operations to continue during the summer. On August 3, 2015, the Officers met again to review the actual costs to date and other suggested adjustments recommended by the executive director.

For the benefit of the newest members of the Executive Committee, Adams will present an overview of the ASCCC budget process and explain the budget basics. Members will then discuss the recommendations from the officers and consider for approval the Budget for 2015 – 16. Members are encouraged to review the notes from the Budget meeting for more information.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Notes

Budget Committee Meeting

August 3, 2015

1. 2015 - 16 Budget – Approval

Officers discussed the proposed budget for 2015-16. In May 2015, the Executive Committee approved a tentative budget for the 2015 – 16 year. Since that approval, the Executive Director has updated the events revenue, grants, and other information. The current proposal changes the budget from a loss of 210,908 to a loss of 47,889, which would leave the reserves for the 2015 – 16 year of 525,380. (Note: the Executive Director makes recommendations to the Executive Committee on the amount of reserves. This amount would be sufficient for reserves and provides more than 6 months of operations. Adams noted that, with respect to C-ID revenues the current proposed budget only includes the C-ID grant transition grant. Other C-ID funding is under negotiation. The Executive Committee might consider reducing this amount to \$300,000.

Adams informed the officers that she would like to negotiate an additional 3% raise. She has not asked for a raise since 2009. Since that time the Senate has increased its revenue and grant opportunities even during the time of recession. She shared median ranges of salaries for California and noted that no additional funds will need to be allocated to staffing given the other sources of funds available to the Senate. The officers reached consensus after discussion to recommend to the Executive Committee to accept the proposal presented by the Executive Director regarding compensation.

Summary of changes from 2015 – 16 tentative budget:

- Revenue increase = \$569,822
 - Added actual amount of costs and revenue amounts.
 - Added additional grants from technology initiatives.
- Increased Executive = \$131,753
- Increased liaison = \$18,000
- Reduced programs = \$100,210
- Reduced salaries = \$14,909
- Increased office = \$37,400

Total change = \$497,789

Result = Beginning net assets (\$573,269) + change in net assets (-\$47,889) = \$525,380

ACA7667

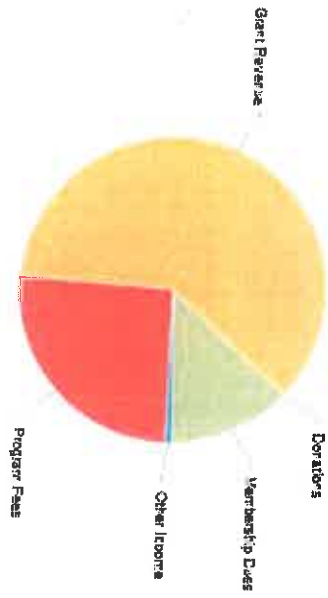
Sage Style Income Statement

Estimated to June 30, 2015

	<i>Actual</i> 07/01/2014 -- 06/30/2015	<i>Budget</i> Year Ending 06/30/2015	Approved Tentative Budget 2015 -16	New Proposed Revised Budget 2015-16
Operating Revenue				
Total Grant Revenue	1,480,393	1,729,476	823,361	1,154,470
Total Program Fees	628,902	540,000	614,162	852,875
Membership Dues	318,755	305,905	328,317	328,317
Total Other Income	12,073	20,400	20,400	20,400
Total Operating Revenue	2,440,123	2,595,781	1,786,240	2,356,062
Expenditures				
Salary	529,409	453,000	439,301	439,301
PR Benefits	111,112	83,200	90,500	67,165
PR Taxes	16,300	7,000	12,074	16,000
Occupancy	83,372	45,800	46,400	47,000
Professional Fees	553,845	941,516	440,692	576,291
General and Administrative Expenses	1,272,110.14	1,415,898.00	1,302,950.00	1,258,193.84
Total Expenditures	2,566,149	2,946,414	2,331,918	2,403,951
Change in Net Assets	(126,026)	(350,633)	(545,678)	(47,889)
+Net Assets -- Beginning	699,296	699,295.84	573,269	573,269
Net Assets - Ending	573,270	348,663	27,591	525,380

Prior Fiscal Year Revenue

Statement of Activities - Actual vs Budget

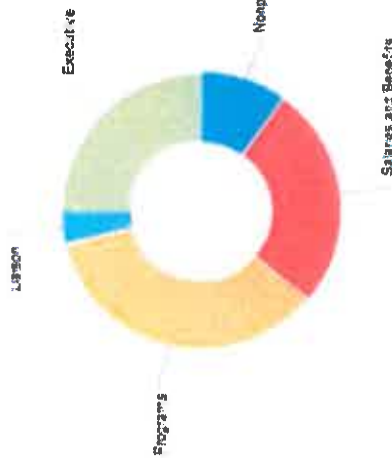


Operating Revenue
 (Grant Revenue
 Program Revenue
 Member Fees
 Revenue - Other
 Total Operating Revenue
 Expenditures
 Salary and Wages
 PP Benefits
 PR Taxes
 Occupancy
 Professional Fees
 General and Administrative Expenses
 Total Expenditures
 Change In Net Assets
 + Net Assets - Beginning
 Net Assets - Ending

	Actual	Year Ending 06/30/2015 Budget	Budget Diff	Year Ending 06/30/2016 Budget
Operating Revenue	1,480,393.40	1,728,476.00	(248,082.60)	1,154,470.00
Grant Revenue	928,677.99	540,000.00	89,677.99	882,875.00
Program Revenue	918,764.95	308,902.00	12,849.80	228,317.00
Membership Dues	12,072.47	20,400.00	18,327.53	20,400.00
Other Income	2,440,898.95	2,599,781.00	(154,882.04)	2,359,082.00
Total Operating Revenue	628,409.42	483,000.00	76,409.42	435,231.00
Expenditures	111,112.06	83,200.00	27,912.06	67,165.00
Salary and Wages	18,300.02	7,000.00	6,300.02	16,000.00
PP Benefits	83,872.64	48,800.00	37,072.64	47,000.00
PR Taxes	232,842.58	941,614.00	(288,670.43)	576,290.00
Occupancy	1,272,107.43	1,415,898.00	(143,790.57)	1,259,196.00
Professional Fees	7,665,477.12	2,340,414.00	(5,325,063.12)	2,402,951.00
General and Administrative Expenses	(124,248.48)	(380,633.00)	228,384.51	(47,889.00)
Total Expenditures	699,295.84	0.00	699,295.84	0.00
Change In Net Assets	575,047.35	(360,633.00)	925,680.35	(47,889.00)
+ Net Assets - Beginning				
Net Assets - Ending				

Operating Expense by Category

03/20/2015 to 03/31/2015



Statement of Financial Position

03/30/2015 to 03/30/2014

Assets	Current Assets	Period Ending 06/30/2014	Year Ending 06/30/2014	Period Ending 06/30/2015
Cash and Cash Equivalents	337,441.47	597,492.10		260,051.63
Accounts Receivable, Net	614,209.27	457,974.35		158,634.92
Accounts Receivable	614,699.27	457,974.35		158,634.92
Total Accounts Receivable, Net				
Other Current Assets	260,148.49	103,450.80		156,697.69
Total Other Current Assets	260,148.49	103,450.80		156,697.69
Total Current Assets	1,211,899.23	1,158,918.25		575,384.24
Long-term Assets				197,371.94
Property & Equipment	12,537.90	2,694.82		9,842.47
Total Long-term Assets	12,537.90	2,694.82		9,842.47
Total Assets	1,224,437.13	1,161,613.08		585,226.71
Liabilities and net assets				63,123.45
Liabilities				
Short-term Liabilities				
Accounts Payable	260,517.85	189,352.52		171,101.23
Accrued Liabilities	80,063.70	75,882.89		4,183.71
Deferred Revenue	209,090.33	197,063.82		12,027.00
Total Short-term Liabilities	549,671.88	462,300.23		187,311.94
Net Assets	674,765.25	699,292.84		124,248.49
Total Liabilities and net assets	1,224,437.13	1,161,613.08		585,226.71



Executive Committee Agenda Item

SUBJECT: Regional Meeting Standards and Guideline for Planning		Month: August	Year: 2015
		Item No: V. I.	
DESIRED OUTCOME: The Executive Committee will consider for approval the standards and guidelines for the regional meetings.		Attachment: YES / NO	
		Urgent: YES / NO	
		Time Requested:	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the April 2015 Executive Committee meeting, the members approved on consent to develop standards and guidelines for regional meeting planning. The ASCCC has expanded its offerings of regional meetings and last year held regional meetings covering curriculum, CTE, equity, noncredit curriculum and online education. Typically, these meetings are at no cost to the attendees and are held on college campuses, with the colleges providing continental breakfast and lunch for attendees and presenters. Since colleges differ in terms of their facilities, technology, and support services, there are logistical challenges for the committees facilitating the regional meetings. The Executive Committee will consider standard guidelines for use by committees and host colleges when planning regional meetings.

Executive Approval: All regional meeting topics and dates are approved by the Executive Committee, generally in August. The agenda item includes the suggested schedule, topics, colleges, and other requirements to inform the Executive Committee. Members should try not to schedule other regional meetings on the same dates.

Meeting times: The meeting is generally held from 10:00 a.m. – 3:30 p.m., which seems to be conducive for local colleges.

Room requirements:

- one room with screen, projector and if possible the ability for people to get into small groups;
- Internet for presenters and all attendees if possible

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- Table out front for registration

Note: any deviation from the above should be provided to staff as soon as possible so that he/she can work with the college to facilitate the meeting.

Technology needs:

- Equipment needs – LCDs, webcast ability (CCC Confer, Zoom, etc), microphone, screens, etc.
- Technical assistance for meeting facilitators (including assisting with webcasting)

Meal requirements: The hosting college will provide a continental breakfast and box lunches such as sandwiches, chips, fruit, and sodas, which will be served at 12:15 p.m. – 1:15 p.m.

Information staff need:

- Specific room location
- College map
- Parking pass if necessary
- Presentations and materials for print to staff at least two weeks prior to regional meeting.

Staff responsibilities:

- Work with college contact on logistics noted above.
- Provide updated rosters, name badges, and other materials requested.
- Follow up with registrants regarding attendance, lunch requests, special needs, etc.
Note: Regional meetings most of the time have no shows so there can be many leftovers. It is important for the message to attendees to confirm they will attend or cancel before a specific time so that there is not a waste of food.
- Confirm with attendees that they have registered for the appropriate regional meetings since there are sometimes conflicting meetings on the same weekend.



Executive Committee Agenda Item

SUBJECT: Regional Meeting Dates		Month: August	Year: 2015
		Item No: V. J.	
DESIRED OUTCOME: The Executive Committee to consider for approval meeting dates for the Fall regional meetings:		Attachment: YES / NO	
		Urgent: YES / NO	
CATEGORY: Action		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Freitas/Goold		Consent/Routine	
		First Reading	
STAFF REVIEW: Julie Adams		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each fall and spring, the ASCCC holds regional meetings on various topics. This year is no different. However, usually each committee would compete for selected dates, which resulted in regional meetings held on conflicting dates. This year, the Executive Committee will review the need for regional meetings and confirm the dates to be selected to ensure we are serving all our membership.

Proposed dates:

Curriculum Committee:

September 25 North and September 26 South

October 6/7

October 16/17

November 13/14

CTE Leadership Committee

The Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy (WTFE) has held town hall meetings, regional conversations, and task force meeting since November 2014. The scope of these meetings was to consider strategies and recommend policies and practices on issues such as flexibility, regional responsiveness, partnership with industry and student portability. The WTFE has developed a list of recommendations, which will be heard by the September Board of Governors September meeting. The purpose of these meetings is to share the recommendations with CTE faculty and faculty leaders and gather feedback to inform resolutions presented at the Fall Plenary Session.

October 9 North (Sacramento), October 10 (South), October 16 (Bay), and October 17 (Central)

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Instructional Design and Innovation Institute		Month: August	Year: 2015
		Item No: V. K.	
DESIRED OUTCOME: The Executive Committee will consider for approval the direction of the institute.		Attachment:	
		Urgent: YES / NO	
CATEGORY: Action		Time Requested: 20 min.	
REQUESTED BY: Morse/Adams	STAFF REVIEW ¹ : Julie Adams	TYPE OF BOARD CONSIDERATION:	
		Consent/Routine	
		First Reading	
		Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the May 2015, Executive Committee members discussed holding an instructional design and innovation institute this year. During the conversation, members considered tracks, themes, topics, and committees that would assist in coordinating the event. The Professional Development Committee Chair and Adams will coordinate the flow of content and other details for a successful event.

The Executive Committee will consider for approval the direction of the institute, including theme, tracks, timelines, committees involved, call for presentations, and other necessary planning to host this event.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Curriculum Committee Regional Coordination Survey		Month: August	Year: 2015
		Item No: V L	
DESIRED OUTCOME: The Executive Committee will consider for approval a survey to inform research on the feasibility of and suggest possible strategies for effective practices for regional coordination of course offerings among colleges.		Attachment: NO	
		Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Todd/Grimes-Hillman	Consent/Routine	
		First Reading	
STAFF REVIEW:	Julie Adams	Action	X
		Information	

BACKGROUND: The Executive Committee reviewed a draft survey that was intended to address the Resolution 09.01. Investigate Regional Coordination of Course Offerings. The resolution and revised survey is presented.

Resolution

Whereas, Faculty develop curriculum designed to best serve the educational needs of students and fully intend to offer the courses necessary for students to expeditiously meet their educational goals;

Whereas, Community colleges strive to develop class schedules that allow students to complete basic skills classes, obtain degrees and certificates, and transfer to four-year universities, all within a timely manner;

Whereas, Despite their best intentions, it is often difficult for colleges to offer necessary courses within the timeframe needed for students to complete their educational goals due to minimum class enrollment policies or the high cost of the course; and

Whereas, Colleges are constantly striving to better meet the needs of students and coordination among colleges on course scheduling may ensure that courses that are not frequently scheduled at one college due to historical low enrollments or high costs, may be offered at one or more neighboring colleges thus providing students with additional opportunities to complete their educational goals;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.

Revised Curriculum Committee Regional Coordination Survey

1) Are you a single-college or multi-college district? Single college/Multi-college (check the one that applies)

2) What is your position at the college? Check the positions that apply.

Academic Senate President, Curriculum Chair, Articulation Officer, Chief Instructional Officer,

Other (Please explain--Text box)

3) In your scheduling or enrollment management process, do you take into consideration your neighboring college, including those inside and/or outside of your district? Yes/No

IF YES TO #3

4A) Does your college review the course offerings/class schedules of neighboring colleges to ensure offerings of high-cost or low-demand courses are available to students for timely award completion?

Yes/No/Do not Know

4B) Does your college review the course offerings/class schedules of neighboring colleges to ensure offerings of district to ensure offerings of high-cost or low-demand courses are available to students for timely award completion in the following areas? Check all that apply:

CTE courses, Transfer courses for the major, General Education

If so, how? Please provide an example of a course and a process? (text box)

5) Does your college coordinate with colleges inside of your district to ensure offerings of high-cost or low-demand courses are available to students for timely award completion? Yes/No/Do not know.

If so, how? Please provide an example of a course and a process? (text box)

6) Does your college coordinate with neighboring colleges outside of your district to ensure offerings of high-cost or low-demand courses are available to students for timely award completion?

Yes/No/Do not know

If so, how? Please provide an example of a course and a process? (text box)

7) Does your college have any policies or barriers that might make the process of regional coordination of courses difficult? Yes/No/Do not know

If yes, please briefly list or discuss any of these policies or barriers? (text box)

IF NO TO #3

4) Does your college have any policies or barriers that might make the process of regional coordination of courses difficult?

Yes/No Do not know

If yes, please briefly list or discuss any of these policies or barriers? (text box)

5) If you have not considered a process of regional coordination of course offerings, and the idea interests you, what concerns or questions might you have about designing a regional plan? (text box)

FINAL QUESTION FOR BOTH ANSWERS TO #3

Would you mind sharing your contact information (name and email) if we have additional questions? (text box)



Executive Committee Agenda Item

SUBJECT: Draft Survey regarding Support services for disenfranchised students		Month: August	Year: 2015
		Item No. V M.	
DESIRED OUTCOME: The Executive Committee will review the draft survey and provide feedback.		Attachment: NO	
		Urgent: NO	
CATEGORY: Action		Time Requested: 10 mins.	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Cynthia Rico	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Information	

BACKGROUND: In the fall of 2014, the body passed *Resolution 20.01 (see below) Developing a System Plan for Serving Disenfranchised Students* “calling that the Academic Senate for California Community Colleges work with the Chancellor’s Office and the Board of Governors to develop a long range plan that will increase services for disenfranchised students.”

Whereas, California’s community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California’s community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention, and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and Board of Governors to develop a long range plan that will increase services for disenfranchised students.

In support of these efforts, TASSC would like to first gather a baseline of information to learn what “wrap around” services are being currently offered at the colleges.

The survey would be sent out to counseling departments asking that either the Counseling Department Chair or Designee complete the survey. It is the thought of the committee that this may be the most appropriate person to complete the survey.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

The goal is to distribute this survey early September 2015.

DRAFT SURVEY

Baseline Collection of available social services at the CCC

In the fall of 2014, the body passed *Resolution 20.01- Developing a System Plan for Serving Disenfranchised Students* calling that the Academic Senate for California Community Colleges work with the Chancellor's Office and the Board of Governors to develop a long range plan that will increase services for disenfranchised students. In support of these efforts we would like to first gather a baseline of information to learn what "wrap around" services are being currently offered at the colleges.

This survey is being sent to the Counseling Department Chair, or department lead who may be best to respond to the questions below:

- 1) Does your college provide on-campus housing services? If yes, please describe the services and how students access these services
- 2) Does your college provide on-campus food distribution? If yes, please describe the service and how do students access these services
- 3) Does your campus offer ombudsman services? If yes, please describe the service and how do students access these services. What is the fee structure for these services?
- 4) Does your campus offer financial assistant programs to assist students in paying utilities? If yes, what are the services how do students access these service and how do students qualify?
- 5) Does your campus offer student transportation passes? If yes, what are they, what are the costs and how do students qualify for them?
- 6) Aside from your Child Care Center on your campus, if one exists, does your campus have partnerships with community child care centers? If yes, who arranges these partnerships?
- 7) What kinds of services does your campus provide for homeless students?
- 8) What kind of structured mental health services does your college provide? Do you provide community referrals and if so, how do student access these services?
- 9) If your campus refers out these services, does your campus have any coordinated partnerships with these community referrals?
- 10) Which department coordinates community referral services, if offered on your campus?
- 11) Does a representative from the Department Social Services come to your campus to work with your students? If yes, how many days, during what time of the year and how do students access these services? What kinds of services are offered by this representative?

Who is the campus contact person that coordinates the services from the Department of Social Services to be on your campus?



Executive Committee Agenda Item

SUBJECT: Caucus Recognition		Month: August	Year: 2015
		Item No: V N	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval continued recognition of the LGBT ASCCC Caucus.	Urgent: No	
		Time Requested: 10 Mins	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Caucus process requires current caucuses to submit each May their intent to continue as a recognized caucus (see <http://www.asccc.org/caucuses>). In May, the Senate Office received a note from the then current chair that the LGBT Caucus would not continue as an ASCCC caucus and Executive Director Adams alerted the Executive Committee at its May meeting. Stankas requested that we tentatively table the item until he had the opportunity to reach out to the group to seek their collective response about whether or not the caucus planned to disband.

The Executive Committee will consider whether or not this caucus continues to meet the requirements to be an ASCCC Caucus.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

LGBT Caucus Affirmative Continuance

Kate Adams, Allan Hancock College

Dianna Chiabotti, Napa Valley College

Steve Cirrone, Sacramento City College

Corinna Lokhorst Evett, Rancho Santiago Canyon College

David Hatfield Sparks, College of Alameda

Craig Milgrim, Grossmont College

Susan McMurray, Los Angeles Harbor College

Armando Rivera-Figueroa, East Los Angeles College

Michelle Sampat, Mount San Antonio College

Lorraine Slattery-Farrell, Mount San Jacinto College



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: August	Year: 2015
		Item No: VI. A.	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	David Morse	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: August	Year: 2015
		Item No: VI. B.	
DESIRED OUTCOME: The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.		Attachment: YES	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 10 mins.	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: David Morse/Julie Bruno	Consent/Routine		
STAFF REVIEW ¹ : Julie Adams	First Reading		
	Action		
	Information		X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Morse and Vice President Bruno will highlight the Board of Governors and Consultation meetings for August. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLORS OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752

<http://www.cccco.edu>



AGENDA

**Consultation Council
Thursday, July 16, 2015
Chancellor's Office, Room 3B and C
9:30 a.m. to 2:00 p.m.
1102 Q Street, 3rd Floor
Sacramento, CA 95811**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

- 1. Workforce Task Force Update**
- 2. State and Federal Legislative Update**
- 3. Other**

Future 2015 Meeting Dates:

August – No Meeting
September 10, 2015
October 15, 2015
November 19, 2015
(San Francisco Hyatt, Burlingame)

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President' Report

Chancellor's Report

CONSENT CALENDAR

May 18-19, 2015, Meeting Minutes (Vincent Stewart) Item 1.1

This item recommends the approval of the May 18-19, 2015, board meeting minutes.

Revised Master Agreement Between the Board of Governors and the Foundation for California Community Colleges (Vincent Stewart) Item 1.2

Updates to the Master Agreement between the Board of Governors and the Foundation for California Community Colleges are recommended to address a variety of changes in operation practice, current law, and regulatory matters.

Resolution – Natalie Berg (Brice Harris) Item 1.3

This item presents resolutions to former Board of Governors member Natalie Berg.

ACTION

Approval of Contracts and Grants (Paul Feist) Item 2.1

This item recommends that the Board of Governors approve entering into the contracts and grants described in the July 2015 agenda.

Disabled Student Programs and Services Regulations Revisions (Denise Noldon) Item 2.2

This item recommends implementation of amendments to the Disabled Student Program and Services regulations through proposed changes to California Code of Regulations, title 5, section 56000 et seq.

Reappointment of a Special Trustee for San Francisco Community College District (B. Harris) Item 2.3

This item presents for consideration the reappointment of a special trustee at San Francisco Community College District.

Adult Education Block Grant (Van Ton Quinlivan) Item 2.4

This item requests Board of Governor's approval of the \$525,000,000 expenditure plan for the Adult Education Block Grant

Recognition of College Status for Clovis Community College, State Center Community College District (Dan Troy) Item 2.5

This item requests recognition of Clovis Community College, of the State Center Community College District, as the 113th campus of the California Community Colleges.

**All times are approximate and subject to change. Order of items is subject to change*

INFORMATION AND REPORTS

Overview of the Enacted 2015-16 Budget (Dan Troy) **Item 3.1**

This item presents an overview of the 2015-16 state budget as it relates to the California Community Colleges.

2016-17 System Budget Request (Dan Troy) **Item 3.2**

This item presents an update on the development of the 2016-17 System Budget Request and provides an opportunity for Board discussion and input.

California Community Colleges 2016-17 Capital Outlay Plan (Dan Troy) **Item 3.3**

This item requests approval of the California Community Colleges 2016-17 Five-Year Capital Outlay Plan prepared pursuant to the requirements of Government Code sections 13100-13102 and Education Code sections 67500-67503.

State and Federal Legislative Update (Vincent W. Stewart) **Item 3.4**

This item will provide an update on recent state and federal legislative activities.

Foundation for California Community Colleges - Strategic Plan Annual Impact Report (Keetha Mills) **Item 3.5**

This item will include a presentation and discussion of the Foundation for California Community Colleges progress against its long-range strategic plan guiding priorities through the year 2020. This item will include highlights from fiscal year 2015 and will preview the Foundation's fiscal year 2016 annual plan and budget.

Inmate Education Grant Program (Vincent W. Stewart) **Item 3.6**

This item discusses the execution of a contract with the California Department of Corrections and Rehabilitation and the Department of Finance on a new project made possible by SB 1391 (Hancock), which established a grant program to expand and improve inmate education programs offered by California community colleges.

Board Member Reports **Item 3.7**

Board members will report on their activities since the last board meeting.

PUBLIC FORUM

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

NEW BUSINESS

ADJOURNMENT

Tuesday, July 21, 2015
10:30 AM*
Sterling Hotel
1300 H Street
Sacramento, CA 95814

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session:

- *Community Initiatives, Inc., v. Harris, Brice, et al.*, San Francisco Superior Court, Case No. CPF 13-512950, California Court of Appeals, First Appellate District, Division Four, No. A140645
- *Martinez, Jesus, et al. v. Harris, Brice, et al.*, Los Angeles Superior Court of California, Case No. BS145681
- *Padilla & Associates v. San Joaquin Delta Community College District, et al.*, San Joaquin Superior Court, Case No. 39-2011-00271550-CU-BC-STK

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.



Executive Committee Agenda Item

SUBJECT: Educational Planning Initiative Update		Month: August	Year: 2015
		Item No: VI. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update regarding Hobsons software product-STARFISH—Early Alert System.	Time Requested:	
CATEGORY:	Discussion/Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cynthia Rico	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	x

Please note: Staff will complete the grey areas.

BACKGROUND:

On July 28th the Chancellor’s Office announced the procurement of Hobsons, which will be the principle vendor providing the educational planning /degree audit and early alert software. The early alert product was an added product that the vendor just acquired and will be made available to any college that so chooses. Unique to this alert system are the comprehensive features that will require active participation of both instructional and non-classroom faculty.

The Vice Chancellor of Student Services has expressed some initial concern that the faculty may see their participation as an “increased workload issue.” Given this, a quick demonstration of the product will be provided, so that Executive members may be advised on the product features.

(Attached are the most updated meeting minutes of: the Portal Steering Committee, Educational Planning Initiative Steering Committee and the Educational Planning/Degree Audit (aka Pilot) Steering Committee, and revised meeting dates for the fall of 2015)

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Student Services Portal Steering Committee Meeting

Wednesday June 10, 2015

Irvine

SSP SC Attendees: Aaron Stafford, Aeron Zentner, Alejandra Colon, Ana Ogaz, Angel Jimenez (online), Angela Baucom (online), Anita Crawley (online), Barbara Fountain (online), Bri Hays (online), Brian Orlauski, Clinton Slaughter, Crystal Hernandez, Cynthia Rico, Dave Lesser, David Dillon, David Shippen, Debbie Nichols (online), Diane Berkland (online), Don Webb, Freyja Pereira, Gary Bird (online), Gary Thompson, Ireri Valenzuela, Janet Fulks, Jon Fanucchi (online), Justin Tilton (online), Kimberly McDaniel (online), Kira Tippins (online), LeighAnn Unger, Leticia Serna (online), Lindsay Pangburn (online), Lisa Romano, Margie Carrington, Mia Keeley, Mike Caruso, Norberto Quiroz, Pedro Avila, Rick Snodgrass (online), Robert Kim (online), Robyn Tornay, Sarah Tyson, Serna Peeters (online), Victor DeVore, and Yamonte Cooper.

Welcome/Roll Call:

Norberto called the meeting to order at 10:00am.

Approval of Minutes:

Cynthia Rico moved to approve the minutes for the meeting of May 6, 2015; the motion was seconded by Janet Fulks. The motion was approved unanimously.

Chair's Transition:

Norberto will be stepping down from being the Chair of this committee, and asked members to consider who they might nominate later in the day. The Chair is responsible for helping to work with the team from the Technology Center, the faculty, and the work groups. It is important for the Chair to have the energy and willingness to advocate for different communities and hopefully be someone who has a vision for the portal. The portal will be a unifying platform and it is important to also work to integrate the portal work with the work of the Online Education Initiative (OEI) and the Common Assessment Initiative (CAI). It is important that the portal committee continues to work together on the global view of what is best for all six million students in the Community College system. David and the committee took the opportunity to thank Norberto for his leadership and great work and service over the last year.

Roadmap for December:

David Shippen introduced Mike Caruso, the new portal product manager, who came to the project from Unicon. Mike then presented the overall roadmap for software development activities in building the portal by December. Those activities include:

- Services Layer, Starfish Integration
- Data Acquisition and Interaction
- Functional Tools and College Modifiable Portlets
- Workflow Engine and Advanced Logic
- Tracking and Analytics
- User Experience/User Interface (UX/UI)

The services layer and Starfish integration is currently in development and will be delivered around the end of the month. The goal is to have the portal act as the intermediary between third party vendors and the college campuses. Rather than having each campus deal with each new software vendor, ideally the portal would be responsible for integration with the vendors. This will reduce implementation time and also prevent the system from being "locked" to specific third parties/vendors since it will provide a functional layer that interacts with the vendors. Finally the functional SSO integration will provide authenticated pass through log-in for students between the portal and Hobsons/Starfish. After the SSO, data acquisition and interaction will help the portal connect to the CCCApply databases to retrieve useful information. For example, if students identify themselves as Veterans or members of other groups, we will be able to provide

specific services in those regards. When the student applies, the data can be retrieved and used to display information that is relevant to them.

One of the committee members noted that the Common Assessment Initiative (CAI) is hoping to use high school information to assist with multiple measures for placement. The Federal rules are changing and it will become necessary to get permission from students to gather that; it would be helpful to ask for that permission during the CCCApply process so that it doesn't have to be requested later. Members also suggested being aware of the need to update name changes and so on, currently those are static in CCCApply and dynamic at the colleges. Pedro also suggested the need to address existing students who never applied through CCCApply. Mike agreed that those areas would need to be accommodated and emphasized that since they haven't been built yet they are not yet constrained. Cynthia felt that it would be useful to have a discussion about how college personnel would use the portal. Sarah also suggested that the applicant information and interest questions in CCCApply should probably be updated, so it might be useful to have someone from CCCApply join this group to review them.

Action Items:

Look into: asking permission from students to gather their high school information during the CCCApply process; the ability to update information in CCCApply after the application process; and reviewing the applicant information and interest questions in CCCApply.

The development team will be designing the institutional app experience and will also be tracking and using data analytics. There will be core portal functionality that will include things like "What financial aid form do I need?" and other examples of things that will be considered portlets that will be built in. The development team wants to make sure that colleges will be able to adopt these, or modify them to the college's needs. For example, certain institutions ask for forms earlier in the process, while others do it later in the process. For this reason, college modifiable portlets will have the ability to adapt to meet colleges' needs and the portal will be set up to make use of these. There will also be app launchers which are links that are a little bit more than typical web hyperlinks; they will have the ability to support SSO if desired so that if a student clicks a link when they are already logged in, the portal will act as a security pass through to the application. There will also be surveys built into the portal. These are all essentially links to external tools.

Mike explained that the original idea was to build the portal around user groups, but since we have a shorter timeframe instead the intent is to focus on the first several segments of core baseline functionality and then to build out the rest of the functionality and support over the lifespan of the portal. The portal will have a workflow engine operating under everything tracking information, feeding back into the portal and updating the interface and links; for example updating progress bars as students complete activities. The goal is to build something by December 31, 2015 that we can take out and be proud of, and have pilot colleges testing it in January 2016. All of the requirements and user stories will be used as test cases to make sure the portal works. Mike assured members that the portal would be integrated into colleges' SIS and that colleges would only have to integrate one time. Sarah expressed concern regarding challenges of local resources for integration; that still needs to be addressed. Cynthia noted that discussion of how to pilot the portal beyond the EPT/DAS pilots has not really been discussed. Mini-grants would be helpful.

Victor suggested the importance of using our purchasing power to pressure vendors for PeopleSoft, Banner, and DataTel, and so on to tailor their information systems to the needs of the community college system. David explained that Mike and Lou Delzompo, the Technology Center CTO, are putting emphasis on creating the service layer so that colleges won't have to worry about that integration; it will be more efficient over time. With City College of San Francisco, we will start with direct integration for EPT/DAS, and then will learn how to insulate colleges from that extra work.

Janet emphasized the importance of getting information out to colleges if we want to start piloting the portal in January; it would be useful to start doing a roadshow in August. David explained that there is a meeting scheduled at Fresno and a couple of other schools, and he has had conversations with Hobsons about support. He also explained that he has a document pending legal review setting aside money to help the pilot colleges. The desire was to provide more support for colleges implementing more pieces, but also to provide some support for colleges that implement only one piece. Tentatively it is set up with up to \$120,000 for each pilot college; \$30,000 for the portal and another \$40,000 for Starfish. The college would be able to spend the money however they best needed to spend it. Don also explained that IT departments will need specific help given that colleges have various SIS, and even help with the three major extractions will not help colleges like his with homegrown systems; the work will fall on the back of the IT departments. Mick Holsclaw will be working with the team to write a white paper with initial thoughts on how to do this depending on what the colleges are implementing.

Some of the Education Planning pilot colleges may also pilot Starfish and some may also volunteer to pilot the portal. Members noted that the Education Planning Tool, in and of itself, is a massive implementation and will require significant resources. Colleges may or may not be willing to commit to doing multiple implementations and there may not be significant efficiency in doing more than one.

Unicon Portal Development:

Dave Lesser provided a review of the technical work that has occurred since April on building the portal. They have defined the CCC wide approach for single sign-on and created a new Shibboleth Version for the June 30th release; that is the thing that asserts that a person is who they say they are. The team has met with Lou Delzompo to define what is needed to get an approved SSO, and that initial implementation. They are also working on the messaging service with the ability to send email or text messages. It has been built and integrated and is infinitely extensible. The team has also spent a lot of time of containers, which are basically like a light version of a virtual machine; it allows Unicon to deploy the application and is only limited by how fast you can download from the preview environment. It is very robust and responsive and will allow the ability to scale up and down easily, not just at the beginning of the school year, but whenever needed. The desire is to engineer everything well from the beginning with the minimum of downtime. David Shippen noted that the current contract requests 99.8% uptime; but of course there is more cost for no down time. Dave Lesser also noted that the attempt is made to schedule downtime when it is least intrusive. The virtual private cloud architecture allows for expansion and security at the same time. Containers allow for management across the cluster and the ability to monitor the health and stability of the application.

Unicon has also been working on the basic dashboard page so that initial guidance can be given and it can be updated later. They are getting the services layer of the messaging service up and running in the cloud, it is working on local machines already. They are working on getting out build servers to the cloud and wrapping up the Shibboleth uPortal containers this week. In upcoming sprints they will deploy the portal and Shibboleth services so that they can finalize the technical preview environment for making the Minimum Viable Product (MVP) or technical preview available to the world. Finally, the team is looking toward the next steps after the June 30th preview; they are working on the roadmap to define what comes next to get to December; they will continue to iterate and work on the user experience as well. Committee members who are interested in a deeper level of detail can talk to Dave Lesser during lunch or look at the details in JIRA. Cynthia explained that the technical preview on June 30th will complete the foundation for everything else, which is why July 1st is the deadline for the completion of the work group requirements, since they will lay out what is to be built on the foundation.

User Interface/User Experience (UI/UX) Perspective:

Gary Thompson from Unicon presented a preview of UI/UX suggestions, prototypes, and options for the committee to consider and provide input on. The prototype is a visual representation that will continue to be used in student usability testing as well. Gary noted that they have reverted to

gray scale for the prototype because they will be asking for input into branding, style, font, and color changes and did not want to influence those choices in the presentation. The prototype is not functional yet, instead is intended to show the concept and how some of the pieces fit together. He reminded the committee that the team has been working on the major portal elements including focus on the idea of a smart checklist and how that would appear and be used by the personas that represent students, faculty, and administrative personnel. Gary showed the committee a prototype set up for Faith Freshman, at this stage she is an unattached student and the focus is on providing her information, questionnaires, and so on to help lead her through the process of exploring, applying, and becoming attached to a college. The unattached checklist bar with the "virtual advisor" can help her find information and lead her through those important steps. Throughout her use of the portal she will also receive targeted messaging related to where she is in the process, along with reminders about steps that need to be completed. Gary showed what is being called the pin board, which is a list of links to other applications and websites. In the future the App Launcher will enable students to authenticate and connect directly into other applications. They have gotten a lot of feedback on the pin board and how students would like it to work, including having the ability to add in items of interest or remove ones that they do not want. They could also take advantage of a rating system where students would be able to rate their experience with a particular tool. Some items would be pinned on the pin board for students as a result of the lifestyle survey, if they are Veterans, foster youth, etc., but students would still be able to unpin them, if desired. The team is also looking at trying to organize the pin board so that it feels more familiar, like an app store, as well as adding tags that could make the search feature more manageable.

In the checklist we will tell students: what something is for, why it will be useful, and approximately how long it will take to complete. The progress bar updates as items are completed giving a sense of how much is done and how much is left to be completed. Janet cautioned that although students wanted the progress bar, we need to be aware that elements that look like they take too much time might end up being avoided, so it might be useful to break up longer tasks into more steps. Justin agreed that it might be useful to do an A/B test on whether students prefer four 15 minute steps to one 60 minute step.

Once a student is attached and there are more than four steps, the display allows for viewing four at a time, while indicating that there are more and having the ability to scroll to the others easily. After the student applies to a college, they are also redirected back and a logo for the school is added to the top of their dashboard where the student can toggle between college views and to college specific information. Additionally, there is the potential for having college specific Veteran's information and so on, in addition to the general information; the team is still considering how to overlap that.

Gary presented four different potential branding options for feedback from the committee and noted that they will also be put in front of students. He cautioned that the flat mockups don't necessarily show every element fully, but are to represent a feel for the style, color, and typography. He would like to get general impressions of things that members really like and don't like. It is also possible to combine elements from different options. All four are posted on the SSP Basecamp for members to look at and feedback would be appreciated. Members asked if color blindness would be taken into consideration, and Gary explained that color contrasts and the appearance in grayscale would help with that, and they are aware of the concern.

There will be attention given to the ability to brand with college colors if desired, but also having the blue and gold Chancellor's Office baseline colors. Some members suggested that student preferences should have priority while another noted that not all students are seventeen, and adult preferences should also be considered. Gary reminded the committee that student testing is intended to focus on the personas because they reflect the demographics of the whole community college system. Since colleges have different levels of resources, some will want to use the portal as delivered, while others will want to configure it for their campus. The intent is to have configurable sets, but certain elements that remain the same so that students can gain

familiarity with it and navigate easily regardless of college. Which elements will be configurable and which will be consistent will be determined by a new work group that is being set up. It may be desirable to have a fixed font size for some elements, and so on, so the new work group will determine exactly how configurable the portal will be and which elements will be uniform.

Usability Experience (UX) Testing:

Justin provided an update on the UX testing that has happened so far. He reminded members of the iterative development process that Unicon goes through every two weeks including developing new wireframes for testing. Justin then takes those prototypes and brings them in front of a group of 2-4 testers. He spends about an hour on each test getting detailed input and feedback. That feedback is transcribed, summarized, and recommendations are made in a report back to Unicon; the process then repeats over and over again until the product is complete.

The UX Manifesto and design guidelines have been uploaded so that any teams involved in design can look at them. Justin is still working on getting the UX work group together. That group will: take an early look at items, provide guidance into how to work with campuses, bring up accessibility concerns and build on ideas about accessibility testing. Justin plans to have the work group meet once a month staggered between the SSP Steering Committee meetings, so that input will come in from either the full committee or the work group every two weeks. He hopes to start that cycle in two weeks.

Justin is also working on setting up a student design team; he met with Jim Gaston at South Orange CCD and made contact with two students currently participating in design teams who are excited to participate in portal design. Justin is also meeting students in the usability tests that he plans to go back and ask for further input; so far every one of the students has been excited about providing additional input. There have been 11 usability tests with students having no prior knowledge of the portal, and a few additional prototype tests prior. At the last meeting Justin summarized some of the general impressions of what students liked and didn't like, as well as suggestions made; those have been incorporated into the prototypes that Gary shared today. A twelve-minute highlight reel from the last presentation has been uploaded on Google Drive and Basecamp.

The first usability report from the five San Diego Mesa usability tests has been completed and communicated to Unicon. It summarized: questions and tasks, guidance and notes, and similarities and strong opinions across tests. The report on the six tests from Bakersfield is in process now, and the hope is to spin up the next series of new tests at Fresno soon. Cynthia urged new members to contact her regarding suggestions on how they might help with providing more students that fit the personas for future rounds of testing. Rick also asked members to contact him and noted that Robyn also has a list of names from the Student Senate. Members cautioned that while representation from student government is important, those students are both more informed and more involved than the average student. That is why it is important that student testing represents the personas; they represent the average demographic of students that might not know as much about how to navigate the system. Janet also thought timing of testing including first semester or even some bridge students would be important since they have not yet learned the system. Students will continue to be recruited until they have a critical mass of about fifty students participating.

Pilot Updates:

David explained that for the Education Planning Tool there are ten colleges identified which will be piloting one or more elements of the commercial product. Those colleges have been sequenced and have begun having pre-planning and technical planning meetings. The Portal pilot is more of a production environment. There is a Luminous portal that is being phased out which affects about forty colleges, there are other colleges with no portal, and others with homegrown systems that they want to replace. Fresno and Mt San Jacinto are currently looking at piloting. David would like to get 3-5 colleges ready to pilot the new portal. Mike noted that

doing a one-to-one replacement for colleges with nothing much more than a CMS would be simplest, but that deeper functionality will be ready in December.

Committee members noted that colleges with Luminous don't even have support starting in July, and some are looking at spending SSSP money for something that the Portal will replace. The marketing and sales job is really important; people need to understand the process and some are not going to want to buy in until it is more advanced. A member from Grossmont noted that they need a portal to limp along with and are desperate, but they have no IT assistance to volunteer to help integrate. He wondered how long he would need to limp along until the state has something that wouldn't require any integration assistance. David guaranteed that there will be something available in December depending upon what your definition of "done" is.

The CAI is working on delivering one assessment for the whole state along with possible multiple measures. This will mean that students do not need to take a new assessment when they attend another college. Similarly, the OEI is focused on developing an Exchange between colleges that will allow students from those colleges access to particular ADT courses. The vision is for an eventual single entry point for students to get to OEI, and CAI through the Student Services Portal (SSP); the idea is to link it into a continuous workflow. Norberto felt that the initiatives are reaching a point where communication between them is more and more critical.

There are at least three different levels of college portal readiness to address: colleges with no portal, those that are limping along, and those that are ready to go now. The project will focus on working with 3-5 pilots to produce the product and colleges can enter at that point. David explained that since we are using open source software, the portal really already exists today; we are simply adding features developed by this group.

Some members expressed concerns about IT not having enough time to integrate the portal. David explained that integration is single sign-on using CCC-ID which most of the colleges have or are moving toward with CCCApply. Federated Identity allows a college to authenticate a student, faculty, or staff member and that is then trusted by other institutions that are in the federation. The portal is just a tool to manage authentication and act as a container for the elements of the CAI, OEI, and EPI. The vision is that it will eventually allow for more sophisticated sharing of information back and forth regarding course information, assessment information and so on.

There were a number of questions about: portal integration with campus systems, authentication and single sign-on, passwords and resets, communication with WebAdvisor, and hosting a uPortal instance.

David explained that the focus of the committee for the last year has been on developing the wonderful user stories and not on the specifics of the technology and how all of that will work. He thinks that it will be possible to start with Fresno right away in a co-development effort with all the development happening on the Unicon side. Rather than discussing all of the technical issues today, he will set up a technical call to answer those.

Action Item:

David Shippen will schedule a call to look into technical issues of portal integration and report back to the SSP committee.

Procurement:

Rick explained that both the Self-Assessment/Career and College Explorer RFP and the Orientation RFP were published this morning and will be processed and evaluated simultaneously. He appreciated all of the hard work everyone put into meeting, contributing, and editing. The team at the Technology Center then finished with editing and organizing within the Butte College template. There are live links to RFP365 on the website. RFP365 will be used for both submission and evaluation of the proposals. Both RFP proposals are due July 3rd and July

21-22 there will be vendor presentations, demonstrations, and selection made by this committee. The presentations and selections will be from the three lowest cost responsible and responsive proposals. Member participation in the process is important and it is important that everyone plan to arrive on time and stay for the whole meeting both days in order to effectively participate; please make a commitment to be there.

The best elements of Career Café will also be melded with the vendor tool that is selected because we want students to be able to use this tool after they graduate.

Financial Aid and Duplication of Efforts:

Mia expressed concerns about potential duplication of efforts that she is seeing. Colleges are looking at getting into a three year contract with Financial Aid TV which has many elements that this committee has been looking at in a \$40,000 three year contract with each school. Colleges are buying standardized products and customizing them. Sarah also expressed a similar concern about Get SAP (Satisfactory Academic Progress) which seems to have overlap with the smart checklist and other elements this committee is working on. There are elements that colleges have to have in place by particular deadlines, and we don't want there to be a duplication of efforts. Sarah and Mia have been notifying all of the schools of those deadlines.

There is also concern about duplication of efforts with other projects. David thought that reports from committee members that are also on OEI and CAI would be a good idea. He noted that the best way to integrate with OEI is to embed Canvas in the portal, which will also drive both new and existing students to the portal. However, Cynthia felt that David should also be in regular communication with Pat James (OEI) and Jennifer Coleman (CAI) regarding coordination and possible sharing of members. Victor also suggested a standing agenda item to report out on what is happening with the other projects. Sarah agreed but was concerned about the difficulty of reporting out completely and accurately on complex issues and actions from other major projects. Anita encouraged doing much more than just reporting out, there needs to be a proactive approach because the divergence is happening now.

The Director's Collaborative is supposed to meet quarterly as well; there was one meeting a little less than a year ago with the leadership from all of the grants.

Action Items:

David will post on Basecamp all of the information in one charter with all the due dates that he gets from Mia regarding Financial Aid, BOG fee waiver, etc. David will invite representatives/managers from CAI and OEI to the meetings to report out, he will also coordinate with CCCApply.

EPT/DAS Coordination:

Robyn summarized the work on 5 site visits that have taken place and 4 others that are scheduled with the nine pilot colleges. City College of San Francisco was first to get started and Los Medanos will be kicking off soon. David was impressed with the number of people that Hobsons fielded for the kickoff at San Francisco; it is a huge school making lots of changes. There is not a big focus on the portal at San Francisco, but the project team will find a college to act in the same, first school capacity, for the portal. A letter of interest regarding participation in phase two will be sent out next month to the rest of the colleges in the system, it will go to the President, but will also need to be signed off by the Academic Senate, CTO, and others.

As a review: Starfish came on with Hobsons and is an early intervention tool that gives an overview on how the student is doing. It can send kudos when the student is doing well, send messages to the counselor when there is a concern, or can provide attendance sheets with basic analytics on students who are doing well, marginal, and those who really need help. It can also be used to make appointments including with specific information like if any walk-ins are available and how long the wait time is. It has similar tools to SARS, but the advantage is a really strong integration with Hobsons.

The management team visited Hobsons site last week and had a chance to experience their culture and integrate with their team. Hobsons is able to provide data sheets and their technical teams are able to deal with very tangible questions and can provide an integration guide when they work with a college. David noted that we don't have that for the portal. We want to have five initial pilots, and we are working on procurements for tools that will show be available in the portal. We want to be able to articulate those same sorts of technical needs for the Portal that Hobsons is providing for their integration.

Cynthia brought up the issue of how to find pilot colleges for the portal in a way that is fair and can be explained to the Chancellor's Office and the system. Other colleges will want to know why they weren't asked. The members of this committee were not specifically chartered as pilot colleges, and it needs to be a transparent process, especially if there is not an open solicitation.

Action Item:

David will get the technical requirements together and then the committee can discuss the business requirements.

Work Group Scheduling:

Work groups are especially critical now. Everyone has been assigned to one of the work groups and a fifth group, the Student Support Services work group, is being formed to work on administrative tools for personnel and the determination of some of the cosmetic decisions regarding which aspects of the portal should be standardized. So far Leticia and Brian are in the new group, the project team would like to solicit at least two additional members.

Mike explained that there are really good requirements that have been written and now the task is to examine them to distill down the ones that determine basic functionality, as well as which will be elements to build out over time. It would be helpful to set up recurring work group meetings or some other way to avoid having to send out a Doodle poll each week. Sarah explained that their work group finds it most helpful to start each meeting by setting the dates for the next two or three meetings. Counselors need to be scheduled at least two weeks out, and she finds it very inconvenient to go onto Basecamp to check the calendar. Cynthia agreed that method seemed to work well. Mike agreed to try it and will send out Google Calendar invites as well.

Members thought that it was also helpful to set the agenda for the next meeting so that they feel energized and have a sense of progress being made.

Action Item:

Each of the work groups should have one comprehensive goal completed by July 1st. Rick will post a renewed list of work groups, members, and their missions on Basecamp.

Other Websites:

There are many websites that exist in the higher education realm. They can be useful for recruiting and for other purposes; we may want to incorporate elements into the Portal. CVC.edu and Californiacolleges.edu are two of these. Sarah explained that Californiacolleges.edu uses the CSUMentor infrastructure and was meant to be an intersegmental way for students to explore all of the static information. It includes sample financing snapshots for the CCCs, CSUs, and UCs (it is a little bit different from the Net Price Calculator). There are also some exploration tools and good FAQs. It used to be funded primarily out of the State Department of Education with the other segments putting in a little money, but now it has been moved over to the Chancellor's Office. Similarly at icanaffordcollege.com there is a significant amount of content, and certain levels that can be explored without creating a user account. All of this information can be very useful to potential students. There is a tab on the CVC website that references "coming fall 2016 Online Course Exchange" and there are also areas to explore careers. It is another area where there appears to be duplication of efforts. One of the members noted that there are also

orientation tools that are referenced, but Clinton explained that OEI is doing "readiness for online learning" not orientation to college. Additionally, the OEI is not the CVC or vice versa.

SSP Nominations for Chair:

Members discussed possible nominations, but potential nominees were hesitant to commit to the time that would be required. The Chair meets with the Co-Chair and the management team to formulate the agenda, participates in work groups, and acts as a liaison between the technical staff and the membership. Norberto explained that he spent about 4 hours each week on work for agendas, planning meetings, and checking in on work groups.

A couple of nominations were made that were respectfully declined due to concern about regular work responsibilities. Cynthia explained that she is willing to hang on for a little bit and to consider being Co-Chair for another year, but also acknowledged her responsibilities as Chair for EPT/DAS. The committee decided to continue consideration of nominations to the July 21 -22 meetings, which Cynthia will run. This will also give new members an opportunity to get to know everyone a little bit better before having the election. David also suggested that he might be able to look into arranging release time or some equivalent for the Chair and Co-Chair.

Wrap Up:

The PowerPoint deck will be available on Basecamp for members who would like to take information back to their schools. There is also a public facing portal instance with the prototype that members can show to stakeholder groups.

Sarah felt that a Marketing work group, or a marketing box on Basecamp might be useful. She felt the time has come to dig into marketing the SS Portal to the colleges and the system, or to have Sandoval at the Technology Center expand that area. David explained that Robert Burnie is working with Robyn on marketing for EPT/DAS but he is not able to expand Robert's scope. He will look into setting up a Marketing work group.

Members thanked Alejandra for her work with the committee and wished her well in the future. Since Angel is not transferring until next year, she will remain on the SSP SC and the committee appreciates her continuing work.

Next Meetings:

The next meeting is at the Embassy Suites LAX on July 21-22.

The following one will be a Zoom meeting from 3-5 pm on August 5th.

Adjourn:

The meeting was adjourned at 3 pm.

Education Planning Initiative Steering Committee Meeting

Monday July 20, 2015

Zoom Online Meeting

Attendees: Alyssa Nguyen, Angela Baucom, Barbara Fountain, Caryn Albrecht, Chelley Maple, Cynthia Rico, David Shippen, Denice Inciong, Ileri Valenzuela, Lucinda Over, Margie Carrington, Matt Coombs, Mike Caruso, Rick Snodgrass, Robert Burnie, Robyn Tornay, Stephanie Dumont, Tim Calhoon, Victor DeVore, and Victoria Rosario.

Welcome and Roll Call:

Rick called the meeting to order at 3:06 pm. Attendance was taken. There was relatively low attendance due to changes in membership and summer vacation, but after checking the charter it was determined that no particular quorum was specified. The decision was made to proceed and any votes would be based on a majority of those present at the meeting, as specified in the charter.

Approval of Minutes:

There were no corrections or changes to the minutes from May 5, 2015. Cynthia Rico moved to approve the minutes and Chelley Maple seconded the motion. The minutes were approved almost unanimously, with Margie abstaining since she was not in attendance at the May meeting.

Nominations for Chair/Co-Chair:

Matt Coombs will no longer be on the EPI Steering Committee, since he has left the CC system to work for the vendor eLumen. The committee will be selecting a new Chair and Co-Chair today and David asked Matt to provide information that might help the committee in that process.

Although the EPI Steering Committee is not directly involved in the work of writing requirements, viewing prototypes, and selecting vendors, it still plays an important advisory role and the leadership from this group helps with connections in the community and keeping the project on target toward its goals. Matt noted that the work of the Chair will be harder but also more rewarding now that there are tangible deliverables that will be coming out of the project in the next 12-24 months. The Chair will be important in making sure that the pilot schools will be successful by insuring that the right information is gathered and by helping to clear the way for the project team to do their job. The core mission of the EPI Steering Committee is to act as a voice for the system and to gather the right information to make the right recommendations for the project. The committee should also look at the vendors the project is interacting with and potentially give them a "heads up" on challenges that are changing at the schools on a day to day basis with respect to accreditation standards, and the Chancellor's Office expectations, to help make sure that the funding of this project is going to go forward. A lot of schools will be piloting and joining this project and funding renewal will come up in two years, so the Chair needs to keep his or her finger on the pulse of those issues so that they can give advice but also be aware of challenges regarding lack of funding, change in priorities, and technology issues. David also highlighted the importance of gathering the data to make the business argument to make sure that funding continues as the project moves forward.

Matt felt that a reasonable expectation for a time commitment for the EPI SC Chair would be at least a couple of hours each week to stay aware of conversations and communications in Basecamp, reading documentation, keeping in touch with the project team, and finding time on David's schedule. The EPI project includes the Student Services Portal and that portal will become the hub to integrate many different Chancellor Office properties that currently exist on the web. David and the team have been given oversight on the Curriculum Inventory, which Matt feels is fantastic and brilliant; it is also a pretty large project in its own right because it involves integration with ASSIST. The project team is growing proportionally to help deal with all of that, but the Steering Committee has to be aware of those original projects and how they all connect to and integrate with EPI. It will take a minimum of a couple of hours a week for the Chair to stay aware of all that is going on and help with communicating that out to this committee between

meetings. Chelley noted that Matt's tremendous depth and breadth of technical expertise has been very valuable to the committee and she wondered if that was necessary to the role of the Chair. Matt explained it is not necessary for the Chair to have that expertise, but for the success of the project, there should be members of the committee with that knowledge to make sure that not only for the functional, but also the student services oriented focus and features, the technical infrastructure is there to support them.

The committee thanked Matt profusely for his leadership and work on the project. Matt expressed his appreciation for all that he has learned through work on this project and explained that although it would not probably be appropriate for him to regularly attend meetings, he is willing to volunteer to help in the transition and getting the new Chair up to speed.

Cynthia nominated Chelley Maple to be the new Chair; she noted that Chelley's participation since the formation of the committee and her work with the Student Services Portal (SSP) Steering Committee, as well as her student services perspective and understanding of SSSP requirements and reporting will help to provide leadership with a broad perspective and good background knowledge of the project. Lucinda agreed that Chelley's expertise and experience on the project would make her an excellent candidate. Cynthia also nominated Victor DeVore as Co-Chair, and noted that his technical expertise would be very useful. Stephanie supported the nominations as well.

There were no other nominations. Members agreed that having a Chair and Co-Chair with experience and knowledge of the project was very important, they also felt that in the future, when the time came to make a transition it would be important to think about how to groom someone to help make that transition smoothly since there are so many elements to this very large project. Lucinda moved to close nominations, and Cynthia seconded the motion. Members agreed unanimously.

Action Item:

David and Rick will contact Chelley and Victor in a week or so to set up infrastructure for minutes, documents, and so on, that they need as the new Chair and Co-Chair.

RP Group- EPI Implementation Survey Results:

Alyssa summarized the results of the 2015 Implementation Survey. The purpose of the survey was to collect feedback from EPI participants on initiative processes, as part of the 2014/15 evaluation work plan. It covered the participants' perceptions of: the governance process, planning, and communication internally and externally about the EPI. It consisted of about thirty open-ended and fixed form questions, and was sent out through an online survey link to identified EPI participants in March. There were 107 people identified by Sandoval Chagoya as participants in the project. There were 33 participants (31%) who completed the survey in its entirety and they identified themselves as members of: the project management team, the steering committee, a work group, or one of the pilot colleges.

In the area of governance, items pertaining to the participatory process included: understanding of roles, understanding of the decision making process, and whether or not participants felt that key stakeholder groups were well-represented in the EPI. 91% of participants felt that they were familiar with the governance structure, and 76% felt that they understood the different roles. The area that respondents felt had the lowest stakeholder participation was that of students with only 61% believing they were well-represented in EPI. Respondents understood how the decision making processes were initiated but did not seem to have a very solid understanding of who the final decision making bodies were. However, despite this lack of understanding about who makes the decisions, respondents did feel that the process was collaborative and people worked together to make recommendations.

In the area of program planning, respondents had a general understanding of what the EPI is trying to accomplish and how, but fewer participants indicated awareness of the specific services

and components of the project, and only 73% were confident that the goals would be accomplished on the timeline laid out in the work plan. There were high awareness levels (79%) of the pilot colleges, but lower ratings (64%) when asked about when the actual pilot phase was taking place. Additionally, only 37% felt that EPI was adequately preparing pilot colleges for implementation of products and services.

In the area of communication, 85% of respondents had some familiarity with the CAI and OEI projects, and less than half felt they were sure if EPI was communicating effectively with those other two major initiatives. Most respondents felt slightly more familiar with OEI than CAI components. Within the vendor procurement process, more respondents were familiar with the education planning (70%) and degree audit process (73%), and very few were familiar with the Student Services Portal (SSP) process (37%). Only 62% felt that communication was effective across groups within the EPI. Higher ratings of effectiveness (70%) were found between project team members and respondents within the Steering Committee and work groups, while less than 60% felt that communication was effective between EPI SC and EPT/DAS and SSP SC. Regarding tools being used for communication, respondents were more satisfied with and used Zoom more often (70%) and less satisfied with and used CCCConfer least often (52%). Additionally, while 100% of project team members are communicating back to constituent groups, only about a third of other project participants are communicating back "often" to constituent groups. More of the participants are relying on the Student Success Newsletter from the Technology Center than then Listserv or website related to the project.

Overall, respondents felt that EPI had set up a very collaborative working environment and was making good progress toward meeting the goals based on the established timeline. However, there does appear to be a need for more clarifying of the roles and responsibilities of members within the EPI, and a need to improve communication internally and externally. Based upon those needs five recommendations are being made for the management team and the EPI Steering Committee to consider:

1. Reduce the number of Steering Committee member groups (there are currently three and there is confusion about who reports to who, and what the specific steering committee responsibilities are)
2. Provide members with regular project updates (there are many components to this project and with face-to-face meetings of the steering committee only once every month, there is a need for more timely updates between those meetings)
3. The project management team could provide members with training in the use of the various communication tools that are being used in order to help with the learning curve for them
4. The project management team could develop customized messages for members at the end of each meeting, or by email, to share with their constituent groups at their colleges and to statewide groups when reporting back (open ended responses indicated that some members are not reporting back because they are not sure what information is confidential and what is not)
5. Increase ways that external communication about EPI updates can reach colleges, perhaps through Flex days or workshops, so that the project management team is on campuses communicating information about EPI.

Since the survey was done in March before the vendor was engaged in contracting, some of the confidentiality concerns may not be as much of an issue now that contracting has been completed. However, David did admit that the "take home talking points" has been considered and not yet implemented; that would be an important communication tool.

Confusion about responsibilities and which group reports to another is an issue that could be addressed through reduction of steering committees or work groups, or it might be a matter of clarifying the flow of responsibilities, reporting, and communication. Alyssa mentioned that OEI grappled with similar issues between their work groups and the overarching steering committee; the OEI management team did a 10-15 minute presentation which outlined and clarified what

each of the different membership groups' roles and responsibilities were. That would be another possible way to address the issue without reducing the number of discrete entities. She noted that these are just suggestions about possibilities for solving some of the issues. Alyssa is hoping that the project team and steering committee will take the survey results and use them to facilitate discussion about things that can be improved and ways to resolve them. Cynthia felt that the survey results also reflected some transitions in membership and noted that the committee has become more cohesive with more consistency in membership; she was not surprised by the results, but thought they might also reflect the complexity of the project. As new staff has been hired and roles are more clearly established, that should also help improve communication.

Action Item:

David thought that perhaps he or Chelley could take and use this information as a jumping off point to set tasks for the Steering Committee to address.

Now that the contract has been signed, the project team is working on developing the public announcement with Hobsons and the Chancellor's Office. He is working with Robyn to get the MOU in place between the colleges and the Technology Center to provide the support funding as well. There are a couple of steps that are in process right now: announcement of the contract and completion of the Individual Participation Agreements (IPAs) between Hobsons and the colleges, and then the Memorandum of Understanding (MOU) between the college and the Technology Center. Committee members are still under the Non-Disclosure Agreement (NDA) but the public announcement should be ready in the next two weeks or so.

Future In Person Meeting Dates:

September 8, in southern California (that meeting might possibly be at Stephanie Dumont's school, if the logistics work out for that to be a sensible choice. David will look into that with her.)
November 17 in Sacramento

Adjournment:

The meeting was adjourned at 4:13 pm.

EPI Pilot College (EPT/DAS) Steering Committee Meeting

Thursday June 11, 2015

Irvine

EPT/DAS Pilot College SC Attendees: Amanda Greene (online), Andrew Chang (online), Angela Baucom (online), Arleen Hollosy, Barbara Fountain, Benjamin Mudgett, Bernadette Flameno, Bill Mulrooney (online), Chelley Maple, Cheryl Shenefield (online), Cory Brady (online), Cynthia Rico (online), David Shippen, Dipte Patel, Don Webb, Dorris Griffin, Erin Novak, Freyja Pereira, Gary Bird (online), Ireri Valenzuela, Jay Field, Jeanine Gardner (online), Jon Fanucchi (online), Laura Subio (online), Leticia Luna-Sims, Lidia Jenkins, Lucy Ruiz (online), Michael Aquino (online), Marylou Lebya (online), Mike Caruso, Norberto Quiroz, Pedro Avila, Phillip Humphreys, Renee Craig-Marius, Robert Burnie, Robert Klier (online), Robin Armour, Robyn Tornay, Sabra Sabio, Shartelle Fears, and Tom Spillman.

Welcome/Roll Call:

Jay called the meeting to order at 10:00 am. Attendance was taken.

Meeting Minutes Approval:

There were no additions or corrections to the minutes from May 7, 2015. Arleen Hollosy moved to approve the minutes and Norberto Quiroz seconded the motion. The minutes were approved unanimously.

City College of San Francisco Update:

Lidia explained that City College recently had their kickoff meeting and things are going really well. They currently have a homegrown electronic education planning tool, but many of their plans are still written on paper because the tool is clunky and people already have the knowledge in their heads. They have approximately 80 counselors organized into many different departments including new student counselors, continuing student counselors, international student counselor, and counselors at four multicultural centers; all 80 counselors attended the pre-planning meeting. This pilot has given them the opportunity to come together and evaluate and look at how to make changes. Everyone has been apprehensive, but they knew that changes would have to happen because of the SSSP mandate. They were looking for an electronic tool to do abbreviated and mandated plans and when Hobsons came along they decided this was an opportunity to see if the tool was as robust as they need it to be. The process has resulted in bringing together not only counselors, but also A&R, IT, and the Office of Instruction, where the catalog and class schedules are formed. The team is a little bit large, but it reflects the size of their school. Lidia emphasized the importance of having stakeholders from all aspects of the college that interact with the students and the process. Although City College is a very large college, it has limited staffing in the key areas that link to transcripts and education planning. They have needed to look at what to do with business practices and procedures and where staffing will need to be changed to meet new demands.

Hobsons and the Technology Center have made several visits. Counselors have seen the demo, they are engaged and they feel that they have representation on the team. So far they have been able to produce a list of 150 programs, and they selected their AA, AS, AAT, and AST programs as ones that they want to have Hobsons build out; they selected the credit certificates and non-credit certificates that are eligible for financial aid to start with. The next phase will be to work with Hobsons to build out the curriculum and degree requirements for those programs. After they get into that cycle of testing and verifying, the counselors will be able to look at something more tangible. The big concerns of counselors have always been about how much time this would take away from the essence of counseling and the time for personal interaction, interview and conversation with the student during the education planning appointment. Additionally, at City College since they have both credit and a very large non-credit division, this needs to be a system that works for both, as well as working at multiple locations and education centers spread out across the district; so far there are not issues or problems with that. It is working very

smoothly, the group comes and gives the college homework and the college does their best to do the homework.

Lidia explained that although they are currently a Banner school and there is a degree audit system in Banner, the A&R department doesn't use it because it isn't accurate nor can counselors wait on A&R to produce a complete degree audit, instead counselors rely on their knowledge of ASSIST and existing agreements. Currently there is a heavy manual piece to how the education plans are done whether they end up in paper or electronic form. Marylou confirmed that the goal is to use Hobsons Degree Audit tool, and Lidia noted that currently they have only one evaluator, one person as catalog editor, and very few classified staff members involved in their processes. There has not been the capacity to keep curriculum and catalog changes current; this process has made them aware that key offices need more staffing for maintenance and making sure everything is correct and current. It is not possible to continue with allowing ten weeks to process/evaluate a transcript. Changes need to happen in the process to keep it moving, and they cannot continue to wait until a student is getting ready to graduate to evaluate transcripts. There will probably need to be further changes and that is why it is important to have everyone involved. Their first priority is the degree audit/education planning piece and later they will think about how to do the Starfish/Early Alert piece. Lidia acknowledged that like many schools their planning, budgeting, staffing process takes several months so it takes time to request a position and get it prioritized and so on. They will need to do that for new positions, but in the meantime, the Technology Center and Hobsons are both filling the need and helping them discover what will be needed long term. The goal is to be self-sufficient when they get to the end of the process.

Currently they use SARS GRID for scheduling appointments: drop-ins, 30 minutes, and one hour. The education planning appointments are all set for one hour. Since they wanted to include counselors from different areas of the college they asked for volunteers who were also willing to work during the summer (they will be compensated for their time) and when pilot counselors happen to have a one hour appointment with a student who is pursuing a degree/certificate in one of the selected programs that Hobsons is building out, that student becomes a pilot student. Other students with the same counselor who are not in one of the selected programs or pursuing certificates will not be part of the pilot. This is a larger participation than a "thin slice" as a result of wanting to have broader representation from counselors at different locations in the district. Counselors meet once or twice a month to collaborate, and at the Flex day in August those counselors who did not volunteer to participate will be updated on the work that happened over the summer. They do not have many adjunct counselors, but everyone is invited to the meetings.

There was a pre-planning meeting with City College and they were provided with a discovery document from Hobsons. The college filled those out with their team and selected a set of dates. The Technology Center worked with Hobsons to fit the college's selected dates into Hobsons implementation specialists' calendar. Then the kickoff meeting was held. From pre-planning meeting to kickoff for San Francisco was a little over a month; they had a meeting in April, another on May 19th, and then the kickoff on June 8th. Lidia explained that it took the college about two weeks to come up with the list of 150 programs and another week or so to fill out the discovery documents. Erin Novak from Hobsons noted that the number of meetings, frequency of meetings and so on will be tailored to meet the different needs of the different colleges.

City College just recently changed to Banner Baseline MIS reporting for the SS file, prior to that they used a modified COBOL file to report the SM file. When they transitioned they worked with Ellucian consultants, IT, and research, to come up with the Banner Baseline SS file. They hope that data will flow two ways between Hobsons and Banners so that whatever information is new in Hobsons can be reported back in Banner. That has not happened yet, but it is a goal and a request that Hobsons is very aware of.

David noted the change in having a presentation from a pilot college; committee members found it very useful. There will be more presentations like this as the pilot moves forward; the emphasis is on cooperation and collaboration for success.

Marketing Approach:

The Technology Center is trying to provide supportive resources for the pilot, and one of those is in the area of communications and marketing. Robert Burnie provided an overview of the menu of marketing support services that are being offered to the pilot colleges. The plan has two platforms, one for faculty and staff and another for informing students. Faculty and staff will be messaged through the Public Information Officers (PIOs) at each campus, perhaps starting with Flex days. The student platform will be approached in three phases: design, which will be rolled out in June, July, and August; and advertising to new and existing students by both introducing the EPI program, and by advertising the success of the program inside the school.

The team just started their marketing at CCSF and will soon be meeting with Los Medanos and Fresno. In the design phase existing style sheets, culture, logos, and so on will be used to build up the advertising pieces. The advertising about the EPI program will mostly be rolled out in September and October, and communicating success will begin 2016. The idea is to support communication in the college. Since the pilots will be starting with a thin slice, the advertising might start just with that pilot cohort and materials specifically for that group.

Robert asked committee members to communicate with their PIOs to make sure that they are aware of what is going on, it can be very difficult if they have no idea about what is going on. He also explained some creative ideas from Louise at Fresno regarding the use of competitions in existing marketing and graphics classes. Perhaps contests for drawing an advertisement, or developing a YouTube video with a marketing class to capture and promote the experience with EPI. The marketing plan is open, available, and Robert can provide anything you want to use: camera-ready art work for an article on student success, materials for a DSPS roadshow or a booth at the Veteran's center, or Board presentation materials; whatever colleges need. The resources are there, but there is great flexibility and freedom in how they can be used.

Introductions:

Robyn introduced Barb Fountain, the new EPT/DAS product manager. She is a former Associate Dean from Solano College with fourteen years of experience in the CCC system. Mike Caruso is the Portal product manager; he had a successful meeting yesterday with the Student Services Portal (SSP) Steering Committee. Robyn provided the list of nine pilot colleges (Fullerton dropped out) and noted that Robert has been in contact with every pilot college. The list is not in the order that colleges will be implementing; but San Francisco City College is going first.

Erin Novak from Hobsons introduced her colleagues: Emily Hoffman and Shawn Finamore, implementation specialists for the Degree Planner; Naomi Aiken and Veronica Wooten, implementation specialists for Starfish Early Alert/Connect; and Kelly Kilby, Account Executive. The products that a college chooses will determine which individuals you work with, and Kelly will work with each of the colleges post implementation and planning as colleges move forward, she is also a liaison with the Technology Center.

Erin has been with Hobsons for 7 ½ years in technology implementation trainings and project management. She is a California native who grew up in Sacramento went to school in San Francisco. She also learned to drive at American River College and knows that community colleges are about much more than just the degrees; she strongly believes in and supports the community college mission. Erin is passionate about student success because she struggled her first year in school and recognizes how close she came to failing if she had not had the resources that were available to her. Her title is Program Director at Hobsons and she serves a program management function, coordinating implementation and making sure that all of the resources are in the right place so that everything gets accomplished. She will be involved in everyone's implementation.

The EPI project team had extended time onsite with Hobsons about a week ago and found the environment to be open, professional, creative, and positive. The teams had a chance to work together and learn more about one another.

Working with Hobsons:

Robyn explained that the Portal is a statewide product that is being built from scratch, while Hobsons is product that is already designed and built as a full package, but that does not mean that issues and concerns that come up will not be addressed. For example, the concern about the use of the word "advisor" rather than "counselor" is being taken back and looked at. Erin noted that the option to insert and switch the word from "advisor" to "counselor" throughout the product is being implemented and the goal is to have that available by the time we are live with students. ("Advisor" is used in many areas, and was not meant to be disrespectful to counselors.)

The outline of the full implementation presentation is available on Basecamp with the core implementation team roles. Although the list of roles looks like a lot of different individuals, there can easily be overlap in roles. For example, the project manager can be a functional lead as well; they do not need to be individual people. The project scribe is an important role since that individual documents and records the decisions and action items as a college moves forward. This helps to keep the project on track, but also makes sure that someone else could step in and fill a role should someone leave their position.

Robyn noted the interest of many colleges in the deployment guide with the technical requirements. She explained that it is provided at the technical kickoff which occurs after the initial kickoff. Hobsons will come in and provide all the specs for the technology and IT part of what will happen. Erin also explained that the overall data flow for Hobsons' Degree Planner as well as the Early Alert/Connect pieces comes through the Starfish Universal Adapter, which is a small 5 megabyte piece of hardware. All of the data goes through that adapter. There will be a full set of files based on the college's implementation goals, whether for a full solution, or a different but smaller subset of files for just the Degree Planner or just Early Alert/Connect. All of the information for the college's specific goals is provided at the technical kickoff when it is needed.

The requirements that have been written over the last year will need to have the blank spots finished, and duplicates eliminated. Those requirements will then be provided to Hobsons for test cases to make sure the system does what we wanted it to do. The test cases will also be used to write training scripts. Hobsons development schedule is full until September and pretty defined through the end of the year, but the sooner Erin has the requirements, the sooner she can work them into the development schedule for the remainder of the year. If she has them by the end of July she can get them into the development cycle for September to December. Work group members can work on requirements alone; they should just make a notation of who did them. The Education Planning work group is almost done, but the Degree Audit and Counseling groups still have a fair amount of work to complete. The requirements were used to select Hobsons, as the vendor with the best fit to those requirements. Additionally, since the requirements and user stories will be used as test cases, they should reflect the priorities of the committee and work groups regarding functionality.

Procurement Status/Participation Agreement/MOU:

The next review of contracts will be on Monday. Typical contracts are very broad in scope and as a result it has been taking some time to get the specific elements of the contract with Hobsons worked out. The project is asking for a lot of new things but David anticipates it will be done soon. Beyond the contract with Hobsons there are two items of interest to the pilot colleges, the Participation Agreements and the MOU. The contract is between the Technology Center and Hobsons; the Participation Agreement is similar to what has been used for eTranscript California and CCCApply, it is an institutional agreement between the Hobsons and the college/district. Finally, the pilot MOU is an agreement between the EPI project and the college/district. David showed the tentative agreement regarding support for colleges in implementing the pilot, but

noted that it hasn't been approved yet; he will be meeting with Tim Calhoon today during lunch to discuss it. The agreement includes funding support for the various pieces of the pilot, with more support for colleges that are implementing more pieces, but even colleges that are only implementing one piece will get something.

Jay thought the support would be helpful to provide temporary staffing or to reassign people and backfill their positions while implementation was ramping up. He explained that at City College, like many others, permanent staffing positions must go through a lengthy process. Funding would help with his need for programmers since he is down 3-4 positions. David emphasized that the goal is to provide temporary support to help you get started as you get permanent people into the pipeline. He also noted that equity in relief for the 9 pilot colleges is important. At this point he doesn't know what support will be provided to colleges that come on later. Jay thought that by that point the first pilot colleges would have built tools, provided documentation, training, YouTube videos, and other sorts of things for helping the later colleges. Additionally, San Francisco will be doing a Banner implementation so any coding that they do will help Banner schools that come on later. The path should be much easier for the colleges that come on after the pilot schools.

Members asked about how support would work for the multi-college districts, they thought they might need additional support for duplicated efforts. David explained that he wanted to move carefully and wasn't yet sure how all of it will work. He did note that the MOU included expectations for: a single point of contact, a support team, the need to support program communications and best practices documentation, the need to work collaboratively, and to support data analysis for the purpose of establishing data baselines. Ileri explained that the system is hoping that the degree audit tool will help shorten time to completion for students, so agreements that meet FERPA requirements are needed with colleges to be able to access the data. David would also like colleges to develop a budget that specifies how the relief funds will be spent.

Andy felt very strongly that the funds needed to be considered for the whole district in the case of multi-college districts. The districts that use one system and planned to switch over together cannot fund two separate systems. That issue could potentially disrupt the entire project. Pedro also emphasized that their district has been clear from the beginning of their desire to do a simultaneous district wide implementation. David changed the terminology throughout the MOU to say "district" rather than "college." Members were still concerned about the need for resources for all of the colleges in a multi-college district, including district IT resources as well as for multiple implementations. There are three multi-college districts in the pilot, and there are 72 districts in the community college system. There is a need to pilot for multi-college districts, but equity is challenging. David asked if members would be okay with the fact that some colleges and systems are bigger and base funding on FTES or would it be better to have some kind of flat rate for each school or district? Jay noted that from a self-interested perspective, FTES would be useful to San Francisco, and might work if there was a certain minimum set for small schools since the goal is to assist the colleges/districts in getting this done. However, smaller schools might need extra help because they have fewer staff; ultimately Jay was not sure that FTES was the best way to do it.

Norberto asked if the goal was to fund the whole transition, or to provide seed money. Perhaps a flat number could be provided for the colleges to go and work with, or even come back to the project and ask for more funding from a needs based grant. Another member was concerned about time lost in requesting grants and so on if colleges/districts had to come back to request money. David suggested that members also consider looking at their SSSP funding to see what could be covered there and then bring a proposal back for a grant. Chelley noted that in the state student equity plan there has been some feedback regarding the need for colleges/districts to plan for how they will institutionalize positions if and when the money goes away. She also highlighted that it looks like there will be another big influx of SSSP funding that might be used for this transition.

David emphasized that he will not fund the whole project, but he would like to be able to help with additional resources. He is concerned about trying to stretch the resources for a pilot that was originally 10 to reach 15 total colleges when the multi-college districts are included. Erin explained that Hobsons previous experiences with multi-college districts often were that they chose to maintain separate systems because there was less swirling in those districts than in the CCCs. Robyn and Barb summarized that there are Technology Center resources, Hobsons resources, and many people have expressed the need for transcript evaluators, IT resources, and others. Perhaps a pool of retirees or others with particular skill sets could be developed. The committee will come back to this discussion later after lunch.

Hobsons University:

Hobsons University is a gathering of colleges from around the world where different sessions are presented. The project is paying for one representative from each pilot college, and Denise Nolan, Mia Keeley, and Gary Bird from the Chancellor's Office, as well as some EPI project staff, to attend Hobsons University this year. The hope is that attendees will cover different sessions and then come back to tell everyone what was learned. There will be some time set aside on the next meeting agenda to report back.

The project team checked in with members to make sure that confirmation emails had been received and travel arrangements were set. Mt San Jacinto will coordinate to get a representative registered because they don't have one yet. The EPT/DAS group will meet at the conference on Monday at 6pm in the hotel lobby. Attendees are encouraged to coordinate with others on Basecamp regarding arrival times to get taxis or rides together where possible.

Multi-College Districts:

Jay thought that multi-college districts doing configuration for the whole district, would have a single ERP where the data lives. The programs, degrees, and students would all be in one key source from a technical point of view, so all the technical back end work would be done up front, then the business processes would happen one at a time. He thought this was most likely since the CCC is well known for how different colleges are, even within the same district. One of the members of a multi-college district noted that was correct at a technical level, but their college also wanted to do everything at the same time. Pedro confirmed that if they didn't do it all at the same time they would have to be duplicating efforts. Jay thought that if that was the case the planning level decisions could all be done at one time, and the resources spent would be less. Pedro explained that the functional level would involve more coordination. There will be a district team which will interface with Hobsons and there will be another layer of coordination for when the district team meets with the functional leads for the colleges and then the functional leads meet with their individual colleges. Another member confirmed that his multi-college district probably would not make decisions together and those local decisions would be likely to mean that they could not necessarily save time or energy in the implementation either. Multi-college districts will be swept in somehow, but it will be a local decision on how they go about it.

A member thought that it might be helpful to have IT departments talk to Hobsons about implementation and what is involved, he was concerned that they might not be aware of what would be required. Robyn reminded the group that Hobsons did have two separate IT meetings at the beginning, one for Banner, and another for Colleague and homegrown systems. Hobsons will also be having a full technical kickoff with each IT team after their college has the kickoff meeting. She asked members to send their concerns to her or to David.

College by College Snapshot:

Robyn reviewed the information the project has on each of the colleges regarding members of their implementation team, products that will be implemented, key dates, including when their kickoff will be, and so on. She asked members to let her know if any of the information was incorrect.

Erin explained the distinction between a project lead and a sponsor, while also noting that in some cases they might be the same individual. A project lead is leading and driving things, and the sponsor is in an elevated position of escalation, making sure that overall the teams proceed on time, and that sort of thing. The sponsor makes sure that the tone and the goals are clear.

Norberto asked whether Colleague colleges should wait until after Los Medanos does their implementation and David explained that it would make sense to wait until the technical work is done. However, the technical part is not the whole implementation, and Hobsons has many specialists who used to work for Colleague and know how to define a way to extract the catalog and so on. It would make sense for other colleges to stay in contact and then go ahead and launch.

Professional Development:

David thought that it would be useful to start thinking about ways that colleges could help one another and how professional development for the project will eventually work. We don't yet have anything to put into professional development, but he will be hiring a professional development lead. The curriculum will come from this group and the expertise gained in implementation. Professional development is faculty and staff members figuring out what other faculty and staff members need to know. The report from Lidia, Jay and Marylou at the beginning of the meeting today provided a glimpse into what kinds of things might be useful. The Academic Senate will be involved with facilitating events and anything that is produced will go into the statewide repository.

Members thought that it would be useful to capture best practices and vet ideas to be confirmed or overturned later. Training is another element of professional development, and counselors will need to play a role in figuring out how it should happen and when it should happen. It is too early right now to know everything that will need to be included in training and professional development, but training will be one component. All of the pilot colleges have either a coordinator or a department for professional development, but the kinds of things that come out of them might not be what David is calling training, they may have a different scope. Suggestions for possible areas to look into:

- 3CBG
- Writing, audio, and video
- Professional development association
- Developing modules to be used statewide for particular services
- Pilot college presentations
- 3CDUG
- Full presentation at CISOA for functional and IT staff

Revisiting the MOU Discussion:

After discussion with Tim Calhoun during lunch David returned to the discussion with emphasis on the fact that the pilot colleges need to be successful, and some of those are multi-college districts. Twenty-three of the districts in the system, about 1/3, are multi-college districts, so multi-college districts should be part of the pilot. Rather than talking about money, David requested that the committee focus on what resources are needed to be successful that the Technology Center might be able to provide or help with, which might not be exactly the same for every college. The project will be covering the base software subscription costs associated with EPI. There will be three parts to the MOU: professional services for technical work, professional services for non-technical work, and some sort of a performance award. The performance award is intended to incentivize districts to keep on track for completion of the project.

Resources that could be provided under the heading of professional services to support the implementation:

- IT resources
- Consultants
- Colleague experts

- For DataTel/Banner: "student system technical resources"
- Security Center vetting of models to make sure they are secure
- DataTel and Banner programmers
- Solution architect who can act as a liaison for technical staff and others
- Staffing for helping with database curriculum clean-up (this may need to be an internal person)
- Evaluators
- Overseer for institutionalization of system maintenance and operations
- Interim leadership support

Members thought that it would be good to have someone graph out a good grouping of roles to help the implementation along by giving districts an idea of areas that they might need to supplement. Erin noted that there is some baseline code that Hobsons already has and can share for data integrations. They have had other Banner and Colleague clients, but of course there will be some tweaks for California and for specific colleges. Erin also explained that the goal with each implementation is that each college will be able to make the changes and adjustments as they move forward after the implementation is complete; there is a lot of immersive learning. She is certain that colleges will be able to do 90%, for the other 10% Hobsons has robust support teams and a client community of shared resources for refreshers.

David expressed the goal of having a variety of resources that can be drawn from by the pilot districts according to their needs; the pool of resources will be the same, but how it is used will vary from district to district. Jay suggested providing finances for institutions to backfill their regular jobs while staff members are working on implementation. David was concerned about potential trouble with unions if non-union people are hired to do union work; it could be considered an unfair labor practice. However, consultants are another matter, and he could provide a pool of qualified resources that districts could draw from as needed, that would be contractors of the CCCTC.

Members discussed the performance award, which is intended to provide a reasonable incentive to the institutions to complete the project. Chelley noted that the best incentives have rewards for finishing early and penalties for not finishing on time. After some discussion most members felt that offering a conference or trip as an incentive was better than cash which would just be rolled back into the general fund and not provide any benefit to those people who did the work. One member did mention that classified staff might not find conference attendance to be an incentive.

Letter of Intent:

The committee discussed the importance of equity in inviting the next group of colleges to participate. It would be useful to send the letter when we have more of the story of success, but it is also important to send it early enough to get onto technology plans for the next year. Since there is a need for colleges to have enough lead time, members decided that it should be sent after the contract with Hobsons is signed and perhaps around the second week in August so that districts receive it as close to the beginning of the year as possible. Chelley noted that would allow colleges to consider using SSSP money and have time to have plans vetted by the Academic Senate if they wanted to do so. David would like all of the technology specifications to be on the website before the letter is sent so that if a college president gets the letter and consults with IT, the IT Director would have information available to help encourage the consideration. Robyn will be doing a presentation at 3CDUG on August 5th, and will use that opportunity to tell people to expect the letter. This committee can review the draft letter at the meeting in Sacramento on August 6th, and then it can be sent around August 10th. Chelley also suggested contacting Mia regarding SSSP Summit planning and ask to be part of it.

Action Items:

Robyn will contact Mia very soon regarding SSSP Summit planning.
Robyn will tell 3CDUG on August 5th to expect the letter to be coming.

Draft Interest Letter for phase two colleges to present at the August 6th meeting, to be sent out around August 10th.

Sandoval will send out a notice about the letter on the appropriate Listservs.

Get Satisfaction:

The CCCEdPlan.org website now has a tool for encouraging questions and conversations about student success and education planning. The tool is called Get Satisfaction and facilitates questions and conversations between peers. The discussion is moderated and monitored by the project in case there are errors or questions that are left unanswered. David encouraged committee members to go to the website and read/participate in the discussions. Google credentials or a Yahoo account can be used and you don't have to be a user to simply view it.

Further MOU Discussion:

David brought back a new document which removed all the financial elements and instead focused on the services that could be provided to colleges. Pedro expressed great concern; he felt that it was not clear that the last discussion was about support services as a substitute for funding. In house work cannot be covered by additional support services; the funding is needed to have people take on additional responsibilities in team member areas so that they can dedicate more time to the project. Other members agreed that funding is critical. David wants equity between schools and does not feel that he can include "overtime relief," he wants districts to list resources that he can provide from his list. Pedro emphasized that the success of the project depends upon the pilots and the pilot colleges are saying that they need resources. If the budget is there, why wouldn't you fund it? Norberto expressed concern that the process was starting to look like it was switching to top-down and he noted there were a substantial number of members asking David to change what was being perceived as "this is the way I am going to do it." David explained that every dollar spent in the MOU is a dollar that he can't spend on software. He encouraged members to consider looking at the \$200,000M in SSSP funding that will be coming down next year.

Jay thought that it might be possible to get around the impasse by having each district write a proposal for what they need. If a list could be assembled, it would give David a better idea of what the colleges need. Jay explained that everyone would have a different methodology but could try to figure out what would work in their particular environment. Norberto asked that the process be as collaborative and transparent as possible. Since it is important for districts to know what support they will have for fiscal planning purposes members did not want to go through a lengthy/time consuming process. Therefore, each of the nine pilot districts agreed to send in information on existing resources and what they think they may need, on an Excel document, by Friday June 19th.

This will not be a formal resource allocation request process, but instead an attempt to put on paper what each district needs to help support their implementation efforts. Jay noted that districts may be able to get ideas from each other; at this point the goal is to get something on paper so that everyone can figure out what to do with the information.

One member noted that he thought it would be easier for districts to have some decentralized control and a little bit of budget that could streamline the process of filling resources.

Future Meetings/Next Steps:

The next meeting will be on July 23rd by Zoom from 3-5 pm.

Adjournment:

The meeting was adjourned at 3:00pm.

EPI Steering Committee Meetings – 2015 Schedule Updates

Month	EPISC	SSPSC	EPT/DAS	Region
January	January 28th, In Person, San Diego	January 27th, San Diego	None	Southern
February	1 hour Zoom call, Feb 24	February 19th, Irvine	February 17-18, Irvine	Southern
March	March 24th	March 26th	March 25th	Zoom
April	None	April 22nd Sacramento	April 23rd Sacramento	Northern
May	May 5th, In Person, Sacramento	May 6th	May 7th	Zoom
June	None	June 10th	June 11th	Southern
July UPDATED	July 20 th Zoom	July 21 st -22 nd Embassy Suites LAX	July 23 rd Zoom	REVISED
August UPDATED	None	August 5 th Zoom	August 5 th -6 th 2 Day Meeting Holiday Inn Capitol Plaza Sacramento	REVISED
September UPDATED	September 8th	September 9th	September 10th	REVISED Southern – In Person Meetings
October	None	October 7th	October 8th	REVISED - Zoom
November UPDATED	November 17th	November 18th	November 19th	REVISED Northern – In Person Meetings
December	None	December 9	December 10	Zoom



Executive Committee Agenda Item

SUBJECT: C-ID and TMC Update		Month: August	Year: 2015
		Item No: VI. D.	
DESIRED OUTCOME: The Executive Committee will be updated on the C-ID System and TMC projects.		Attachment: Yes (1)	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 15 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Bruno/Rutan		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The following report provides an update on the work of the Transfer Model Curriculum (TMC) project, the C-ID system and the status of the C-ID grant. An update on the Basic Skills C-ID descriptors is included as an attachment.

Discipline Status Updates

5-Year Review

The Faculty Discipline Review Groups (FDRGs) for Communication Studies, Psychology, and Sociology have completed review of the C-ID descriptors and transfer model curriculum. No changes were made to the Communication Studies TMC and non-substantive changes were made to the Sociology and Psychology TMCs. The Intersegmental Curriculum Faculty Workgroup, a sub-committee of the Intersegmental Curriculum Workgroup, accepted all TMCs.

The following disciplines are scheduled to undergo the 5-year review process, starting fall 2015: Administration of Justice, Physics, Early Childhood Education, Political Science, Geology, Studio Arts, History, Theater Arts, Kinesiology, and Mathematics (Note – only some descriptors). Surveys have been distributed to FDRG members and CORE to assist with the review process.

Basic Skills Descriptors

To assist colleges with student placement using the new common assessment test, FDRGs in mathematics, reading, English, and ESL have investigated the development course descriptors in basic skills. English and reading have already developed draft descriptors that are being vetted through September 30, 2015. Please see the attached report for more information.

Fall DIG Meetings

Fall DIG meetings will take place on October 17, 2015 (North) and October 30, 2015 (South). The disciplines included in this DIG meeting are still being discussed, but the meeting could include several CTE disciplines, disciplines completing five-year review, and disciplines for the next group of area of emphasis TMCs.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

Area of Emphasis TMCs

- **Social Justice Studies** – Descriptors and TMC have been vetted and the FDRG is finalizing. Anticipated Chancellor's Office Template (COT) release date of 9/01/15
- **Global Studies** – Descriptors and TMC have been vetted and the FDRG is finalizing. Anticipated Chancellor's Office Template (COT) release date of 9/01/15

Intersegmental Curriculum Workgroup (ICW) will continue to investigate additional disciplines for Area of Emphasis TMCs to fulfill the SB440 mandates.

C-ID Grant Status

Over the summer, ASCCC and C-ID leadership met with Mt. San Antonio College and the Chancellor's Office to determine the structure of the C-ID grant as well as the roles and responsibilities of the various individuals involved. Significant progress was made although additional details need to be worked out including the work plan, timeline, and budget. The work plan will ensure the function and maintenance of the C-ID System as well as incorporate the recent efforts focused on descriptors and model curricula for CTE disciplines. Finally, in consultation with the Butte Technology Center, it was determined that the C-ID System would be best served with a stable and robust program to replace the current C-ID technology. As a result, the Butte Technology Center, in consultation with the C-ID Program Manager, will build a new C-ID platform while maintaining the current system to ensure minimal disruption.

C-ID: Basic Skills FDRG June/July 2015 update

Current assessment tests generate a single score for each student and students are placed into courses based upon locally determined cut scores. The new Common Assessment test will not generate a single score like current assessment tests, instead it will generate a skills report based upon a set of assessment competencies in English, English as a second language (ESL), and mathematics. To assist with placement into courses, faculty in English, English as a second language (ESL), mathematics, and reading were brought together to develop C-ID descriptors for basic skills courses that are commonly taught at community colleges. These descriptors will then be mapped to the competency maps to assist college with placement decisions and to simplify movement between colleges for students.

Reading Basic Skills:

The Reading FDRG is vetting 2 descriptors through September 30, 2015.

Math Basic Skills - June 1, 2015

The Basic Skills Math FDRG has had two conference calls. Using the drafts developed at the CB 21 Meetings in the Fall of 2014 as a starting point, the FDRG refined the proposed Intermediate Algebra (for STEM) descriptor and the Math CB 21 Coding which are now close to being ready to vet. The group recommends adding three topics/objectives to the rubric for CB 21 Coding. The FDRG discussed creating a descriptor for Intermediate Algebra (for non-STEM). Since not all colleges can offer two Intermediate Algebra pathways, the group has decided to first work on an Elementary Algebra/Introductory/Beginning Algebra descriptor, a prerequisite for the Intermediate Algebra descriptor. In the fall, the FDRG plans on presenting the Intermediate Algebra (for STEM) descriptor to the Math Transfer FDRG. Then the descriptors and the additions to the rubric for CB 21 coding will be vetted. Moreover, in the fall the group would like to draft a proposed Pre-Algebra descriptor and a non-STEM Intermediate Algebra descriptor.

ESL Basic Skills – June 4, 2015

The ESL FDRG has met five times and discussed both the creation of a separate C-ID for ESL one-level-below-1A as well as the use of the English 95 (one-level-below-1A). The FDRG prefers to have only one C-ID descriptor for one-level-below-1A and accepts the content of the English 95 as appropriate for ESL; however, in order for it to be possible for ESL to submit courses to the English 95 C-ID, provisions such as “or ESL equivalent” must be made to the prerequisite listed. The English Basic Skills FDRG is considering this request and it is anticipated that changes will be made to ensure that ESL courses can be considered for the English 95 C-ID designation. The ESL FDRG is discussing the merits and challenges of creating further C-ID descriptors that would not align with English but instead solely serve the ESL discipline. Questions remain as to how noncredit would factor into this alignment, how many levels are appropriate and feasible, and whether C-ID should be created for listening/speaking courses in addition to reading/writing.

English Basic Skills – July 2, 2015

The English Basic Skills FDRG is vetting three descriptors through September 30, 2015.



Executive Committee Agenda Item

SUBJECT: Institutional Effectiveness Partnership Initiative (IEPI)		Month: August	Year: 2015
		Item No: VI. E	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will be updated on the activities of the IEPI.	Urgent: NO	
		Time Requested:	
CATEGORY:	Information	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

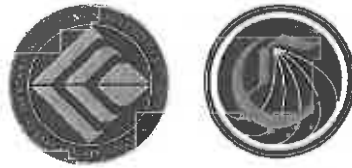
BACKGROUND: The IEPI Executive Committee oversees the current initiative, supports the efforts of the Chancellor’s Office Institutional Effectiveness division, and draws on the work completed by the IEPI Advisory Workgroups. The Advisory Workgroups include the Indicators Workgroup that recommends the indicator reporting requirements set forth in legislation, Technical Assistance Workgroup that supports and coordinates the Partnership Resource Team college visits, the Professional Development Workgroup that recommends professional development activities and designs the online Success Center, and the Policy, Procedure and Practice Workgroup that recommends policy and procedural changes implementation. The recent allocation of \$12 million for the dissemination of effective practices ensures that the IEPI will have additional money to support community colleges in enhancing effectiveness. It also means that there will be additional support for collaboration between and among system partners and organizations. The ASCCC should consider beneficial partnerships and collaborations that might be facilitated by the IEPI.

Recent IEPI highlights include:

- 111 of 113 set targets for the indicators. District information may be found on the indicator portal: <https://misweb.cccco.edu/ie/DistrictSelect.aspx>. Indicators for year two and beyond are under discussion.
- The Partnership Resource Teams completed eight first visits in spring and are planning the second visits. At least 15 colleges have requested visits in fall. The technical assistance workgroup is using the evaluation results to refine the process and training for future PRT visits.
- Collaboration between and among professional organizations on professional development events for staff at college continues into the 2015-2016 academic year.
- Procedures and processes for the online clearinghouse are underdevelopment including the web design, taxonomy for materials, curation of materials, and submission process.
- A request for proposals (RFP) for IEPI Communications was disseminated in June and will go to Santa Clarita CCD Board in August for approval.

For information, the following documents are included with this agenda item: IEPI Executive Committee June minutes and the Advisory Committee June draft meeting summary.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Institutional Effectiveness Partnership Initiative Executive Committee
USC State Capital Center, 1800 I Street, Sacramento, CA
June 26, 2015, 9:30am-1:30pm
Minutes

Attendees: Dr. Van Hook (phone), Jerry Buckley, Theresa Tena, Matthew Lee, Jeff Spano, Julie Bruno, Julie Adams, Sharlene Coleal, Barry Gribbons, Daylene Meuschke, Paul Steenhausen, and Erik Skinner

1. Communication Plan
 - A. Meeting on 6/25/15 was reviewed.
 - B. We are working toward approving award for communications by first Sept meeting.
 - C. Dr. Van Hook indicated that COC will be as flexible as possible regarding dates.
2. Chancellor's Office Staff on PRTs
 - A. CCCCCO Staff was expanded to help provide technical assistance.
 - B. More participation from Chancellor's Office will also be good in developing common understanding of issues.
 - C. There could also be some anxiety with some issues.
 - D. CCCCCO will submit to be part of the pool and treated like others from within community college system with the same approval process.
 - E. Technical assistance from the Chancellor's Office can also be requested from outside of the PRT process.
 - F. ASCCC has similar issues.
3. IEPI Budget Update
 - A. \$3 million augmentation for technical assistance was approved.
 - B. An additional \$12 million for dissemination of best practices has also been approved and details are TBD.
4. Indicators
 - A. See workgroup notes.
 - B. We need to consider merging the policy and indicators workgroup.
 - C. Need an FAQ on disclosure.
 - D. We could have many indicators, but only 4-6 that are actionable and important that colleges develop indicators for.
 - E. We should have a purposeful conversation about the alignment between system and college goals.
 - F. We need to start a conversation about how to use data.
5. PRTs
 - A. 8 visits are complete.
 1. 2 want oral summaries only.
 2. 6 want oral and written comments.
 - B. We are developing tolls and processes to help communicate about IEPI to colleges receiving PRTs to help them prepare for the visit.

- C. LOIs were received from Imperial Valley, West LA, Fresno, Merritt, and Compton. All are approved for PRTs.
 - D. Draft teams presented by Matthew were approved.
 - E. Authority for adjusting draft teams was delegated to Barry and Theresa (with Daylene's oversight😊).
 - F. We need to save some bandwidth for adding a couple colleges with urgent needs.
 - G. When there is a CEO change or interim, we will check with the CEO on the college's situation to determine the date of the visit and whether or not to hold off.
 - H. Matthew reviewed the schedule of training dates for the fall and outline of training.
6. Professional Development
- A. We will try to waive the workshop fee and cover travel costs for PRT members if the workshops relates to the topic being addressed by the PRT (e.g. enrollment management).
 - B. Additional Student Support Redefined workshops are being planned at Shasta, San Bernardino, and San Diego.
7. Policy: Focus has been on developing communications strategies.
8. Workforce and Economic Development: Doing What Matters. Need to do trainings on Launchboard. Also need to work on integrating various plans, including Student Equity Plan, SSSP, Adult Ed, and CTE plans.
9. Adjournment



Institutional Effectiveness Partnership Initiative Advisory Committee
June 25, 2015, 10:00 am-3:45 pm
Sheraton Grand Sacramento
Meeting Summary

Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Bandyopadhyay	Santanu	PD	King	Brian	TA
Barton	Michelle	Ind	Kovrig	Neill K.	PPP/TA
Benson	Mitchel	PPP/Ind	Lee	Matthew C.	TA
Blackwood	Kathy	Ind	Leong	Tim	PD/PPP
Braden	Kale	PD	Lief	Christopher	PPP
Braxton	Phyllis	PD	Ly	Pearl	PD
Brown	Aaron	TA	McGinnis	William G.	TA
Bruno	Julie	PD	Messina	Kimberlee	TA
Buckley	Jerry	PD	Meuschke	Daylene	PD
Carr	Leslie	PD	Midkiff	Michael	TA
Chadwick	Jan	TA	Purtell	Valentina	Ind
Coleal	Sharlene	PD	Sandoval	Carmen	PD
Druley	Jennifer	PD	Schardt	Jan	PD
Goold	Grant	Ind	Scroggins	Bill	PD
Greaney	KC	Ind	Skinner	Erik	Ind
Gribbons	Barry	Ind	Sokenu	Julius	TA
Hayward	Craig	Ind	Tena	Theresa	PPP
Holland	Breanne	PD	Warren-Marlatt	Rebecca K.	Ind
Howell	Lisa	PD	Webb	Catherine	PD
Khachatryan	Davit	Ind			

Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Gary	Ind	Rodriguez	Mario	Ind
Morrow	Blaine	PD	Slimp	Ronnie	PPP
Noldon	Denise	PD	Spano	Jeff	TA
Purnell	Rogear	NA	Van Ommeren	Alice	Ind

Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Fuller	Ryan	Ind	Tyson	Sarah	Ind
Leigh	Tom	Ind	Walker	Pam	PD
Leufgen	Jillianne	Ind			

*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

I. General Session 1

- A. The session opened with introductions and Education Moments from Jerry Butler, Gary Adams, Jan Chadwick, and Kimberlee Messina.
- B. Barry, Matthew, Daylene (subbing for Paul), and Theresa reported on IEPI progress to date and answered questions as they arose; areas highlighted included the following:
 1. Indicators
 - a. Target-setting by all colleges has gone really well, with a high level of cooperation and responsiveness.
 - b. 111 of 113 colleges have set targets and certified the process.

- c. 38 colleges went beyond the minimum requirement and set targets for all the v. 1.0 metrics.
 - d. The public summary website will be unveiled on June 30.
2. Technical assistance
 - a. The PRTs have completed initial visits at the eight Spring/Summer colleges. Six requested written Summaries of Initial Observations, and four of those have been submitted; the other two requested oral summaries only.
 - b. Second visits are being scheduled now, though none is firm yet.
 - c. All evaluation survey requests have been issued, and we are awaiting responses; the RP Group will complete its formal report early next month. Preliminary results are generally positive, though not surprisingly there is a clear need for logistical improvements (e.g., client colleges informing their participants better about the PRT's purposes; more clarity about the process as whole for both the PRTs and the colleges).
 - d. Fifteen colleges have requested Fall 2015 initial visits, and three more have requested initial visits in Spring 2016.
 - e. The pool of approved volunteers for the second cycle totals 162, with more coming in. They have all received a notice about the upcoming webinar and workshops, so they can mark their calendars. Preliminary matching is done, and the tentative teams (not yet with Leads) will go to Executive Committee tomorrow.
 - f. We have made numerous improvements in the process based on the Spring/Summer experience.
 3. Professional Development
 - a. One additional location for the Fall SSRD workshop has been identified.
 - b. The second Enrollment Management workshop is scheduled for August 20-21 at Riverside.
 - c. Future topics under discussion include SLOs (October and November), fiscal controls (January-February), integrated planning (February), and data planning (April)[all dates tentative]. We are also looking at a Student Equity workshop through the RP Group.
 - d. For the online clearinghouse, the draft taxonomy and submission forms have been created, and the website design is underway.
 4. Policy, Procedure, and Practice
 - a. Developing a communications strategy for IEPI has been discussed at length, and we are moving forward with plans for a Fall rollout.
 - b. We are also looking at a simpler way for the Chancellor's Office to provide data for multiple initiatives.
 5. Theresa and Barry responded to questions regarding integration of Workforce Task Force findings with IEPI, and Bill Scroggins noted that IEPI would be important in getting the colleges to understand workforce issues.
 6. Theresa observed that how the budget augmentation might play out with respect to IEPI organizational structure and Workgroup activities is still in discussion. There is support for keeping it under the institutional effectiveness umbrella, given the support that both the Administration and the Legislature have expressed for our efforts to date. Meetings with the Governor's staff and Legislative staff are likely to occur in August or September. Theresa noted that the augmentation language uses the phrase "dissemination of effective practices" rather than "professional development."

II. Workgroup Sessions

A. *Institutional Effectiveness Indicators (Barry)*

1. Discussion of Audit Indicator
 - a. Types of opinions were reviewed, including Financial, State, and Federal Awards opinion and internal control issues.
 - b. Repeat findings is an option as an indicator.
 - c. The purpose for the indicator was reviewed, including using it at colleges in a collegial consultation planning process to encourage healthy dialog as well as being responsive to statutory requirements.

- d. The goal should be for a year and a half out (e.g., if setting goal in spring 2016, the goal should be for the opinion that is released in December 2017 on the 2016/17 Fiscal Year).
 - e. Material weaknesses are important to include.
 - f. Splitting the indicator up into several would be helpful, such as 1) opinion for financial, 2) material weaknesses, and 3) repeat audit findings.
 - g. Mario will collect more information and get back to the group.
2. Discussion of Skills Builder.
- a. This is a short-term metric.
 - b. It includes each year's exiting students who took a SAM A, B, or C course with no cert or degree completion.
 - c. It measures wages one year after enrollment compared to one year prior, adjusted for inflation.
 - d. It includes people in the EDD database in both years.
 - e. There was a discussion about how a college might set goals and how it might be difficult for a college to set goals.
 - f. There is an interest in this measure and also reemployment rates for CTE areas.
 - g. The next step is to bring examples of other employment and wage data reports to the next meeting, including WIOA reports, CTE Outcomes Survey, etc.
3. Lessons Learned were discussed.
- a. If there is no target, it should display a blank rather than a zero.
 - b. For percent of budget that is wages, we should have it say either that this is an upward bound or be able to indicate that it is $<$, $>$, or $=$ to the number indicated.
 - c. For the next accreditation visit, it should be switched to the semester and year rather than a date, which is typically not known.
 - d. In terms of how people reported to their board, most presented the information as an information item, often coupled with other indicators like the Scorecard and posted on the web. One college presented as an action item and one did an IE Board Workshop.
 - e. Columns should be re-ordered, putting historical data to the left and targets to the right.
 - f. We should develop an FAQ on disclosure requirements.
 - g. WED version 2.0 is expected to focus on fewer indicators. We should do a briefing at an upcoming meeting.
 - h. More instructions would be helpful.
4. Discussion of how IEPI can help with data and reporting fatigue.
- a. We should create a list of all reporting requirements, including CCCCCO, Gainful Employment, ACCJC, etc.
 - b. We should consider developing a central spot, like IEPI, for all data or links to all data.
 - c. We should develop data visualization tools.
5. Next steps:
- a. Bring a list of recommendations that the workgroup has made.
 - b. Review employment and wage reports.
 - c. Review data and reporting requirements.
 - d. Follow up changes to audit indicator.
 - e. Invite various people from other areas to the indicators workgroup to discuss coordination of data.
 - f. Have an agenda item on Gainful Employment, invite others to our group and develop a proposal on how to make it work better for CCCs.
 - g. Have a meeting focus on Indicators 2.0.
 - h. Develop detailed agendas in advance and call for attachments to review.
 - i. Review Launchboard changes.
 - j. Review reporting requirements for Student Equity, SSSP, Basic Skills, etc.

B. Technical Assistance Process (Matthew)

1. Discussion of progress to date: Observations on Initial Visits by PRT Members
 - a. Santanu Bandyopadhyay reported on the Yuba visit. Yuba is a two-college district. Sixty-eight folks were listed for participation in the visit.
 - i. Yuba's great "problem statement," which presented a more detailed description of their areas of focus, helped the team a great deal in planning the visit.
 - ii. There were differences between the colleges in perception of the issues. Santanu emphasized the need to tell teams visiting such districts to be prepared for personnel to raise political issues, even though they might not be among the areas of focus. Relying on district-level personnel can be a help here.
 - iii. One issue the team encountered was management of two breakout sessions simultaneously when the visiting team is so small.
 - iv. The team had a sense that the college would have liked them to be more prescriptive. Matthew re-emphasized that the first meeting is used to gather information from the college and determine the scope of the concerns at the college. However, the level of prescription must be flexible and meet the needs of the college requesting the visit.
 - v. The team members found the conversations open and respectful; the college was positive and appreciated the expertise the PRT brought to the campus during the visit.
 - vi. There is concern about what the second visit will look like. The college wanted the PRT to move speedily to the Menu of Options step.
 - b. Jerry Butler reported on the Solano College visit. Solano is a small single college and provided a focused needs statement.
 - i. The visit was well-organized.
 - ii. The CEO is in transition so there were some governance issues that needed attention.
 - iii. The union representatives appeared more negative about the visit than the other groups, and evidently had the impression that the visit would be something along the lines of an accreditation visit.
 - iv. The PRT leader was sensitive to the college's needs and wanted to facilitate the planning process. He took care to soften the language in one of the statements and was sensitive to the needs of all stakeholders on campus.
 - v. Overall, however, the college appeared eager for the PRT to be there.
 - vi. Jerry voiced some concern about what the second visit will look like from the college's perspective. Will the same folks at the college be involved in the second visit as the first? If not, what impact will that have on the continuity of the visits? Will the group of college people involved expand? How will new college participants know what happened in the past visits?
 - vii. Members reiterated discussions in earlier meetings that getting more stakeholders involved in the development of the original LOI is highly desirable, and in particular that if any of the concerns listed in the LOI are 10+1 related, the Faculty Senate should be involved.
 - c. Brian reported on the Shasta College visit. Shasta College is small; it is easy to get everyone in the room, and everyone is familiar with each other.
 - i. The team met on Sunday before the series of meetings on Monday.
 - ii. The meetings were well organized.
 - iii. Brian took the time to share the "IEPI way" at the beginning of each meeting, and explained the PRT role as peers volunteering their expertise to help the college.
 - iv. The observations from the day's discussions were shared orally at the end of the day. All who participated during the day were invited to come to the summary meeting, and many did come.
 - v. Brian mentioned that teams should be sensitive to the college culture when planning what to wear to the college. Wearing formal suit and tie when the culture is more informal might send the wrong message (e.g., that the site visit is more along the lines

- of an accreditation site visit or a visit from the Chancellor's Office). The intent is to have the college feel at ease with the visit and not have any looming expectations that the visit is from an external agency.
 - vi. Brian came back to his own district with some useful ideas.
 - d. Bill reported on the Berkeley City College visit.
 - i. This was the very first site visit by any team.
 - ii. The team leader for the site visit changed close to the visit date so there was no time to get together with her beforehand.
 - iii. The team leader was very effective, but was not as familiar with Appreciative Inquiry (AI) as the rest of the PRT, all of whom had participated in the PRT Workshop that included that subject.
 - iv. The PRT had the sense that the college wanted the PRT to provide a prescriptive process to follow. Participants also seemed to want the PRT to support the college's position regarding some conflicts between the college and the district.
 - v. It would have been very helpful to get all the participants in a room at the very beginning and explain why the team was there; valuable time was spent with each group re-explaining the purpose of the visit. Everyone at the college really needs to understand the purposes of the first visit.
 - vi. There was an institutional off-site training the day of the visit, so some of the folks with whom the PRT had planned to discuss the areas of focus were not available. So it was more difficult to tell what they needed at the college because some of the important stakeholders were not on hand.
 - e. Workgroup Discussion
 - i. Prepare the client CEO, and through her or him the college, better for the visit.
 - ii. Funding formula and other issues at multi-college districts cannot be addressed by a PRT in a single college site visit, yet this was an important issue for one college. District-level PRTs will be encouraged where appropriate beginning in the next cycle.
2. Early Returns on Evaluation of the PRT Process
- a. The Fall PRTs will benefit from evaluation of the initial visits, including observations from both team members and colleges. The results will be taken into consideration for both training and visits.
 - b. Highlights of early returns
 - i. Most PRT members agreed or strongly agreed:
 - (A) With positive statements about PRT functioning.
 - (B) That the training received was very effective.
 - ii. Logistical arrangements require some improvement.
 - iii. PRT members spent between six and 16 hours in preparation for the initial visit.
 - iv. Colleges and team members both want more information on the nature of the next visits.
 - v. College respondents saw the fit of their PRTs as good (with one exception at one college).
 - vi. Several college respondents saw the scheduling of visits as problematic. Matthew has collected data on 2015-16 term dates, holidays, etc., and scheduling of the Fall and Spring visits will benefit. In addition, the process will have more lead time, which will permit the colleges to suggest date options that are better for their own personnel.
 - vii. Matthew noted that some questions asked for visit 1 should be modified or eliminated next time because they were much more relevant to visits 2 and 3.
 - c. It is clear that better management of college expectations for the initial visit is needed.
 - d. At our July 17 meeting at the Hyatt, we are scheduled to have the formal evaluation report on the PRT process from the RP Group.

3. Next PRT cycle
 - a. To prepare client colleges better in the Fall, Matthew will send all client CEOs an abbreviated description of the whole PRT process, so they can better inform campus participants.
 - b. Fifteen colleges so far have requested visits for the next year. Of all these colleges, only two did not want a fall visit.
 - c. Matthew Lee will coordinate around conferences, important meetings, beginning and ending term dates to find the best fit of schedule for training and for initial visits.
 - d. It is the sense of the committee not to schedule visits just before Labor Day weekend or 9/11.
 - e. All PRTs in the Fall will have new members and the training is slated to be in Sacramento during September and October. We will have to work around some conflicts with other events.
 - f. With at least a one month lead time, PRT members will be better prepared with interview questions and documentation for each identified college.
 - g. Training workshops will use the panel again, asking panelists to suggest three do's, three don'ts, and one success story. Appreciative Inquiry (AI) has been extremely useful and we want to allow enough time for the AI component of the workshop. Workshops will need additional panelists, presenters, and facilitators, and we will rely on the Academic Senate for recommendations if we need to go beyond the pool members already approved.
 - h. The pool for team members has sufficient faculty representation at present, but needs more CBOs and folks from certain other categories.
 - i. One member suggested that PRTs might help colleges with their ACCJC Quality Focus Essays, since that is a new requirement.

C. Professional Development (Daylene)

1. Update on Upcoming Regional Workshops
 - a. A Student Support (Re)defined workshop is scheduled for September 11 at Shasta College. Additional workshops on this topic are planned for this fall.
 - b. Enrollment Management
 - i. August 5-6 at College of San Mateo (with ACBO and ACCCA) and August 20-21 at Riverside City College.
 - ii. Day One will focus on developing an enrollment management plan and Day Two will focus on implementation. There is a \$75 fee to attend a workshop.
 - iii. Follow up assistance can be provided though IEPI resource teams to dive deeper into enrollment management issues at campuses.
 - iv. CACCRAO (admissions/registrars) needs to be aware of the training.
 - c. Other workshops will take place throughout the year. As much as possible, IEPI will partner with other organizations.
 - d. General discussion/questions:
 - i. What resources can colleges access for workshops? Some colleges have limited funds. Workgroup members also discussed specific training that certain faculty need.
 - ii. There was a discussion on the importance of workshop presenters being true practitioners on the topic and that the flyers (invitations) prominently describe the content that will be addressed.
 - iii. Workshop flyers should encourage colleges to come in teams.
 - iv. There should be a close connection between workshops and PRT team members so that they can help to inform content at the workshops.

2. Online Clearinghouse

- a. The group reviewed the draft taxonomy for the Online Clearinghouse materials and provided feedback:
 - i. Include “other” and “teaching and learning” categories. Also talked about the need for a separate “distance/online education” category.
 - ii. Another approach that was discussed was to establish five major categories for Student Performance and Outcomes: teaching and learning, education goals, student services and support, initiatives, and special programs.
 - iii. The clearinghouse curator (librarian) should develop the framework and then identify the search key words or tags to maintain consistency.
 - iv. Need the ability to search by audience, topic, key word, title, date.
- b. The curator’s job will be to review content on a regular basis for currency. Content removed would be moved to an archive area of the clearinghouse.
- c. After someone uses a resource, should there be a question to the user/viewer about the usefulness of the material?
- d. Need a module type of look to the portal (kind of like a “LibGuide” with tabs for books, journals, and websites related to searches). Need a uniform look and feel and a way to highlight “hot topics.”
- e. Catherine Webb and Breanne Holland provided an overview of the draft submission form. Feedback:
 - i. Use pre-defined options for context: location (rural or urban), size of college, single vs multi-college. There was another suggestion for submitters to just identify the college or organization and then the curator (or other clearinghouse staff) can identify campus characteristics.
 - ii. If we’re trying to leverage resources, we might want to look at getting agreement with CSUs and UCs to access their online resources. We also should use PRT members as potential sources of content.
 - iii. Type of material: add “other” category
 - iv. Add target audience to form
 - v. The workgroup discussed copyright/intellectual property issues. Sharlene offered to serve as a resource.
 - vi. [From afternoon report-out session] CCCCCO hired someone from Foothill College (High Tech Training Unit) to provide training to staff on compliance issues. This approach might be considered for content submissions to the clearinghouse.

3. Discussion of Final State Budget Related to CCC Professional Development (Theresa Tena and Pam Walker)

- a. The state budget, which provides \$12 million for statewide and regional trainings to disseminate effective practices, specifically calls out the Civilian Conservation Corps and inmate education as top statewide priorities.
 - i. About 2,000 individuals currently participate in the Civilian Conservation Corps. The objective is to look at ways to connect them to additional education and identify/create model courses/programs.
 - ii. 20 to 30 colleges have been involved in some capacity with inmate education. CCCCCO is trying to find a way to bring these colleges together to share their experiences and best practices. This includes services provided to former inmates transitioning back to the community.

- b. Other Discussion:
 - i. What resources will we use to operate/add to the online clearinghouse? Theresa said it would come out of the \$12 million provided by the state budget. It might involve an RFA to manage the resources. There was a suggestion that the PD workgroup participate in the design of the RFA.

D. Policy, Procedure, and Practice (Theresa)

1. Development of the IEPI Communications RFP
 - a. Approval for the IEPI Communications RFP will be sought from SCCCD's Board on Aug. 26, 2015.
 - b. Summary of the process for contracting with a communications vendor
 - i. Identifying the type of vendors that would be a good fit for the IEPI communications contract:
 - (A) Vendor should be familiar with government budgets.
 - (B) Vendor should be familiar with higher education communications strategies.
 - (C) Vendor should be able to work within firm timeframes.
 - (D) We are willing to evaluate potential vendors from all over California.
 - ii. Discussion of candidate bid process
 - iii. Evaluation of vendor candidates accomplished between CCPRO, CCCCCO, and SCCCD
2. Parameters of the Communications RFP
 - a. Vendor will not use contract funding for entertainment or travel.
 - b. Contract funding will be used for creative work and resources needed to develop communications items and strategies.
 - c. CA legislative staff and policymakers will observe that IEPI communication efforts are congruent with CA's best spending practices.
3. Long-term Plans: External and Internal Audiences
 - a. Internal
 - i. Develop communications strategies to help college staff and administrators understand the benefits of TA teams visits and PD opportunities.
 - ii. Focus on clearly communicating IEPI mission and purpose to college administrators.
 - b. External
 - i. Invite policy makers to observe IEPI efforts.
 - (A) Observe PD efforts.
 - (B) Observe TA efforts.
 - (C) Continue to provide invitations to Advisory Committee meetings.
 - ii. Strengthen understanding of IEPI efforts to CCC stakeholder groups.
 - (A) Eliminate the question, "What is IEPI?"
 - (B) Clearly define our purpose and mission to CCCs and CCDs.
 - iii. Communicate IEPI efforts to standards oversight and regulatory compliance commissions.
4. Strengthening Relations with ACCJC through Communications
 - a. Theresa Tena participated in an ACCJC conference earlier in June, and she plans to continue to foster a good relationship with ACCJC.
 - b. ACCJC sees IEPI as helping CCC's meet accreditation standards.
 - c. ACCJC and IEPI might be able to work together in helping colleges meet accreditation standards, in which IEPI provides guidance in meeting ACCJC standards.

III. General Session 2

- A. Matthew, Barry, Daylene, and Theresa shared highlights of their respective Workgroup sessions (see above), and responded to a few questions.

IV. Adjournment



Executive Committee Agenda Item

SUBJECT: ACCJC Update		Month: August	Year: 2015
		Item No: VII. B. 1.	
DESIRED OUTCOME: The Executive Committee will receive an update on recent actions taken by the ACCJC and related information.		Attachment: YES	
		Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
STAFF REVIEW ¹ :		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: After its June 2015 meeting, the ACCJC released several policy changes as well as a list of actions taken regarding member institutions. At the meeting, the Commissioners discussed pending legislation, recognized departing commissioners and new commissioners, and took notable actions. In addition, several publications have been released since the June meeting to assist member institutions.

A written update is provided and attached.

¹ Staff will review your item and provide additional resources to inform the Executive Committee discussion.

ASCCC Update to the Field on ACCJC Activities

The following is a summary digest of recent happenings regarding accreditation of interest to the Accreditation and Assessment Committee. The committee will provide similar updates in the future after ACCJC public meetings and when important information is available for the field.

Highlights

- ACCJC Article on New Standards; New Practices
- Revisions to ACCJC Handbooks
- Changes to ACCJC Policy, June 2015
- Summer 2015 Commission Actions
- Upcoming Senate Paper on Effective Accreditation Practices
- RP Group Conference Breakouts
- New Faculty Commissioners
- Pending Legislation

ACCJC Article on New Standards; New Practices

ACCJC's most recent newsletter, Spring/Summer 2015 Newsletter contains an article of interest to the field entitled "ACCREDITATION: NEW STANDARDS, NEW PRACTICES" and is available on the ACCJC website or by clicking [here](#). This article highlights the major changes in the standards and the rationale for the changes.

Revisions to ACCJC Handbooks

Over the summer, ACCJC released newly revised versions of the [Guide to Evaluating and Improving Institutions](#), and the [Accreditation Reference Handbook](#). These guides are available on the ACCJC website [here](#).

Changes to ACCJC Policy, June 2015

At its June 2015 meeting, the Commission considered and approved policy changes and a policy for first reading. A brief synopsis is provided below. The period for comment on the proposed change is open now until August 31, 2015. The full text of the proposed revisions can be read [here](#) along with instructions for submitting comment.

Policy on Eligibility to Apply for Accredited Status

New policy: Provides information that has been contained in the Eligibility, Candidacy, and Initial Accreditation Manual, for reference by institutions seeking to begin the process for gaining accredited status.

Policy on Commission Actions on Institutions

Revised policy: Definitions related to sanction would align with those of other regional accreditors. New sections include a definitions section and a section on other commission actions.

Policy on Commission Good Practice in Relations with Member Institutions

Revised policy: Updates references to current accreditation practice and to eliminate sections that were better covered in other policies. Remaining language was edited and reorganized to facilitate readability and clarity

Policy and Procedures for Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

Revised policy: Eliminates procedural material and simplifies the policy statement concerning multi-college district or system reviews.

Policy on Closing an Institution

Revised policy: Clarifies that when voluntary or involuntary withdrawal of accreditation occurs at an institution, or is anticipated to occur, the need for a closure report and substantive change review may be triggered as related to the change in the nature of the constituency served.

Policy on Substantive Change

Revised policy: Clarifies that when voluntary or involuntary withdrawal of accreditation occurs at an institution, or is anticipated to occur, the need for a closure report and substantive change review may be triggered as related to the change in the nature of the constituency served.

Summer 2015 Commission Actions

ACCJC recently announced its Actions on Accredited Institutions take at its June meeting. More information on ACCJC actions on institutions is available [here](#).

Highlights of major actions of June 2015 include:

Accreditation Reaffirmed

Butte College
Palomar College
Santa Rosa Junior College

Removed from Warning and Accreditation Reaffirmed

College of the Marshall Islands

Removed from Probation and Accreditation Reaffirmed

Cerritos College
Golden West College
Hartnell College
Imperial Valley College
Los Angeles College
West Valley College
Evergreen Valley College
San Jose City College

Victor Valley College

Institutions Issued a Warning

Berkeley City College
Laney College

Institutions Removed from Probation and Issued a Warning

Mission College
Palo Verde College

Institutions Placed on Probation

College of Alameda
Merritt College
Pasadena City College

Upcoming Senate Paper on Effective Accreditation Practices

The Accreditation and Assessment Committee will present for approval at the Fall 2015 Plenary Session a paper on effective practices for maintaining accreditation and preparing for a visit by an accrediting team. The paper will be available for review beginning in September.

RP Group Conference Breakouts

Several breakouts at the RP Group's Strengthening Student Success Conference in October will focus on new accreditation requirements, including the new Quality Focus Essay (QFE), an integral part of the self-evaluation for all ACCJC community colleges reviewed under the 2014 Standards. The second session is a post-conference workshop (three hours) on the new standards featuring leaders from the Los Angeles Community College District (LACCD) who will be held to the new standards in the Spring of 2016. Click [here](#) or use this link to register for the conference and the workshop: <http://www.rpgroup.org/events/sssc15>. □

Change in Faculty Commissioners

At the June meeting, the Commission congratulated Professor Virginia May of Sacramento City College as she completed her term. The Commission announced the seating of Dr. Kevin Bontenbal of Cuesta College as a faculty Commissioner. Dr. Bontenbal will serve a three-year term beginning on July 1, 2015.

Pending Legislation Regarding Accreditation

There are several pieces of legislation of interest regarding accreditation that the field is encouraged to track as they move through the legislative process.

AB 1385 (Ting) This bill would prohibit the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges. ACCJC has a resolution opposing this bill. *This bill has passed in the Education Committee.*

AB 1397 (Ting) The bill would authorize an institution to submit an appeal of a decision by the accrediting agency to subject that institution to a sanction of probation or a more serious sanction. The bill would require a member of a panel that would hear one of these appeals to file a specified disclosure form under penalty of perjury. By expanding the scope of the crime of perjury, this bill would impose a state-mandated local program. ACCJC has a resolution opposing this bill. ACCJC has a resolution opposing this bill. *This bill has passed in the Education Committee.*

AB 404 (Chiu) This bill would add to the duties of the board of governors by requiring it to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a system wide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status. This bill would also require the regional accrediting agency for the community colleges to report to the board of governors as soon as practicable after the National Advisory Committee on Institutional Quality and Integrity has notified the regional accrediting agency of the date by which the agency's application for continued recognition is due.

**Chancellor’s General Education Advisory Committee
YEAR-END REPORT**

MEMBERSHIP

Chair

Mark Van Selst	Psychology	San José
----------------	------------	----------

Vice-Chair

Mary Ann Creadon	Literary Studies	Humboldt
------------------	------------------	----------

CSU Academic Senate Representatives

Robert Collins	American Indian Studies	San Francisco
Susan Gubernat	English	East Bay
David Hood	History	Long Beach
Kathy Kaiser	Sociology	Chico
Catherine Nelson	Political Science	Sonoma
Barry Pasternack	Business	Fullerton
Mark Wheeler	Philosophy	San Diego

Academic Senate CSU Academic Affairs Committee Chair *Ex Officio*

Bill Eadie	Journalism & Media Studies	San Diego
------------	----------------------------	-----------

California Community College Academic Senate Representative

John Stanskas	Chemistry	San Bernardino Valley College
---------------	-----------	-------------------------------

CSU Campus Academic Affairs Administrator

Elizabeth Adams	CSU Northridge
-----------------	----------------

CSU Articulation Officer

Terri Eden	San José State University
------------	---------------------------

CCC Articulation Officer

Joseph Bielanski	Ohlone College
------------------	----------------

CSSA Student Representative

Michael Adams	Cal Poly Pomona
Monique Reyna	CSU Channel Islands

CCC Chancellor’s Office Representatives

Jeff Spano Dean, Student Services

CSU Chancellor's Office Representatives

Christine Mallon Assistant Vice Chancellor, Academic Programs and Faculty Development

Ken O'Donnell Sr. Director, Student Engagement and Academic Initiatives & Partnerships

Guests:

Wayne Tikkanen	Chancellor's Office	re: ITL (teaching & learning)
Debra David	Chancellor's Office	re: Give Students a COMPASS
Dolores Davidson	CCC Academic Senate	re: WICHE Passport Project
Pamela Kerouac	College Board	re: AP courses
Michelle Pilati	CCC Academic Senate	re: CTE/GE pathways project
Jack Friedlander	Santa Barbara City College	re: oral communication pilot
Alice Scharper	Santa Barbara City College	re: oral communication pilot
Marilynn Spaventa	Santa Barbara City College	re: oral communication pilot
Carolina Cardenas	CSU CO	re: credit by exam policies
Emily Magruder	CSU CO	re: ITL (teaching & Learning)
Ivona Gregory	CSU: CI (Math Council)	re: STATWAY
Kate Stevenson	CSU: N (Math Council)	re: STATWAY
Steve Stepanek	ASCSU	re: CCC degrees, WICHE, etc.

Meeting Schedule 2014-15

1. (T) September 2, 2014
2. (T) November 4, 2014
3. (T) January 20, 2015
4. (T) March 17, 2015
5. (T) May 12, 2015

Scope of Responsibilities of the Chancellor's General Education Advisory Committee**Part 1. Membership and Charge of the Committee**

The current chair is unaware of documentation explicitly describing the role of the committee. Nevertheless, the committee title itself suggests the primary function to advise the (office of the) Chancellor on issues pertaining to GE. Given that curriculum is the domain of faculty, the majority faculty composition (and chairmanship) of the committee makes sense as does the frequent referral and recommendation of items to and from the Academic Affairs (AA) and Academic Preparation and Education Programs (APEP) committees of the Academic Senate CSU. Given that much of GE involves intersegmental transfer, the CCC, articulation officer, and others similarly make sense. Historically, GEAC was entirely within the domain of the Academic Affairs committee of the ASCSU. More recently, the renaming of TEKR (Teacher Education K-12 Relations) to APEP and the renewed charge suggests, as recommended in 2014, that revisiting the logic of within-senate ex-officio membership may be in order. Care should be taken in committee composition to ensure that both AA and APEP are represented. Similarly, the recent close alignment with the efforts of the Institute for Teaching and Learning (ITL) within the CSU CO similarly suggests that membership overlap of at least one representative is desirable.

Part 2. Purpose of General Education

Executive Order 1100 includes:

Article 3. Premises of CSU General Education Breadth***3.1 Background***

CSU General Education Breadth requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for GE Breadth should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental

systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

3.2 CSU Student Learning Outcomes

*Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise (LEAP)** campaign, an initiative of the Association of American Colleges and Universities.*

LEAP Essential Learning Outcomes Framework

1. *Knowledge of Human Cultures and the Physical and Natural World*
2. *Intellectual and Practical Skills*
3. *Personal and Social Responsibility*
4. *Integrative Learning*

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:

- *think clearly and logically;*
- *demonstrate information competency—finding and examining information critically;*
- *carry out effective oral communication;*
- *write effectively;*
- *apply quantitative reasoning concepts and skills to solve problems;*
- *make informed, ethical decisions;*
- *understand and apply the scientific method;*
- *apply learning from study abroad experiences to general education areas;*
- *utilize technology in pursuit of intellectual growth and efficacious human interaction;*
- *demonstrate understanding of human beings as physiological and psychological organisms;*
- *demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;*
- *demonstrate knowledge of cultural endeavors and legacies of world civilizations;*
- *demonstrate understanding of how human societies have developed and now function;*
- *apply socially responsive knowledge and skills to issues confronting local or global communities;*
- *demonstrate life skills such as financial literacy;*

- *understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;*
- *engage in lifelong learning and self-development; and*
- *integrate and apply the insights gained from general education courses.*

3.3 Entry-Level Learning Skills

3.3.1 Minimum Competency

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students.

3.3.2 Remediation

Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome those deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

Part 3. Additional Responsibilities

the bylaw modification in **AS-3073-12 “Internal Actions Following the Disposition of Resolutions”** which states, in part,

All standing and special committees shall report to the senate and unless otherwise specifically directed by the senate, shall take appropriate action to follow-up on resolutions which they sponsored, and will note in their committee minutes the results of this follow-up action. Where appropriate, follow-up actions shall be carried forward to future agendas and shared with other committees and entities. Committee recommendations shall not be considered policy statements until formally approved by the Senate.

GE-Relevant RESOLUTIONS prior to the 2013-2014 ASCSU PLENARY SESSIONS

AS-3119-13/AA (Rev) Approved Unanimously May 2013	<u>Clarifying the Changing Expectations for General Education (.pdf)</u>
--	--

The disconnect between the expectations for General Education as derived from the wording in Title 5, Executive Order 1065, and GE Guiding Notes remains. The Title 5 language regarding General Education (Title 5, California Code of Regulations, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508) is most often interpreted in the context of Executive Order 1065 (September 16, 2011) as further informed by the latest (continuously updated) revisions to the CSU Guiding Notes. The direction provided in the guiding notes is historically focused on evaluating individual courses against content as informed by prior review cycle interpretation of content described in Title 5 and the executive order. Given that the language in the later documents was written with a content rather than outcome focus, it is unsurprising that the guiding notes content is similarly content-focused. With the development of a stronger assessment knowledge base and more holistic approaches to GE becoming prevalent, it argues for the merits of looking at revisioning and refocusing GE-based guidance. In this context it is noted that the GE-related descriptions within Title 5 have been described as both dated and underspecified.

Additionally, it is noted that true programmatic assessment of GE as a program has been mandated since 2008 (with the introduction of Executive Order 1033, since replaced by Executive Order 1065) and yet there have been no strong examples of programmatic assessment across GE from any individual campus. “The Give Students a COMPASS” project has yielded many positive results with integrative learning among other high impact practices in producing more intentional learning and greater engagement along with concomitant increases in retention and graduation rates – these (and other) high impact practices are currently, typically seen as an overlay to GE and as potentially diluting content area requirements.

The GE task force suggests several actions to be undertaken, most of which are currently actively or passively being pursued (e.g., upper division GE definitions; alignment of Title 5, EO 1065, and CSU GE Guiding Notes).

AS-3101-12/APEP/AA (Rev) Approved	<u>Support for Alternative General Education (GE) Pathways for Science, Technology, Engineering, Mathematics (STEM) Transfer Students (Attachment 1), (Attachment 2), (Attachment 3), (.pdf)</u>
--------------------------------------	--

Unanimously January 2013	
-----------------------------	--

The CSU Pathways for GE have been expanded to include what used to be referred to as "IGETC for STEM". The effectiveness of the alternative GE pathways as a mechanism of transfer has been somewhat undermined by the parallel action to restrict majors to 120 units, but (somewhat ignoring the 120 unit mandate) remains an effective advising tool for students and is well-grounded in encouraging students to take a more effective sequence of classes in support of their learning goals.

AS-3092-12/AA (Rev) Approved November 2012	Faculty Consultation on Baccalaureate Unit Limits (pdf)
--	---

The role of faculty in curricular decision-making, on long-standing principles endorsed by the Board of Trustees Statement on Collegiality and the American Association of University Professors' Principles Statements, have primary responsibility for the curriculum and thus should be the ones making curricular decisions. Outside of the general poor management processes that brought the resolution forward, GE specific concerns are raised (and are mirrored in 2013-14 resolutions).

GE-Relevant RESOLUTIONS FROM THE 2014-2015 ASCSU PLENARY SESSIONS

AS-3195-14/AA Approved by Acclamation November 2014	Commendation for Wayne Tikkanen (pdf)
AS-3216-15/CSU Chico Del. Approved by Acclamation May 2015	Commendation in Honor of Academic Senator and Faculty Trustee (Emerita) Kathleen Kaiser (pdf)

Both of these former members of GEAC have made a substantial portion of their service to the CSU focused on issues relevant to student success via appropriate and effective GE programs.

AS-3206-15/AA (Rev) Approved Unanimously May 2015	<u>CSU Involvement in the WICHE Passport Project (pdf)</u>
---	--

A central idea of the WICHE Passport project is to facilitate transfer of coursework across states. Although it is not anticipated that California would sign anything like a blanket passport agreement (for a variety of reasons including the lack of transparency in competency evaluation and the questionable “gains” versus “losses” that would be had from such an agreement), faculty-based discussions on academic expectations around GE constitute at least one element of the project content. The WICHE group needs to do better at demarcating contribution to the project from being a signatory to any such agreement.

AS-3209-15/AA (Rev) Withdrawn May 2015	Towards a Culture of Assessment in the California State University System: A Call for Faculty Professional Development
--	---

The underlying issues became tangled such that a revision was not able to be completed in a timely fashion, but following CSU: Bakersfield action (qualification minima and expectations to teach in GE) and their preceding CSU ITL discussions, the notion of competency achievement to support GE education is likely worth pursuing in the future. Note that this is a larger issue than a GE specific one but the implementation tends to focus on GE and thus is of relevance.

AS-3211-15/AA (Rev) Approved Unanimously May 2015	<u>Expectations for Upper Division General Education (pdf)</u>
---	--

This resolution should provide both a framework and starting place for concerted action by GEAC over the summer and next academic year. At the present time campuses are already being asked to indicate “by area” where their upper division content fits. There is a default assumption (despite EO 1100 wording) that upper division GE should “automatically” transfer across institutions regardless of campus required overlays or campus-specific outcome expectations. There are some delicacies involved but the protection of campus autonomy and the ability for a campus to require more than the minimum lowest common denominator needs to be defended – failure to do so could dramatically undermine campus control of quality and could lead to a push for more stringent system standards for (and standardization of) upper division GE content.

AS-3212-15/AA/FGA Approved Without Dissent May 2015	<u>Call for Adequate and Appropriate Consultation Regarding the California Community College Pilot Baccalaureate Degree Programs (pdf)</u>
--	--

The Board of Governors of the CCC system have consistently failed to engage in adequate and appropriate consultation in the development of pilot baccalaureate programs. The relevance to GE is that, regardless of the perceived quality of the CCC baccalaureate programs, they (CCCs) may now be in a position to offer upper division transfer coursework (which has its own set of problems) and, more specifically, may attempt to offer upper division GE coursework useable by CSU-bound transfer students. Constraints on upper division GE expectations (see prior item) may limit this possibility but it is an area of emerging concern and should be watched carefully. CCC constraints on enrollment in upper division coursework (as a whole), and for GE specifically, should be encouraged.

Other continuing issues from the 2014-2015 academic year

1. Discipline Councils

For several of the issue that GEAC has looked at over the just concluded session we have sought input from discipline councils. Where such formal or informal councils do not exist it is hard to ensure that we have adequately addressed the needs of the discipline/field. Having formal supported structures to support communication would be advantageous to increase the effectiveness of GEAC. Action on these items has been a meeting with Gerry Handy where several disciplines were selected as pilot projects. Further work has stalled.

2. Building FTES for small programs via GE (this pertains to the “Advancement of Ethnic Studies” report / *American institutions outside of Political Science & History / Oral Communication outside of Communication Studies / rules on GE transfer across institutions (esp. online)*).

The third-rail of academic is where “small enrollment” programs develop sufficient full-time equivalent student (FTES) enrollments to allow the upper-division content of the program to be offered (generally somewhat parasitic on lower-division enrollments). Programs and/or departments sometimes go “shopping” in GE in order to build-up lower division enrollments by offering courses that fulfill university graduation requirements. Different institutions have different rules, procedures, and practices on how a course gets certified (and maintains certification) to meet various GE areas.

- *Ethnic studies is traditionally a service course within CSU GE and is a required element of some campus GE programs. An earlier ASCSU recommendation, in part, is "Given the vital role that Ethnic Studies Departments have in fulfilling the mission of the CSU and preparing students to confront the complex challenges created by social and economic diversity in the 21st century, the CSU as a whole and individual campuses should reaffirm and expand their commitment to maintaining the status and resource base of Ethnic Studies departments and programs." The recently released task-force report looking at advancement of ethnic studies has perfectly captured this "third rail of academia" in advocating for ethnic studies to teach oral communication, history, political science, and other disciplinary content while simultaneously suggesting that the discipline of ethnic studies is unique and unlikely to be effectively present outside of ethnic-studies offered coursework. Actions in response to the task-force report could impact how GE is offered on the campus.*
- *American institutions outside of Political Science & History (cf., recent discussion of ANTHROPOLOGY course at CSU Sacramento) – evaluated as an instantiation of a campus-specific policy. GEAC looked at the issue of "who gets to teach what" and noted differences in campus policies and practices. The issue was determined to be a campus-specific and thus not of interest as a systemwide action item.*
- *Oral communication. Most institutions (and GE policy for all CCCs not explicitly part of an endorsed pilot project) prohibit online oral communication courses from counting for area A1. Humboldt offers an online A1 course. This campus-specific policy has systemwide implications given that EO1100 endorses mandatory campus-to-campus transfer of lower-division GE content. This lowest common (uncommon?) denominator approach has implications for the quality of the outcome of GE programs across the state.*

3. **STATWAY** (and CSU expectations for quantitative reasoning more generally)

Algebra competency continues to be a vexing problem for the CSU. As an entry requirement it is undoubtedly clear. For transfer students we take fulfilling quantitative reasoning as somewhat of a proxy for meeting the algebra requirement (now defined via state standards vis-à-vis common core). The CSU adoption and extension of the STATWay pilot project had put us in conflict with the UC, which had not acknowledged STATWay as meeting UC quantitative reasoning requirements. Boars has reversed course and accepted STATWay but we are still in our consideration of the pilot project. A priority item for the September 2015 GEAC meeting is to ensure that we have data (from California – the CCC and CSU pilots) as a preface for a NOVEMBER 2015 decision on the long-term fate of STATWay. This calendar is built on the calendar for the academic year catalog copy.

4. Continuing pilot trial of offering **online oral communication** as counting towards CSU GE.;
5. **System Minors** (likely thematic minors in GE)

A consistent concern arises on the question of “do I have to do it” and “do I have to change my minor in XXX in order to accommodate the proposed system minor?” the answer to both questions is that it is voluntary. There is a schism between the LEAP/GE-oriented faculty (often most represented on GEAC) and those wary of system imposition.

6. Credit by examination (AP/IB/CLEP/...).

Concerns include the possibility of looking at the Cambridge Exams, AP Seminar/Research, challenge exams for GE areas, etc.

7. Addressing expectations for critical thinking;

This is partially in response to the near systemic appeal to waive Critical Thinking for Engineering programs “since it is already covered in the major” (and in every other major?). The most recent letter to the Chancellor on the topic of the San Bernardino request acknowledged that the “waiver” is largely for incoming transfer admissions but suggested that the critical thinking assessments should be performed even when the content requirements for A3 (critical thinking) are distributed across several courses/content within the program. The term “waiver” should really only be used when it is actually an element of GE that is truly waived (not as otherwise achieved).

8. GE Course Review

9. Coordination with ITL

10. GE Guiding Notes / Standards

11. Joint meeting or having an observer/representative at BOARS (the Board on Admissions and Relations with Schools does the equivalent of our Admissions Advisory and some of GEAC / APEP on standards)

GENERIC AGENDA (suggestion for 2014-2015 year)
--

MEMBERSHIP:

MEMBERS:

< list with titles/role>

GUESTS <with titles and time-certain>

<list with titles/roles/time-certain events>

1. Approval of the Agenda
2. Review and approval of prior notes
 - a. encourage preview/pre-edit to minimize time cost
 - b. encourage chair to write "verbal" (paragraph) overview to include with notes
3. Chair report (includes items from executive)
4. Segmental updates (as appropriate)
 - a. Seek out items in advance via listserv and tentative agenda
5. Review of GEAC charge and year-end report (Sept. only)
6. Review of prior ASCSU actions relevant to GEAC
7. Upcoming Board of Trustees agenda
8. 120 unit associated concerns (impact on GE)
9. Articulation Concerns
10. Coordination with ITL
11. WICHE Passport
12. CSU GE Review & Guiding Notes
13. CSU job-postings or grant-type request for proposals relevant to GE
14. Ongoing GE-relevant projects/pilots (cf., student success initiative/graduation initiative)
15. AP/IB/CLEP and other "testing" or "outcome-evaluation" items
16. Online Education vis-à-vis GE
17. Legislative Report (re: items relevant to GEAC)
18. Admissions-Related GE Content
 - a. Admissions criteria changes
19. SB 1440 GE-Related Content
 - a. Delayed completion of GE
20. Strategic Directions
 - a. Access to Excellence



END OF YEAR REPORT
JULY 1, 2014 THROUGH JUNE 30, 2015
GRANT NUMBER: 14-290-001

OBJECTIVE NO. 1. Support and maintain the C-ID System

1.1 Identify a representative of the ASCCC, along with necessary support staff, to direct all non-fiscal aspects of the project.

- Continued involvement of C-ID Faculty Coordinator, Michelle Pilati, and Executive Committee Liaison, Julie Bruno through the 2014-15 year.
- Julie Adams, ASCCC Executive Director, Krystinne Mica, and other Senate staff continued to support the C-ID System.

1.2 Provide for the facilitation of the C-ID program operational committee, including holding a minimum of two meetings. The C-ID program staff will work collaboratively with committee members to identify, discuss, and address issues and opportunities related to the C-ID program goals and specific objectives.

- Workgroups established to advise and make determinations regarding policies and processes of C-ID (i.e., ICW, AO Advisory Group). In addition, a Model Curriculum Workgroup (MCW) was established to implement and accept creation of Model Curriculum for disciplines that do not fit the SB 1440 guidelines.
- Operational Committee Meetings: Members identified, Dates and locations identified, meetings recorded
 - The following meetings took place during 2014-15:
 - AO Subgroup – weekly Wednesday meetings
 - C-ID Advisory Committee –
 - December 12, 2014
 - February 25, 2015
 - April 22, 2015 (conference call)
 - May 28, 2015 (conference call)
 - Intersegmental Curriculum Workgroup (ICW)
 - September 23, 2014
 - October 28, 2014
 - February 24, 2015
 - April 21, 2015
 - June 8, 2015 (conference call)
 - Faculty Discipline Review Group (FDRG) conference calls were scheduled. Over 18 FDRG disciplines were convened to discuss various topics, including 5-year review, creation of AOE TMC and descriptors, creation of basic skills descriptors, and CCC-only descriptors.
 - Two Discipline Input Group (DIG) meetings were held in October 2014 to discuss the development of “Area of Emphasis” degrees, per SB 440 mandate: October 18 and October 25. A total of over 90 faculty attended both meetings. Two additional DIG meetings were held in September 2014 to discuss the

Agenda Item VII. C. 1.

creation of basic skills descriptors: September 19 and September 20. A total of over 90 faculty attended both meetings.

1.3 Abide by the program's governance document, which at a minimum specifies the organizational structure of the C-ID program and its committees; scope and objectives of the program; the descriptor review, revision and validation process; numbering nomenclature; and institution participation agreements.

- Governance documents listing organizational structure and committees
 - Strategic plan listing goals and objectives
 - Processes for descriptor review, revisions, and validation process
 - Documents detailing numbering nomenclature
 - Documentation of institutional participation
 - Policy regarding criteria for descriptor development
- This year, C-ID continued to abide by the established governance documents, and worked to implement new policy related to the creation of “model curriculum” and “areas of emphasis” as defined by SB 440.
 - As UC involvement becomes clearer in the upcoming academic year, additional guidelines and processes may be identified for their participation.

1.4 Continue to develop course descriptors for the community college system's popular transfer.

- Finalized course descriptors for the CCC most popular transfer majors
 - Review and revision process for updating/replacing existing descriptor
- C-ID Disciplines
Currently, there are 36 disciplines with active descriptors, of which one discipline is the first for the creation of “CCC-only” (intra-segmental) descriptors – Biotechnology. Additional intra-segmental descriptors currently vetting:
 - Biotechnology – 1 descriptor
 - Emergency Medical Services – 6 descriptors
 - Additional intra-segmental descriptors are being drafted for the following:
 - Commercial Music – 6
 - Automotive Technology -7
 - Transfer Model Curriculum (TMC)
 - Two additional TMC templates were released – Biology and Public Health Science, for a total of 34 accepted TMC templates
 - Two “area of emphasis” TMC templates are currently vetting
 - Global Studies
 - Social Justice Studies
 - Three TMCs completed the 5-year review
 - Communication Studies
 - Psychology
 - Sociology
 - Intersegmental Model Curriculum (IS MC)

Agenda Item VII. C. 1.

- Three model curriculum templates were released for the following disciplines:
 - Engineering
 - Information Technology
 - Nursing
- Descriptors
 - 20 descriptors were finalized this year, including:
 - Public Health Science – 4
 - Biology – 3
 - Biotechnology – 4
 - Information Technology and Information Systems – 9
 - The following disciplines are in the process of vetting or finalizing draft descriptors:
 - Emergency Medical Services – 1
 - Biotechnology - 1
 - Reading – basic skills - 3
 - English – basic skills - 3
 - Commercial Music - 6
 - Global Studies -2
 - Social Justice Studies - 2

1.5 Support the Associate Degree for Transfer TMC process by providing C-ID program infrastructure support, as necessary and as aligned with the C-ID program's scope and objectives.

- Guidelines for TMC development
- Review and revision process for updating/revising existing TMCs
- Policy/process regarding further TMC development
 - Policies Developed:

This year, the following guiding document was established for the TMC process:

 - *TMC Development – An Overview of Discipline Selection*
 - This year, the following guiding documents were established or revised for the C-ID process:
 - *C-ID Numbering Protocol*
 - *C-ID Descriptor Review Process*
 - *C-ID CORE Qualifications*

1.6 Provide for the coordination and oversight of faculty discipline groups to create and maintain course descriptors, and to qualify courses submitted for C-ID designation.

- Guide for FDRG roles, responsibilities, and training
- Handbook for C-ID and the Course Review Process
- Online training webinars
 - FDRGs Convened

The following FDRGs were established this year. Training was provided by the C-ID Faculty Coordinator on the role of the FDRG and the process for creation of TMCs and descriptors:

Agenda Item VII. C. 1.

- Global Studies
- Social Justice Studies
- Reading (basic skills)
- English (basic skills)
- ESL (basic skills)
- Math (basic skills)
- COREs Added
 - C-ID added a total of 24 new course reviewers into the system. Prior to beginning course review, each CORE attended a webinar training on how to access the C-ID system. One new Primary Reviewer was trained by the C-ID Faculty Coordinator on how to use the C-ID system.

In addition, three disciplines have implemented a “secondary primary reviewer” to alleviate the backlog of courses in their queue. Training was provided by the C-ID Faculty Coordinator and the C-ID Program Manager on the new capability of the system with regard to adding a ‘secondary’ primary and the overall training for Primary Reviewer role in the system.

- Mathematics
- Art History
- Music

1.7 Maintain a program web site for faculty participants to communicate and exchange information for vetting during the C-ID descriptor review and qualification phases.

- Improved website presence and collaboration with other groups
- Further development of website as repository for C-ID policy and processes
 - Butte Technology
 - This year, C-ID partnered with the CCC Technology Center at Butte College to support the on-going needs of the C-ID website. A new documentation process was established to capture the needs of the system for both support and enhancements. Weekly meetings were held with CCC TC, C-ID leadership, and CCCCCO representatives to discuss ways in which CCC TC can support the current infrastructure.
 - ZenDesk is the established method of getting support tickets to CCC TC

In addition, weekly meetings with CCC TC Business Analyst, C-ID Program Manager, and CCCCCO Representative occur to document system specifications for the new C-ID platform. The intent is to begin work on the new C-ID platform in the 2015-16 year.

1.8 Maintain and adapt as necessary a cost-sustainable organizational infrastructure to support the ongoing creation and maintenance of course descriptors for existing and emerging popular transfer majors.

- Funding leveraged from other projects to support the C-ID System
- Improvements to technology which increase program efficiency

Agenda Item VII. C. 1.

- The C-ID System gained substantial funding for the next five years.

1.9 Demonstrate successful collaboration with intersegmental entities such as ICAS, CIAC, the CCC, CSU, and UCOP system offices, as well as system wide programs such as ASSIST and the Associate Degree for Transfer program.

- Presentations at various conferences, meetings, and events.
- C-ID numbers included in ASSIST
- C-ID degree descriptions posted on the Degreewithaguarantee.com website
- Intersegmental participation in articulation advisory groups, faculty discipline review groups and the qualification of courses for C-ID designation.
- C-ID system training for Articulation Officers (yearly at new AO training) and on an as-needed, ongoing basis via webinar.

- Degreewithaguarantee Website

The following descriptions were provided to the CCC Chancellor's Office for posting to the website:

- Biology
- Chemistry
- Nutrition
- Economics
- Film/TV/Electronic Media

- ASSIST Legacy

C-ID approved courses continue to appear in ASSIST Legacy.

- ASSIST NG

Collaborative efforts are underway between C-ID and ASSIST NG on the development of the AO Submission technology that will be transferred over to ASSIST NG, starting January 2016. Technical meetings between Governet and CCC TC have occurred to review system requirements and questions on the process of course submission for C-ID. Ongoing communication between the technical support and management of C-ID and ASSIST will continue through 2015-16.

1.10 Work closely with the CCC Chancellor's Office grant monitor in developing, adhering, and reporting on the annual C-ID program work plan and budget.

- Regular communication with the grant monitor
- Seek approval from the Chancellor's Office prior to making changes to the Faculty Coordinator.
- Grant monitor and other CO staff included in advisory committee conversations/meetings
- Yearly system training provided by C-ID staff
 - Grant monitor was invited to ICW, C-ID Advisory, and other meetings as appropriate.
 - Answered questions related to grant activities.
 - Alerted Chancellor's Office of the desire to change the Faculty Coordinator.

**Academic Senate for California Community Colleges
Statewide Career Pathways: Creating School to College Articulation
Grant Agreement No: 10-057-001
September 2012 – June 2015 Year End Report**

Introduction

The Statewide Career Pathways: *Creating School to College Articulation* project, in existence since July 2006, began by providing an opportunity for high school, Regional Occupational Centers and Programs (ROCPs), and community college career technical education (CTE) faculty to meet, collaborate, and develop articulation templates. The Academic Senate for California Community Colleges (ASCCC) designed and implemented Statewide Career Pathways, an initiative whose work is overseen by a Steering Committee. The project phases are defined by the funding terms: The first phase of the project (June 2006 – June 2008) was funded for \$4 million, the second phase of the project (July 2008 – June 2009) was funded for \$1.5 million, and the third phase (July 2009 – December 2010) was funded for \$1,241,379 million. For the fourth phase (September 2010 – August 2011), the Chancellor's Office increased the funding for the project to \$2,000,000; the increase was in response to the successful WhoDoUWant2B? CTE outreach campaign and the Chancellor's Office's desire to see the campaign continue and expand. The fifth phase of the project (September 2011 – August 2012) was funded for \$1,500,000. This phase of the project (September 2012 – June 2015) was funded for \$1,500,000.

This report describes the accomplishments during the sixth phase of the project from September 2012 – June 2015. The focus of this phase was to facilitate the development of career pathway and program of study models (for transfer and not intended for transfer), developing the Counselor Toolkit into an online format and launching it as a statewide resource for counselors, and to develop C-ID System course descriptor for CTE disciplines. The project also continued to address barriers to student transition from high schools and ROCPs to college CTE programs.

One of the greatest accomplishments during the sixth phase of the project was the completion and launch of the online Counselor Toolkit. To date, the toolkit has 110 templates for programs of study, 68 of which are aligned to statewide Transfer Model Curriculum. The project has been successful and has exceeded many of the original project goals. Another accomplishment is the work the Statewide Career Pathways have done in assisting C-ID leadership in 8 CTE disciplines.

Project Contact Information

Julie Adams
Executive Director
Academic Senate/Statewide Career Pathways
One Capitol Mall, Suite 340
Sacramento, CA 95814
(916) 445-4753
julie@asccc.org

OBJECTIVE 1

Develop and maintain articulation interactions and resources.

1.1 Form the 2012-15 Steering Committee to oversee and support the work of the project.

The 2012-15 Steering Committee included representatives from California's community colleges and Chancellor's Office, the California Department of Education (CDE), high schools, and ROCPs. For a listing of 2012-15 Steering Committee members, please contact the ASCCC office. Several Steering Committee members were re-appointed to the committee to provide continuity and to contribute to the successful and productive work of the project. The Steering Committee held regularly scheduled meetings and met eight times during September 2012 – June 2015. A smaller leadership group, consisting of the Executive Director, Faculty Coordinator, Articulation Liaison, C-ID Faculty Coordinator and a C-ID Project Specialist, communicated frequently throughout the year.

Steering Committee meeting minutes and a list of meeting dates are available upon request from the ASCCC office. During the Steering Committee meetings, many important topics were discussed, including: review and revision of the Counselor Toolkit, collaboration with statewide initiatives (Doing What Matters, SB 1070, Regional Consortia), providing support to CTE Transitions Coordinators and Articulation Officers, presentation opportunities, Model Curriculum and Program of Study development, developing new resources, addressing barriers to the awarding of credit for articulated work, reviewing the articulation templates, C-ID Transfer Module Curriculum (TMC) and descriptors, as well as several other items as outlined in the project work plan including guidance of the project and evaluation.

1.2 Develop communication mechanisms for sharing information with CTE Transitions Coordinators and others assuming tech prep responsibilities.

During the sixth phase of Statewide Career Pathways, several significant activities took place to communicate with CTE Transitions Coordinators, primarily through program presentations, which provided information on available resources like the CTE toolkit, articulation templates, Program of Study templates, and website/agreement repository. Members of the Statewide Career Pathways Steering Committee presented at a number of state conferences during September 2012 – June 2015.

In addition to the presentations, CTE Transitions Coordinators were also welcome to correspond with the Steering Committee's Articulation Liaison for advice on articulation and dual enrollment and how to best utilize the available resources. Additionally, the Articulation Liaison traveled to many consortia to provide guided training on best practices for articulation, dual enrollment, credit by examination, program of study development, and using the Counselor Toolkit as a resource for district and consortia.

1.3 Create Programs of Study (HS-CCC-CSU) in disciplines that have TMCs in a CTE area.

At the beginning of phase four, Steering Committee members identified that one of the next steps for Statewide Career Pathways was to facilitate the development of model Programs of Study (a HS – CCC – CSU pathway) for use by educators across the state. They determined that the same Discipline Work Group (DWG) meeting format used to develop the articulation templates would be used to develop model Programs of Study that will establish a clear path of CTE coursework from middle school through college. Once vetted and approved, these model Programs of Study could be customized locally to best serve the students and fit the local course offerings. SCP brought together secondary and post-secondary faculty to develop

Agenda Item VII. C. 2

Program of Study Templates to be used statewide as a basis for local discussions at colleges using the Transfer Model Curriculum (developed using the processes developed for the Course Identification Numbering System—C-ID) in Career Technical Education fields. Ultimately, the goal was to provide a statewide template for a college to use as it works with its local partners to create a student-friendly document for students to advance through a seamless program from grades 9 through 16, using a TMC as the vehicle for completion. In all, 9 Program of Study Action Teams met during the grant period to finalize draft Programs of Study in the following disciplines: Agriculture-Plant Science, Agriculture-Ag Business, Agriculture-Animal Science, Film, Television and Electronic Media, Nutrition and Dietetics, Studio Arts, Commercial Music, Business Administration, Early Childhood Education, Elementary Education, Administration of Justice, Nursing, Computer Information Systems, and Theatre.

1.4 Provide resources and guidance to support local articulation efforts that utilize the project's processes.

Articulation Agreements

Articulation agreements (particularly renewals) continued to be submitted on a regular basis. Over 424 articulation agreements were posted during this phase of the project, for a total of 2569 agreements from 60 community colleges. The steady stream of articulation agreement submissions is likely due to the Steering Committee's tireless efforts in promoting the program and presenting at both State and national forums. The articulation agreements are posted online at <http://www.statewidepathways.org/showagreements.php>.

Best Practices for Alternative Methods of Awarding Credit via High School Articulation

During phase five and this phase, the ASCCC president and the Executive Director met with Admission and Records personnel to develop an effective practices document regarding the processes used locally to award credit for articulated high school work. Previously, local practices had been identified as barrier to the awarding of credit and it had been determined that changes in Title 5 regulations might be required to further streamline the awarding of credit. The paper, "Alternative Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses" was approved by the Academic Senate at the Spring Plenary Session in May 2013. This paper has become a trusted resource to practitioners on community college campuses statewide and has been referenced in subsequent work by the SB1070 directors, as well as the Doing What Matters Initiative Navigators. The paper is posted online at: <http://asccc.org/sites/default/files/AlternativeMethodsForAwardingOfCollegeCredit.pdf>

Coordination with SB1070 Collaboratives

In a parallel effort, the SCP Faculty Coordinator and Executive Director have coordinated with SB1070 Directors to address common issues identified as barriers to student transitions by the directors. SCP has participated in each of three workgroups: Data Collection, Dual Enrollment, and Secondary to Post-Secondary Articulation / Credit by Exam. Each of these groups has identified the following issues that pose obstacles to student success.

Issues Summary

Dual Enrollment:

1. Clarify policy and best practices for allowing non-high school students onto high school campus during the high school's academic day to take college courses.
2. Share best practices for open enrollment/open access for college courses on high school campuses. Create sample policy derived from successful practices.
3. Disseminate successful practices and models. Compile the best practices of successful dual enrollment.

Agenda Item VII. C. 2

4. Clarify necessary components of community college district dual enrollment policy and provide resources for districts to use in developing and/or revising current policy.
5. Clarify language requiring access to college courses by non-high school students and practice of current partnerships to “hold 5 seats open.”
6. Provide resources to allay fears and concern about “double-dipping” on state apportionment and daily attendance measures.

Secondary to Post-Secondary Articulation/Credit by Exam (CBE)

1. Clarify that Title 5 does not require CCC residency for students to receive articulated credit.
2. Clarify Title 5 requirement in regards to granting letter grade and/or pass/no pass for articulated courses.
3. Define “in good standing” as stated in Title 5 requirements for CBE.
4. Common Course Numbering (C-ID) System needs to encompass CTE
5. Need mechanism that uses current infrastructure to automatically track students coming from articulated courses.

Data

1. Lack of clarity around how to collect common metrics and California Career Pathways Trust (CCPT) data, work was not done to arrive at common definitions so different terms mean the same when referencing the same data element.
2. Fear of liability hinders reasonable sharing of data - FERPA often invoked as reason we can't do x, y or z
3. Identify the data needed by CCC Chancellor's Office and develop a mechanism, through collaboration with California Department of Education, which captures the identified career pathway completers.
4. Follow up study and results of CTE completers at all colleges – (identify the differences of the core indicator data).
5. Colleges need to collect data and track students coming from CCPT Projects. Needs to be part of MIS System.

Other

1. Clarify the implications of credit awarded in high school against the financial aid maximum unit allowance (lifetime cap).
2. Clarify the implications of earned credit in high school as it affects comprehensive education plans under the Student Success Act and the 60 unit limit.

ASCCC has continued to work in collaboration with SB1070 directors which has yielded a recommendation to change Title 5 language surrounding Articulation and Credit by Exam and a Dual Enrollment toolkit in development with SB1070 directors. The proposed change has been considered by System Advisory Committee on Curriculum and is continuing through the approval process.

1.5 Work with the C-ID/1440 to coordinate efforts to create pathways from high school to university level in CTE areas

The intersection with C-ID made it very clear that there was work to do in developing pathways in CTE areas. At the beginning of phase four, Steering Committee members identified that one of the next steps for Statewide Career Pathways was to facilitate the development of model Programs of Study (a HS – CCC – CSU pathway) for use by educators across the State. SCP brought together secondary and post-secondary faculty to develop Program of Study Templates to be used statewide as a basis for local discussions at colleges using the Transfer Model

Agenda Item VII. C. 2

Curriculum (developed using the processes developed for the Course Identification Numbering System—C-ID) in Career Technical Education fields. Ultimately, the goal was to provide a statewide template for a college to use as it works with its local partners to create a student-friendly document for students to advance through a seamless program from grades 9 through 16, using statewide model curricula (TMC, CCC MC, IS MC) as the vehicle for completion. In all, nine Program of Study Action Teams met during the grant period to finalize draft Programs of Study in the following disciplines: Agriculture-Plant Science, Agriculture-Ag Business, Agriculture-Animal Science, Film, Television and Electronic Media, Nutrition and Dietetics, Studio Arts, Commercial Music, Business Administration, Early Childhood Education, Elementary Education, Administration of Justice, Nursing, Computer Information Systems, and Theatre.

The C-ID faculty discipline review groups (FDRGs) for Agriculture, Computer Science, Film/TV/Electronic Media, Music, and Nutrition were convened to draft and finalize transfer model curriculum (TMC) in each of their disciplines during the 2012 – 2015 grant period. The following list outlines the number of descriptors each discipline finalized during the grant:

- Agriculture – 23
- Computer Science – 5
- Film/TV/Electronic Media – 8
- Music – 12
- Nutrition – 2

Roughly 7,000 reviews (including resubmissions) were conducted by the course reviewers (COREs) in the above listed disciplines, from September 2012 – June 2015. This review estimate includes previously existing C-ID descriptors for the following CTE disciplines: Administration of Justice, Early Childhood Education, Geography, and Theater.

In addition, the Engineering, Information Systems, and Nursing FDRGs were each convened to develop and finalize intersegmental model curriculum (IS MC) in 2015. The following list outlines the number of descriptors each discipline finalized during the grant:

- Engineering – 11
- Information Systems/ Information Technology – 11

Programs of study in the Counselor Toolkit

For those Model Curricula that are not viewed as CTE, generic statewide programs of study were created for the counselor toolkit. Though these programs of study lack the greater detail of their CTE partners, they are focused on creating a pathway for every discipline that has the benefit of a TMC, CCCMC, or IS MC. Though there are 34 TMC and 3 IS MC documents, there are 68 programs of study in the counselor toolkit. For those disciplines that are not CTE, programs of study were created that align to a variety of different industry sectors, showing the potential careers for each of these majors that are not clearly aligned to an occupational area. This effort was heralded by counselors as answering their need to provide students with information about potential college majors and aligned careers. See attached advising sheet for use by students and parents.

1.6 Develop C-ID descriptors for CTE certificates and degrees not associated with transfer.

Along with the development of programs of study to lead students to TMC pathways, there was a need to create non-transfer curricula in high demand industries, such as in transportation that may not have a transfer path. In Spring 2013, Discipline Input Group (DIG) meetings were held which brought together statewide faculty from the following disciplines: Addition Studies,

Agenda Item VII. C. 2

Automotive Technology, Biotechnology, Commercial Music, Culinary Arts, and Emergency Medical Services. To date, the disciplines listed above have either draft descriptors vetting or have finalized descriptors:

- o Automotive Technology – seven draft descriptors
- o Biotechnology – four finalized descriptors
- o Commercial Music – six draft descriptors
- o Emergency Medical Services – six draft descriptors; vetting

Industry-aligned Certificates and degrees

Likewise, SCP piloted an effort to create MC's for certificate and degrees that are aligned to industry needs with Agriculture as the focus discipline. Working with the Sector Navigator for Agriculture, SCP brought together college faculty and industry representatives to draft descriptors and certificate templates in areas that industry has specifically requested pipeline assistance. Each of these certificates are directly linked to an approved statewide certification. This effort has been very successful in identifying the role of Doing What Matter Navigators in the creation of curriculum.

Ag Pest Management

Aligned credential/certificate: Pest Control Advisor (PCA)

Accrediting body participating: Department of Pesticide Regulations, California Association of PCA

Number of Descriptor in process: 32

Expected Outcome(s): 42-unit certificate to prepare students to DPR state PCA test

Food Safety

Aligned credential/certificate: none

Accrediting body participating: United State Department of Agriculture (USDA)

Number of Descriptor in process: 32

Expected Outcome(s): 12 unit certificate in Food Safety and Quality – would likely be an add-on for students in AS program in Animal Science or Plant Science, to increase employability

Enology

Aligned credential/certificate: none

Accrediting body participating: Association of Sustainable Winegrowers

Number of Descriptor in process: 15-20

Possible Outcome(s): 12 unit certificate - Viticulture Technology, 12 unit certificate in Wine Business, 12 unit certificate in Wine Industries Studies, and 12 unit certificate in Wine Production

Irrigation

Aligned credential/certificate(s): Certified Landscape Irrigation Auditor (CLIA), Certified Irrigation Designer - Landscape (CID-Landscape)

Accrediting body participating: Irrigation Association

Number of Descriptor in process: 8

Expected Outcome(s): 6 unit certificate to prepare students to CLIA Exam, and 12 unit certificate to prepare students to take CID exam

OBJECTIVE 2

Maintain an online technology system that supports the articulation process and provides access to articulation agreements while sustaining them over time.

Agenda Item VII. C. 2

2.1 Work with C-ID to make public the CTE descriptors and TMCs.

The C-ID database, available online at <https://c-id.net/coursereview.html> is widely used by college faculty and administrators. Templates for CCC MC, IS MC, and TMC's are all posted on the C-ID website, as well as the descriptors themselves. Vetting of the available descriptors were made public through the ASCCC discipline listservs. Deputy Sector Navigators for the respective disciplines were also used to further disseminate vetting information statewide. To show the relationship between C-ID and SCP, the SCP website was also updated to show the connection to C-ID. Statewide Programs of Study are posted on the SCP site at http://www.statewidepathways.org/program_of_study.html

The awareness about the online database was increased through the project presentation and outreach efforts for the counselor toolkit. Counselors and high school instructors have been encouraged through the presentations, to access the course review site to determine what courses are available at their local community college as well as to make curricular changes in order to articulate.

2.2 Implement a review process.

In order to understand and implement the C-ID descriptor approval process and how it differs from the TMC process, a Model Curriculum Review document was created. This document is intended to be a comprehensive guide for Faculty Discipline Review Groups (FDRGs) as they develop model curricula (MCs) in their disciplines. The FDRGs that develop MCs are convened through the C-ID process and proceed with guidance and support from C-ID staff. This document outlines the work of the Model Curriculum Workgroup (MCW), comprised of three CCC faculty and three CTE CCC faculty, and provides guidance for how C-ID descriptors and templates are created, vetted, approved, and reviewed. The Model Curriculum Review documents is available through the ASCCC website.

OBJECTIVE 3

Work to increase the number of students taking advantage of articulation agreements and greatly increase awareness about CTE options.

3.1 Develop and distribute resources for high school teachers, instructors and counselors to use in assisting students find other careers.

In the first few years of SCP, a Counselor Toolkit was created to assist in the distribution of resources to counselors. Though that toolkit was well received, the reality reflected that counselors lacked the time to fully implement it in their daily work with students. During this phase and working with high school counselors, the toolkit was re-tooled into an online environment. Now, the Counseling Tool Kit is an online tool that allows high school counselors to create a Grade 9-14 program of study for students in any of the 54 career pathways as outlined by the California Department of Education (CDE). Based upon approved Transfer Model Curriculum (TMC), programs of study in Associate of Art/Science for Transfer provide information on the actual courses students can take to efficiently transfer to CSU/UC in the desired major. There are currently 68 default templates for Associate Degree for Transfer (AD-T) majors in the toolkit, which gives students choices for a career pathway to transfer with more being added regularly. Likewise, default non-transfer programs of study have been created for each of the CDE approved career pathways. In all, there are 110 default programs of study, with at least one option for each career pathway. It is by far the most comprehensive and customizable program of study tool available. Created in response to the cry of high school counselors, whose main concern was their inability to truly career counsel students - given the student to counselor ratio of 1000 to 1- the toolkit is an invaluable resource for high school counselors whom are largely under-informed regarding career pathways.

Agenda Item VII. C. 2

What makes the toolkit environment exceptional is the connection to real time information via the C-ID database connection. Given the C-ID project's descriptor-based articulation mechanism, the toolkit is able to provide course numbers (293 finalized descriptors, with close to 13,000 approved CCC courses) for any transfer degree (at this point) at any college in the state. Current efforts include creating statewide model curriculum in non-transfer majors (CCC MC), such as Advanced Manufacturing and Biotechnology. Similar to TMC templates, these model curricula would allow for the tool to provide 9-14 plan to any college in any certificate, degree, or transfer major.

OBJECTIVE 4

Address and reduce barriers to students receiving articulated college credit.

4.1 Develop resources to ensure that students receive the credit they have earned and/or for prior learning.

As mentioned previously, the Steering Committee continues to work with the SB1070 Directors to develop modify existing Title 5 language regarding credit by exam and high school articulation. In addition, the paper, "Alternative Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses" was approved by the Academic Senate at the Spring Plenary Session in May 2013. This paper has become a trusted resource to practitioners on community college campuses statewide and has been referenced in subsequent work by the SB1070 directors, as well as the Doing What Matters Initiative Navigators. The paper is posted online at:

<http://asccc.org/sites/default/files/AlternativeMethodsForAwardingOfCollegeCredit.pdf>. Project staff has accumulated a statewide repository of documents which illustrate best practices for awarding credit statewide. This collection is the result of participation of numerous college faculty and staff. In a similar effort, ASCCC Curriculum Committee has drafted a paper regarding alternative methods of awarding credit by credit by Exam, available here: [http://asccc.org/sites/default/files/Awarding Credit Where Credit is Due.pdf](http://asccc.org/sites/default/files/Awarding%20Credit%20Where%20Credit%20is%20Due.pdf)

4.2 Clarify articulation processes, regulations and options.

See Items 1.4 and 4.1.

OBJECTIVE 5

Promote objectives and functions/processes to sustain the project's future.

5.1 Maintain a central point of contact for all participants and general project coordination.

The ASCCC Office serves as the central point of contact for project constituents. The ASCCC staff members support the project and work to organize Steering Committee meetings, prepare materials for presentations, manage project communication, organize workshops and trainings, distribute materials, maintain the website, and support the efforts of the WhoDoUWant2B? campaign, and other project related tasks. Project staff also worked on assignments from the Steering Committee, Executive Director, and Faculty Coordinator as directed.

5.2 Coordinate with initiatives, collaboratives, and projects such as the Course Identification Numbering System (C-ID).

In 2012-15, Statewide Career Pathways representatives regularly updated the C-ID Advisory Committee and made presentations to assemblies of other bodies, such as the California Intersegmental Articulation Council (CIAC), Regional Consortia, SB1070 Directors, Doing What Matters Navigators, and at the California Community College Occupational Educators

Agenda Item VII. C. 2

Association. The strong connections and relationships established during all phases of the project were maintained and enhanced. Effective communication and connections with other organizations and programs has led to widespread knowledge about the project. Ongoing communication and coordination efforts will continue pending funding for the SCP project.

Additionally, SCP has created connections to high school counselors, administrators, and instructors through the development of the Counselor Toolkit. SCP staff has developed relationships with California Association of School Counselors and the specific educational associations by discipline, such as the California Agriculture Teachers Association (CATA), California Business Educators Association (CBEA) and California Home Economics Careers and Technology (HECT). SCP has become a trusted partner to the numerous lead educational agencies that have been awarded California Career Pathways Trust (CCPT) grants and will continue those relationships in the coming years as CCPT 1, 2 and ultimately 3 grants are fully implemented.

Conclusion and Future Objectives

Since the program's inception in 2006, Statewide Career Pathways has been exceptionally successful and has had a significant impact on high school/ROCP to community college articulation in California. The WhoDoUWant2B? CTE outreach campaign has created awareness about CTE options to students, educators and parents through dynamic advertising and resources. The Counselor Toolkit has provided unparalleled access to information for high school counselors like never before. The creation of statewide model curricula in CTE disciplines aligned to industry needs is truly moving the needle for student success. The Academic Senate and the Statewide Career Pathways Steering Committee are committed to this project and will continue to collaborate with the C-ID program and transfer model curriculums (TMCs). With the de-funding of SCP, it is more important now than ever that Statewide Career Pathways continue to provide the needed resources and infrastructure to support high school/ROCP to community college articulation.

Next year, the leadership of the Senate has proposed that the goals for Statewide Career Pathways include funding of C-ID Descriptors, Templates for Certificates and Degrees, and ultimately CTE Programs of Study. Likewise, the rigor and strength of the Counselor Toolkit is a focus, so that it may include any new templates. Future goals include a revision of the Counselor Toolkit which would take into consideration any feedback gathered from the first rollout of the tool to counselors.

