Academic Senate for California Community Colleges
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EXECUTIVE COMMITTEE MEETING

Friday, August 11, 2017 to Saturday, August 12, 2017

The Inn at the Tides
800 Highway 1, Bodega Bay, CA 94923
Meeting Room: Arena Cove Lodge

Friday, August 11, 2017
1:00 p.m. to 1:30 p.m. Working Lunch
1:30 p.m. to 5:30 p.m. Executive Committee Meeting
6:00 p.m. to 8:00 p.m. Dinner
Drakes Sonoma Coast Kitchen
103 Coast Highway One, Bodega Bay, CA 94923

Saturday, August 12, 2017
8:30 a.m. to 9:00 a.m. Breakfast
9:00 a.m. – 12:00 noon Crucial Conversation Presentation
12:00 p.m. to 12:30 p.m. Working Lunch
12:30 p.m. to 1:30 p.m. Crucial Conversation Continues

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 Ashley Fisher 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. ORDER OF BUSINESS

A. Roll Call
B. Approval of the 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. Local Senate Visits
G. Dinner Arrangements

II. CONSENT CALENDAR

A. June 1 - 2, 2017 Meeting Minutes, Davison
B. Emergency Leadership Transition Plan, Adams
C. Awards Handbook Update, Freitas
D. Revisions to Policy 70.0 Membership, Adams
E. OER Task Force Regional Meetings and Webinars, Dillon
F. Publications Guidelines, Adams
G. Guided Pathways Liaison Expectations, Roberson
H. Accreditation Institute Pre-session, May
I. Addition of Curriculum Specialist to Curriculum Committee, Rutan

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Bruno/Adams
B. Foundation President's Report – 10 mins., May
C. Liaison Oral Reports *(please keep report to 5 mins., each)*
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

A. Legislative Update – 15 mins., Stanskas
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
B. 2017 – 2018 Budget – 45 mins., Adams/Freitas
The Executive Committee will consider for approval the annual budget for 2017 – 2018.
C. Committee Appointments – 30 min, Committee Chairs
The Executive Committee will consider for approval the membership and discuss better recruitment strategies of the ASCCC Standing Committee membership.
D. Committee Priorities – 45 min, Adams/Committee Chairs
The Executive Committee will consider for approval the priorities for the 2017 – 2018 Standing Committees of the ASCCC.
E. Fall Plenary Planning – 15 mins., Bruno/Adams
The Executive Committee will consider for approval the theme for the 2017 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.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. *(Time certain 1:30 pm)*
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.
B. Board of Governors/Consultation Council – 10 mins., Bruno/Stanskas
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
C. Vision for Success – 20 mins., Bruno
The Executive Committee will discuss the goals and commitments identified in the Chancellor's *Vision for Success* report and be updated on the next steps.

D. Guided Pathways – 30 mins., Bruno
The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

E. University of California Transfer Pathway Degree Pilot – 10 mins., Stanskas
The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee Minutes
i. Part-time Committee Meetings, Adams

B. Liaison Reports
i. California Community Colleges Curriculum Committee (5C), Davison
ii. Chancellor's Office Workgroup on Credit for Prior Learning, Davison
iii. CTE Data Unlocked, Stanskas
iv. Library & Learning Resources Program Advisory Committee, Crump
v. OER Task Force Meetings, Dillon
vi. Institutional Effectiveness Partnership Initiative (IEPI): Policies, Practices, and Procedure Workgroup Meeting, May
vii. Chancellor's General Education Advisory Committee, May
viii. CIO Executive Board Meeting, Davison

C. Senate and Grant Reports
i. C-ID Advisory Committee, Adams
ii. Intersegmental Curriculum Group (ICW), Adams

VII. ADJOURNMENT

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Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: August	Year: 2017
		Item No: I. D.	
		Attachment: YES	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **First September Executive Meeting** – Sacramento – September 7 – 9, 2017
- **Second September Executive Meeting** – Moreno Valley – September 29 – 30, 2017
- **Session Executive Meeting** – Irvine – November 1, 2017
- **2017 Fall Plenary Session** – Irvine – November 2 – 4, 2017

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2017 – June 2018 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

August 21, 2017:

- Agenda Items
- Reports
- Action Tracking updates
- Area Representatives to update Area Meetings page on the ASCCC website
- Draft papers for Fall session due for first reading
- Breakout topics due for Fall Session

September 12, 2017:

- Agenda Items
- Reports
- Action Tracking updates
- Draft papers due for second reading for Fall Session
- Pre-session resolutions due

October 6, 2017:

- Presenters list and breakout descriptions due to executive director for Fall Session.

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

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2017-2018 EXECUTIVE COMMITTEE MEETING DATES

*Meeting will typically be on Fridayôs from 11:00 a.m. to 6:00 p.m. and Saturdayôs from 8:30 a.m. to 4:00 p.m.[1]

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 11 ï 12, 2017		The Inn at the Tides, Bodega Bay	July 25, 2017
Executive Meeting	September 7 - 9, 2017		Residence Inn Downtown Marriott, Sacramento	August 21, 2017
Executive Meeting	September 29 ï 30, 2017	Moreno Valley	Ayres Hotel & Aura Day Spa, Moreno Valley	September 12, 2017
Area Meetings	October 13 -14, 2017		Various	
Executive Meeting (Plenary)	November 1, 2017		Irvine Marriott	October 13, 2017
Fall Plenary Session	November 2 ï 4, 2017		Irvine Marriott	
Executive Meeting	December 1 ï 2, 2017		Residence Inn Downtown Marriott, Sacramento	November 14, 2017
Executive Meeting	January 12 ï 13, 2018		The Mission Inn Hotel & Spa, Riverside	December 20, 2017
Executive Meeting	February 2 - 3, 2018		Southern CA TBD	January 16, 2018
Executive Meeting	March 2 -3, 2018	Butte College	Oxford Suites, Chico	February 13, 2018
Area Meetings	March 23 ï 24, 2018		Various	
Executive Meeting	April 11, 2018		San Mateo Marriott	March 23, 2018
Spring Plenary Session	April 12 ï 14, 2018		San Mateo Marriott	
Executive Committee/Orientation	June 1 -3, 2018		Hotel Pacific, Monterey	May 15, 2018
EVENTS				
Event Type[2]	**Date**		**Hotel Location+**	
Part-time Faculty Symposium	August 3 ï 5, 2017		DoubleTree, Anaheim	
Academic Academy	October 6 -7, 2017	Online		
Accreditation Institute	February 23 ï 24, 2018		Wyndham Anaheim Garden Grove	
Instructional Design and Innovation	March 16 ï 17, 2018	Donôt hold		
Career Technical Education Institute	May 4 - 5, 2018	Pending Funding	Southern CA TBD	
Faculty Leadership Institute	June 14 ï 16, 2018		Sheraton Park Anaheim	
Curriculum Institute	July 11 ï 14, 2018		Riverside Convention Center ï Proposal received waiting on contract	

[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, other than the Faculty Leadership Institute.
+North or South location may changes based on hotel availability.

Academic Senate

2017 - 2018

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 19, 2017
November 1, 2017	October 13, 2017	October 20, 2017
December 1 – 2, 2017	November 14, 2017	November 21, 2017
January 12 – 13, 2018	December 26, 2017	January 2, 2018
February 2 – 3, 2018	January 16, 2018	January 23, 2018
March 2 – 3, 2018	February 13, 2018	February 20, 2018
April 11, 2018	March 23, 2018	March 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018

REGIONAL MEETINGS DATES

DATES
September 15/16 – OER Regional
*September 22/23 – CTE Regional
October 20/21
*October 27/28 – Civil Discourse
*November 17/18 – Curriculum
February 9/10 – OER
February 16/17
*March 9/10 – CTE Regionals
March 30/31
April 6/7
April 27/28

*Approved

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
7	Committee Communication	3. October	2014	IV. L.	Adams	March	In progress			On the Auguest agenda.
`	SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
37	TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	A. Foster	December	In Progress			Survey distributed and summary developed. TASSC will discuss next steps.
	PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress			This is an annual process. The Executive Committee will discuss professional development at the June meeting.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress			Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
	Guidelines for Local Senate Visits	November	2016	IV.G	S. Foster	January/February	In progress			The local senate visiting form, cover letter, and topics will be updated. Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits. RwLS will develop a menu of topics available to local senates. The RwLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
	Institutional Effectiveness Partnership Initiative	March	2017	IV. P.	Bruno	Spring/Summer	In progress			The Operational Committee will agendize this policy.
	A2Mend	June	2017	II. D.	Davison	October	Assigned			EDAC will bring back a recommendation about how to partner with A2Mend in the future.
	Periodic Review Report Recommendations	June	2017	II. F.	Adams	January/February	Assigned			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Adams	September	Assigned			The Accreditation and Curriculum Committee chairs will solicit members to serve on a task force to address Resolution 9.01 S17.
	Resolution Handbook	June	2017	II. I.	Adams	November/April	Assigned			When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.
	Noncredit Summit	June	2017	IV. C	Freitas	September - March	Assigned			ASCCC will coordinate the event with the same partners and others as appropriate and explore ways to reduce the cost for attendees.
	Regional meetings	June	2017	IV. D.	Committee chairs	September	Assigned			In fall, the ASCCC Standing Committees will discuss whether or not to hold a regional meeting in topics to be determined.
	Leadership Survey	June	2017	IV. F.	Adams	June/September	Assigned			Leadership Survey to be distributed to new senate leaders at the Faculty Leadership Institute and subsequently to the field in September.
	ASCCC 2017 - 2018	June	2017	IV. I.	Adams/Freitas	August	Assigned			The 2017 – 18 budget will return to the August Executive Committee meeting for approval.
	ASCCC Professional Development	June	2017	IV. L	Aschenbach	September	Assigned			1) The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
	ASCCC Professional Development	June	2017	IV. L	All chairs with an event	September	Assigned			2) Committees holding an event will discuss possible options for offering pre-sessions prior to events.
	ASCCC Professional Development	June	2017	IV. L	Beach	September	Assigned			3) The Transfer, Articulation, and Student Services Committee will bring forward a recommendation to the Executive Committee in August on the Academic Academy dates, modality, and audience.
	Executive Committee Participation at Events	june	2017	IV.M	Adams/Bruno	September	Assigned			A policy will be brought back to a future meeting for consideration for approval.

LOCAL SENATE CAMPUS VISITS
2016 – 2018

(LS= member of Local Senates; IN = report submitted; ~~strikeout~~ = planned but not done)

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison	05/12/17	Butte Chico Center/ Curriculum Streamlining Workshop
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	IEPI PRT Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City	Beach, A. Foster, Smith	2/19/17			Diversity in Hiring Regional Meeting

San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					
Sierra					
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16			MQ North Regional
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/16			Collegiality in Action
Berkeley City					
Cabrillo	Davison	4/28/17			Curriculum Streamlining Workshop
Cañada					
Chabot	Smith	3/21/17	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/17			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley					
Foothill	Executive Committee Meeting	3/3/17			
Gavilan					
Hartnell					
Laney	May	3/6/17	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/16			SLO vs. Objectives
Los Medanos					
Marin, College of	Davison	3/17/17			Curriculum Streamlining

Mendocino					
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16			Local Visit
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone					
San Francisco, City College of	Davison	3/8/17			Technical Curriculum
San José City	Davison	5/24/17			Curriculum Streamlining Workshop
San Mateo, College of					
Santa Rosa Junior	Beach Lorraine Slattery-Farrell and Sam Foster	12/21/16 3/10/17			EDAC Strategic Plan Meeting MQ
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stanskas BDP Articulation	1/25/17	Curriculum Regional Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/16	Rutan BDP Accreditation	2/16/17	Area B Meeting
West Valley	Davison Aschenbach	11/8/16 12/07/16			Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit Task Force

AREA C					
Allan Hancock					
Antelope Valley					
Canyons, College of the	Freitas/Stanskas	10/21/16			MQ & Equivalencies Presentations
Cerritos					
Citrus					
Cuesta					
East LA	Freitas	3/25/17			Area C

El Camino	Executive Committee Meeting	2/3/17			
El Camino Compton Center					
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery-Farrell	6/9/17	Accreditation Committee Noncredit Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City					
LA Harbor	Rutan	5/5/17			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					
LA Trade-Technical	Smith	10/21/16			Formerly Incarcerated Regional Meeting
LA Valley					
Moorpark					
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/16 2/23/17	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/17	Curriculum Regionals Dual Enrollment Toolkit Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura					
West LA					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/	3/25/17			Area D Meeting

	Slattery-Farrell				
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/17			MQ Regional
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20-21/16			SLO Presentation
Golden West					
Grossmont					
Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17			Curriculum Streamlining Workshop
MiraCosta					
Moreno Valley	McKay/Stanskas	1/27/17	Online Ed Committee		
Mt. San Jacinto					
Norco					
North Orange - Noncredit					
Orange Coast					
Palo Verde					
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	MQ South Regional Meeting Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			

San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster	5/2/17	Area D Meeting Top Code Alignment Tech. Visit
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana					
Santiago Canyon					
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					

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EXECUTIVE COMMITTEE MEETING
June 1 – 2, 2017 Minutes
Monterey Plaza Hotel and Spa, Monterey

I. ORDER OF BUSINESS

A. Roll Call

President Bruno called the meeting to order at 12:35 p.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, D. Davison, A. Foster, S. Foster, J. Freitas, G. May, C. McKay, C. Rutan, C. Smith, L. Slattery-Farrell, and J. Stanskas.

Liaisons Present: Pam Walker, Chancellor's Office.

Guests Present: Rebecca Eikey, incoming Area C Representative (College of the Canyons), LaTonya Parker, incoming At-large Representative (Moreno Valley College), and Carrie Roberson, incoming North Representative (Butte College).

B. Approval of the 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

II. CONSENT CALENDAR (Smith/Davison)

A. April 19, 2017, Meeting Minutes, Davison
B. Curriculum Institute 2017 Final Draft Program, Davison
E. Accreditation Liaison Officer (LAO), Rutan
G. OER Task Force Charge, Adams
K. Exemplary Award Theme, Freitas

Item II. C. Academic Senate Foundation Directors

A representative from Area B was not included on the agenda item. President Bruno recommended that the additional director be Conan McKay since he is from Area B.

MSC (Slattery-Farrell/John Freitas) to approve the following Foundation Directors:

Craig Rutan, Foundation President
John Freitas, Foundation Secretary
Cheryl Aschenbach, Foundation Treasurer
Conan McKay, Director

Action
The Foundation website will be updated.

Item II. D. A^{2}MEND
The Executive Committee discussed a partnership with A^{2}Mend. The partnership is to:

- coordinate a faculty track for the conference via Equity Diversity Action Committee (EDAC) including call for proposals, selection of presenters, and facilitation of sessions;
- assist with promoting the event;
- allow use of the ASCCC name and reputation to advertise the conference; and
- provide scholarships for faculty to attend the event, if funding is available.

MSC (A. Foster/S. Foster) to partner with A^{2}mend for their 2018 conference.

Action
EDAC will bring back a recommendation about how to partner with A^{2}Mend in the future.

Item II. F. Periodic Review Report Recommendations
A question was raised about action on page 3, under Professional Integrity, in response to a recommendation that the ASCCC create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues. The action was to add a question to the self-study that addresses the recommendation. A member asked whether or not this action was sufficient to address the recommendation. It was noted that in a breakout with members of the Periodic Review Committee (PRC), this is the action they suggested would address this recommendation. The interest of the PRC was that they wanted to ensure that members were aware of grievances, complaints, lawsuits, and other related issues, which could be identified through the survey.

MSC (Slattery-Farrell/Freitas) to approve the actions in response to the Periodic Review.

Action
The Executive Director will either implement or facilitate the actions as noted by the PRC.

Item II. H. 2017 Spring Session Resolution Assignments
The Executive Committee discussed Resolution 9.01 S17 and its assignment to the Accreditation Committee. The resolution asks the ASCCC to update the SLO Glossary and to create a paper on student learning outcomes. It was suggested that a task force, comprised of members of the Accreditation and Curriculum Committees, be formed to address Resolution 9.01.

MSC (Freitas/Slattery-Farrell) to keep the assignment as the Accreditation Committee for tracking the resolution progress.

Action
A taskforce will be formed to address Resolution 9.01 S17. Both the Accreditation and Curriculum Committee chairs will solicit members to serve on this taskforce.

Item II. I. Resolution Handbook
The Executive Committee discussed the Resolution Handbook, particularly whether or not the handbook should go to the body for adoption. It was noted that the handbook was taken to the body the first time because it pulled together many different processes and policies into one place. It may not be necessary to take it to the body at this time because the vice president asks the body to adopt the rules and procedures, which includes this handbook, every plenary. One reason this handbook might need to go to the delegates is because of the change to the mandatory breakout on resolutions, which is new.

MSC (May/McKay) to approve the handbook changes.

Action
When asking the body to adopt the procedures and rules, the vice president will announce that it is important for those who write resolutions to attend the breakout session.

Item II. J. Executive Committee Policies
The Executive Committee discussed policies on stipends for members and dues. Concern was raised regarding the policy on dues and the possible implications of the policy. A suggestion was made to change the word "fails" to "chooses not" in the fourth paragraph, first sentence. This change clarifies that there is a difference between having financial difficulty in paying the dues versus refusing to pay the membership dues. It was also noted that this policy is permissive. The Executive Committee has the final decision in whether or not to remove the privileges of a member senate and would not take this decision lightly. Another suggestion was to include in this policy how a college becomes a member senate. Then the policy is not just about if a member senate does not pay its dues but more about becoming a member senate and the obligations of being a member senate.

MSC (Smith/S. Foster) to approve the policies to 50.0 and 70.0, with the understanding that how to become a member senate will be brought back to a future meeting.

Action
Adams and Freitas will draft a policy for how to become a member senate.

III. REPORTS

A. President's/Executive Director's Report – 40 mins., Bruno/Adams

Bruno updated members of the IEPI Executive and Advisory Committee meetings. IEPI will be developing Applied Solution Kits (ASKs) for guided pathways and change management leadership. IEPI will develop the guided pathways ASK. Implementation of guided pathways might require the restructuring of how community colleges currently operate, which could affect institutional effectiveness. The IEPI Indicators Advisory Committee will assist in developing key indicators and data collection.

The Institutional Effectiveness division is overseeing the implementation of the Guided Pathways Award Program noted in the Governor's budget trailer bill. The plan is to enter into a contract with an outside vendor to coordinate the work of Guided Pathways Award Program. The Academic Senate has been approached to participate in the work, which will come with resources to support faculty involvement. The Career Ladders Project and Research and Planning (RP) group will also partner in this effort. Currently, work has begun on the application process, and setting goals or benchmarks. IEPI is using the experience of the Strong Workforce Program to inform planning.

The ASCCC Advocacy Day was very productive. Advocacy for predictable funding of the C-ID system resulted in $1 million one-time funds for C-ID in the 2017-2018 budget as well as trailer bill language stating the Chancellor's Office can directly contract with the ASCCC rather than sending funds through a district, which is frequently complicated and inefficient.

Chancellor Oakly has begun a strategic visioning project for the system. He is asking the California community college community to provide information through interviews and virtual town hall meetings. It is anticipated that the vision report will guide the work of the system for the next few years. The report will be presented to the Board of Governors at the July meeting.

Bruno informed members that she was asked to serve on the ACCJC Nominations Committee, which detemines qualified candidates for seats on the commission. Unfortunately, the commission currently allows non-faculty to serve in academic positions. Traditionally, only faculty were qualified to serve as academic representatives until the commission revised its policy regarding the definition of "academic" to allow administrators to serve in the positions. As a result, Bruno stated that she went on the record as not supporting some candidates seeking

academic positions because they were not faculty. Some positions were appointed by groups such as WASC. Rich Hansen (past president of CCCI and math faculty at De Anza College) is running as an at large candidate. However, some of the group questioned whether Hansen is faculty since he will retire and become part-time faculty. ACCJC has begun a search for a new president.

Bruno provided an update on Accreditation including the continuing efforts of Workgroup I to make recommendations to ACCJC on improving accreditation policies and processes. Some recommendations have been accepted, some were rejected, and some are still outstanding. This group has completed a status report, which will be presented to the Board of Governors. The chair of the workgroup sent a letter to the ACCJC chair on items particularly problematic such as the academic (faculty) representative issue. Workgroup II has determined that the CEOs will use their annual meeting to consider making a recommendation on a model to move forward in pursuing a single accreditor.

Bruno updated members on a meeting with Adams and the newly appointed Board of Governors member Man Phan. Additionally, she provided an update on the success of the Noncredit Summit and CTE Leadership Institute as well as her visit to San Bernardino CCD and participation in the Leadership Summit in Bakersfield.

Adams and Stanskas attended a meeting with UC faculty on developing associate degrees in chemistry and physics based on the UC Transfer Pathway that would include C-ID courses. The UC faculty were very supportive of the partnership and agreed to create a pilot project. As part of the pilot project, UC will explore options to guarantee admission to a UC campus for students that have completed the preparation as delineated in UC transfer pathways.

Adams and Bruno met with the Chancellor's Office and the governor's staff on the progress of the ADTs. As part of the conversation on transfer, they were able to share with the governor's staff the news about the work with UC on the UC Transfer Pathways.

Adams and Freitas attended the meeting of the California Apprenticeship Council (CAC) meeting to hear the discussion on the Apprenticeship minimum qualifications. It was an interesting conversation and clearly demonstrated the differences in the ASCCC position and the CAC recommendations. Adams and Freitas also facilitated the ASCCC hearing on the changes to the Apprenticeship minimum qualifications. There were about 30 people present and most were opposed to our recommended change and supportive of the CAC recommendation.

The C-ID System technology will be ready for user testing very soon. The new technology will be streamlined and provide more tools to facilitate the work. The website will also have a new look and feel.

Adams noted that she and Bruno attended the meetings on Guided Pathways and Math 110, as well as the ASCCC Foundation meeting.

Adams informed members that the Tax Office (the external accounting firm used by the ASCCC) has undergone significant changes. As a result, she will be determining what action is needed to ensure that the ASCCC has the appropriate services. The September 8 -9 meeting will begin a day early so that succession planning can occur and Adams has contacted a consultant to assist the board with the succession planning. Finally, Adams noted that she has begun interviewing for a new executive assistant.

B. Foundation President's Report

The Foundation met on May 18 at the ASCCC Office. At that meeting, it was announced that the ASCCC President would be bringing forward a recommendation for the new officers for the Foundation Board at the Executive Committee meeting. The board updated the Foundation Strategic Plan and removed the PDC as the ASCCC would be responsible for the content development. The directors reviewed the Foundation budget and noted that the fundraising goal of $40,000 was surpassed; however, the Foundation expenses exceeded the amount raised, which is not sustainable.

May reminded members that in the past the Foundation meeting and other costs were absorbed by the ASCCC. However, the Executive Committee requested that the Foundation request a budget allocation from the ASCCC in an effort to control costs. The Foundation will be requesting $10,000 for the 2017-18 year.

The recent Spring Fling was well attended and a lot of fun. However, based on feedback from session attendees, the Foundation would benefit from making the event more inclusive. Next spring, the Spring Fling will be a dance event and open to all attendees at the plenary session.

May noted that later on the agenda, the future of the Foundation will be discussed. The directors are suggesting that the Foundation focus move to funding research projects through grants and not relying on donations from faculty. The Foundation is recommending several research projects including effective practices for recruiting, hiring, and retaining faculty from diverse backgrounds and life experiences, multiple measures effective practices, STEM interventions for CCC and K-12 Teachers. Currently, Adams and Prasad are preparing a letter to send to grantors seeking funds for research proposals.

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

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

No liaison reports were made.

IV. ACTION ITEMS

A. Legislative Update

The Executive Committee was updated on recent legislative activities.

B. Ensuring Effective Practices for Online Education

The Executive Committee discussed the draft *Ensuring Practices for Online Education* paper. The paper will come back to another meeting for a first reading.

C. Noncredit Summit

The Executive Committee discussed whether or not to assume the coordination of the Noncredit Summit. Aschenbach reminded members that the ASCCC originally agreed to hold regional meetings on the topic of noncredit. However, after discussion with ACCE, the two organizations determined that it might be better to hold a noncredit summit (which was approved by the Executive Committee) and approached the Chancellor's Office with the proposal. The Chancellor's Office liked the idea and pulled in 3CSN and IEPI to assist with the planning of the event.

In working with IEPI, however, the planning group was frustrated with the coordination. When IEPI assumed the program coordination, it branded the event as an IEPI event, which did not acknowledge the partner organizations – ASCCC, ACCE, and 3CSN – as the content expertise. In addition, there were challenges with the coordination process including program development and execution. IEPI did not have staff resources similar to what the ASCCC staff provide such as coordination of program and logistics, which require the planning group (particularly the ASCCC lead) to assume more of an administrative role. While IEPI provided an opportunity to hold the event at a reduced price, Aschenbach recommends that the ASCCC consider coordinating the event with the same partners and others as appropriate and explore ways to reduce the cost for attendees, if possible.

MSC (Smith/May) to take over the coordination of the event in partnership with ACCE and others regardless of whether IEPI can facilitate the event in 2018.

<u>Action</u>

Next year, ASCCC will coordinate the event with the same partners and others as appropriate and explore ways to reduce the cost for attendees.

D. Regional Meetings

The Executive Committee discussed the fall and spring regional. The following topics were suggested: accreditation, civil discourse, CTE, curriculum, and noncredit.

MSC (Slattery-Farrell/Freitas) to approve the dates in the agenda except for 10/6 – 7, as well as topics listed above with more topics to come at a later point.

Action
In fall, the ASCCC Standing Committees will discuss whether or not to hold a regional meeting in topics to be determined.

E. C-ID Math 110 Descriptor and ICW

The Executive Committee discussed a decision by ICW to include language requiring intermediate algebra competency in eight Transfer Model Curricula (TMCs). The math FDRG modified the Math 110 Descriptor to address CSUs decision to extend the Statway pilot project. After vetting the Math 110 descriptor several times, the descriptor was modified to include a the pre-requisite of either intermediate algebra or any CSU accepted statistics pathway curriculum. The C-ID System staff conducted a survey of the 14 majors that included Math 110 in their TMC to gauge the impact of the Math 110 prerequisite change on the major. The results of the survey resulted in two TMCs that would be impacted by the change—business and economics. Subsequently, it was determined that economics does not need to include the intermediate algebra competency because the major requires higher math—calculus. This information was provided to ICW.

During the ICW meeting, however, CSU presented another seven majors which would require intermediate algebra as preparation for upper division and suggested that if these majors did not include language indicating the need for the competency in intermediate algebra, then CSU might have to re-evaluate whether or not the TMCs were similar to the CSU majors. Thus, ICW accommodated the request and approved the language be added to the eight TMCs.

Since this decision, there has been political pressure on CCC and CSU to justify why the requirement should be added to these eight majors. There have been letters from social justice organizations sent to both the CCC and CSU Chancellors expressing concern. The two Chancellors have responded as well as had conversations about this issue.

Last week, representatives from the CCC Chancellor's Office, ASCCC, and California Acceleration Project met to discuss the decision and possible solutions. The group determined that a meeting with CSU would be beneficial to determine how CSU identified the additional eight disciplines. The same group will meet with CSU on June 8th to consider next steps on this issue. The Business FDRG has developed a content review detailing why the competency statement should be included in the Business TMC. The Executive Committee will be kept informed about this issue.

F. Leadership Survey

The Executive Committee discussed a survey for new senate leaders to be distributed at the Leadership Institute.

MSC (Freitas/Smith) to approve the Leadership Survey as amended, to be distributed at the Faculty Leadership Institute.

Action

Leadership Survey to be distributed to new senate leaders at the Faculty Leadership Institute and subsequently to the field in September.

G. UC Transfer Pathway Associate Degree Pilot

Stanskas shared with members background discussions with UC regarding C-ID and the UC Transfer Pathways as well as the history of the development of UC Transfer Pathways. UC is interested in improving transfer to UC as well as participating in C-ID and invited CCC faculty to meet with UC faculty in chemistry and physics to determine how best the two segments could work together. The majors of chemistry and physics were selected because the CCC are having difficulty in creating ADTs in these majors. CCCs either cannot get the units to fit within the 60 units mandated by the legislation or faculty are dissatisfied with the content and do not believe that the rigor is at the level appropriate for upper division work. It also makes sense to begin with these two majors because there are few chemistry or physic majors. With a small pool of transfers, UC could do their tracking to see how these students do to achieve UC's goals of diversifying their student population as well as performance.

The idea is for CCCs to create an degree modeled on the UC Transfer Pathways in the discipline. The faculty discussed an intersegmental agreement that includes guaranteed admission to the UC system for students who are awarded the degree and meet a minimum GPA. Although faculty in both systems are in agreement, there are some challenges in implementing the guarantee. UC is flexible with the general education and most of their science students take GE in their final two years. However, CCC are required to have at least 18 units of GE in order to award a degree. After some discussion, faculty determined that IGETC for STEM could be modified to defer 12 units of GE until after transfer, which would leave 24 units in GE for CCC to require. The next step is to work with the system offices to determine how the guarantee would work as well as other details to implement the pilot program.

MSC (A. Foster/S. Foster) to support the UC Transfer Pilot Program.

H. Strategic Plan Update and Priorities for 2017 – 18

The Executive Committee reviewed the 2016 – 17 ASCCC Strategic Plan and the strategic priorities for 2017 – 18. The Budget and Finance Committee met to develop the budget for 2017 – 18. In their discussions, they identified the goals and priorities for 2017 – 18 and aligned funding to accomplish the goals.

Members briefly discussed the 2017 – 18 priorities and made several suggestions.

MSC (Smith/McKay) to approve the priorities as amended.

I. ASCCC 2017 – 18 Budget

The Executive Committee reviewed the ASCCC Budget development process, the 2016 – 17 budget performance, and discussed the ASCCC budget for the 2017 – 18 fiscal year as recommended by the officers. Members discussed the budget and budget process.

MSC (Rutan/Smith) to tentatively approve the budget to cover operations during the summer.

Action

The 2017 – 18 budget will return to the August Executive Committee meeting for approval.

J. Part-time Faculty Leadership Institute

Adams noted that the Part-time Leadership Institute already has over 150 registrants. She asked for members to send an email to her if they are willing to volunteer to assist with the event including participating in breakout sessions. The Executive Committee reviewed and provided feedback on the 2017 Part-time Faculty Summer Institute draft program.

MSC (Aschenbach/Davison) to approve the program with the understanding that the president will have the final approval.

K. Annual Committee Reports

Adams requested that the committee chairs review the committee resolutions and committee priorities, located in the Executive Committee binder, to inform the ASCCC strategic planning report provided to the field in fall as well as the work of the committee next year. During orientation on Sunday, chairs will have the opportunity to discuss the status of the committee work as well as provide feedback on the direction of the committee. She then reminded chairs that they will need to send to her their committee reports by July 7th and be sure to connect the work of the committee to the strategic plan goals and activities. No action taken.

Action:

Committee chairs will send to Adams the committee reports to inform the strategic planning annual report.

L. ASCCC Professional Development

The Executive Committee discussed the ASCCC current professional development activities. Adams noted that the Faculty Development Committee (FDC) makes recommendations to the Executive Committee on future activities

and requested that the incoming chair agendize the topic on the first FDC agenda. Members discussed feedback from a breakout session at the Spring Plenary Session, particularly how the ASCCC can provide professional development activities in a number of modalities to serve the diverse needs of the faculty.

Members discussed the Academic Academy including the timeline, coordinating body, and other details related to hold this event.

By consensus, the ASCCC institutes originally approved by the Executive Committee will be held on the approved dates except for the Academic Academy. Those that are planning an event will ensure that counseling and library science faculty issues are acknowledged and addressed through the program content. The Executive Committee will re-evaluate the Academic Academy date as well as the modality in which it will be held and the audience it is intended to serve. FDC is tasked with developing recommendations for holding ASCCC events in different modalities including webinar series, podcasts, YouTube videos, etc.

Action

- The FDC will discuss at its first meeting topics for the PDC, review the Professional Development Plan, and make recommendations for future professional development activities.
- Committees holding an event will discuss possible options for offering pre-sessions prior to events.
- The Transfer, Articulation, and Student Services Committee will bring forward a recommendation to the Executive Committee in August on the Academic Academy dates, modality, and audience.

MSC (Smith/Freitas) approved to have FDC make recommendations regarding future PD activities, and to have TASCC bring forward suggestion regarding Academic Academy focus and dates.

M. Executive Committee Participation at Events

Bruno informed members that the Executive Committee has moved away from a past practice that served the organization well and she would like to shift members back to honoring that practice. In the past, committees would brainstorm ideas and presenters in developing the program. The committee would bring to the Executive Committee an outline of topics and presenters and request feedback. In making decisions about presenters, each general and breakout session must have a committee or executive committee member to ensure that the ASCCC positions are represented. The president has the final approval of the presenters, particularly the executive committee and external individuals. In reviewing the presenters, the president, in collaboration with the executive director, tries to balance the content experts, creates opportunities to build leadership of members from the field, and considers the workload of executive committee members as well as considers development for executive committee members for future assignments.

Bruno asked members to consider codifying a policy for executive committee participation at ASCCC events. She recommended that those committees who are responsible for an event would bring to the executive committee for first reading an outline of the event topics for feedback from members. For the second reading, the program should include more details including descriptions, committee members, and presenters other than the executive committee. The president, in collaboration with the committee chair and executive director, would discuss the presenters including possible executive committee members, which the president would ultimately approve. Members suggested that the timelines for events be more aggressive to allow better planning of the event as well as early identification of presenters including executive committee members.

Bruno noted that while executive committee members are experts in the content areas and are a valuable resource, participation of executive committee members is an issue as their participation is supported by the ASCCC. Additionally, member participation takes up a slot where someone from the field could attend since many of our events have limited space and also removes the opportunity for the ASCCC to provide leadership and resource development for those in the field. Bruno suggested that members practice nonattachment to participating and attending ASCCC events. The executive committee members might not be the expert in the topic so we need to be open to bringing in experts from the field. Additionally, members should not have the expectation that they would be the only person to present at events.

Bruno informed members that in the past only the president was the person who communicated with the Chancellor's Office staff and not the officers or the executive committee members. In the current environment with significant increase in work and participation, this communication process is not sustainable. She acknowledged that many executive committee members are communicating with Chancellor's Office staff and making decisions and she trusts members to do so. However, she would like to shift the past understanding from our external partners that the president is the only person who can represent the ASCCC. There are five officers – president, vice-president, secretary, treasurer, and executive director – and executive committee members who are all in strong leadership positions. As we think about a policy for attendance at events, how can we demonstrate to those in attendance that the presence of any officer or executive committee member shows our commitment to the event and that the fact that the president is not present does not diminish the value of the event or the participants. By consensus the president and/or vice president will be in attendance at the following ASCCC signature events: plenary sessions, faculty leadership institute, and curriculum institutes under the discretion of the president.

Action
A policy will be brought back to a future meeting for consideration for approval.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Pam Walker updated members on system-wide issues and projects. The Chancellor's Office Curriculum Inventory (COCI) migration is taking place. The migration is coordinated by the 5C and colleges and is currently being tested for bugs. The new system will be integral to moving curriculum to local control and streamlining the curriculum processes. Once the migration is fully implemented, the curriculum will be cleaned. COCI is also coordinating with C-ID to reduce any duplication.

The CIOs, CSSOs, and CBOs are currently reviewing their regional structures. It is anticipated that the alignment of the regions for each organization will assist with any miscommunication that is occurring when these individuals attend regional meetings and hear different information.

The Chancellor's Office would like the ASCCC to re-consider the urgency condition in the minimum qualifications language. There should be an opportunity to hire someone immediately. Freitas clarified that the ASCCC language has built into the language an emergency clause by including the 12-unit addition. The ASCCC feels that this is flexible enough to hire on an emergency basis. Additionally, colleges are expanding apprenticeship into transfer areas such as child development and allied health. If the emergency clause recommended by the California Apprenticeship Council is approved, these programs might be affected, which would potentially jeopardize our relationship with the four-year universities as well as affect compliance with accreditation standards.

The Chancellor's Office initial review of CAI has been completed; however, the Chancellor's Office believes that 30 to 90 days will be needed to explore even further into the operations of CAI. It is not that people did not work really hard to complete the CAI work but instead some connections within the test were missing. For example, questions in the testlets are not ordered in a manner that moves the student to another level when they respond to a question, successfully or not. Thus, someone now needs to make these connections. Accuplacer has come back and wants their test to be considered as a replacement to CAI. Walker acknowledged that there are rumors that Chancellor Oakley is not supportive of assessment tests; however, Walker clarified that he is supportive. He just believes that assessment can be one of the multiple measures used by our colleges. The Chancellor's Office is hiring a project manager to oversee CAI and get it back on the right path. Connick and Walker plan to send a message to the field describing a status of CAI.

Walker briefly updated members on other projects including inmate education, Umoja project, student success integration, and Chancellor's Office changes.

B. Board of Governors/Consultation Council

Bruno and Stanskas updated members on the Board of Governors and Consultation Council meetings. At the Board of Governors meeting, Chancellor Eloy shared Governor Brown's letter asking him to establish a 114th community college that is all online.

The Board approved the ASCCC grant in the amount of $768,000. Members of the Board discussed grants in general including the inefficiencies requiring Proposition 98 funds to go through districts.

Title 5 regulation changes for streamlining curriculum had its first reading and will return to another meeting after 45 days of public comment.

San Mateo did not meet their 50% obligation but they are a basic aid district and receive no apportionment funding so there is not much that the board can do. In subsequent years, normally apportionment would be reduced if they do not meet the 50% but since they do not get apportionment there is no "stick".

Other items on the agenda included the 2017 classified staff awards, the rebranding of CTE that included the decision to drop "technical" in the marketing campaign, and an update on the CTE minimum qualifications.

The Consultation Council meeting had many of the same topics as on the Board agenda.

C. Executive Director Emergency Transition Plan

Adams presented the Executive Director Emergency Transition Plan. She noted that she consulted with an expert in this area to provide advice to develop the transition plan and felt that the plan was comprehensive. Members acknowledged the detail provided in the plan and suggested that it be included on the August agenda as a consent item.

Action

Transition plan to be brought back to the August meeting.

D. Update on OEI, EPI, IEPI

Members serving on the initiatives update members on the current work of the initiatives.

E. Foundation Future

Foundation President May informed members that the Foundation directors have been seeking out research opportunities while continuing to hold fundraising events. However, the fundraising activities have not been lucrative. While the Foundation did reach its fundraising goals, it spent the funds on holding the fundraising events. The Foundation decided to next year focus on grants to see if the grants provide an opportunity to stabilize the foundation finances. At the end

of the year, the Foundation directors will recommend to the Executive Committee whether or not the Foundation should continue to exist. Currently the Foundation has approved three research projects – faculty diversity, multi measures effective practices, and STEM interventions for community college and K-12 education preparation. If the Executive Committee determines that the Foundation should be dissolved, then the funds would need to be donated to another 501(3).

VI. REPORTS *(If time permits, additional Executive Committee announcements and reports may be provided)*

A. Standing Committee and Task Force Minutes

i. Curriculum Minutes, Davison
ii. Equity and Diversity Action Committee, Beach
iii. History Project, Morse
iv. Open Education Resources Report, Dillon
v. Standards and Practices, Freitas

B. Liaison Reports

i. 5C Meeting, Davison
ii. Educational Planning Initiative, Dumont
iii. FACCC, Freitas
iv. IEPI Integrated Planning ASK, North
v. IEPI P3 Meeting, Stanskas
vi. IEPI Enrollment Management, Patton
vii. Noncredit SSSP, Ninh
viii. Student Services Portal, Jamshidnejad
ix. TTAC, Freitas

C. Senate and Grant Reports

i. C-ID, Adams
ii. ICW, Adams

VII. ADJOURNMENT

Adjourned 12:40 pm.

Respectfully submitted by

Julie Adams, Executive Director
Dolores Davison, Secretary

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Executive Director Emergency Transition Plan		Month: August	Year: 2017
		Item No: II. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval an emergency transition plan for the sudden departure of the Executive Director.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the March and June meetings, the Executive Committee discussed succession planning for the Executive Director in the event the current director suddenly departures from the organization. In preparing for the Executive Director succession plan, an emergency transition plan has been developed. The Executive Committee will consider for approval the emergency transition plan.

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

Emergency Leadership Transition Plan
Draft
May 23, 2017

Overview

There are four basic circumstances in which an association may find itself in need of an emergency leadership transition plan: death of the current executive, accident or injury that renders the executive unable to resume their duties for an undetermined amount of time, voluntary resignation of the executive or involuntary removal of the executive.

Each one of those contingencies must be handled differently. Securing the office may rank higher in a situation where the executive is fired, not necessarily so high in the case of a planned transition. We highly recommend the Board consult your board's general counsel immediately in the case of an unplanned transition, and inquire as to whether an HR attorney should be brought into the situation based on the circumstances.

A. Communication Plan

1. Point of contact: President
    a. Notify the association's general counsel and/or HR counsel
    b. Review the executive's contract.
    c. Notify board members and discuss next steps. *(In the case where the executive is fired – instruct the Board and the Staff to not communicate privately with the Executive. All communications should come from the Board with the approval of counsel.)*
    d. Convene Officers to create a plan of action and communication to the field. You may wish to consult with a public relations expert to craft a careful message should the situation warrant.
    e. Alert staff of next steps and plan of action
    f. Communicate with the field and other key stakeholders providing the plan for leadership transition.

B. Secure the Office

a. Deactivate remote access to servers, access to email, voice mail, website, etc.
b. Back up and save all email correspondence and all files – electronic or otherwise.
c. Secure all electronic devices that have been issued to the executive.
d. Get all keys from the executive – to the office, storage facilities, safety deposit boxes, etc.
e. Change the locks on the office and the security codes.
f. Suspend access to any bank accounts, payroll processing accounts, credit cards, incidental cards such as Staples, Office Depot, etc.
g. Prepare last check which will include all monies owed the executive as per contract or as otherwise required by law (i.e., banked vacation hours, etc.)
h. Doublecheck any and all insurance policies that may list the executive – i.e., auto, property casualty, D&O insurance, etc.

C. Financial Oversight

1. Signatories on checking and money market accounts:
   a. President, Vice President, Treasurer, and Executive Director.
2. Statements available via Wells Fargo online account.
3. Transfers between accounts are made via Wells Fargo Online.
4. Payments to credit cards are made via Wells Fargo Online.
5. Account contact: Karin Olson, Business Association, Wells Fargo (916) 678-3669, email: karin.m.olson@wellsfargo.com.
7. Payroll: Tax Office – Dawn Barber, Payroll Specialist, (916) 773-7053, dbarber@plan4tax.com.
8. Tax Forms – 990 Tax filings are handled by Next Level.
9. Audit is generally scheduled in September so that audit is available for adoption by the delegates at the fall plenary session. The Treasurer will need to facilitate this process in the absence of the executive director. The Tax Office provides support. Documents needed for the audit are listed in the LiveBinder for the Office Manager and Executive Director.

D. Interim Management

1. The Associate Director will perform essential operational duties in the absence of the executive director.
2. The Board will determine if an interim executive director is needed and if so, an interim executive director will be identified from outside the organization.

E. Executive Search

1. The Officers will select an executive search consultant to advertise the position and identify possible candidates for interview by the Officers.
2. The Officers will send forward at least three possible candidates forward to the Executive Committee for interview and possible hire.

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Executive Committee Agenda Item

SUBJECT: Awards Handbook Update		Month: August	Year: 2017
		Item No: II. C.	
		Attachment: Yes	
DESIRED OUTCOME:	Approval of the updated Awards Handbook	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Freitas/J. Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its February 3-4, 2017 meeting, the Executive Committee approved changes to the Hayward Award process that allows a college to nominate up to two faculty, provided one is part-time faculty, and eliminates the requirement that one award from each Area be given. This change was approved as a means to address Resolution 13.01 S16, which called for exploring the feasibility of expanding the Hayward Award to allow annual awards to be given to both full-time and part-time faculty from each Area. The Awards Handbook has been updated to reflect these changes. Also, other non-substantive edits to the Awards Handbook have been made to provide clarity. Approval of the updated Awards Handbook is requested.

The Executive Committee will consider for approval the recommended changes to the handbook.

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

Awards Handbook

I. Background

Each year the Academic Senate, often in conjunction with the Board of Governors and the CCC Foundation for California Community Colleges, provides an opportunity for colleges to highlight faculty and student achievements, and effective programs. This handbook provides background information for the Standards and Practices Committee, which facilitates the award process, and faculty readers for each of the award applications.

II. Awards/Scholarship Descriptions

In this section, the awards will be briefly described including the target audience, funding, and other important information about the awards and scholarships.

a. Annual Awards

The **Exemplary Program Award**, established in 1991, recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award's traditions. Up to two college programs receive $4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January. The Program Director of each program is invited to attend the Board meeting to receive the award. The Senate covers the costs of travel for the program directors only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each May the Standards and Practice Committee recommends to the Executive Committee the theme for the upcoming year. Generally, the focus of the theme is on a topic that is of interest to the Board of Governors or is one where programs would be benefit from being shared with the Board. Each college may nominate one program for this award.

The **Hayward Award** is conferred upon four faculty members annually who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C. Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a $1,250 cash award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March. The award winners are invited to attend a dinner (or breakfast) with the Academic Senate President on ~~Sunday~~ the night before the award ceremony and ~~to~~ attend the Board meeting to receive the award the next day. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each local senate ~~can~~may nominate one full- and one part-time faculty

member each year; however, ~~there can~~ only ~~be~~ one ~~honoree~~nominee from ~~each~~a college may be honored by the ASCCC.

Note: This revision ~~removes~~replaces the previous requirement ~~that every other Area rotation~~that the full-time and part-time awards be rotated by Area.

The **Stanback-Stroud Diversity Award,** named for former Senate President Regina Stanback-Stroud, honors faculty who have made special contributions addressing issues involving diversity. One person receives a cash award of $5,000 and a plaque. A call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric. This is a Senate award, is sponsored by the Foundation for California Community Colleges for $5,000, and is presented at the Spring Academic Senate Plenary Session each year. Depending on activities surrounding the event, the award winner is invited to attend a dinner with the senate president on Thursday night before the award ceremony and ~~to~~ receive the award the next day. Alternatively, the senate president, and Standards and Practices Chair ~~will~~ may take the winner to lunch or dinner close by his/her local campus at another convenient time. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each college ~~can~~may nominate only one faculty member or group of faculty members.

b. Periodic Awards

The Chair of the Standards and Practices (S&P) Committee will provide an Executive Committee agenda item each year for discussion of possible candidates for these awards.

The **Norbert Bischof Faculty Freedom Fighter Award** (NBFFF)

Background
The **Norbert Bischof Faculty Freedom Fighter Award** (NBFFF) is presented to faculty leaders who have exhibited exceptional leadership skills by helping to maintain a healthy and functional system of governance or by having demonstrated exceptional courage and effectiveness in support of the adopted principles and positions of the Academic Senate. In 2009, the Executive Committee renamed this award after the Senate's founding father Norbert Bischof.

Nomination Process
Any member of the Executive Committee may submit a nomination to the chair of the Standards and Practices Committee for consideration. The chair of the Standards and Practices Committee will send out a reminder to all Executive Committee by January 15th that all nominations must be submitted no later than February 1st. There is no requirement that a faculty member be nominated each year.

Selection Criteria
Candidates for this award will have demonstrated skillful, effective, and courageous leadership that has a lasting positive impact on the California community colleges, both

locally and statewide, by supporting and strengthening the principles and values of the Academic Senate for California Community Colleges. Nominees will have demonstrated determination and poise in a variety of settings, while continuing to successfully advocate for faculty, and despite facing individuals and institutions opposing their efforts.

Evaluation of Candidates
The Chair of the Standards and Practices Committee will submit an agenda item for this award no later than the March meeting of the Executive Committee. Nominees will be discussed in open session at a regularly scheduled meeting of the Executive Committee. The discussion will include a brief presentation by the nominating Executive Committee member highlighting the work of the nominee, the adversity that they nominee has faced, and the impact that their selfless advocacy has had on the California community colleges, both locally and statewide. Following the discussion, the Executive Committee may select a winner following a motion and a majority vote of the members present.

Award
The award recipient is recognized during the Faculty Leadership Institute and presented with a resolution and plaque.

The **CCC Advocate** is presented to legislators who have demonstrated commitment to the California Community College System and its unique mission and role within state public postsecondary educational system. The award recipient is nominated by Executive Committee members and approved by the Executive Committee. The award recipient is recognized at one of the bi-annual plenary sessions.

c. Scholarships
Each year the Academic Senate Foundation provides scholarship for part-time faculty to attend Senate events including fall and spring plenary sessions, the academic academy, or other events as determined by the Foundation Board of Directors. These scholarships cover registration and some expenses. Part-time faculty are nominated by their local academic senate.

Norbert Bischof Memorial Scholarship. A scholarship, not exceeding $1,500, which may, or may not be granted every year, will be presented to a faculty leader to attend the Leadership Institute. The criteria for the faculty member is as follows and they are presented unranked and none is considered absolute:

- Current college climate – (Under sanction, votes of no confidence, other disruptions or extreme/chronic conditions exist.)
- Untimely immediate need – faculty is unexpectedly thrust into major leadership role such as academic senate president, vice president, or Accreditation Chair on a short timeline.
- Prior activities – faculty has demonstrated a prior history of excellence in leadership and is seeking to expand his/her leadership horizons (e.g., local or state committee leadership, outstanding faculty of the year or other award winner).

- In attendance – college has not been represented at Academic Senate events in some time, and/or faces other barriers to statewide engagement of their faculty.

Note: The Academic Senate already has a scholarship function to assist those who are in fiscal need; the focus of the NBFFF scholarship is to award support to those facing significant leadership challenges or potential.

III. Disqualification

- Current Academic Senate Executive committee members cannot be nominated, but other candidates from their respective colleges are qualified.
- If the applicant uses the nominee's name, the application will be disqualified.
- If no more than three applications are received for any award, an award will not be given. ~~In the case of the Hayward award, if less than three nominations from an area are received, no award will be given.~~

IV. Communication to the Field

- Each August, all the award packets (letter, application, timeline, and rubric) will be posted to the ASCCC website.
- In ~~August/~~September each year, a *Rostrum* article will be prepared to inform the field about the awards, provide the timeline for submission, and suggest effective practices for nominating faculty.
- Each plenary session, information about the awards will be included in session materials.
- All events will have information about awards including timelines and application process.
- The Senate website will be updated to include nominations for awards, applications, and announcements of winners.
- A press release will be prepared and emailed to senate presidents announcing the winners.

V. Timeline

Each year the Senate Office will ~~develop~~ establish dates and deadlines consistent with the following timeline. Th~~is~~ timeline ~~provides~~establishes:

- when the call for awards packets are sent to the local senate presidents;
- when applications are due in the office;
- when the packets of award nominations are sent to the readers;
- when the selections are due from the readers to the office; and
- when the awards are presented.

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Exemplary	October 1st week	November 2nd week	November 2nd week	December 1st week	January BOG Meeting
Hayward	November 1st week	December 4th week	January 2nd week	February 1st week	March BOG Meeting

Diversity	December 1st week	February 2nd week	February 3rd week	March 2nd week	Spring Plenary Session Fri

The S&P Committee chair should receive a copy of this timeline.

VI. Readers

The S&P chair works with the ~~executive~~associate director ~~is responsible for ensuring~~to ensure that the appropriate readers are selected for each award. All awards must be reviewed by at least five readers. Reader pools need to be large enough to both allow for some disqualifications, and they should be large enough so one reviewer is unlikely to significantly skew the results. If the pool is reduced below five readers due to disqualifications, the S&P Chair will work with the ~~Academic Senate president and/or e~~~~executive~~ associate director to ensure at least five readers review the award applications.

Below is the reader selection process for each award.

a. Selection:
Exemplary Awards: S&P Committee members and at least one representative from CIOs, CSSOs, CEOs, and Student Senate will read the applications~~se awards~~. The S&P chair will identify these representatives prior to the due date so that the Senate Office can mail or email the applications directly to the readers.

Hayward Awards: S&P members and four additional faculty members from each Area will read the applications. Area Representatives will select the four~~select four additional~~ faculty ~~members~~ readers (who are not Executive Committee members) from their ~~area to read~~Areas. Note—no one reads applications for their own area.

Diversity Award: S&P Committee members and representatives from the Senate's Equity and Diversity Action Committee will read the applications.

b. Disqualification of readers: **Members of S&P, Executive Committee, or any other readers cannot participate in reading any application where their college is a nominee. This participation includes receiving a copy of the applications or participating in the discussion about scores or applications.**

c. Self Recusal: A reader is expected to recuse himself/herself from the reading process if he/she recognizes one of the applicants or any other conflict. The reader should contact the ~~executive~~ associate director if he/she has any concerns.

d. Expectations
All qualified readers are expected to
- return scores to the Senate Office by ~~timeline~~the established deadlines;
- use the agreed upon criteria and rubric to evaluate the nominee;
- participate in conference call discussions if necessary;
- maintain confidentiality of award applications; and
- provide feedback about the process.

VII. Responsibilities of the S&P Committee Chair and Committee

- Recommends themes and guidelines for the Exemplary Program Award to the Executive Committee;
- Reviews and updates the Awards Handbook;
- Reviews the processes and develops new rubrics as needed;
- Facilitates the awarding of each award including scoring the applications; and
- Recommends publishing information about the winners through the *Rostrum* and other outlets.
- Facilitates breakout sessions to show case award winners.

VIII. Responsibility of Senate Staff

- Set the timelines for awards;
- Update and send the prior year award letters and applications to the Standards and Practices (S&P) Chair for review and editing as necessary;
- Prepare documents, distribute to the field based on the type of award[1], and collect applications;
- Prepare packets, send to the readers, collect scores and maintain process confidentiality;
- Contact senate president, award winners, and public information officers of the awardees;
- Coordinate award recipients' attendance at ceremony activities;
- Alert the Foundation if they are involved in the sponsorship;
- Work with the Standards and Practices (S&P) Chair to develop press releases, articles for the web, and information for plenary session; and
- Update the web with information about award recipients.

Approved: August 13, 2010
Revised: September 11, 2012
Revised: August 29, 2013
Norbert Bischof policy approved May 29, 2014
Hayward Award policy revised February 3, 2017
Revised: August 11, 2017[Office1]

[1] Hayward: Send to CIOs, CSSOs, SPs, and professional development groups. Exemplary: depends on theme (i.e., BSI Coordinators, RP (research), Counseling groups. In other words, consider the topic and the possible group who might have an interest in it.

Standards and Practices Chair Checklist

August/September

- Work with staff to ensure that the awards letters, applications, and rubrics are posted on the Senate's website and included in the welcome back letter.
- Develop an article for the *Rostrum* announcing the awards and timeline and share any effective practices

October

- Follow up with Senate staff to ensure Exemplary Award applications are sent to the field.
- Work with S&P and Executive Committee members to solicit Exemplary Award applications.
- Work with Area Representatives in making announcements about awards and upcoming timelines.
- Identify CEO, CIO, CSSO, and Student Senate representative to read Exemplary Award applications in addition to S&P Committee members.
- Send readers names to the Senate Office.
- Work with the S&P Committee to identify past Exemplary Award winners to invite to participate in a Fall Plenary Session breakout session on exemplary programs.

November

- S&P Committee and others will read Exemplary Awards.
- Work with Senate staff to ensure Hayward Award application are sent to the field.
- Remind Area Representatives that they will need to recruit readers for the Hayward Award.

December

- Readers will return Exemplary Award scores to the Senate Office**.**
- S&P Committee members will meet via conference call to discuss scores for Exemplary Award**.** Members will also consider improvements to the process and documents.
- Once winners are selected, work with the ~~executive~~ associate director in developing the press release for the Exemplary Award.
- Follow up with Area Representatives for names of readers for Hayward Award.
- Work with Senate staff to ensure that the Stanback-Stroud Diversity Award is sent to the field.
- Work with the S&P Committee to develop a *Rostrum* article highlighting the winners of the Exemplary Program Award.

January

- S&P Committee members, Area Representatives and area readers will read the Hayward Award Applications.

February

- Readers will return Hayward Award applications to the Senate Office.
- S&P Committee members will meet via conference call to discuss scores for the Hayward Award. Members will also consider improvements to the process and documents.

- S&P Committee members will read the Diversity Award.
- Work with the S&P Committee to write a *Rostrum* article highlighting the Hayward Award winners.

March
- Readers will return Diversity Award applications to the Senate Office.
- S&P Committee members will meet via conference call to discuss scores for the Diversity Award. Members will also consider improvements to the process and documents.
- Work with the S&P Committee to identify Exemplary Award winners to invite to participate in a Spring Plenary Session breakout session on exemplary programs.

May
- Review the award timeline, applications and rubrics for possible modifications.
- Identify possible themes for the Exemplary Awards.
- Bring any significant modifications and theme recommendations to the Executive Committee for approval.
- Work with staff to update the Awards timelines for inclusion in Faculty Leadership Institute materials.

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Executive Committee Agenda Item

SUBJECT: Revisions to Policy 70.0 Membership		Month: August	Year: 2017
		Item No: II. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval revisions to Policy 70.0.	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Freitas/Adams	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its meeting on June 1, 2017, the Executive Committee approved Policy 70.0 on Membership Dues. This policy identified the purpose and benefits of membership dues, and the actions the Executive Committee may take should a member senate not pay its dues.

During the discussion of Policy 70.0 it was suggested that additional language be brought to the Executive Committee for consideration that clarifies how to become a member senate. The proposed language, consistent with the Bylaws, states what a local senate must do to apply for ASCCC membership. This language (see attached) is added to Policy 70.0 as 70.10, with the previous Policy 70.0 becoming 70.20. Furthermore, changes are proposed for the language of the original Policy 70.0 (now 70.20) that make it clear that the Executive Committee will conduct a review of the circumstances around nonpayment of dues, and that any decisions made regarding the status of member senates not paying dues will be based on such reviews. It is requested that the Executive Committee consider approval of the proposed revisions to Policy 70.0.

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

70.0 Membership

70.10 How to Become an Academic Senate for California Community Colleges (ASCCC) Member Senate

Background

Title 5 §53202 provides faculty with the requirements for establishing an academic senate. The following has been excerpted from this Title 5 section:

a. The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
b. In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
c. The governing board of a district shall recognize the academic senate and authorize the faculty to:
    (1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
    (2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
d. The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
e. In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Becoming a Member Senate

Article II, Section 1 of the ASCCC Bylaws (http://asccc.org/about/bylaws) state that any academic senate of a college, district, or recognized center recognized by its local governing board as representing its faculty in academic and professional matters may apply for status as a Member Senate. Once the governing board of a district recognizes the local academic senate, the local senate may be recognized as a member senate of the ASCCC.

To become a member senate of the ASCCC, the local senate submits to the Executive Director a request to become a member senate that includes the following required information:

1. Verification that the provisions of Title 5 §53202 have been fulfilled, including the approved constitution and/or bylaws,
2. A copy of the official minutes from the meeting at which the governing board recognized the academic senate.
3. The required information may be submitted electronically or by mail. Upon verification of the submitted information, the Board of Directors at one of their meetings certifies the applicant senate as a member senate.

70.20 Membership Dues

(Note: this section was originally adopted June 1, 2017 as the new Policy 70.0 Membership)

Member Senates pay annual dues to the ASCCC based on their reported FTES each year to the Chancellor's Office. These dues fund services that directly benefit local senates such as representation on numerous task forces, advisory groups, committees, initiatives, as well as other constituent group meetings including the Faculty Association of California Community Colleges, Council of Faculty Organizations, Community College League of California, and Intersegmental Committee of Academic Senates. The dues also directly fund local senate and technical assistance visits, publications such as the Rostrum, adopted position papers, event publications, all senate websites, and other costs associated with providing service to local senates.

All Member Senates that pay their dues are considered active members and are entitled to full membership privileges. Membership privileges include:

- Having a recognized delegate at ASCCC plenary sessions;
- Consideration of faculty from that college or district for service on the ASCCC Board of Directors; for service on other ASCCC standing committees, work groups, and task forces; and for service on other state-level bodies as representatives of the ASCCC;
- All of the services described earlier in this policy that are supported by dues and provided by the ASCCC to Member Senates.

Given the significant support that ASCCC provides to local senates, if a member senate ~~chooses~~ does not to pay its dues to the ASCCC, the Board of Directors will review the reasons for nonpayment. Based on this review, the Board of Directors may declare the Member Senate an inactive member and ~~may~~ suspend any or all of the membership privileges of that member senate as deemed appropriate. In the event that a Member Senate is declared to be an inactive member, the ASCCC will continue to represent that Member Senate at the state level on all academic and professional matters.

Before any action is taken to declare a Member Senate as inactive, the ASCCC will make every effort to work with the Member Senate to seek resolution of the nonpayment of dues. The active status of an inactive Member Senate and all associated membership privileges will be reinstated upon the payment of dues to the ASCCC.

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Executive Committee Agenda Item

SUBJECT: OER Task Force Regional Meetings and Webinars		Month: August	Year: 2017
		Item No: II. E.	
		Attachment: No	
DESIRED OUTCOME:	Approve Regional Meetings and Webinar.	Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams on behalf of the ASCCC OER Task Force	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

ASCCC OER Task Force Charge

The ASCCC Open Educational Resources (OER) Task Force will identify ways to institutionalize the use of OER in the California Community Colleges (CCCs). The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

Through recommendations to the Executive Committee, the OER Task Force will facilitate the use of OER and provide professional development and guidance to faculty in developing and implementing OER materials.

Proposed Regional Meetings

The ASCCC OER Task Force is proposing to hold regional meetings in the fall and the spring. The nature and the structure of the spring meetings will be informed by the fall meetings. Regional OER meetings held by other entities have been well attended. Using dates approved by the Executive Committee, the OER Task Force would like to hold OER regional meetings as follow:

- September 15/16; Marin/Palomar
- February 9/10; TBD

Number of Participants: 150

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

Target Audience: Faculty who are interested in or considering OER and faculty who are currently using OER. The program is intended to appeal to anyone who has an interest in OER, no matter how new or how advanced.

Objectives:

- Increase awareness and use of OER.
- Identify challenges to the use of OER (to inform future work of the ASCCC OER Task Force).
- Provide an opportunity for faculty with an interest in OER to network.
- Share strategies for mainstreaming OER.

9am – 10am Networking (details TBD) and light breakfast

10am – 11am Welcome and Opening General Session

The California Community Colleges, OER, and You

What is the current status of the use of OER in our colleges? What barriers to the use of OER – real and imagined – exist? What supports are in place – or in development – to assist you in your adoption of OER? How – and why – should you invest in incorporating OER into your teaching? This interactive session will answer these questions – and more.

11am – 12pm Faculty Panel – Tales from the Trenches – Finding and Implementing OER

12pm – 1pm Lunch

1pm – 2pm

Breakout Session I – Beginner (Finding OER), Intermediate (OER Ancillaries – Sharing Resources and Identifying Needs), Advanced (Mainstreaming OER), All (OER and Accessibility)

2:15 – 3:15

Breakout Session II – Discipline Clusters - (Structure and focus TBD)

3:20 – 4:00

Closing General Session

Webinar

The Task Force would like to have ASCCC host a Webinar to be conducted by OpenStax. A draft title and description has been provided:

Effectively encouraging the use of OER on your campus
Nicole Finkbeiner of Rice University's OpenStax will draw on her experiences working with faculty and schools across the U.S. to highlight the most effective strategies that encourage faculty to adopt,

adapt, and create OER while protecting academic freedom. She will also walk us through a strategic planning model to plan, track, and produce effective and measurable results for our OER initiatives.

Further information about OpenStax:

a. Eleven colleges were selected for the OpenStax Institutional Partnership Program. Three CCCs (see below) and CSU Fullerton were included.

Background: From http://news.rice.edu/2017/06/27/openstaxs-2016-partner-schools-expected-to-save-students-8-2m/

Eleven U.S. colleges and universities that partnered last summer with Rice University-based nonprofit publisher OpenStax to boost the use of freely available textbooks and learning materials on their campuses expect the program to save their students nearly $8.2 million — about $4 million more than projected — in the coming academic year.

OpenStax, a unique publisher that uses philanthropic grants to produce high-quality, peer-reviewed textbooks that are free online and low-cost in print, launched its Institutional Partnership Program to spur the use of open educational resources (OER) at U.S. campuses. In 2016, 43 schools applied for the 11 available slots. Each agreed to promote the use of OER materials on its campus through an intensive, yearlong program supported by dedicated OpenStax staff who assisted the partners in adopting both OpenStax titles and other free or low-cost OER.

*The eleven: College of Lake County (Illinois), *De Anza College (California), Florida International University, *Grossmont College (California), Houston Community College (Texas), *Saddleback College (California), Sinclair Community College (Ohio), the State University of New York System, the University of Hartford (Connecticut), the University of Kansas and California State University, Fullerton.*

b. Sample OpenStax Webinar - Join our webinar to get all of your OER and OpenStax questions answered

Interested in learning more about how open educational resources (OER) increase your academic freedom? OpenStax Associate Director of Institutional Relations Nicole Finkbeiner will host two free webinars to tell you everything you need to know about OER and OpenStax textbooks.

In these webinars, we'll answer:

- What is OER?
- What is OpenStax?
- Are OpenStax books high quality and are they really free? (spoiler alert: yes)
- How can my students and I access the books?
- Do you have other teaching resources?
- What about homework and courseware?

The Executive Committee will consider for approval holding regional meetings and webinars.

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Executive Committee Agenda Item

SUBJECT: Publications Guidelines		Month: Aug	Year: 2017
		Item No: II. F.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the guidelines for ASCCC publications.	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC has had publication guidelines in place since 2003. In 2013, the Publication Guidelines were updated but were not presented to the Executive Committee for approval. The Executive Committee will consider for approval the Publications Guidelines. Once approved, the guidelines will be included in the communication plan.

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

PUBLICATIONS GUIDELINES

July 31, 2017
Draft

The Academic Senate for California Community Colleges (ASCCC) produces its publications to provide statewide communication between ASCCC and local academic senates or other equivalent organizations in order to coordinate the actions and requests of the faculty of the California community colleges and to reflect the official views or position of the Academic Senate on statewide and local issues.

Purpose

Publications, written or electronic, are designed:

- To improve and strengthen communication;
- To showcase academic research;
- To highlight the many creative talents of community college faculty;
- To promote discussion on academic and professional topics; and
- To ensure clarity and professionalism, especially of adopted papers.

Development of a Position Paper

All position papers must originate by a resolution or ASCCC paper adopted during a plenary session. Resolutions can be generated by the Senate standing committees, Executive Committee, Senate grant advisory groups, or the ASCCC Foundation. Once initiated, these steps will be followed:

1. The Executive Committee shall review the resolution for feasibility. On rare occasions, if the call for a paper is deemed not feasible, the Executive Committee shall report its decision and rationale to the delegates via *Rostrum* article, President's Update, or breakout. If deemed feasible, the Executive Committee shall assign the position paper to a standing committee, task force, ad hoc committee, ASCCC grant advisory group, or ASCCC Founation.

2. After appropriate study and deliberation, the assigned group shall communicate to the Executive Committee using the Prompts for Paper Development (See Appendix 1). These paper prompts provide background information including resolutions, feasibility, research required, as well as a proposed approach or direction for the paper. Once the Executive Committee approves the approach, the next step is for the group to propose an outline for the paper and include any significant background information. Drafts require at least two readings before approval by the Executive Committee. All drafts must be submitted through the normal agenda process.

3. During a full, substantive review at an Executive Committee meeting (the first reading), Executive Committee members will provide written and oral feedback regarding the outline. It is important for Executive Committee members to provide detailed feedback on the outline as this document will drive the work of the group. The group will not be

well served if significant changes in direction are provided at a later date or during the next reading. Input from appropriate persons in the field on draft position papers may also be sought. Draft papers should not be circulated to others outside of the Executive Committee or the group as this might cause confusion in the field. However, the president may allow papers to be shared with others if necessary to inform the paper.

Three actions are likely at the first-reading stage: (1) A vote will determine if the paper is ready to advance for a second reading. (2) If the suggested changes are substantive enough, the paper will be returned to the group for additional revision and then resubmitted to the Executive Committee for further review. Only when approved will a paper be advanced to a second reading and its consideration by the field and proposal for adoption. (3) The general direction or findings of a paper may call for radical revision, necessitating a delay in its progress.

Sections of position papers or their outlines that have yet to be approved by the Executive Committee may be presented to plenary sessions for discussion only, not adoption. Such sections are to be marked "Draft for Discussion Only; Not an Official Position Paper of the Academic Senate" and shall bear the name of the writing group, the chair, and contributors to the draft.

4. At the second reading, a position paper shall be reviewed only for minor technical changes. Approval by majority vote is required to advance the paper for adoption at the next plenary session.

5. Position papers that have been approved by the Executive Committee must be included in the information sent to the Area meetings before they will be considered for adoption. The vote of approval by the Executive Committee constitutes a resolution for adoption of the position paper by the plenary body. Papers will be considered the position of the Academic Senate only when adopted by a plenary body. These papers are marked “for adoption…”

Authority/Responsibilities

The Executive Director is responsible for the publication and distribution of all Academic Senate publications, i.e. journals, newsletters, or articles, printed or electronic, representing the viewpoint of the Academic Senate. After adoption of the paper, the Executive Director will review the document and work with the chair of the group to finalize the document for publication. At this point only typographical corrections or clarification can be made. Any changes other than these types will need to be reviewed by the Executive Committee and may ultimately need to go back to the body for correction. Layout and production decisions will be the responsibility of the Executive Director working in conjunction with the Creative Director.

The Executive Director works with the Creative Director to develop timelines for submission, production, and distribution. The responsibilities include:

- Developing timelines for submissions.
- Making recommendations on printing and distribution process.
- Making recommendations for layout and design.

Editorial Guidelines for the *Rostrum*

- The *Rostrum* is a quarterly publication of the Academic Senate, which provides content to inform faculty about ~~s~~statewide and local issues as well as academic and professional matters. The articles published in the *Rostrum* do not necessarily represent the adopted positions of the Academic Senate. The Executive Committee submits the majority of contributions for each edition and these articles primarily reflect statewide activities and issues. *The Rostrum* reflects the ideas and opinions of a diverse statewide faculty with submission from the field and as such any faculty may submit an article for publication
- Articles are on topics that concern the academic and professional life of California community college faculty.
- Articles are short and clearly written, usually of no more than 1500 words.
- All articles must be of general interest to community college faculty.
- The *Rostrum* content editor (faculty Executive Committee member) or the copy editor (Executive Director), in consultation with the President, may edit or rewrite articles for accuracy, tone, consistency, or length. Significant changes will be cleared with the author before publication.
- Letters to the ASCCC and unsolicited articles by faculty members are welcomed.
- Manuscripts will be evaluated for appropriateness and interest.
- There will be four (4) *Rostrums* produced and distributed each year.
- Each issue of the *Rostrum* will be published to the ASCCC website.

Other Official Documents

Recommendations for the development of "other" official documents must be considered by the Executive Committee for publication. The Executive Committee may direct the initiator to take a resolution forward to delegates for deliberation. In rare instances, the Executive Committee can consider other official documents that are not adopted positions of the Senate. In this case, an agenda item will be brought forward to the Executive Committee with a rationale about why the information should be an official document of the Senate without a resolution.

The Executive Committee will use the following criteria when considering if an "other" document should be an official document of the Senate:

- Impact on resources
- Potential for eliciting confusion (duplicating or contradicting)
- Contrary to an existing ASCCC position
- May undermine the work of the Senate with system partners
- May be prescriptive in nature and undermines the principle of local control
- Timeliness or timelessness of issue or topic

APPENDIX 1:

ASCCC Prompts for Paper Development
September 25, 2013

The purpose of this paper:
Proposed completion date:

1. Is this a new paper, a revision of, or an update to an existing senate paper?

2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?

4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? Yes No

    - If no, why do you believe the paper is not feasible?

    - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?

    - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?

5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?

6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate.

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate.

8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper?

9. Do you have other information, comments, questions, or concerns?

Publications Style Sheet: Using Appropriate Modifications of APA Style Manual

The purpose of this quick style sheet is to make drafting papers easier for committee members and the publication process easier for the Academic Senate Office. To ensure timely and professional dissemination of our documents in both draft and final forms, we assist our readers when we provide similar appearances of our drafts, regardless of authorship. This document will offer you guidelines as you begin and as you divide your labors, reminding you of the final form toward which you aspire. Doing it "right" from the beginning will save you time both prior to adoption and after session as it heads for publication. Correcting the format before circulation saves your readers--on Exec and in the field--from spending time on editorial rather than substantive comments. Ultimately, your adopted document will not be accepted for publication unless it achieves these minimal standards, common in our profession and familiar to you.

ITEM	DETAIL	ILLUSTRATION
Margins	*1"*	
Font	*Times New Roman*	This is Times New Roman font. All illustrations in this column use this font to distinguish it from the details in left columns.
Size	*12 pt.*	
Indents	*It is not necessary to indent the first line of each paragraph, since paragraph spacing (see below) creates the necessary visual separation between paragraphs*	
Paragraph Spacing ▪ Text ▪ Segments	*Single space body text.* *Double space between paragraphs.* *Turn on automatic numbering mechanism; number consecutively throughout all pages (e.g., 1-2000)* *Do not justify right margins.* *Segments subheadings will help make these transitions.*	Drafting Stages 1 If possible, during the drafting stage, it is often useful to 2 number each line automatically. This technique enables your 3 readers to comment quickly and eases discussion. 4 Preparing the Final Draft for Publication The approved final draft for submission will return to single spaced text.
Titles	*CENTERED ON TITLE PAGE IN UPPERCASE*	TITLE IS CENTERED IN UPPERCASE: SO IS ANY ELEMENT FOLLOWING THE TITLE'S COLON
Levels of Heading	*First Level Header* *Second Level Header* *Third Level Header and Subsequent Levels*	First Level is Flush Left, Upper and Lower Case Second is Also Flush Left but is Underlined Too: Publication specialists will change font sizes and other strategies to indicate subsequent levels. word, ending with a period.
Running Headers ▪ Draft ▪ Final Version	*Clearly indicate draft status, abbreviated title, and perhaps indicating its number or date* *Shortened title + page*	Academic Senate Technology Committee **DRAFT #6 10/31 Technology for Us** 13 Technology for Us 22

ITEM	DETAIL	ILLUSTRATION
In-Text Citations	*In-text citations, using the author's last name followed by date*	According to Levin (1999), new faculty members "are seldom prepared for their first assignments" (p. 98).
Footnote/ End Notes	*Use automatic end note or footnoting in Word; use "insert" function to place number close to referred element*	Though less frequently used, footnotes or endnotes can provide correlative information that, if included in the body of the text, would interrupt the flow of the argument. If using in-text citations, citations are not necessary in footnotes, according to experts[1].
Use of • Bullets • Numeration • Other symbols	***Using these visual cues can help your reader identify key ideas; please work with the office staff in final drafting stages if you wish to include these features. Keep the following points in mind when working with bulleted or numbered texts.*** • *Try to use the same bullet style throughout the publication.* • *Try to make the items parallel in their form (e.g., all verb forms,only nouns, prepositional phrases, etc.)* • *Use the bullet or numbering icon to line up the text beneath the bullet as it appears here.* • *Use bulleted or numbered lists sparingly as they decrease the flow of the document.*	Authors wishing to use bullets should work on these features: • use a complete sentence to precede the introductory colon; • make all elements parallel in construction; • use all complete sentences (capitalized and followed with a period as you see in the column to the left) or, following a colon, begin with lower case letters and separate with semicolons as used in this list; and • conclude the list with a period.
Tables/Figures/ Illustrations or Visuals	*Tables should follow the same layout as the rest of the publication. Avoid using tables in landscape layout when the rest of the document is vertical.*	Tables, are generally labeled as Table 1, Table 2, etc., with a clear label and title above the illustration; the source appears below the table in a note such as the following. *Note:* From "Strategies 2000," by N. Meyerson, 1999, *The Journal of Business Communication, 39*, p. 240. Sketches, pie-charts and other visuals are usually listed as figures, as in Fig. 22. The label and caption appear below the illustration, flush left.
Spacing	***Avoid two spaces after a period, column, etc.***	Two spaces after a period is a holdover from the days of monospaced fonts, like Courier and typewriters. They helped signal a pause. With proportional fonts, it's unnecessary and can make text hard to read.

[1] For a more thorough treatment of this information, consult D. Hacker's exercises at www.dianahacker.com/writersref

ITEM	DETAIL	ILLUSTRATION
Quotation Marks	***Avoid straight quotation marks, if possible.***	Most word processing programs, give you the option to use curly quotes. These may also be called smart quotes or typographer's quotes. In Word, these adjustments can be made through "Tools," "AutoCorrect" and "Autoformat" options.
Ordering the Document *The contents appear in the following order.*		
Title Page	*List Committee members for year(s) during which publication was written. The committee chair should always be listed first and identified as its chair. List college affiliation for each member, and identify title of any administrator (Vice President of Instruction) or student (SSCCC)*	
Table of Contents	*Omit page numbers; the Publications Specialist will provide them during publication; list subheadings as they appear in the text, if used. Make sure the contents' headings and subheading are consistent with th table of contents.*	
Abstract	*Provide a 150-200 word synopsis of paper's purpose, any noteworthy methodology, the major content areas and general findings.*	
Body Text ▪ Introduction ▪ Main Body	*Refer to any initiating resolution(s)* *May have separate sections with subheadings*	
Recommendations to Local Senates	*Always required; each recommendation draws upon specific comments contained or implied in the body of the paper and identifies responsible party*	
End Notes	*If endnotes were used rather than footnotes, they appear here.*	
References	*Alphabetic, bibliographic entries for all works actually used and cited in the text.* *Note the hanging indent and modified-APA formatting of titles. Actual number of indented spaces will be fixed at publication.*	Academic Senate for California Community Colleges (2003a). *Consultation Council Task Force on Counseling*. Sacramento: Author. Academic Senate for California Community Colleges (2003b). *The Impact of Computer Technology on Student Access and Success in the California Community Colleges*. Sacramento: Author. Heur, R.J., Jr. (1999). Keeping an open mind. In *Psychology of intelligence analysis* (chap.6). Retrieved July 7, 2001, from http://www.cia.gov/csi/books/19104/art9.html
Works Consulted (may or may not be present)	*Bibliographic entries here include only those used for background and of use to others <u>but not cited or used</u> in the body of the text*	
Glossary (use is optional)	*Alphabetical order*	
Appendices (use is	*Labeled A-Z, AA-ZZ; must be referenced specifically in the*	

ITEM	DETAIL	ILLUSTRATION
optional)	*text body and provide citation information on that Appendix page*	
Miscellaneous Stylistic Features		
Using Quotations ▪ Contextualizing		In quoting longer passages of four or more typed lines, be certain to introduce or contextualize the forthcoming passage, then provide a marking indentation, as appears in *A Survey of Effective Practices in Basic Skills* (ASCCC, 2003): > We began to acknowledge that we were now thinking from the merged view of the interconnections of teaching the reading/writing process. We had transformed our perspectives and our beliefs to the integrated model. (p. 6)
▪ Block Quotation	*Block quotations, dropped down and indented as the model indicates, do not have quotation marks before or after the text. The spacing indicates to the reader what occurs.*	Don't worry about additional stylistic features such as spacing or italicizing your quotations; those elements will be considered by the Publications Specialist. As Hacker (2004) would argue, the main purpose of using a quotation is to clarify whose views are being shared, and "which ideas are so remarkable as to require a signal that the ideas are not your own" (p. 328).
▪ Single Quotations	*Single quotation will be contextualized and distinguished by quotation marks but will reflect the grammatical context of the sentence.*	
Gender-Neutral Language, Plurals		By using plural nouns (*they, all, many*), writers help readers avoid confusing he/she pronoun shifts, or verb agreement problems. Whatever pronoun is selected, authors will seek consistency throughout the text to avoid gender-loaded language.
Spell-check and proof document prior to any circulation	*Need more be said?*	
Numbers ▪ 10 and less ▪ < 10	*Use words for numbers ten and less than ten, numerals for numbers 11and greater. Do not begin a sentence with a numeral--spell out or reorder the wording.*	Only four students in that particular major eventually transferred to that university, although 1,037 students indicated their intent to do so when they first registered. Five hundred students later declared a similar major at other universities.
Abbreviations	*Use the full term completely at its first appearance in the text; then use the acronym only throughout the remainder of the text.*	The Academic Senate for California Community Colleges (ASCCC) has taken no official position on this specific proposal. However, four ASCCC papers offer relevant recommendations: first . . .

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: ASCCC Guided Pathways Award Program Liaison		Month: August	Year: 2017
		Item No: II. G.	
		Attachment: Yes	
DESIRED OUTCOME:	The ASCCC Executive Committee will consider for approval of the Guided Pathways Award Program Liaison position and recommended expectations	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges (ASCCC) will actively seek faculty voice in response to the Governor's 2017- 2018 California state budget one-time allocation of $150 million for the Guided Pathways Award Program. Although the Chancellor's Office and the Board of Governors will be responsible for statewide implementation of the award program for colleges, it is imperative that local senates identify a Guided Pathways Award Program Liaison to ensure connection to the ASCCC in supporting local college efforts to address the impacts of this transformational initiative which requires engaging in deliberative conversations with faculty and others as well as creating collaborations around effective practices for guided pathways at local colleges.

The Executive Committee will consider approval of the Guided Pathways Award Program Liaison position and recommended expectations.

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

Guided Pathways Liaison

The Academic Senate for California Community Colleges (ASCCC) is actively seeking local academic senate liaisons to facilitate the inclusion of faculty voice in the implementation of the Guided Pathways Award Program outlined in the Governor's 2017- 2018 California state budget with a one-time allocation of $150 million. The Chancellor's Office and the Board of Governors are responsible for statewide implementation of this program for colleges that includes "organizing students' academic choices in a way that promotes better course-taking decisions," as well as creating the necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success."[1] Thus, it is imperative that local senates within California community colleges are prepared to address the impacts of this transformational effort that requires engaging in deliberative conversations and creating collaboration with faculty, students, staff, and administrators, as colleges consider adopting a Guided Pathways framework.

The ASCCC strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under consideration. Furthermore, as colleges are designing and implementing pathways programs, ASCCC will be investigating and disseminating effective practices as directed by Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*.

In response to the Guided Pathways Award Program implementation, the ASCCC Executive Committee approved the following expectations for Guided Pathways faculty liaisons appointed by local senate presidents:

1. Sign up for the ASCCC Guided Pathways listserv: GuidedPathways@listserv.cccnext.net
2. Update and engage the local academic senate on statewide matters related to guided pathways.
3. Communicate with the local senate and campus faculty regarding guided pathways efforts and implementation relevant to the local college and/or district.

There may be additional expectations and responsibilities as the liaison position is defined by the local academic senate. The following list of expectations and responsibilities are **only** suggestions that local senates may consider when selecting a faculty member. The Executive Committee understands that many local senates, and faculty in general, have limited resources and time; thus, liaisons can do as little or as much as they have time and resources.

Guided Pathways Liaison Expectations

1. Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;

[1] 2017-18 California State Budget, Edmund G. Brown Jr. Governor, State of California http://www.ebudget.ca.gov/FullBudgetSummary.pdf

2. Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;

3. Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;

4. Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;

5. Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representatives;

6. As local funding permits, attend statewide events related to Guided Pathways.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Accreditation Institute Pre-session		Month: August	Year: 2017
		Item No: II. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval adding a pre-session to the Accreditation Institute.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Ginni May	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: Stefanie Droker, Vice President ACCJC has proposed that the ASCCC and ACCJC work together to develop a pre-session to the Accreditation Institute and facilitate training for faculty to serve on Visiting Teams.

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

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Addition of Curriculum Specialist to Curriculum Committee Membership		Month: August	Year: 2017
		Item No: II. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will approve adding a curriculum specialist to the curriculum committee's membership.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: In the fall of 2016, the membership of the System Advisory Committee on Curriculum (SACC) was revised during the creation of a revised charter and a change in the committee to the California Community Colleges Curriculum Committee (5C). One of the changes was to add a curriculum specialist (classified staff) to the committee and this addition provided a new perspective that improved the quality of the work produced. The Curriculum Institute has continued to see more curriculum specialists attending each year, with a record number of specialists attending this year's institute. Since the curriculum committee is responsible for planning the annual curriculum institute, the input of all constituencies that will be in attendance when creating the program. Additionally, the curriculum specialists bring expertise in several areas of curriculum development and submission that faculty often do not possess.

The recruitment of the curriculum specialist could be done with the Chief Instructional Officers (CIOs) that are usually their supervisor.

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

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
Constructing agenda	November	2016	I.	Prasad	Ongoing				Prasad will call for agenda items from the AS Directors, prepare the agenda, and provide supporting materials to the president and executive director before disseminating to directors.
Legislative Event	November	2016	VII.	May	February	Postponed until further notice			May to provide contact information for Golden 1.
SLO Research	November	2016	VIII. C.	Adams	January	In progress			May to agendize research out comes on the Accreditation Committee agenda. Additionally, staff to format reseach for the Foundation website using APA method.
Webinar for Leadership Academy	January	2017	II. E	Adams	Spring	In progress			Adams to develop webinar for Leadership Academy orientation.
EDAC Proposal	January	2017	VIII. ii.	Adams and Foster	January	In progress			Adams and Prasad working on proposal to send to possible Funders
Research paper requirements for endorsement	February	2017	6	Adams	March	In progress			Adams will look up language around meeting the requirements for endorsing research papers and will share the information with the Foundation Directors at the next meeting.
SLO Research	May	2017	VI. ii.	May	August	In progress			May to take SLO Paper to Accreditation
Hold elections for vacant positions	May	2017	II. B	President and ED	November				Identify and hold elections for vacant positions
Revisit Strategic Plan	May	2017	II. C.	President and ED	August				Directors will review and revise as necessary the strategic plan.
Foundation Meeting Budget Request	May	2017	III. B.	President and ED	August				Request of the Executive Committee a budget augmentation of $10,000 for Foundation meeting expenses
Explore grant opportunites	May	2017	V,	President and ED	August				The Foundation Board will aggressively pursue research projects and funding for topics of concern for faculty and member senates.

Academic Senate Foundation for California Community Colleges Meeting Minutes
May 18, 2017 | Senate Office

Members in attendance: Virginia May, President; Adrienne Foster, Secretary; Craig Rutan, Treasurer; Lorraine Slattery-Farrell, Director; Michelle Sampat, Director; Lara Baxley, Director; Julie Adams, Executive Director; Erika Prasad, Communications and Development Director

I. Approval of agenda, meeting minutes from March and action tracking sheet

a. The agenda and minutes were approved by consensus.
b. The action tracking sheet was reviewed and approved. May will hold off on contacting Golden 1 for the Legislative Event. The action item: "research paper requirements for endorsement" were reassigned to Adams. Additional context will be added to the Webinar Leadership Academy action item.

II. Strategic Plan

a. The Strategic Plan was reviewed. The PDC will be removed from the plan because the Foundation does not control the content of the program as the Foundation only provides the brand identity for the PDC.
b. An election may be held in November for the two-year director position.
c. Under goal two of the plan, the marketing and branding activities were changed from complete to ongoing as the Foundation will be improving and evaluating all fundraising activities. The Directors will revisit the plan in fall.

Action:

- Hold election for vacant director positions.
- Directors will revisit strategic plan in fall.

III. Budget

a. The budget as of March was reviewed in detail. The fundraising goal of $40,000 was accomplished, however, expenses were greater than the revenue received. The Foundation is slowly diminishing its reserves and needs to consider sustainable funding outside of the Senate and sponsorships. Revenue from sponsorships may be transferred to the ASCCC because of diminished costs of ASCCC events and the need to cover actual costs.
b. A formal request to receive additional funding from ASCCC Executive Committee was discussed along with what the ASCCC can afford to provide the Foundation. The Foundation Directors agreed to ask the Executive Committee for $10,00o to continue operations for fiscal year 2017-18 and reassess funding structure at the end of the year. See section five for further context on the future of the Foundation.

Action:

- Request of the Executive Committee a budget augmentation of $10,000 for Foundation meeting expenses.

IV. Spring Fling Results

a. The financials from Spring Fling were reviewed.
    i. Spring Fling Tickets: 6 tables were sold at $1500 each. 41 individual tickets were sold at $150 each. The total revenue for Spring Fling was $15,150.

ii. Raffle tickets: 322 tickets were sold to 48 members for $1,893 in total profits.
iii. The spring session had two vendor partners: IEPI and EPI. Each paid the $500 table fee totaling $1,000.

b. What went well/what needs improvement? This was not discussed because it will not apply for next year.
   i. The Spring Fling generates minimal profits as cost for hotel, food, and beverage have increased. The Spring Fling was described as an "elitist" event by some members. To break this perception, the Foundation Directors decided to remove the dinner from future receptions. Attendees will have dinner on their own, but will be able to attend the dance where faculty can network and unwind for no charge. This would allow the Spring Fling to be open to everyone and would encourage individual giving, but would not be a prerequisite to enter the dance reception.

IV. Future of the Foundation

The Directors raised concerns that have been circulating the field based on perception and/or criticisms. Concerns ranged from the lack of funding support from the Executive Committee to the Foundation being perceived as only a "party planning" committee. The focal point of discussion was based on the question: should the Foundation exist? Adams commented that even if the Foundation dissolved, the funds would not go to ASCCC. The Directors decided to commit for another year and to reassess funding at that time. It was agreed that fundraising through individual giving is not a sustainable source of revenue. Adams suggested that the Foundation rebrand itself to illustrate that it serves as the arm of research for the ASCCC.

It was stated that the Foundation needs to improve its messaging to the field regarding the progress it has made in areas of research, but in order to do this, the process would have to be streamlined. For example, the SLO project was significant, but was not shared widely because of the length of time it took to be reviewed by the Executive Committee. To improve the execution and timeline of projects, the Directors recommended that the Executive Committee not lead the efforts in research, but rather, act as facilitators with the Foundation Directors as the final decision makers. The criteria for such research projects would include broad perspectives and include research topics determined by asking ASCCC committees for suggestions and reviewing adopted resolutions. Marketing materials such as a brochure outlining the Foundation's commitment and progress on research projects might assist in messaging efforts and will be explored by staff. The research projects have the potential to reach national audiences and can be turned into curriculum for the Professional Development College.

Additional items to note: the ASCCC will fund the Fall Plenary reception and will be named the "President's Reception". The Area Competition will remain as the fundraiser for Fall Session.

V. Research Projects and Priorities

a. Projects
   i. Equity and Diversity Committee: effective practices for hiring diverse faculty research. The letter of inquiry was reviewed by the Foundation directors and

DRAFT

was revised with their suggested edits. The final letter will be reviewed by the ASCCC president prior to sending to potential funders.

ii. Efficacy of SLO outcomes research. Limited colleges reviewed the project. Possible outcomes of the research were debated including a white paper. Since the Foundation funded the preliminary research, it was recommended that the research should be examined by the Accreditation Committee to use in further development of materials or information. The information would include a more informed abstract to be posted to the Foundation site along with the full paper that will be shared with the field.

Action item: May to take SLO paper to Accreditation Committee.

b. Other opportunities discussed included effective practices in research was deliberated on in length. Directors asserted the need for more learning and support in math and science. They asked to look at short- and long-term projects and to examine the outcomes for California community colleges and teaching support to discover programs and innovations in the field. It was agreed that first, there would need to be incremental projects to lead to a larger picture of interventions and to also connect with K-12 teachers. Further context for the "ask" from funders would need to be developed for STEM research projects.

VI. Grant Opportunities and Applications

The letter of inquiry for the EDAC research project will be crafted to align with each potential funder. Prasad and Adams will begin outreach efforts in the next few weeks.

VII. Future Meeting Dates

The next in person meeting will be held on August 25, 2017 from 10:30 am - 3:00 pm at the Senate office. It was announced that John Freitas will be the incoming Secretary and Cheryl Aschenbach will be Treasurer for the Foundation Board.

VIII. Future Agenda Items

a. Strategic Plan
b. Budget
c. Research topics
d. Elections
e. Area Competition
f. Three-year fundraising plan

IX. Adjournment

The Foundation meeting was adjourned at 3:00 PM.

Respectfully Submitted,

Erika Prasad, Communications and Development Director
Julie Adams, Executive Director

DRAFT

The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices.				
Goal 1: Financial Solvency: Manage its funds responsibly to ensure continued support for on-going charitable activities and to ensure adequate funding is available for additional grant requests and new projects that fall within the scope of the Foundation mission.				
Objective 1.1: Increase total revenue of the Foundation				
Strategies	**Actions**	**Party Responsible**	**Recommended Timeline**	**Status Update**
Diversify revenue across sources that minimize reliance on any single source of revenue	• Evaluate current fundraising activities	Board members	Ongoing	In Progress
	• Identify local, state, federal, and private grant opportunities to fund appropriate projects		2016 -19	In Progress
	• Develop three-year fundraising plan		Fall 2016	Completed
	• Expand research capacity to support the ASCCC		2016 -19	In Progress
Grow donations	•Develop flexible and innovative giving opportunities that attract a wider range of donors	Board members	2016 – 2019	In Progress
	•Set annual fundraising goal		Fall 2016	Complete
	•Increase the number of monthly donations		Spring 2017	In progress/ Incomplete
	•Establish a policy that all current Foundation and Executive Committee members participate in the ongoing monthly donation program		Fall 2016	Voted down.

Goal 2: Internal Structure: Ensure the Foundation is managed well and organized with clear roles and responsibilities for each Director.				
Objective 2.1: Invest in capacity-building steps to improve our ability to raise money				
Invest in the development of its personnel (board members, volunteers, and staff)	•Identify resources to develop the capabilities of the Board of Director to lead major donor fundraising efforts such as professional organizations and trainings	Executive Director	Spring 2017	Not addressed
	•Specify projects and clearly define roles of each director assigned to the project		2016 – 19	Not addressed
	•Hold annual Board retreat and training.			First retreat January 2017
Invest in staff to support the Board of Directors	•Hire dedicated professional staff to support the organization's fundraising efforts	Executive Director	Fall 2016	Completed
Emphasize long-term relationships in all efforts to raise funds	•Increase the number of Directors	ASCCC Executive Committee Board Members	Spring 2016	Completed
	•Develop recognition of donors – dinners, gift baskets, lunch tables at events, etc.		2016 - 2019	Ongoing
Enhance awareness of the Foundation activities through increased public relations including the development of a communication plan.	•Create a marketing strategy including branding the Foundation and many of its activities	Executive Director and Staff	Fall 2016	Ongoing
	•Create a communication plan		Spring 2017	Ongoing
Goal 3: Charitable Activities: Continue to fund activities that support the Foundation mission.				
Objective: Increase engagement with current and prospective donors and fund establishers				

Engage target constituents in activities that increase the effectiveness of their giving, including greater access to community knowledge and grant-making opportunities	•Explore Foundation membership opportunities including possible benefits	Board Members	Fall 2018	In Progress

Academic Senate
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Executive Committee Agenda Item

SUBJECT: *Legislation and Government Update*		Month: August	Year: 2017
		Item No: IV. A.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The California state budget was passed on June 15, 2017. A summary is included.

Many bills were handled through the budget process for the state of California. Of those remaining, July 17 was the last day to exit the policy committee and be referred to the Appropriations Committee of the opposite chamber of origin for consideration this year. Appropriation Committee hearings are scheduled for the week of August 21.

DESIRED OUTCOME:

The attached reports may generate discussion and action by the Executive Committee.

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

ASCCC Legislative Report
July 24, 2017

Legislation with implications for academic and professional matters
Assembly Bills

***AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise**
Existing law provides for the waiver of the $46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. In addition, a student may receive a BoG fee waiver if they enroll in 12 units at a district and submit a FAFSA or California Dream Act application. There are specific requirements required of the district to qualify for this program including partnerships with CSU or UC, partnerships with school districts, outreach to the community regarding ADTs and using evidence-based assessment for placement. The language regarding assessment is, "Utilizing evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, which may include, among others, grades in high school courses, overall grade point averages, results from common assessments, and input from counselors."
~~To qualify for provision (3) above, a student must demonstrate financial need of at least $1,104. This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least $1.~~ Amended in Assembly, 3/30/17. Amended to include basic aid districts. 5/30/17 Amended in Senate, 7/3/17.

Status: Passed Senate Education, Referred to Appropriations 7/12/17

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01. The language in this bill regarding assessment is much more in line with ASCCC positions than AB705.

AB21 (Kalra) Access to Higher Education for Every Student - *Urgent*
~~Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities; require all faculty and staff to immediately notify the campus chancellor or president if they are advised that public or law enforcement entities are expected to enter suspect or become aware that specified federal authorities may enter, or have entered the campus to execute a federal immigration order; immediately notify any and~~

~~advise all students who may or could be subject to an immigration enforcement order or inquiry in a discrete and confidential manner, as specified; require all faculty and staff responding to or having contact with a representative of federal immigration authorities, or any other public or law enforcement entity working in coordination with these federal authorities, to refer the entity or individual to the campus president or chancellor to verify the legality of any warrant or subpoena prior to complying or cooperating with any enforcement of an immigration order or inquiry; assign staff to serve as a point of contact for those who may be subject to immigration actions; solicit and maintain a contact list of known attorneys or legal services providers who provide pro bono legal immigration representation, and provide it free of charge to any and all students who request it and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.~~

This bill would direct or request, as allowed by law, that California's post-secondary educational institutions take certain actions in response to the possibility of immigration law enforcement activity on their campuses. In essence, the bill would (1) prevent disclosure of citizenship or immigration status information unless required by federal law; (2) seek to ensure that campus leadership has verified the legal authority behind any immigration enforcement activity on campus before it takes place; (3) make immigration legal assistance referral information available to students upon request; and (4) guarantee that students impacted by federal immigration enforcement do not lose eligibility for enrollment, financial aid, or other benefits as a result.
Additionally, colleges will develop and post advisement on their website and update faculty, students, and staff quarterly via email of the college policy.
Amended in Assembly 3/15/17 Amended in Assembly 4/24/17 and 5/30/17. Amended in Senate, 7/18/17.

Status: Passed Senate Education and Judiciary, Referred to Appropriations 7/18/17

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

***AB204 (Medina) Community colleges: waiver of enrollment fees**
This bill would require the ~~board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to~~ Office of the Chancellor of the California Community Colleges to review, for general consistency, each community college district's due process procedures, including any subsequent modifications of the procedures, adopted to appeal the loss of a fee waiver under these provisions, and comment on the procedures, as appropriate. The bill would require that the district's procedures allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan. Amended in the Assembly 3/17/17 Nonsubstantive amendment in Senate, 6/28/17.

Status: Passed Senate Education, Referred to Appropriations, 7/10/17

ASCCC Position/Resolutions: The ASCCC Executive Committee voted at it's February meeting to support this legislation. The legislation is sponsored by FACCC. The ASCCC approved resolution SP17 6.01 to support.

AB214 (Weber) Student Food Security

AB 214 seeks to assist students facing food insecurity by making the CalFresh application processes easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. Non-substantive revisions 3/15/17

Status: Passed Senate and Enrolled, 7/11/17

ASCCC Position/Resolutions: The ASCCC has a history of supporting our neediest students with access to programs and services necessary to facilitate curricular success.

AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

(A) Three members of the advisory board appointed by the Senate Committee on Rules.

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include, among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This bill is slightly different from past bills the ASCCC has opposed. In conversations with legislative staffers, they fully expect such a bill to be vetoed by the governor and understand our concern that there are not explicitly members of the higher education faculty and community involved in such a commission.

AB 227 (Mayes) CalWORKs: Education Incentives
AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone, as outlined below:

- High school diploma or equivalent: $100/month
- ~~Associate's degree or career/technical education program: $200/month~~
- ~~Bachelor's degree: $300/month~~

This bill would also authorize CalWORKs recipients eligibility to apply for educational stipends totaling no more than $2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates $20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. Amended 4/27/17

Status: Passed Assembly, Referred to Senate Committee on Human Services, 6/14/17

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for CalWORKs students.

AB276 (Medina) Cyber Security Education and Training Programs
This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience. Non-substantive revisions 3/28/17

Status: Passed Assembly, Senate Rules Committee for assignment 5/18/17

ASCCC Position/Resolutions: Information is useful

AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards
AB 370 would require the California Student Aid Commission to calculate a target for

Competitive Cal Grants A and B to be awarded in an academic year. The intent of the bill is to ensure that all Competitive Awards are distributed to needy students in an academic year.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions that the full cost of higher education is not reflective of the student aid awarded. This bill seeks to address that disparity for Cal Grant A and B recipients.

AB 387 (Thurmond) Health Care Professionals Minimum Wage

This bill would expand the definition of "employer" for purposes of these provisions to include a person who directly or indirectly, or through an agent or any other person, employs or exercises control over the wages, hours, or working conditions of a person engaged in a period of supervised work experience *longer than 100 hours* to satisfy requirements for licensure, registration, or certification as an allied health professional, as defined. This section shall not be construed to apply to the educational institution at which a person is enrolled to fulfill the educational requirements for licensure, registration, or certification as an allied health professional. Amended 5/30/17

Status: Ordered to the inactive file at the author's request, 6/1/17

ASCCC Position/Resolutions: The ASCCC passed resolution SP17 6.02 in opposition to this bill due to the curricular impact of clinical or laboratory instruction in allied health fields. Recent amendments seem to remove the impact on teaching institutions.

AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

Status: Hearing scheduled for 3/28/17 and cancelled at author's request. This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: The CCC Chancellor's Office opposes this bill until AB276 (Medina) is completed.

***AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices. The bill provides the

minimum standards for inclusion in data collection of various segments of the student population to inform student equity plans. ~~This bill would require the Chancellor of the California Community Colleges to establish *a* standard definitions and measures of the terms *definition of* "equity" and *a standard definition of* "significant underrepresentation," *and measures of these terms*, for use in the student equity plans of community college districts.~~ Amended 3/15/17

Status: Passed Senate, Enrolled 7/12/17

ASCCC Position/Resolutions: These categories are the same that most colleges use currently.

AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver
AB 559 requires the California Community Colleges Board of Governors, by January 1, 2019, to ensure that a fee waiver application is available online for students at each community college.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: Access to financial aid is supported by numerous ASCCC resolutions in the past.

***AB637 (Medina) ~~Student Equity Plans~~ Cross-Enrollment in Online Education**
~~This bill would require the campus-based research to use a standard definition and measure of "equity" provided by the chancellor. The bill would also require the issue of "significant underrepresentation" to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low-income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:~~
~~American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.~~ This bill would permit students enrolled at one community college to enroll in a completely online course from another community college on the OEI Consortium. This bill also requires the Chancellor's Office to allow eligible students of opportunities to access online courses. 6/14/17

Status: Passed Senate, referred to Assembly for concurrence 7/20/17

ASCCC Position/Resolutions: The ASCCC participates in the OEI framework. This bill seems to ease some regulatory concerns about cross-enrollment and student processes.

^AB 669 (Berman) ~~California Community Colleges Economic and Workforce Development~~

~~Program.~~ Motor Vehicle Technology Testing
~~AB 669 extends the sunset date on the California Community Colleges Economic and Workforce Development Program to July 1, 2023.~~

Status: Passed Assembly, Senate Rules Committee for assignment, 5/11/17

ASCCC Position/Resolutions: This bill has been amended and is no longer within the purview of the ASCCC.

***AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment**
This bill would, permit the Board of Governors to establish regulations governing the use of measures, instruments and placement models including the use of ~~notwithstanding that provision, require, by August 1, 2018, a community college district or college to use~~ high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete ~~college~~transfer-level coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in ~~college~~transfer-level coursework. The bill would authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student's success in the college-level English or mathematics course ~~and that the support constitutes no more than 1/2 of the units required for the college-level course~~. To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program. This bill encourages the State Dept. of Education and the Chancellor's Office to work collaboratively to ensure timely access to data regarding high school performance. The bill was slightly amended to allow for students who wish to earn an associate's degree but not transfer to complete associate's level English and math in one-year, and for ESL students to have a three-year time frame. Amended 5/3/17 Amended 5/30/17 Amended 7/19/17

Status: Passed Senate Education, referred to Appropriations 7/12/17

ASCCC Position/Resolutions: The ASCCC has long held that assessment for placement is a local decision of alignment with appropriate curriculum. We have significant concerns with this bill's current language. We would support a bill that improved the availability of high school transcript data to community colleges with the funding to support that data structure. The ASCCC adopted resolution SP17 6.04 opposing the limitation of multiple measures included in this bill. A letter of opposition was submitted.

AB847 (Bocanegra) Academic Senates: Membership Rosters
~~This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the~~

~~local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.~~ The bill would also require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to make the demographic data of its members, including gender and race or ethnicity, as specified, available to the public upon request. Amended 4/3/17

Status: Passed Assembly, pulled by the author. This has become a two-year bill. 6/07/17

ASCCC Position/Resolutions: Currently local academic senates are required to comply with the Brown Act that demands published agendas and membership. We have significant concerns regarding the limited demographic profile specified and the ability to target individual members – especially for smaller senates. IF the goal is to improve the diversity of our faculty, we would welcome the opportunity to work with the author toward that end. The ASCCC adopted resolution SP17 6.03 in opposition to this bill.

AB 856 (Holden) Postsecondary Education: Hiring Policy and Socioeconomic Diversity
The Trustees of the California State University and the governing board of each community college district shall, and the Regents of the University of California are requested to, ensure that, when filling faculty or athletic coaching positions, consideration is given to candidates with socioeconomic backgrounds that are underrepresented among existing faculty or athletic coaching staff on the campus for which the position is to be filled.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: This seems like something that should be currently in practice.

***AB 1018 (Reyes) Community Colleges, Student Equity Plans, Homeless Students**
AB 1018 would amend the list of student categories tracked by SSSP to include, but not limit to, current and former foster youth, students with disabilities, low-income students, veterans, students in the racial and ethnic categories defined by the U.S. Census Bureau, lesbian, gay, bisexual and transgender students and homeless students. This bill also permits the Chancellor's Office to include more required categories.

Status: Passed Senate Education. Referred to Appropriations 7/5/17

ASCCC Position/Resolutions: The ASCCC is supportive of efforts to ensure access to all student groups and would also advocate for inclusion of LGBTQI+ students in the list. And done!

AB 1038 (Bonta) Postsecondary Education: Higher Education Policy
AB 1038 establishes a nine member Blue Ribbon Commission on Public Postsecondary Education, and specifies its membership and duties. The Blue Ribbon Commission is required to develop a written plan to ensure that public universities and colleges in California are tuition-free and affordable to all students, including low-income and underrepresented students, and have the capacity to provide universal participation for all high school graduates by the year 2030. AB 1038 makes additional requirements of the Commission to hold hearings, conduct research, and report to the Legislature.

Status: Held by Appropriations, Suspense file, 5/26/17 This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: Well, that sounds lovely.

AB 1567 (Holden) Foster Youth.
AB 1567 requires the State Department of Social Services and county welfare departments, in coordination with the California State University and the California Community Colleges to share relevant data on foster youth enrollment and ensure that foster youth are offered access to programs offered, like EOPS.

Status: Passed Senate Human Services, Referred to Appropriations 7/12/17

ASCCC Position/Resolutions: We should support any efforts to support former foster youth.

ACR 32 (Medina) Community College Faculty
This Concurrent Resolution would urge the Chancellor of the California Community Colleges to set goals toward making progress on the goals of 75% of credit classroom instruction covered by full-time faculty, improved access to part-time health care and office hours, and improved compensation toward parity for part-time faculty and noncredit faculty.

Status: Passed Senate Education. In Senate Appropriations. 7/10/17

ASCCC Position/Resolutions: We are very supportive of the goals set forth in this ACR within the confines of our purview regarding the academic and professional matters.

Senate Bills

SB12 (Beall) Foster Youth and Financial Assistance
This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for ~~federal Pell Grants~~ state and

federal financial aid. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program. Amended 3/22/17

Status: Passed Assembly Higher Education and Human Services Committees, referred to Appropriations, 7/13/17

ASCCC Position/Resolutions: The ASCCC does not have a specific resolution regarding
the CAFYES program, but has numerous resolutions in support of access.

SB15 (Leyva) Cal Grant C Awards – *Urgent

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be $2,462 and the maximum amount for access costs would be ~~$3,000~~ $547 with an additional possible access award of up to $2464. Amended 4/3/17.

Status: Passed Assembly Higher Ed, referred to Appropriations, 7/13/17

ASCCC Position/Resolutions: The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

SB68 (Lara) Exemption from Nonresident Tuition

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance at California elementary schools, California secondary schools, campuses of the California

Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges. Non-substantive amendments 3/29/17.

Status: Passed Assembly Higher Ed, referred to Appropriations, 7/12/17

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

SB 164 (McGuire) Tribal TANF

SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWorks recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized Tribes to administer their program. The affected population is estimated at 11,000 statewide.

Status: Passed Assembly, Enrolled 7/10/17

ASCCC Position/Resolutions: The ASCCC has historically supported access to higher education to all students with zero fees.

SB 307 (Nguyen) Postsecondary Education: Student Housing Insecurity and Homelessness.

SB 307 requires the ~~Legislative Analyst's Office, in consultation with~~ the University of California, the California State University, and the California Community Colleges governing boards to appoint a task force to conduct a study on housing insecurity and homelessness of current postsecondary students in this state and prospective applicants to postsecondary educational institutions in this state. This bill requests the University of California convene a task force with three members from each system to conduct the study. The study is due to the Legislature on or before December 31, 2018.

Status: Passed Assembly Higher Ed, referred to Appropriations, 7/12/17

ASCCC Position/Resolutions: The ASCCC has historically supported vulnerable student access to education and the wrap-around services required for educational attainment.

SB 319 (Nguyen) Public postsecondary education: remedial coursework

SB 319 requires the California Community Colleges to provide entrance counseling and assessment or other suitable support services to inform an incoming student, prior to that student completing registration, of any remedial coursework the student will be required to complete and the reasons for the requirements, exemption policies, and availability of any test preparation workshops.

Status: Held by Senate Appropriations, Suspense file 5/26/17. This bill appears to be dead for this legislative cycle.

ASCCC Position/Resolutions: The ASCCC has supported counseling and matriculation services to students.

***SB478 (Portantino) Transfer of Community College Students to the California State University or University of California**

SB 478 requires the governing board of each community college district to (1) identify students who have completed an associate degree for transfer (2) notify those students of their completion of the degree requirements, (3) automatically award the student with the degree, and (4) add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. The bill would require that these steps be completed within 45 days of a student's completion of the associate degree of transfer and would authorize a student to affirmatively exercise an option to not receive an associate degree of transfer or to be included in the accessible identification system maintained by the community college campus. The bill would make its provisions operative during any fiscal year only if the Legislature appropriates sufficient funds to pay for all state-mandated costs to be incurred by community college districts pursuant to the bill's provisions during that year.

Amended 3/20/17 Amended 5/26/17

Status: Passed Assembly Higher Ed., referred to Appropriations, 7/13/17

ASCCC Position/Resolutions: The intent of this bill is to facilitate transfer, a goal the ASCCC supports as a core mission. The practicality of the requirements listed may be of concern.

***SB539 (De Leon) Community College Student Achievement Program**

SB539 establishes a program commencing with the 2017-18 academic year that creates a coherent, integrated, and system wide approach regarding instruction, advising, support services, and financial aid provided to students. As a condition of funds, a community college district will demonstrate in its application that it will develop a guided pathway plan that includes specified components. In order to receive funding under this program, the governing board of a community college district shall demonstrate in its application for funding that each participating community college within the district will, in collaboration with the district as necessary, develop a plan to implement all of the components for a guided pathway. The plan shall include all of the following elements:

(1) A completed implementation and readiness assessment for the guided pathway, as provided by the chancellor for each participating college.

(2) A process and timeline for developing each component of the guided pathway.

(3) The college's detailed policies regarding the use of information from high school records and other assessment measures to determine each student's course placement and academic support needs.
(4) A description of all of the following:
(A) How the community college district plans to work with the governing board of school districts to ensure high school pupils are prepared to enroll and complete college-level courses by the time of their high school graduation, which may include, but not necessarily be limited to, participating in dual enrollment programs established pursuant to Section 76004.
(B) How the community college district plans to collaborate with the University of California and the California State University to develop transfer pathways to the University of California and the California State University.
(C) How the basic skills program offered by the participating community college will ensure that students who are deemed unprepared for college level mathematics or English receive intensive curriculum support to complete a guided pathway in a timely manner.
(D) (i) How the community college plans to coordinate its programs established pursuant to the Awards for Innovation in for Higher Education Program, associate degree for transfer, zero-textbook-cost degrees, the Student Success and Support Program, the Student Success for Basic Skills Program, including funding for student equity plans, and the Strong Workforce Program with the implementation of the guided pathway plan. It is the intent of the Legislature for the community college to evaluate these programs as offered by the community college to determine how best to coordinate their purposes and outcome goals with the implementation of the guided pathway plan.

Status: Passed Senate, held by Assembly Higher Ed. 6/20/17

ASCCC Position/Resolutions:

SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.
AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize up to five ~~a~~ community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. Amended 5/26/17

Status: Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17

ASCCC Position/Resolutions: The CCC Chancellor's Office opposes this bill as written. The ASCCC has no position.

***SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would ~~limit the~~ prohibit~~ion to~~ a district's baccalaureate degree program that is offered ~~within 100 miles of~~ by the California State University~~'s~~ or the University of California~~'s baccalaureate degree program~~. The bill would extend the operation of the statewide baccalaureate degree pilot program until 2028. ~~indefinitely and would no longer require a student to complete his or her degree by the end of the 2022–23 academic year. The bill would increase the maximum number of district baccalaureate degree pilot programs to 30~~ 25 ~~programs. The bill would require each district seeking approval to offer a new baccalaureate degree pilot program on or after January 1, 2018, to use exclusively its existing financial resources to implement the program by no later than the 2020–21 academic year, if the district receives approval to offer the program.~~
Amended 5/26/17 Amended 7/13/17

Status: Passed Assembly Higher Ed., referred to Appropriations 7/13/17

ASCCC Position/Resolutions: The ASCCC has no position at this time. The CCC Chancellor's Office supports lifting of the sunset for current programs.

Budget Bills

AB 96 (Ting) Budget Act of 2017

SB 72 (Mitchell) Budget Act of 2017

Bills of Interest

AB3 (Bonta) Public Immigration Defenders – *Urgent*
This bill creates a fund to pay for legal council in matters of immigration.

Status: Passed Assembly, in Senate Human Services and Public Safety, 6/14/17

AB17 (Holden) Transit Passes ~~-~~Pilot Program
Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers. Appropriates $20 million to pilot.

Status: Passed Assembly, referred to Senate Appropriations, 7/12/17

AB34 (Nazarian) Student financial aid: Children's savings account program
This bill would express the intent of the Legislature to enact legislation that would establish a universal, at-birth, and statewide 529 children's savings account program to ensure California's children and families foster a college-bound identity and practice education-related financial planning.

Status: Held by Assembly Appropriations, Suspense File, 5/26/17 This bill appears to be dead for this legislative cycle.

AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot
Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for $10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

Status: Referred to Committee on Higher Education, 1/19/17. This bill has become a 2-year bill.

AB310 (Medina) Part-Time Office Hours
This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

Status: Hearing scheduled and cancelled by author 3/28/17. This bill has become a two-year bill.

SB7 (Moorlach) School Bonds
Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

Status: Hearing scheduled for April 19 and cancelled by author, 4/17/17. This bill has become a two-year bill.

SB6 (Hueso) Legal Services for Immigrants – *Urgent*
Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

Status: Passed Senate, sent to Assembly Judiciary, hearing cancelled by author 6/19/17

SB32 (Moorlach) Public Employee Retirement

~~The California Public Employees' Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.~~

~~This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees' Pension Reform Act of 2013.~~ This bill would create the Citizens' Pension Oversight Committee to serve in an advisory role to the Teachers' Retirement Board and the Board of Administration of PERS. The bill would require the committee, on or before January 1, 2019, and annually thereafter, to review the actual pension costs and obligations of PERS and STRS and report on these costs and obligations to the public and would require reports of audits of STRS and PERS conducted by the public accountants described above to be filed with the committee for this purpose.

Status: Public Employment and Retirement Committee, failed passage, reconsideration granted. 4/25/17

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

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

ACR = Assembly Concurrent Resolution ACA = Assembly Constitutional Amendment
AB = Assembly Bill SB = Senate Bill

CALIFORNIA COMMUNITY COLLEGES
Federal Government Relations

July 10, 2017

CALIFORNIA ATTORNEY GENERAL XAVIER BECERRA FILES LAWSUIT AGAINST U.S. DEPARTMENT OF EDUCATION FOR DELAYING REGULATIONS

On July 6, 2017, Attorney General Becerra and 17 attorneys general of other states filed a lawsuit against the Department of Education over the Department's plan to delay implementation of "Borrower Defense Regulations." These regulations were written by the Obama Administration in the wake of the closure of Corinthian Colleges in order to protect students from misleading and predatory practices by for profit higher education institutions. The lawsuit argues that the delay of the rules violates the Administrative Procedure Act and asks a federal court to order the administration to enforce the rules that were set to take effect on July 1, 2017.

Key components of these regulations include:

- Automatically canceling eligible loans for students who were defrauded.
- Taking greater steps to ensure a school's financial viability.
- Banning schools from including or enforcing certain arbitration provisions or class-action waivers in their enrollment agreements.

EDUCATION SECRETARY MAKES TWO HIGHER EDUCATION APPOINTMENTS

Education Secretary Betsy DeVos appointed Adam Kissel, formerly of the Foundation for Individual Rights in Education (FIRE), as Deputy Assistant Secretary for Higher Education Programs. While at FIRE, Kissel was a frequent critic of colleges and universities for what FIRE viewed as violating the free speech rights of students and faculty. Mr. Kissel has also taken issue with the standard of proof used by colleges in the adjudication of recent sexual harassment and assault cases.

DeVos also appointed Dr. Wayne A. Johnson as Chief Operating Officer of Federal Student Aid (FSA). Johnson replaces former James Runcie who abruptly resigned from the position in May after serving since 2011. Runcie cited problems with the new administration in an email to colleagues. Dr. Johnson is Chairman and former CEO of First Performance Corporation, a global payment card technology platform company.

BILLS OF INTEREST

HR. 2944 (Huffman) The TORCH (To Offer Refugees College Help) Act

HR. 2944 expands access to a college education for refugees, asylees and Special Immigrant Visa (SIV) holders from Iraq and Afghanistan by providing an exemption to the nonresident tuition fee. The TORCH Act is an important measure because it can take years for some refugees, ayslees, and SIV holders to establish state residency. Such individuals are ineligible for college in-state tuition rates during this transition period, which causes delays in completion of certificates, degrees, and transfer

to four-year universities and colleges. The California Community Colleges Chancellor's Office supports efforts to provide affordable tuition rates for California students whenever possible in order to help them become part of the state's workforce. The policy changes made by the TORCH Act would enhance opportunities for these individuals to achieve economic self-sufficiency and self-determination. A similar bill, AB 343 by Assembly Member Kevin McCarty, is currently making progress through the California State Senate.

- Position: *Support*

S. 351 (Hatch) Comprehensive Student Achievement Information Act of 2017

S. 351 creates a more comprehensive account of institutional performance than the system currently in place. It also streamlines relevant Higher Education Act (HEA) provisions and regulations. Community colleges would see a new completion rate calculated at 300% of the "normal time" to graduation for the vast majority of community college programs. This will enable prospective students to better assess their likelihood of finishing programs and stop improperly classifying students as "drop outs"

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 7/10/2017

					First House			Second House					
BILL	AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1												
AB 17	Holden	Transit Pass Program: Free or Reduced-Fare Passes	N	x	x	x	x	x				Sen Transportation
AB 19	Santiago	College Affordability	N	x	x	x	x	x				Senate Ed.
AB 21	Kalra	Public Postsecondary Education: Student Access	N	x	x	x	x	x				Senate Judiciary
AB 172	Chavez	Public Postsecondary Education: Residency: Military Dependents	S	x	x	x	x	x	x			Senate Approps.
AB 204	Medina	Community Colleges: Waiver of Enrollment Fees	N	x	x	x	x	x				Senate Approps.
AB 214	Weber	Postsecondary Education: Student Hunger	S	x	x	x	x	x	x	x	x	Concurrence
AB 227	Mayes	CalWORKs: Education Incentives	N	x	x	x	x	x				Sen. Human Services
AB 343	McCarty	Public Postsecondary Education: Immigrant Visa Holder	N	x	x	x	x	x	x			Senate Approps.
AB 453	Limon	Postsecondary Education: Student Hunger	N	x	x	x	x	x				Senate Ed.
AB 490	Quirk-Silva	Taxation: Credits: College Access Tax Credit	S	x	x	x	x	x	x			Senate Approps.
AB 504	Medina	Student Success and Support Program Funding	S	x	x	x	x	x	x	x	x	Enrolled
AB 637	Medina	Community Colleges: Student Equity Plans	S	x	x	x	x	x	x			Senate Approps.
AB 705	Irwin	Student Success (CCC Assessment and Placement)	S	x	x	x	x					Senate Rules
AB 847	Bocanegra	Academic Senates: Membership Rosters	N	x	x	x	x					Senate Ed.
AB 1018	Reyes	Community Colleges: Student Equity Plans: Homeless Students	N	x	x	x	x	x	x			Senate Approps.
AB 1299	Gipson	Compton Community College District	N	x	x	x	x	x				Senate Ed.
AB 1435	Gonzalez	Athlete Protection Act	N	x	x	x	x	x				Sen. Bus. & Prof.
AB 1468	Chiu	Community Colleges: Student Equity Funds for Emergency Assistance	S	x	x	x	x	x	x			Senate Approps.
AB 1567	Holden	CSU/ CCC: Foster Youth	N	x	x	x	x	x				Sen. Human Services
AB 1577	Gipson	Career Technical Education Access Plan	N	x	x	x	x	x				Senate Ed.
AB 1619	Berman	Private Postsecondary Education	N	x	x	x	x	x				Senate Ed.
AB 1731	Asm. Jobs	Apprenticeships: Training Funds: Audits	S	x	x	x	x	x	x	x	x	Enrolled
SB 12	Beall	Foster Youth: Postsecondary Education: Financial Aid	S	x	x	x	x	x				Asm. Higher Ed.
SB 15	Leyva	Student Financial Aid: Cal Grant C Awards	S	x	x	x	x	x				Asm. Higher Ed.
SB 68	Lara	Exemption from Nonresident Tuition (transfer students)	S	x	x	x	x	x				Asm. Higher Ed.
SB 164	McGuire	Priority Registration for Tribal TANF recipients	S	x	x	x	x	x	x	x		Assembly Floor
SB 169	Jackson	Discrimination: Federal Title IX	N	x	x	x	x	x				Asm. Higher Ed.

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					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
SB	244	Lara	Privacy: Agencies: Personal Information	N	x	x	x	x	x				Asm. Privacy
SB	346	Glazer	Public Postsecondary Education: the California Promise	N	x	x	x	x	x				Asm. Higher Ed.
SB	478	Portantino	Public Postsecondary Education: Transfer of Students	S	x	x	x	x	x				Asm. Higher Ed.
SB	573	Lara	Student Financial Aid: Work-Study Program	N	x	x	x	x	x				Asm. Higher Ed.
SB	577	Dodd	Community Colleges: Teacher Credentialing Programs	C	x	x	x	x	x				Asm. Higher Ed.
SB	694	Newman	California Community Colleges: Veterans Resource Centers	N	x	x	x	x	x				Assembly Veterans
SB	769	Hill	Baccalaureate Degree Pilot Program	C	x	x	x	x	x				Asm. Higher Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2													
AB	38	Stone	Student Loan Servicers: Licensing and Regulation	N	x	x	x	x	x				Senate Insurance
AB	276	Medina	Postsecondary Education: Report: Cyber Security	N	x	x	x	x					Senate Rules
AB	461	Muratsuchi	Personal Income Taxes: Exclusion: Forgiven Student Loan	N	x	x	x	x	x	x			Senate Approps.
AB	568	Gonzalez	School and Community College Employees: Maternity Leave	N	x	x	x	x	x	x			Senate Approps.
AB	618	Low	Local Agency Public Construction Act: Job Orders	N	x	x	x	x	x	x			Senate Approps.
AB	700	Jones-Sawyer	Public Health: Alcoholism or Drug Abuse Recovery	N	x	x	x	x	x				Senate Health
AB	931	McCarty	Suicide Prevention	N	x	x	x	x	x				Senate Health
AB	1194	Dababneh	Elections: Bond Measures: Ballot Text	N	x	x	x	x	x				Senate Elections
AB	1196	Harper	School Bonds: Term of Bonds	N	x	x	x	x	x				Sen. Gov & Finance
AB	1284	Calderon	Students With Disabilities	N	x	x	x	x	x	x	x		Senate Floor Inactive
AB	1533	O'Donnell	College Promise Partnership Act: Long Beach CCD	N	x	x	x	x	x	x			Senate Approps.
AB	1651	Reyes	Community Colleges: Academic Employees	N	x	x	x	x	x	x	x		Senate Floor
AB	1678	Berman	Schools and community colleges political activities: dedicated fund.	N	x	x	x	x	x				Senate Elections
ACA	6	Harper	School Facilities and Bonded Indebtedness	N									Introduced
ACA	14	Melendez	Postsecondary Education: Campus Free Speech Act	N	x								Asm. Judiciary
SB	16	Wieckowski	Wage Garnishment Restrictions: Student Loans	N	x	x	x	x	x	x	x		Asm. Floor
SB	21	Hill	Law Enforcement Agencies: Surveillance: Policies	N	x	x	x	x	x				Asm. Privacy
SB	31	Lara	State Agencies: Disclosure of Religious Affiliation	N	x	x	x	x	x	x			Asm. Approps.
SB	54	De Leon	Law Enforcement: Sharing Data	N	x	x	x	x	x	x			Asm. Approps.
SB	63	Jackson	Unlawful Employment Practice: Parental Leave	N	x	x	x	x	x	x			Asm. Approps.
SB	245	Leyva	Foster Youth: Sexual Health Education	N	x	x	x	x	x				Asm. Human Services

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BILL		AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
SB	307	Nguyen	Postsecondary Education: Student Housing Insecurity	N	x	x	x	x	x				Asm. Higher Ed.
SB	341	Wilk	School Bonds: Citizens Oversight Committee: Member Term	N	x	x	x	x	x	x	x	x	Enrolled
SB	518	De Leon	California Clean Energy Jobs Act: Citizen Oversight Board	N	x	x	x	x	x				Asm. Natural Resources
SB	628	Lara	Los Angeles Community College District elections	N	x	x	x	x	x				Assembly Elections
SB	727	Galgiani	Public Postsecondary Education: Instructional Materials	N	x	x	x	x	x				Asm. Higher Ed.
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3													
AB	3	Bonta	Public Defenders: Legal Counsel: Immigration Grants	N	x	x	x	x	x				Sen. Human Services
AB	41	Chiu	Law Enforcement Agencies: Rape Kits	N	x	x	x	x	x	x			Sen. Approps. Suspense
AB	44	Reyes	Workers' Compensation: Medical Treatment: Terrorist Attacks: Workplace Violence	N	x	x	x	x	x				Senate Labor
AB	273	Aguiar-Curry	Child Care Services: Eligibility	N	x	x	x	x	x				Sen. Human Services
AB	394	Medina	California State University: Admitted Students	N	x	x	x	x	x	x	x		Senate Floor
AB	422	Arambula	California State University: Doctor of Nursing Practice Degree Program	N	x	x	x	x	x	x			Senate Approps.
AB	434	Baker	State Agency Web Accessibility: Standard and Reports	N	x	x	x	x	x				Senate Govt. Org.
AB	579	Flora	Firefighter Preapprenticeship Program	N	x	x	x	x					Senate Rules
AB	584	Quirk-Silva	Student financial aid: CAL SOAP: Orange County	N	x	x	x	x	x	x			Senate Approps.
AB	766	Friedman	Foster Youth: Supervised Independent Living in Dormitories	N	x	x	x	x	x	x			Senate Ed.
AB	776	Harper	School district elections: school bond measures.	N	x	x	x	x	x				Senate Elections
AB	813	Eggman	CSU Stockton Campus	N	x	x	x	x					Senate Rules
AB	819	Medina	California State University: Regulations	N	x	x	x	x	x	x			Senate Floor
AB	848	McCarty	Public contracts: University of California: CSU	N	x	x	x	x	x	x			Senate Approps.
AB	868	Berman	Private Postsecondary Education	N	x	x	x	x	x	x			Senate Approps.
AB	957	Levine	Workforce Innovation and Opportunity Act (UC and CSU)	N	x	x	x	x	x	x			Senate Approps.
AB	990	Rodriguez	Public Postsecondary Education: Housing Costs (UC and CSU)	N	x	x	x	x	x				Senate Ed.
AB	1062	Levine	Trustees of the California State University	N	x	x	x	x	x	x			Senate Approps.
AB	1064	Calderon	CSU: Student' s Annual Discretionary Expenses Survey	N	x	x	x	x	x	x			Senate Approps.
AB	1106	Weber	Child Care and Development Services: Military Families	N	x	x	x	x	x				Sen. Human Services
AB	1157	Mullin	School District Employee Housing: Tax Exemption	N	x	x	x	x	x				Sen. Govt. & Finance
AB	1312	Gonzalez	Sexual Assault Victims: Rights	N	x	x	x	x	x				Senate Public Safety

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AB	1424	Levine	Best Value Construction Contracting Program (UC)	N	x	x	x	x	x	x			Senate Approps.
AB	1655	Grayson	Biennial Report: UC Funding	N	x	x	x	x	x	x			Senate Approps.
AB	1674	Grayson	University of California: Nonresident Enrollment	N	x	x	x	x	x	x			Senate Approps.
SB	6	Hueso	Immigrants: Removal Proceedings: Legal Services	N	x	x	x	x	x				Asm. Judiciary
SB	141	Nguyen	Personal Income Taxes: Exclusion: Student Loan Discharge	N	x	x	x	x	x	x	x	x	Enrolled
SB	201	Skinner	Higher Education Employer-Employee Relations Act (UC)	N	x	x	x	x	x	x			Asm. Approps. Suspense
SB	228	Dodd	Alcoholic Beverage Control: Public Schoolhouses	N	x	x	x	x	x	x	x	x	Enrolled
SB	318	Portantino	California State University: Personal Services Contract	N	x	x	x	x	x				Asm. Higher Ed.
SB	421	Wiener	Sex Offenders: Registration: Criminal Offender Record	N	x	x	x	x	x				Asm. Public Safety
SB	424	Allen	California Regional Environmental Education Community Network	N	x	x	x	x	x				Asm. Education
SB	450	Hertzberg	Public bodies: Bonds: Public Notice	N	x	x	x	x	x				Assembly Local Govt.
SB	574	Lara	University of California: Contracts: Bidding	N	x	x	x	x	x				Asm. Acct & Admin
SB	592	Nielsen	CSU and UC: Admissions Data	N	x	x	x	x	x	x			Asm Approps. Suspense
2-YEAR BILLS TRACKED BY CCCCO													
AB	52	Cooper	Public Employees: Orientation Programs: Exclusive Representative	N	x								Asm. PERS
AB	57	Brough	National Guard: Enlistment Bonuses: Financial Relief (spot)	N									Introduced
AB	70	Allen	California National Guard: Improper Payments	N	x								Asm. Veterans
AB	95	Jones-Sawyer	California State University: Baccalaureate Degree Pilot	N	x								Asm. Higher Ed.
AB	207	Arambula	California State University: Doctor of Medicine Degrees	N	x								Asm. Higher Ed.
AB	209	Mathis	California State University: Doctor Agriculture degrees	N	x								Asm. Higher Ed.
AB	268	Waldron	State Mandates (spot)	N									Introduced
AB	298	Gallagher	Immigration Holds	N	x								Asm. Public Safety
AB	304	Eggman	Public Utilities Commission: Proceedings: Intervenor Compensation	N	x								Asm. Utilities
AB	310	Medina	Part-Time Faculty Office Hours	N	x								Asm. Higher Ed.
AB	336	Baker	Postsecondary Education (spot)	N									Introduced
AB	387	Thurmond	Minimum Wage: Health Professionals: Interns	N	x	x	x						Assembly Inactive
AB	405	Irwin	Baccalaureate Degree Cybersecurity Pilot Program	N	x								Asm. Higher Ed.
AB	518	Harper	Discrimination: State Employees: Travel	N	x								Asm. Judiciary
AB	540	Mullin	Child Care and Development Services	N	x								Asm. Human Services

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AB	809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	x								Asm. Higher Ed.
AB	877	Fong	CSU: Board of Trustees	N									Introduced
AB	888	Low	Cal Grants: Private Postsecondary	N	x								Asm. Higher Ed.
AB	902	Santiago	Career Technical Education and Workforce Development Strategic Plan	N	x								Asm. Higher Ed.
AB	936	Chavez	Postsecondary Education (spot)	N									Introduced
AB	951	Cervantes	University of California: Law School	N	x								Asm. Higher Ed.
AB	1020	Holden	Student Loans: Financial Education for Students	N	x								Asm. Higher Ed.
AB	1053	Calderon	Professions and Vocations: Education and Licensure (SB 66 changes)	N	x								Asm. Bus. & Prof.
AB	1118	Gipson	Community Colleges: Fee Waiver for First Year Resident Students	N	x								Asm. Higher Ed.
AB	1150	Baker	Student Aid Commission: Data Report (spot)	N	x								Asm. Higher Ed.
AB	1166	Burke	Student Financial Aid: Cal Grant Program (Private colleges)	N	x								Asm. Higher Ed.
AB	1202	Baker	Pupils: Diploma Alternatives	N	x								Asm. Education
AB	1213	Chavez	Joint Educational Program: Southwestern CCD/Sweetwater USD	N									Introduced
AB	1231	Weber	CSU: salary step adjustments	N	x								Asm. Higher Ed.
AB	1248	Gloria	Public Agencies: Secretary of State Information	N	x								Asm. Local Govt.
AB	1267	Kiley	Student Financial Aid: Cal Grant Program: Private Non-profits	N	x								Asm. Higher Ed.
AB	1307	Gomez	Public Postsecondary Education: Exemption From Tuition (spot)	N									Introduced
AB	1313	Choi	Postsecondary Education (spot)	N									Introduced
AB	1356	Eggman	Higher Education Assistance Fund: Personal Income Taxes	N									Introduced
AB	1364	McCarty	Public Postsecondary Education: Higher Education Funding Formula	N									Introduced
AB	1382	Grayson	Community colleges: STEM Course Fee Waiver	N									Introduced
AB	1390	Chavez	Academic Employees: Parental Leave (spot)	N									Introduced
AB	1467	O'Donnell	College and Career Access Pathways Partnerships	N	x								Asm. Higher Ed.
AB	1510	Dababneh	Athletic Trainers	N	x								Asm. Bus. & Prof.
AB	1545	Patterson	School Facilities: Field Act (spot)	N									Introduced
AB	1563	Medina	Student Financial Aid: Cal Grant C Awards	S	x	x							Asm. Approps.
SB	7	Moorlach	School District and Community College District Bonds	N	x								Senate Ed.
SB	181	Berryhill	Administrative Procedure Act: repeal of regulations.	N	x								Sen. Govt. Org.
SB	236	Nguyen	Working Families Student Fee Transparency & Accountability Act (UC/CSU)	N	x								Senate Ed.

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SB	259	Wilk	State Reports: Civil Penalty	N	x								Sen. Govt. Org.
SB	317	Roth	Economic Development: California Community College	N	x	x	x	x	x				Asm. Higher Ed.
SB	320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x							Sen. Education
SB	331	Jackson	Evidentiary privileges: domestic violence counselor-victim privilege	N	x								Sen. Judiciary
SB	359	Galgiani	Professions and Vocations: Military Medical Personnel (spot)	N									Introduced
SB	371	Moorlach	Local Public Employee Organizations	N	x								Senate PER
SB	539	De Leon	Community College Student Achievement Program	N	x	x	x	x	x				Asm. Higher Ed.
SB	677	Moorlach	California Community Colleges: Classroom Recording Devices	N	x								Senate Ed.
SB	691	Lara	Local Agency Elections: Party Preference	N	x								Senate Elections
SB	791	Glazer	Student Loan Disclosure: Cohort Default and Other Rates	N	x								Senate Ed.
RESOLUTIONS TRACKED BY THE CHANCELLOR'S OFFICE -Assembly/Senate Resolutions													
ACR	32	Medina	Community Colleges: Faculty	N	x	x	x	x	x	x			Senate Approps.
ACR	21	Kiley	Free Speech Policy (UC and CSU)	N	x	x	x	x	x	x			Senate Approps.
HR	4	Rendon	Relative to Immigration	N	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
HR	20	Medina	California Dream Act of 2011	N									Introduced
SR	7	De Leon	Relative to Immigration	N	n/a	n/a	x	n/a	n/a	n/a	n/a	n/a	Adopted
SJR	2	Nielsen	Veteran Bonus Repayment	N	x								Sen. Veterans
BUDGET BILLS TRACKED BY THE CHANCELLOR'S OFFICE													
AB	97	Ting	Budget Act of 2017	N	x	x	x	x	x	x	x	x	Chaptered
AB	99	Budget Com.	School Finance: Education Omnibus Trailer Bill	N	x	x	x	x	x	x	x	x	Chaptered
AB	111	Budget Com.	State government.	N	x	x	x	x	x	x	x	x	Chaptered
SB	85	Budget Com.	Higher Education omnibus trailer bill	N	x	x	x	x	x	x	x	x	Chaptered
SB	110	Budget Com.	Clean Energy Job Creation Program and Citizen Oversight	N	x	x	x	x	x	x	x	x	Enrolled

Status

Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated

Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.

Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547

Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov

July 10, 2017

OVERVIEW

Work continues by the policy committees on legislation; however, the signing of the Budget Act affects a number of policy bills. The Budget Act and/or the Education Budget Trailer bill absorbed the statutory changes that were in some bills we have been tracking. A number of bills were not funded in the budget, while others have gone through the process in the Legislature, some have been held back by a committee or author, and are no longer eligible to progress this year. These bills include:

AB 370 (Rodriguez) Student Financial Aid: Competitive Cal Grant A and B awards
AB 387 (Thurmond) Minimum Wage: Health Professionals: Interns
AB 559 (Santiago) Community Colleges: Enrollment Fee Waiver
AB 669 (Berman) Community College Economic and Workforce Development Program
AB 647 (Kalra) Personal Income Tax: Credit Community College Student
AB 917 (Arambula) Student Suicide Prevention Policies
AB 1037 (Limón) Public Postsecondary Education: Student Financial Aid
AB 1058 (Gipson) Community College Fee Waiver: Ward of the State
AB 1435 (Gonzalez-Fletcher) The Athlete Protection Act
AB 1563 (Medina) Student Financial Aid: Cal Grant C Awards
AB 1622 (Low) Student Support Services: Dream Resource Liaisons
SB 25 (Portantino and Newman) Nonresident Tuition Exemption: Veterans
SB 317 (Roth) Community College Economic and Workforce Development Program
SB 319 (Nguyen) California Community Colleges: Remedial Coursework
SB 539 (de León) Community College Completion Incentive Grant Program

The summaries that follow are top priority, or Tier 1 bills, and reflect the information that was available when this update was drafted. 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://leginfo.legislature.ca.gov/.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment.** AB 705 requires California Community Colleges to use high school performance information when determining a students' readiness for college-level English and math. It also prohibits community colleges from requiring students to enroll in remedial coursework unless research proves that the students are highly unlikely to succeed in college-level coursework.
    - Status: Passed in the Assembly (76-0) and sent to the Senate Education Committee.
    - Position: *Support*

- **AB 1567 (Holden) Public Postsecondary Education: Foster Youth.** AB 1567 requires the California Department of Social Services to coordinate data sharing with the CSU and CCC for the purposes of assisting foster youth with financial aid eligibility. It also requires each community college to notify each foster youth student about appropriate campus support programs such as EOPS and CAYFES.
    - Status: Passed in the Assembly (77-0) and in the Senate Education Committee (6-0) and sent to the Senate Human Services Committee.

- **SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.** SB 577 authorizes the Board of Governors of the California Community Colleges (CCC), in consultation with state universities and local education boards and school districts, to authorize up to five community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. The bill requires the BOG to develop a funding model to support program implementation, and prohibits a student in a CCC teacher-credentialing program to be charged fees higher than the fees charged for comparable programs of professional preparation offered at the California State University.
    - Status: Passed in the Senate (37-2) and sent to the Assembly Committee on Higher Education.
    - Position: *Concern*

- **SB 769 (Hill) Baccalaureate Degree Pilot Program.** SB 769 was amended on July 3, 2017, to extend the sunset date for the current Baccalaureate Pilot Program to July 1, 2028.
    - Status: Passed in the Senate (38-2) and sent to the Assembly Committee on Higher Education.
    - Position: *Concern*

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 21 (Kalra) Public Postsecondary Education: Student Access.** AB 21 requires, to the fullest extent consistent with federal law, California institutions of higher education that are eligible to participate with the Cal Grant Program to:
    - Refrain from releasing personally identifiable information concerning students, faculty, staff of, and other members of the communities served by these campuses.

- Advise all students and require all staff to notify the college president or chancellor if law enforcement entities are expected to enter, or have entered the campus to execute federal immigration orders, and refer the law enforcement agents to the college chancellor or president to verify the legality of any warrant or subpoena.
- Assign staff to serve as a point of contact for those who may be subject to an immigration order, and maintain a free contact list of known legal services providers who provide pro bono legal immigration representation.
- Make every effort to provide for a seamless transition in a student's reenrollment and reacquisition of campus services and support to students who were detained, deported, or unable to continue attending classes due to federal enforcement actions.

  - Status: Passed the Senate Education Committee (5–0) and sent to Senate Judiciary Committee.

- **SB 169 (Jackson) Education: Sex Equity.** SB 169 requires the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing boards of each independent institution of higher education and each private postsecondary educational institution to implement policies and procedures on sexual harassment, as specified. SB 169 also requires each board to implement policies and procedures that conform with the provisions of the "Dear Colleague" letter issued by the United States Department of Education's Office of Civil Rights on April 4, 2011 relating to sexual harassment and sexual violence.
  - Status: Passed in the Senate (26-10) and the Assembly Judiciary Committee (9-1). Awaiting a hearing by the Assembly Higher Education Committee.

CAREER TECHNICAL EDUCATION/APPRENTICESHIP/WORKFORCE

- **AB 1577 (Gipson) Career Technical Education: Access Plan.** AB 1577 requires the State Department of Education, in collaboration with the California Workforce Development Board, and the Office of the Chancellor of the California Community Colleges, to develop a plan to ensure the provision of, and access to, career technical education programs at every K-12 school in California and to convene, on or before January 1, 2019, to develop the plan. The bill would, on or before January 1, 2020, require the department to report the plan to the Legislature. The bill would repeal its provisions on January 1, 2024.
  - Status: Passed in the Assembly (77-0) and sent to the Senate Education committee.

- **AB 1731 (Committee on Jobs, Economic Development, and the Economy) Apprenticeships: Training Funds: Audits.** AB 1731 amends the Workforce and Economic Development statute, and addresses an audit finding by authorizing the program to provide guidance to local educational agencies on the allocation and oversight of apprenticeship training funds, consistent with the rules set by the California Apprenticeship Council.
  - Status: Passed in the Assembly (76-0) and in the Senate (33-0) and sent to enrollment, a process that leads to the bill being presented to the Governor for signature.
  - Position: *Support*

FACULTY

- **AB 847 (Bocanegra) Academic Senates: Membership.** AB 847 requires the local academic senate of a campus of the California Community Colleges to post its membership roster on its web site. AB 847 also requires local academic senates to provide demographic data on the gender and race or ethnicity of its members to the public, upon request.
    - Status: Passed in the Assembly (72-5) and sent to the Senate Education Committee.

FINANCE AND FUNDING

- **AB 1299 (Gipson) Compton Community College District.** AB 1299 establishes requirements for the transition of the Compton Center to the Compton Community College District from the El Camino Community College District. In its current form, AB 1299 states findings of the Legislature and broad conditions for ensuring students maintain their educational progress and have a smooth transition for enrollment in classes at Compton College.
    - Status: Passed in the Assembly (75-0) and sent to the Senate Education Committee.

MISCELLANEOUS

- **SB 244 (Lara) Privacy Agencies: Personal Information.** SB 244 enacts new statutory provisions that prohibit all state and local government agencies from collecting, recording, or using sensitive personal information, as defined, for any purpose other than assessing eligibility for public services or programs for which an application has been submitted. It exempts sensitive personal information, as defined, from the California Public Records Act unless disclosure meets specified requirements. Recent amendments include a section that appears to prevent the Chancellor's Office from receiving licensing information through a process with the Department of Consumer Affairs, established by SB 66 (Leyva, Chapter 770, Statutes of 2016) which was signed into law last year. However, the author's office is proposing amendments to the legislation that include removing the section that affects our ability to obtain licensing data.
    - Status: Passed in the Senate (27-12) and sent to the Assembly Judiciary, Privacy, and Consumer Protection Committee.

STUDENT SERVICES

- **AB 214 (Weber) Student Food Security.** AB 214 seeks to assist students facing food insecurity by making the CalFresh application process easier. The Student Aid Commission would be required to notify CalGrant recipients of their eligibility for CalFresh benefits. The Department of Social Services (CDSS) would be required to maintain a list of programs that qualify for the employment training exemption in federal regulation. This exemption allows full time students to receive CalFresh benefits if they are in one of these programs. The list of programs were developed under prior legislation by way of consultation with the Chancellor's Office.
    - Status: Status: Passed in the Assembly (73-0) and the Senate (33-0) and was sent back to the Assembly for concurrence with amendments passed in the Senate.
    - Position: *Support*

- **AB 227 (Mayes) CalWORKs: Education Incentives.** AB 227 provides a supplemental education incentive grant when a CalWORKs recipient reaches an educational milestone. The bill appropriates $20 million to partially restore funding to the California Community Colleges CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients.
    - Status: Passed in the Assembly (73-0) and sent to the Senate Human Services Committee.

- **AB 453 (Limón) Postsecondary Education: Student Hunger.** AB 453 requires community college districts to designate a campus that has a food pantry and a staff member to assist students with enrolling in CalFresh as a "hunger free campus." Campuses with this designation would receive a funding incentive. Funding to support this program was provided in the Budget Act.
    - Status: Passed in the Assembly (75-1) and sent to the Senate Education Committee.

- **AB 504 (Medina) Student Success and Support Program Funding.** AB 504 requires the Chancellor of the California Community Colleges to establish a standard methodology for measurement of student equity, and disproportionate impact for disaggregated subgroups of the community college student population for use in campus student equity plans. The bill also requires community colleges to use the standard methodology established by the Chancellor in campus-based research regarding student equity plans. This bill implements recommendations from the Legislative Analyst's Office, contained in their 2016 report on the Student Success Support Program and the Student Equity Program.
    - Status: Passed in the Senate Education Committee on consent (7-0) and sent to the Senate Appropriations Committee.
    - Position: *Support*

- **AB 637 (Medina) Community Colleges: Online Education Initiative (OEI).** AB 637 establishes the Online Education Initiative (OEI) Course Exchange in statute, which will outline the responsibilities of colleges and students participating in the OEI Consortium. This bill is necessary to allow colleges in the OEI Course Exchange to accept the residency determination of the student's home campus.
    - Status: Passed in the Assembly (76-0) and in the Senate Education Committee (6-0) and sent to the Senate Appropriations Committee.
    - Position: *Support (CCCCO is the Sponsor of this bill)*

- **AB 1018 (Reyes) Community Colleges: Student Equity Plans: Homeless Students.** AB 1018 adds homeless students to the categories of students required to be addressed in the student equity plans. Recent amendments also add LGBT students as a category and require the CCCCO to share data, if available, to support college implementation of this bill.
    - Status: Passed in the Assembly (75-0) and by the Senate Education Committee (6-0) and was sent to the Senate Appropriations Committee.

- **SB 12 (Beall) Foster Youth in Higher Education.** SB 12 requires every county child welfare agency to assist foster youth in the financial aid application process. SB 12 requires the Student Aid Commission to work with the State Department of Social Services to develop an automated system to verify a student's foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to *up to* 20 districts.
    - Status: Passed in the Senate (40-0) and sent to the Assembly Human Services Committee and Assembly Higher Education Committee.
    - Position: *Support if amended (CCCCO is requesting an extension to the report date)*

- **SB 164 (McGuire) Tribal TANF.** SB 164 extends priority enrollment at a community college to recipients of Tribal TANF. CalWORKs recipients already have priority enrollment and Tribal TANF is essentially the same program with authority provided to federally recognized tribes to administer their program. The affected population is estimated at 11,000 statewide.
    - Passed by the Senate (39-0) and in Assembly Higher Education Committee (13-0) and the Assembly Appropriations Committee (14-0) and awaits a vote of the full Assembly.
    - Position: *Support*

- **SB 478 (Portantino) Transfer of Community College Students to the California State University or University of California.** SB 478 requires the governing board of each community college district to identify students who have completed an associate degree for transfer and award those students the earned degree. Colleges are required to add students to an electronic database, and the CCC Chancellor's Office is required to facilitate information sharing with the California State University and the University of California. Students may affirmatively opt out of being included in these provisions. Implementation of this bill is contingent upon the Legislature providing funding to support this activity.
    - Status: Passed in the Senate (29-10) and sent to the Assembly Higher Education Committee.
    - Position: *Support*

TUITION, FEES, FINANCIAL AID

- **AB 17 (Holden) Transit Pass Program: Free or Reduced-Fare Passes.** AB 17 authorizes a Transit Pilot Pass Program funded at $20 million to be administered by the Department of Transportation (Caltrans) to provide free or reduced fare transit passes to low income students.
    - Status: Passed in the Assembly (71-4) and sent to the Senate Transportation and Housing Committee.

- AB 19 (Santiago) Community Colleges: Enrollment Fee Waiver. AB 19 requires a community college district to waive the enrollment fee for one academic year for first-time students who enroll in 12 units per term and submit either a Free Application for Federal Student Aid or a California Dream Act application, if the college meets specified requirements consistent with the requirements of the California Promise Innovation Grant Program. The bill does not appropriate funding for this purpose, and funding was not included to support these activities in the 2017-18 Budget Act. If funding is subsequently available from the state, the bill authorizes districts, including Basic Aid districts, to be eligible to receive funding based on the number of fee waivers provided.
    - Status: Passed in the Assembly (56-18) and sent to the Senate Education Committee.

- **AB 204 (Medina) Community College Districts: Enrollment Fee Waiver.** AB 204 requires the Chancellor's Office to review, for general consistency, each community college district's due process procedures regarding an appeal on the loss of a fee waiver and comment on the procedures as appropriate. The bill requires districts to review the impact of minimum academic and progress standards every three years to determine whether those standards have had a disproportionate impact on specific groups of students; and adds geographic location to the list of factors a college must consider when making this determination. If disproportionate effects are discovered the district is required to include steps to address that impact in a student equity plan.
    - Status: Passed in the Assembly (74-1) and in the Senate Education Committee (6-0) and sent to the Senate Appropriations Committee.

- **AB 343 (McCarty) Public Postsecondary Education: Holders of Certain Special Immigrant Visas.** AB 343 provides a waiver from the nonresident tuition fees for students who are refugees or Iraqi or Afghan individuals with Special Immigrant Visas who worked for or on behalf of the U.S. Government, and their dependents. The bill specifies that in order to be eligible for the waiver, the students must settle in California upon entering the United States.
    - Status: Passed in the Senate Education Committee (7-0) and Senate Judiciary Committee (6-0) and sent to the Senate Appropriations Committee.

- **AB 490 (Quirk-Silva) Taxation: credits: College Access Tax Credit.** AB 490 extends the sunset date for the College Access Tax Credit (CATC) to January 1, 2023, and removes a provision that would have set aside funds for outreach efforts to inform taxpayers about the CATC.
    - Status: Passed in the Senate Government and Finance Committee (7-0) and sent to the Senate Appropriations Committee.
    - Position: *Support*

- **AB 1468 (Chiu) Community Colleges: Student Equity Funds for Emergency Assistance.** AB 1468 authorizes a community college district (CCD) to use up to 7.5% of their Student Equity Program funding and up to $25,000 of apportionment funds per campus or both for emergency student financial assistance grants. In order to receive emergency aid, a student must complete a FAFSA or Dream Act Application. The emergency grants would help eligible students overcome unforeseen financial challenges that limit or restrict their ability to stay in college. These challenges include, but are not necessarily limited to, the immediate need for shelter or food. Each CCD and campus is encouraged to consider the unique characteristics of its student body in developing specific guidelines for further defining what constitutes an unforeseen financial challenge for its students.
    - Status: Passed in the Assembly (55-22) and sent to the Senate Education Committee.
    - Position: *Support*

- **SB 15 (Leyva) Student Financial Aid: Cal Grant C awards.** SB 15 sets the maximum amount for annual Cal Grant C awards for tuition, fees, and access costs at $2,462. The bill requires the Chancellor's Office to provide the California Student Aid Commission (CSAC) with an annual list of eligible occupational and technical training programs. Additionally, the bill requires CSAC to give priority to students enrolled in eligible programs that have high-employer demand, high-projected employment growth, high-earning outcomes, or are part of

a well-articulated career pathway to a job providing economic security. This bill extends the application date for Cal Grant C awards to September and authorizes the use of Cal Grant C and Cal Grant B access awards for technology.

- Status: Passed in the Senate (39-0) and sent to the Assembly Committee on Higher Education.
- Position: *Support*

- **SB 68 (Lara) Public Postsecondary Education: Exemption from Nonresident Tuition.** SB 68 expands and modifies AB 540 eligibility requirements regarding the exemption from paying nonresident tuition at public postsecondary institutions. SB 68 would allow attendance at an adult school for a maximum of two years at a community college to count toward achieving AB 540 status. Existing law requires full-time attendance for three or more years at an elementary or secondary school or some combination thereof. The bill allows a student to complete an Associate Degree or satisfy minimum requirements for transfer in lieu of a high school diploma or GED in order to qualify for AB 540 status.
  - Status: Passed in the Senate (31-9) and sent to the Assembly Higher Education Committee.
  - Position: *Support*

- **SB 573 (Lara) Student Financial Aid: Service Learning Programs.** SB 573 authorizes the community college districts to implement a service-learning program for students with financial need who do not qualify for federal work-study programs and are exempt from paying the nonresident tuition fee. The bill authorizes a service-learning program to supplement, or be a component of, an existing state work-study program as deemed appropriate by a community college. A student's personal information would remain confidential and collected only for program administration purposes. Prop 98 funds would support this new program.
  - Status: Passed in the Assembly Judiciary Committee (7-2) and sent to the Assembly Committee on Higher Education.

VETERANS, MILITARY AND DEPENDENTS

- **AB 172 (Chávez) Residency: Dependents of Armed Forces Members.** AB 172 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after admission to a postsecondary institution.
  - Status: Passed in the Assembly (76-0) and on consent in the Senate Education Committee (7-0) and the Senate Veterans Committee (7-0) with a recommendation to the consent calendar in the Senate Appropriations Committee.
  - Position: *Support*

- **SB 694 (Newman) California Community Colleges: Veteran Resource Centers.** SB 694 requires the Chancellor's Office to ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veteran's transition successfully from military life to educational success. The bill establishes minimum requirements for each center, but a district may petition the Chancellor's Office if it cannot meet the standards established by SB 694. The state budget includes $5 million for Veteran Resource Centers and $2 million for a center at Norco Community College.
  - Status: Passed in the Senate (40-0) and sent to the Assembly Higher Education Committee and the Veterans Committee, but has not been scheduled for a hearing.

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Colleagues,

On Wednesday, June 15th, the Legislature approved a $122.5 billion (General Fund) budget for the 2017-18 fiscal year. The Governor approved the final budget package on Tuesday, June 27th without vetoing a single appropriation.

The 2017 Budget Act continues to increase the state's Rainy Day Fund and pay down liabilities to counter the potential fiscal impact of federal policy changes, and the potential end of an economic expansion that has surpassed historical averages. The 2017-18 Budget focuses state spending on key state priorities of education, counteracting the effects of poverty, and improving transportation infrastructure.

The 2017-18 Budget includes Proposition 98 funding of $74.5 billion for 2017-18, an increase of $2.6 billion over the 2016 Budget Act level. When combined with revenue changes attributable to the 2015-16 and 2016-17 fiscal years, as well as other one-time savings and adjustments in those years, the 2017-18 Budget provides a $3.3 billion increased investment in K-14 education over the three-year period.

Specific to California Community Colleges (CCCs), the 2017 Budget Act includes $8.6 billion, an increase of $270.2 million over the 2016 Budget Act level. When combined with adjustments to the 2015-16 and 2016-17 fiscal years, the 2017-18 Budget provides a $587.8 million increased investment in CCCs over the three-year period.

Major components of the 2017-18 Budget include:

<u>Apportionments</u>

- $183.6 million to support increased community college operating expenses in areas such as employee benefits, facilities, professional development, converting faculty from part-time to full-time, and other general expenses.
- $97.6 million for a 1.56-percent cost-of-living adjustment.
- $57.8 million for enrollment growth of 1-percent.
- $31.7 million one-time to be allocated on an FTES basis to backfill for lower than estimated RDA revenue.
- $9 million one-time to be allocated on an FTES basis due to 2015-16 Apportionment having revenue in excess of the entitlement.

<u>Institutional Redesign</u>

- $150 million one-time for Guided Pathways grants to support colleges as they develop an integrated, institution-wide approach to student success based on the Guided Pathways framework.
- $20 million one-time for Innovation Awards to provide funding for the development and implementation of innovative practices.

<u>Technology</u>

- $10 million to provide system-wide access to the Online Education Initiative's learning management system.
- $6 million one-time to facilitate the development of an integrated library system that, once operational, will allow California community college students access to a cloud-based library system.

Student Services

- $25 million for the Community College Completion Grant to provide grants of up to $2,000, to students who take at least 15 units per term and are on track to graduate in a timely manner.
- $25 million to increase the Full-Time Student Success Grant to $1,000.
- $12 million, of which $7 million is one-time, to develop and enhance veterans' resource centers. Of the one-time increase, $2 million is for Norco College to expand the capacity of its student veterans' service center and establish articulation agreements, policies, and processes related to awarding course credit for prior military service.
- $5.7 million for a 1.56-percent cost-of-living adjustment for the Apprenticeship, EOPS, DSPS, CalWORKs and the Child Care Tax Bailout programs.
- $5 million for the Part-Time Faculty Office Hours program.
- $2.5 million to support the development and expansion of the Umoja program.
- $1 million to support the administration of financial aid offices.
- $4.5 million one-time to support mental health services training and support.
- $2.5 million one-time to support training and compliance with Title IX.
- $2.5 million one-time for Hunger-Free Campus grants.
- $1.7 million non-Proposition 98 to increase Cal Grant C from $547 to $1,094 annually.
- $250,000 one-time non-Proposition 98 to expand UC Berkeley's Underground Scholars inmate education program.

Facilities

- A total of 15 Proposition 51 bond facilities projects was approved.
    - Pasadena CCD - Pasadena City College - Armen Sarafain Building Seismic Replacement
    - San Francisco CCD - Alemany Center - Seismic and Code Upgrade
    - San Francisco CCD - City College of San Francisco - Utility Infrastructure Replacement
    - Allan Hancock Joint CCD - Allan Hancock College - Fine Arts Complex
    - Coast CCD - Orange Coast College - Language Arts & Social Sciences Building
    - Long Beach CCD - Liberal Arts Campus - Multi-Disciplinary Facility Replacement
    - Santa Monica CCD - Santa Monica College - Math/Science Addition
    - Sonoma County JCD - Santa Rosa Junior College - Science & Mathematics Replacement
    - West Hills CCD - North District Center - Center Expansion
    - Compton CCD - Compton College - Instructional Building 2 Replacement
    - Long Beach CCD - Pacific Coast Campus - Construction Trades 1
    - North Orange County CCD - Fullerton College - Business 300 & Humanities 500 Buildings
    - Rancho Santiago CCD - Santa Ana College - Russell Hall Replacement
    - Solano CCD - Solano College - Library Building 100 Replacement
    - West Valley-Mission CCD - Mission College - MT Portables Replacement Building
- $76.9 million one-time for deferred maintenance, instructional equipment, and specified water conservation projects.

Other

- $11.3 million one-time to support the transition of Compton Community College from a learning center back to a community college. In addition, the college is provided three-years of enrollment stability.

- $1 million to support the Academic Senate as they continue to implement C-ID. In addition, the Chancellor's Office can enter into direct contracts with the Academic Senate to support statewide initiatives funded with Proposition 98.

Staffing

- $618,000 General Fund for six new positions and funding for an additional executive position, to support the Chancellor's priorities to provide greater leadership and technical assistance.

Overall this a very good budget year for the CCCs. We will be able to provide a higher quality experience for our students through our increased per student funding rate and improved facilities. In addition, we are better able to better support the wide-ranging needs of our diverse student population by expanding and strengthening our financial aid programs, veterans resource centers, and mental health services.

As we move towards the next budget cycle, it is important to keep in mind our system has received $552 million in base increases over the last three years to support increased operating expenses, primarily attributable to escalating employer pension rates. While the employer pension rate increases have only totaled $317 million between 2013-14 and 2017-18, the Legislative Analyst's Office expects this to reach $902 million between through 2024-25. It is important for colleges to properly plan for how they will absorb the remaining rate increases between now and 2024-25, and to use wisely their share of the $552 million in base increase to mitigate its impacts on their students and employees.

Over the next weeks and months our office will work with internal and external stakeholders to roll-out the programs and grants developed in this budget. In the meantime, please reach out to me directly if you have any questions, comments, or concerns related to the budget.

Please see the below links for additional information on the budget bill and correspond trailer bills.

- Budget Bill - AB 97 https://goo.gl/ztmA6T
- Higher Education Trailer Bill - SB 85 https://goo.gl/KgjEBZ
- K12 Trailer Bill - AB 99 https://goo.gl/r9wyFz

Regards,
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Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: 2017 – 2018 ASCCC Budget		Month: August	Year: 2017
		Item No: IV. B.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the annual budget for 2017 – 2018.	Urgent: YES	
		Time Requested: 30 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Freitas/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its meeting on June 1, 2017 the Executive Committee approved the tentative 2017-2018 ASCCC budget. The Budget and Finance Committee met on July 15th to finalize the proposed 2017 – 2018 ASCCC annual budget for consideration by the Executive Committee. The proposed final budget builds on the approved tentative budget. The basic principles reflected in the budget are to protect reassigned time and protect ASCCC operations. While there is increased revenue due to the $1 million received for C-ID, there is still a projected $176,000 deficit. The following points are important to note:

Revenue:

- Grant Revenue – increased by almost $2 million, including the $1 million in one-time funds for C-ID and the Guided Pathways Award of $855,000. Revenue from CAI is not included as the contract is still pending. However, grant revenue is dedicated to the purposes of the grants and is not discretionary.
- Program Fees Revenue (Institutes) – decreased relative to 2016-2017 by about $123,000 to about $685,000. The decreased program revenue is due to the decision not hold the Academic Academy in person and to not hold IDII. Unlike Grant Revenue, Program Revenue is discretionary and is one of the revenue sources under the control of the ASCCC.
- Membership Dues – The proposed budgeted dues income is nearly $400,000. This reflects the annual 5% increase in dues, and reflects an anticipated increase of about $40,000 in dues income collected relative to 2016-2017. Membership Dues are also a source of discretionary income.

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

Expenses:

- Increased Reassigned Time – Due to the additional funds from Guided Pathways Award and other initiatives reassigned time has increase by $512,643 relative to 2016-2017.
- Program Expenses – Increase by about $487,363 primarily due to C-ID Tech Center and meeting expenses.
- Salary and Benefits – Increase by $427,971, which reflects increased spending on C-ID, Guided Pathways, and other initiative related work, including benefits, and shifting budget from Professional Services to cover salary for the new staff accountant. In developing the budget for Guided Pathways, the Executive Director created a means to recover direct costs for staff and indirect costs for operations not captured by grants but still incurred. For example, staff who process expenses, answer the phone, make travel arrangements, order supplies, etc., are not included in the grant but support the work of all faculty associated with the work. The rate for administrative services will be applied to faculty reassigned time per grant.

As noted above, a contract for work on CAI is pending.

The Executive Committee will consider for approval the final proposed 2017-2018 ASCCC annual budget as recommended by the Budget Committee, the Reserve amount, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized.

2017 – 18 Proposed Budget

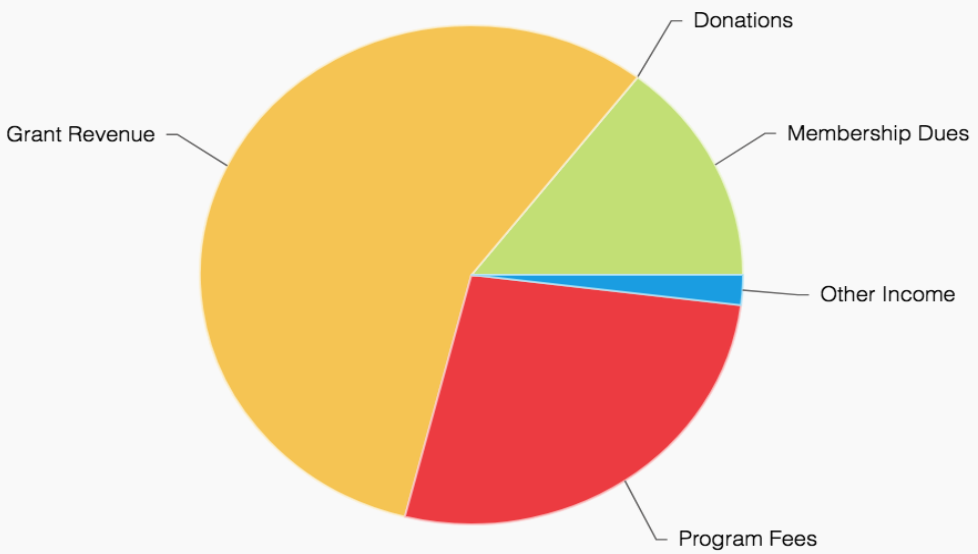
Statement of Activities - Actual vs Budget

07/31/2017 04:13

	Year Ending 06/30/2017 Actual	Budget	Year Ending 06/30/2018 Budget
Change In Net Assets			
Operating Revenue			
Grant Revenue	1,400,925.40	1,107,000.00	3,048,961.00
Program Revenue	669,310.25	807,890.00	685,355.00
Member Fees	360,356.43	344,733.00	398,501.00
Revenue - Other	48,212.66	5,000.00	54,197.00
Total Operating Revenue	2,478,804.74	2,264,623.00	4,187,014.00
Expenditures			
Salary and Wages	565,471.37	486,990.90	805,597.00
PR Benefits	146,452.51	83,878.00	191,746.92
PR Taxes	16,005.44	16,000.00	18,996.00
Occupancy	67,273.19	57,800.00	68,000.00
Professional Fees	428,410.57	571,989.10	1,064,946.00
General and Administrative Expenses	1,195,535.24	1,157,858.00	1,850,778.00
Total Expenditures	2,419,148.32	2,374,516.00	4,000,063.92
Change In Net Assets	**59,656.42**	**(109,893.00)**	**186,950.08**
+ Net Assets - Beginning	230,981.03	0.00	0.00
Net Assets - Ending	290,637.45	(109,893.00)	186,950.08

Current Fiscal Year Revenue - YTD

07/31/2017 11:48



Statement of Financial Position

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	Year To Date 06/30/2017 Current Year Balance	Prior Year To Date 06/30/2016 Prior Year Balance
Assets		
Current Assets		
Cash and Cash Equivalents	223,669.57	116,719.49
Accounts Receivable, Net		
Accounts Receivable	486,648.64	584,045.92
Total Accounts Receivable, Net	486,648.64	584,045.92
Other Current Assets		
Other Current Assets	64,528.26	67,735.72
Total Other Current Assets	64,528.26	67,735.72
Total Current Assets	**774,846.47**	**768,501.13**
Long-term Assets		
Property & Equipment	299.43	299.43
Total Long-term Assets	**299.43**	**299.43**
Total Assets	**775,145.90**	**768,800.56**
Liabilities and net assets		
Liabilities		
Short-term Liabilities		
Accounts Payable	142,869.73	230,113.23
Accrued Liabilities	77,211.11	92,953.69
Deferred Revenue	265,477.61	214,752.61
Total Short-term Liabilities	**485,558.45**	**537,819.53**
Total Liabilities	**485,558.45**	**537,819.53**
Net Assets	**289,587.45**	**230,981.03**
Total Liabilities and net assets	775,145.90	768,800.56

Operating Expense by Category - YTD

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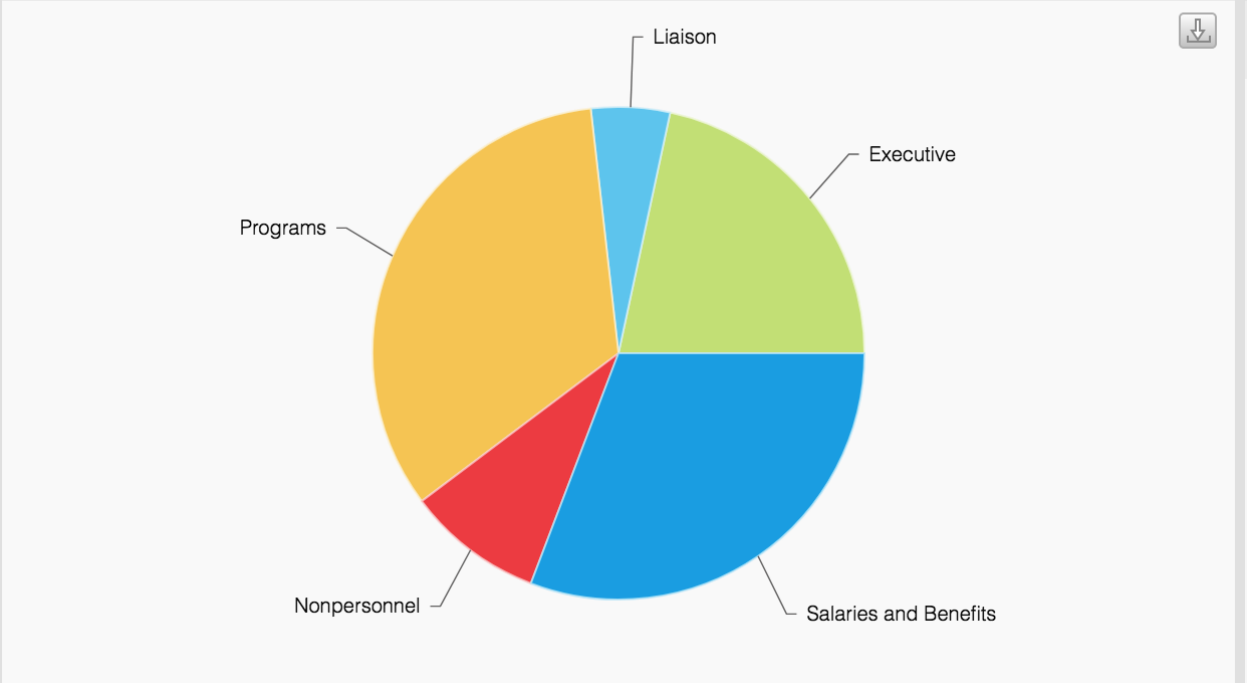

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Committee Appointments		Month: August	Year: 2017
		Item No: IV. C.	
		Attachment: *Sent via email*	
DESIRED OUTCOME:	The Executive Committee will consider for approval the membership of the ASCCC Standing Committees and discuss better recruitment strategies.	Urgent: YES	
		Time Requested: 45 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Bruno/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each summer, ASCCC committee chairs recruit faculty to serve on ASCCC standing committees. During this past year, several calls for faculty to serve at the state-level were made to the ASCCC listservs, solicited during events using sign-up sheets in each breakout as well as networking during these same events. Using a repository of applications on the ASCCC website, committee chairs were directed to review the information and submit proposed membership for the 14 standing committees for review by the president and executive director.

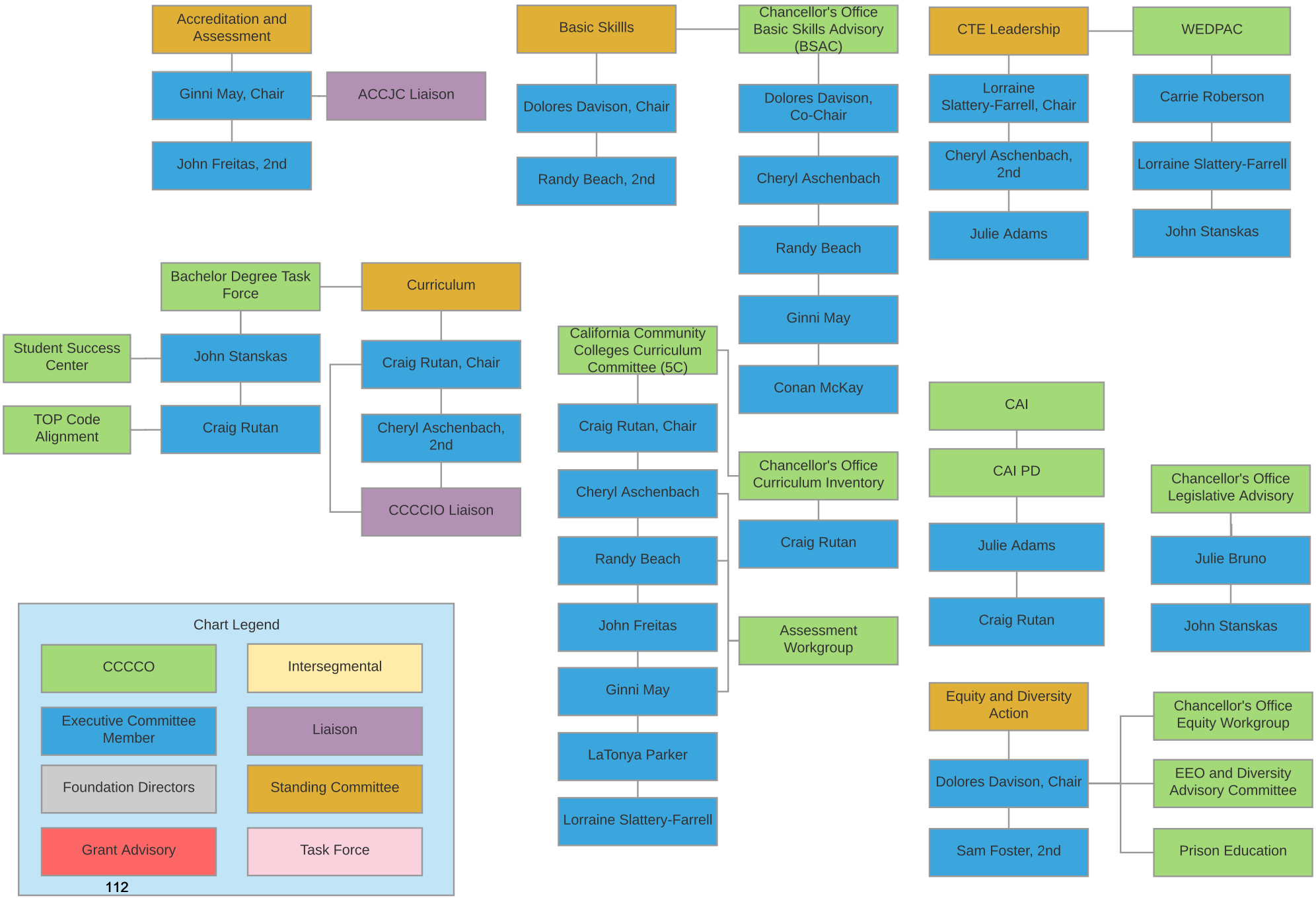
Using the Application for State Service form (about 118 faculty submitted forms in the past 120 days), faculty representing a number of disciplines and colleges were recommended. Members also took into consideration the ASCCC Inclusivity statement http://www.asccc.org/policies/inclusivity.

An analysis was conducted of the 118 faculty applications submitted since April, the table on the next page provides the demographics of the pool of applications compared to the committee proposed membership. The pool of faculty recommended by the Executive Committee members is reflective of the pool of overall applications. It should be noted, however, that the pool of applicants is not as diverse as needed to be representative of our student population. The Executive Committee will consider for approval the membership of the ASCCC Standing Committees and discuss ways to increase recruitment of a more diverse faculty population.

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

Identification	Applicant Pool N	Applicant Pool %	Appointment N	Appointment %
Gender	**118**		**73**	
Feminine	63	53%	44	60%
Masculine	31	26%	20	27%
Other	24	20%	10	14%
Sexual Orientation	**118**		**73**	
/Lesbian/Bisexual	10	8%	7	10%
Heterosexual	66	56%	37	51%
Other	42	36%	29	40%
Disabled	**118**		**73**	
Yes	5	4%	4	5%
No	110	93%	51	70%
Not Stated	3	3%	18	25%
Veteran Status	**118**		**73**	
Yes	3	3%	1	1%
No	110	93%	54	74%
Not Stated	5	4%	18	25%
Ethnicity/Race	**118**		**73**	
African American	12	10%	8	11%
ın/Pacific Islander	11	9%	4	5%
Hispanic/Chicano	15	13%	11	15%
Caucasian	65	55%	39	53%
Not Stated	16	14%	11	15%

Academic Senate for California Community Colleges
Committees Chart 2017 - 2018



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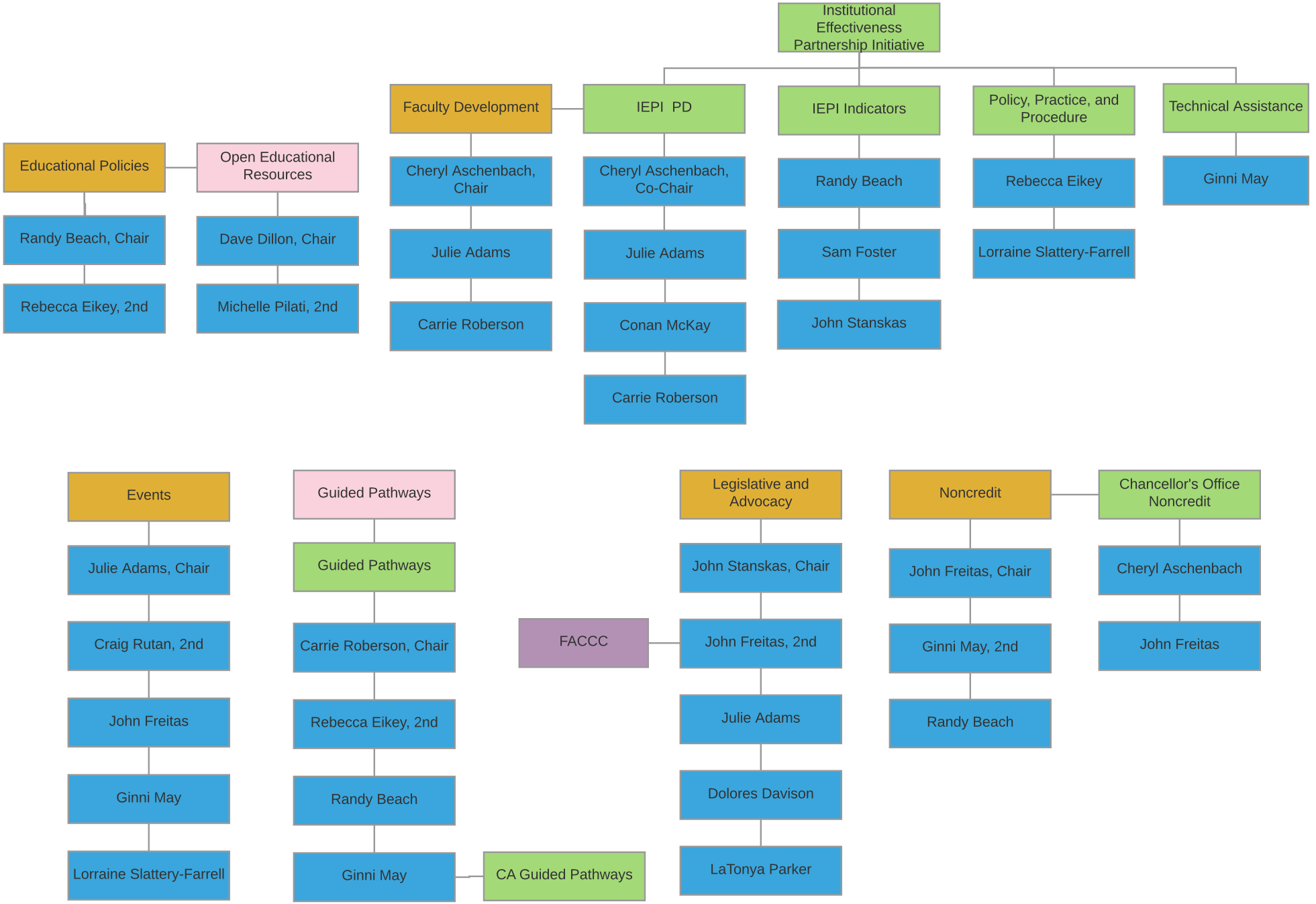
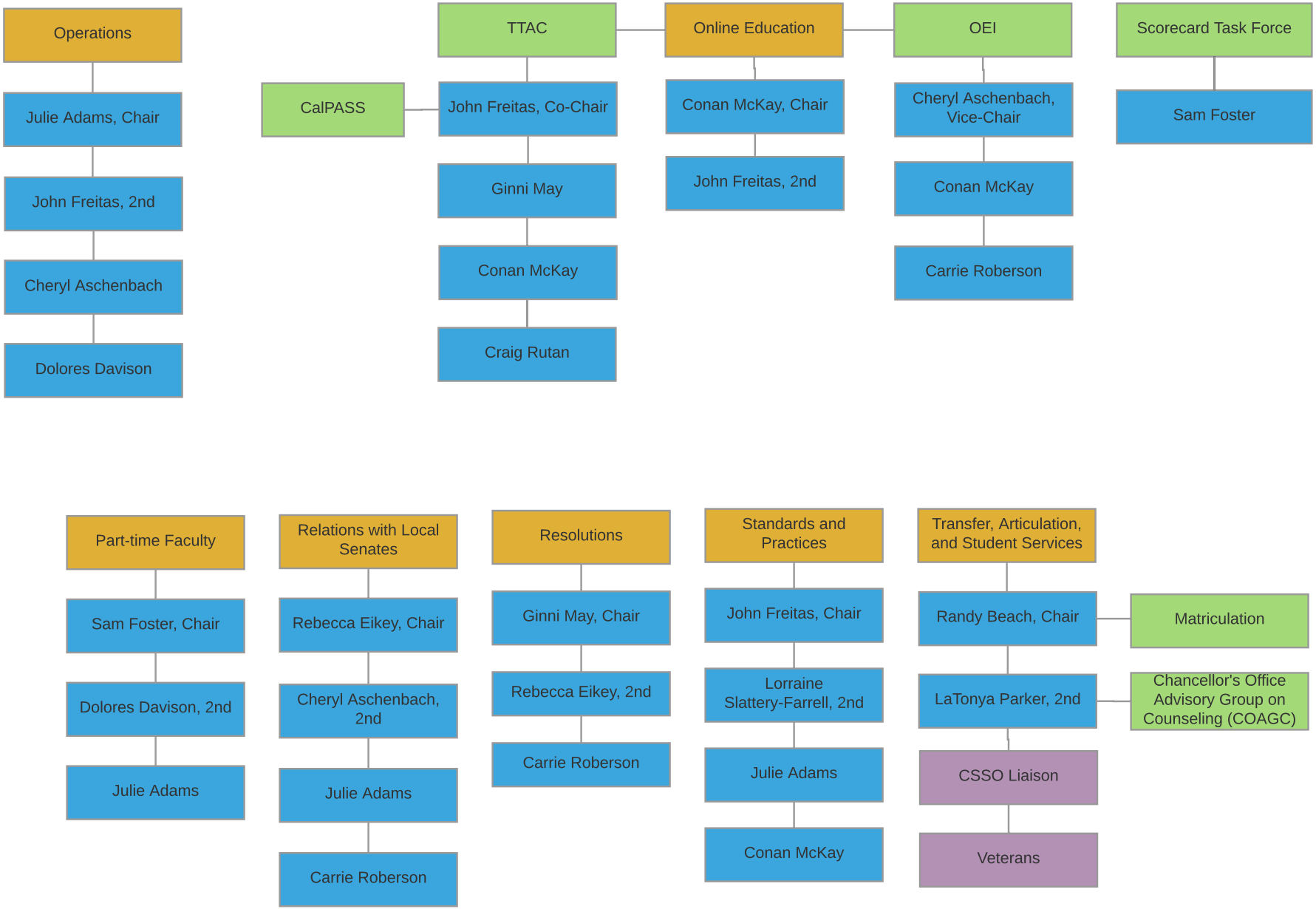
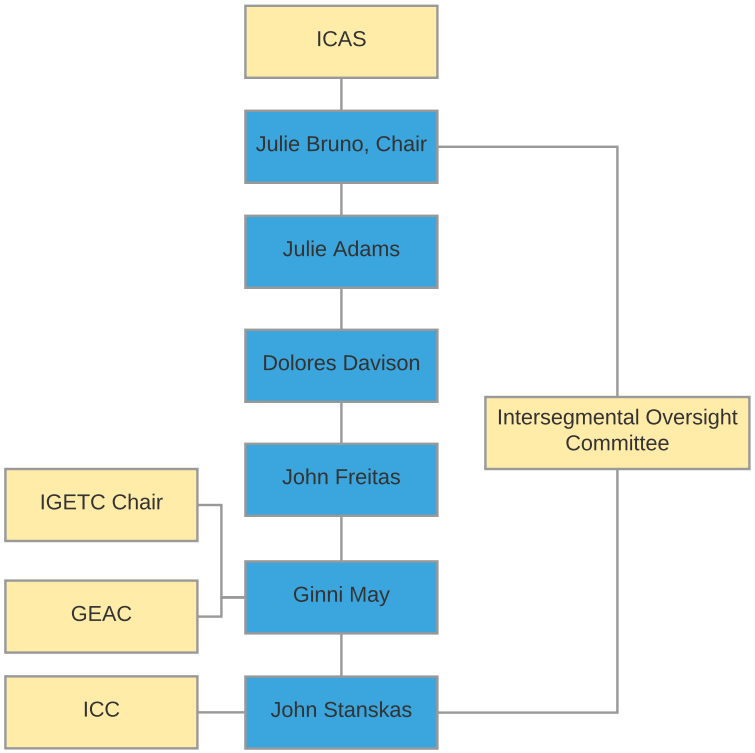
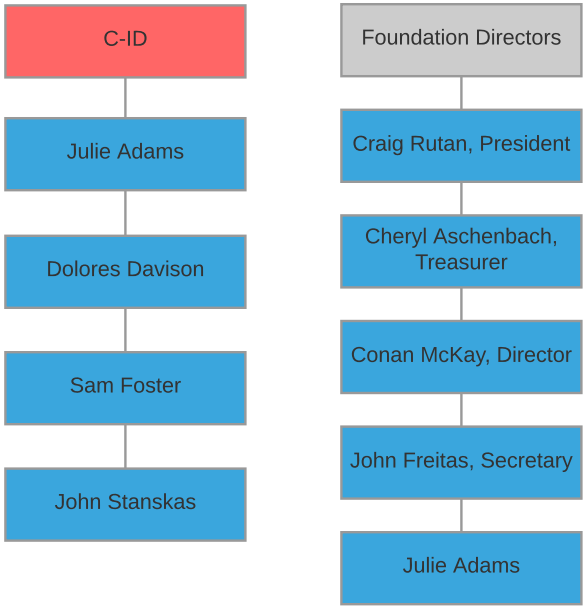
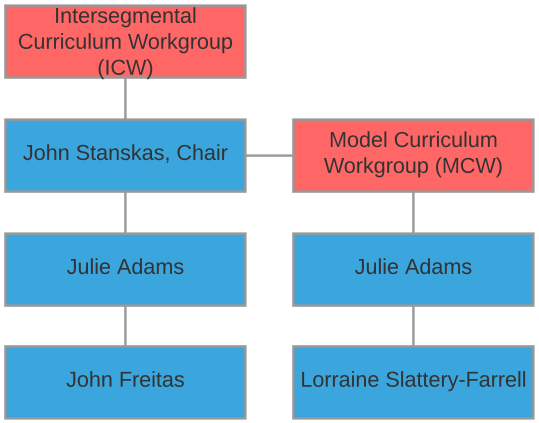

Institutional Effectiveness Partnership Initiative
Faculty Development
IEPI PD
IEPI Indicators
Policy, Practice, and Procedure
Technical Assistance
Educational Policies
Open Educational Resources
Cheryl Aschenbach, Chair
Cheryl Aschenbach, Co-Chair
Randy Beach
Rebecca Eikey
Ginni May
Randy Beach, Chair
Dave Dillon, Chair
Julie Adams
Julie Adams
Sam Foster
Lorraine Slattery-Farrell
Rebecca Eikey, 2nd
Michelle Pilati, 2nd
Carrie Roberson
Conan McKay
John Stanskas
Carrie Roberson
Events
Guided Pathways
Legislative and Advocacy
Noncredit
Chancellor's Office Noncredit
Julie Adams, Chair
Guided Pathways
John Stanskas, Chair
John Freitas, Chair
Cheryl Aschenbach
Craig Rutan, 2nd
Carrie Roberson, Chair
FACCC
John Freitas, 2nd
Ginni May, 2nd
John Freitas
John Freitas
Rebecca Eikey, 2nd
Julie Adams
Randy Beach
Ginni May
Randy Beach
Dolores Davison
Lorraine Slattery-Farrell
Ginni May
CA Guided Pathways
LaTonya Parker


Operations
Julie Adams, Chair
John Freitas, 2nd
Cheryl Aschenbach
Dolores Davison
CalPASS
TTAC
John Freitas, Co-Chair
Ginni May
Conan McKay
Craig Rutan
Online Education
Conan McKay, Chair
John Freitas, 2nd
OEI
Cheryl Aschenbach, Vice-Chair
Conan McKay
Carrie Roberson
Scorecard Task Force
Sam Foster
Part-time Faculty
Sam Foster, Chair
Dolores Davison, 2nd
Julie Adams
Relations with Local Senates
Rebecca Eikey, Chair
Cheryl Aschenbach, 2nd
Julie Adams
Carrie Roberson
Resolutions
Ginni May, Chair
Rebecca Eikey, 2nd
Carrie Roberson
Standards and Practices
John Freitas, Chair
Lorraine Slattery-Farrell, 2nd
Julie Adams
Conan McKay
Transfer, Articulation, and Student Services
Randy Beach, Chair
LaTonya Parker, 2nd
CSSO Liaison
Veterans
Matriculation
Chancellor's Office Advisory Group on Counseling (COAGC)


ICAS
Julie Bruno, Chair
Julie Adams
Dolores Davison
John Freitas
Ginni May
John Stanskas
IGETC Chair
GEAC
ICC
Intersegmental Oversight Committee


C-ID
Julie Adams
Dolores Davison
Sam Foster
John Stanskas

Foundation Directors
Craig Rutan, President
Cheryl Aschenbach, Treasurer
Conan McKay, Director
John Freitas, Secretary
Julie Adams


Intersegmental Curriculum Workgroup (ICW)
John Stanskas, Chair
Julie Adams
John Freitas
Model Curriculum Workgroup (MCW)
Julie Adams
Lorraine Slattery-Farrell

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Committee Priorities		Month: August	Year: 2017
		Item No: IV. D.	
		Attachment: YES (posted online)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the priorities for the Standing Committees of the ASCCC.	Urgent: NO	
		Time Requested: 45 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Committee Chairs	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	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 committees, 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, is the assignment of actions included in the Strategic Plan and the Work Force Task Force implementation. Last year, the officers suggested a modified process that improved the prioritization of committee work. This year, the same process was used to prioritize the work of the committees; however, with a slight modification as noted below.

In May 2017, the Executive Committee approved the strategic plan priorities. The Executive Director reviewed the committee assigned resolutions, strategic plan objectives, and the Strong Work Force recommendations and is suggesting actions for each item. Many of the action are listed as high; however, most require that the committee chairs only make recommendations to the President and Executive Director on how to accomplish the priorities, which may or may not result in completing the recommendation this year. Other suggestions provide guidance for how the recommendation might be accomplished. Committee chairs will then review the priorities with their committees and report back to the President and the Executive Director with a plan for this year's committee, including a timeline as well as descriptions for all assigned priorities for the ASCCC and CO websites. Committee chairs should also consider how long the resolution has been part of the committee goals (e.g., more than 5 years) and prioritize as important or determine unfeasible.

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

The goal of this process is to provide the committees with clear direction for the upcoming year, assist them in managing the committee workload, and report to the body in a timelier manner.

The Executive Committee will discuss and consider for approval the recommended priorities. Committee chairs will then take the priorities to their committees for feedback. Any suggested changes to the priorities by the committee will be sent to the president and executive director for approval.

The spreadsheet can be found on the ASCCC website or by going to the link below:

https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit?usp=sharing

GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.

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.

Strategies	Actions	Lead	Support	Resource	Due Date
A. Establish relationships between ASCCC Executive Committee members and legislators and aides.	*Expand efforts from 2016 – 17 by developing greater relationships with organization sponsoring legislation.*	*President, Vice President, and Legislative Advocacy Committee chair*	*Executive Director*	*Budget and Finance Committee allocated funds to this work.*	*Priority for 2017-18*
B. Develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest.	*Expand efforts from 2016 – 17.*	*Legislative Advocacy Committee Chair*	*Executive Director*	*Budget and Finance Committee allocated funds to this work.*	*Priority for 2017-18*
C. Develop a public relations campaign to promote the visibility of the ASCCC.	*Work with the Executive Committee to develop the campaign.*	*Executive Director*	*Communication and Development Manager, Creative Director*	*Staff costs allocated to this work.*	*Priority for 2017-18*
D. Research and attend state and national conferences related to academic and professional matters.		Committee Chairs	Executive Director	Funds for conference attendance based on availability.	Continue
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	Executive Director		Continue

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.					
A. *Include Legislative Advocacy topics at appropriate ASCCC Events.*	*Expand efforts from 2016 – 17.*	*Legislative Advocacy Committee Chair*	*Executive Director*	*No additional resources needed above what is already allocated.*	*Priority for 2017 - 18*

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"

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.

Strategies	Actions	Lead	Support	Resource	Due Date
A. *Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.*	*Expand efforts from 2016 – 17 and set goals to demonstrate achievement in this area.*	*Faculty Development Chair*	*Executive Director*	*Costs associated with developing the modules allocated in the 2017 – 18 budget.*	*Priority 2017 – 18.*
B. *Identify resources to fund and increase the attendance of diverse faculty at ASCCC events.*	*EDAC to identify methods for recruiting diverse faculty and offering scholarships and report to the Executive Committee.*	*EDAC*	*Executive Director*	*Funds allocated in the 2017 – 18 budget for scholarships.*	*Priority 2017 – 18.*

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 developed a plan in 2015 - 16, which was approved by the EC. In 2017 – 18, EDAC will begin work on implementing the plan.*	*EDAC Committee*	*Executive Director*		*Priority 2017 – 18.*
B. Increase outreach activities.	*Expand activities in this area including regional meetings.*	*Committee chairs*	*Executive Director*		*Priority 2017 – 18.*

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, FDC Chair, Executive Director		Attend meetings	Continue
B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications.		Executive Director			Continue
C. Consult with the Chancellor's Office on methods to ensure the		*President, VP, Executive Director*		*Attend meetings and monitor requests*	*Priority 2017 – 18.*

ASCCC's primacy in faculty professional development.					
D. *Develop relationship and collaborate with other professional development organizations on events.*		*All EC members*			*Priority 2017 – 18.*
E. Establish a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.	Members will request conference attendance prior to attending conferences.	Executive Director		Funds for conference attendance based on availability.	Continue
Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.					
A. Design and Implement a comprehensive ASCCC Professional Development Plan.	*FDC developed a professional development plan in 2015- 16. The committee will continue implementation efforts from 2016 -17 in 2017 - 18.*	*Faculty Development Chair*	*Executive Director*	*Meeting costs.*	*Priority for 2017 – 18.*

GOAL 4: ENHANCE ENGAGEMENT, COMMUNICATION, AND PARTNERSHIPS WITH LOCAL SENATES AND SYSTEM PARTNERS, AND OTHER CONSTITUENT GROUPS.

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners.					
Strategies	**Status/Notes**	**Lead**	**Support**	**Resource**	**Due Date**

A. Strengthen partnership with the Chancellor's Office Divisions.	*Expand efforts from 2016 – 17.*	*EC Members*	*Executive Director*		*Priority for 2017 – 18.*
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence.		EC Members		Travel costs are included in the 2017 – 18 budget.	Continue
Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.					
A. Create a communication plan.	*Develop plan.*	*Executive Director*	*Executive Committee members*		*Priority 2017 - 18*
B. Create a master calendar of events.	The Senate website has a schedule of all the ASCCC events. The PLN has the schedule of other events.	Executive Director	Staff		Continue
Objective 4.3. Visit all CCC colleges.					
A. Develop short- and long-range plan for local senate visits by ASCCC.	*In 2016 – 17, the Relations with Local Senates created a short- and long-term plan. In 2017 – 18, the committee will Implement the plan.*	*Local Senate Committee Chair*	*Executive Director*	*Travel costs are included in the 2017 – 18 budget.*	*Priority 2017 – 18.*

GOAL 5: SECURE RESOURCES TO SUSTAIN AND SUPPORT THE MISSION AND THE WORK OF THE ASCCC.

Objective 5.1. Realize a minimum increase in ASFCCC funding of $25,000 per year.					
Strategies	**Status/Notes**	**Lead**	**Support**	**Resource**	**Due Date**

A. Increase applications for appropriate short-term and long-term grants.		*Executive Director, Foundation Directors*	*Communications and Development Director*		*Priority 2017 – 18.*
B. Expand fundraising of ASCCC Foundation at events.	*Foundation Directors will focus on developing more funding opportunities to conduct research for the ASCCC.*	*Foundation President, Executive Director*	*Communication and Development Director*		*Priority 2017 – 18*
Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of $XXX per year.					
A. Secure appropriate resources to implement the ASCCC's comprehensive professional development plan.		Executive Director	President		Continue
B. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.	Expand from 2016 – 17 activities	President, Vice President, and Executive Director			Continue
Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.					
A. Maintain current grants		*Executive Director*	*President*		*Priority 2017 – 18.*
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.	*Work on sustainable funding for C-ID including possible budget proposal.*	*President, Executive Director*			*Priority 2017 – 18.*

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Fall Plenary Planning		Month: August	Year: 2017
		Item No: IV. E.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2017 Fall Plenary Session.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno /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 2017 Fall Plenary Session is just a few months away – November 2 – 4, 2017 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. President Bruno is recommending that the theme for the Fall Plenary Session be: Change.

Fall Session Timeline:

August 21st Executive Committee deadline:

1. Draft papers due for first reading at September 7 – 9, 2017, Executive Committee Meeting.
2. Breakout topics due to Julie for approval at September 9 - 10, 2016, Executive Committee Meeting
3. Area Representatives update Area Meeting page (include maps and parking permits if needed).

September 12th Executive Committee deadline:

1. Draft papers due for second reading at September 29 – 30 Executive Committee Meeting.
2. Pre-Session resolutions due to Resolutions chair.

Planning

1. Presenters list and breakout session descriptions due to Executive Director October 6, 2017.
2. Final Program to Executive Director by October 13, 2017.
3. Final resolutions due to Executive Director for circulation to Area Meetings October 2, 2017.
4. Final program to printer October 20, 2017.
5. Materials posted to ASCCC website October 25, 2017.

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

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: August	Year: 2017
		Item No: V. A.	
		Attachment: NO	
DESIRED OUTCOME:	A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: NO	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information	X

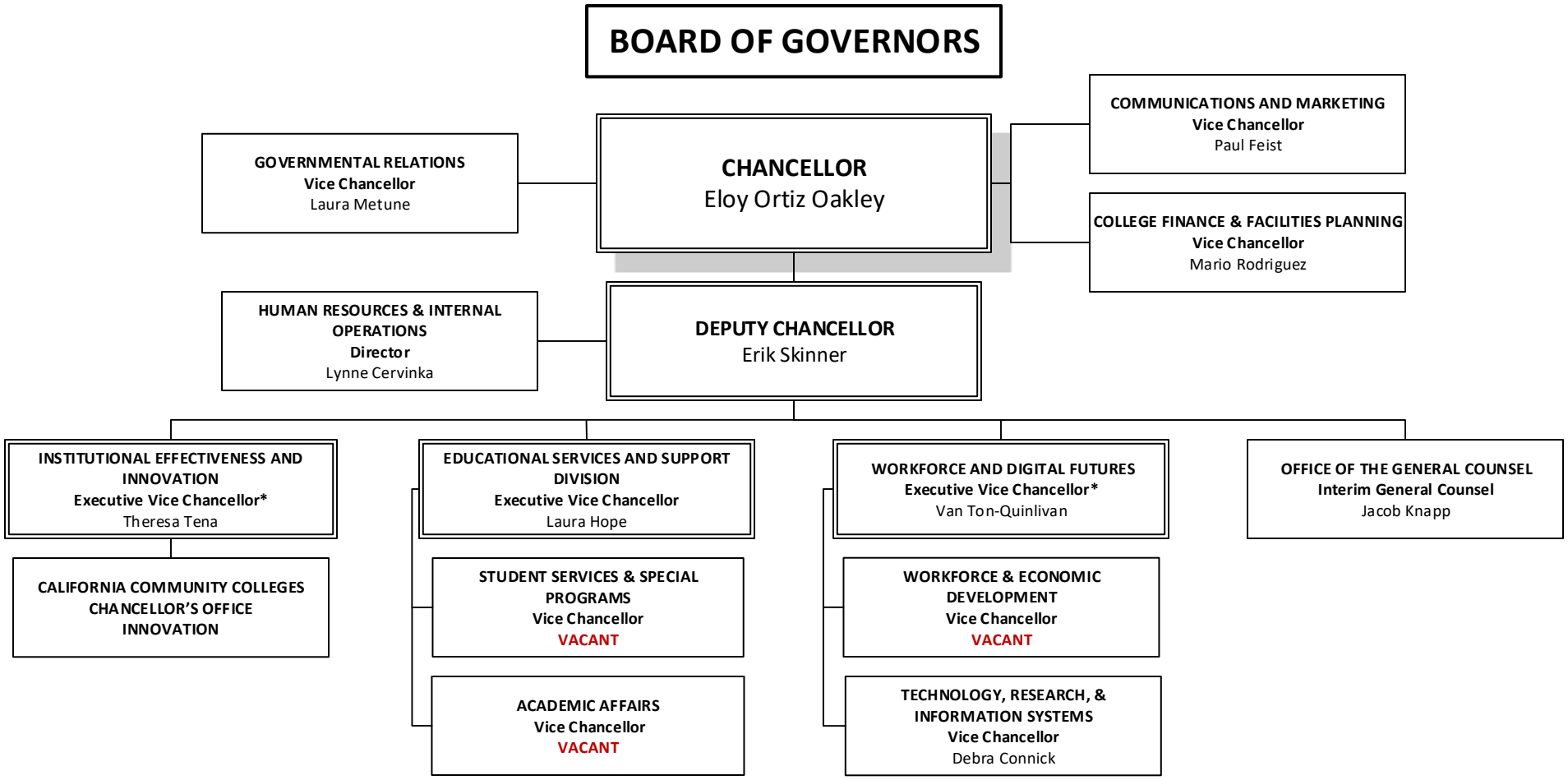
Please note: Staff will complete the grey areas.

BACKGROUND:

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.

California Community Colleges Chancellor's Office



*Pending approval by CalHR

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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: August	Year: 2017
		Item No: V. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stanskas will highlight the Board of Governors and Consultation meetings for July and 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.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Vision for Success		Month: Aug	Year: 2017
		Item No: V. C.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will discuss the goals and commitments identified in the *Vision for Success* report and be updated on the next steps for implementing the vision.	Urgent: NO	
		Time Requested: 30 mins.,	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Julie Adams	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Board of Governors July Agenda item provided the following background information of the process undertaken by the Chancellor in developing a vision for the California Community College System.

> "At the January 2017 Board of Governors meeting, Chancellor Oakley announced a process to create a long-term, ambitious vision for the California Community Colleges based on the needs of the state. The intention of this process is to establish clear goals to help guide the next phase of our system's collective work. The strategic vision process and resulting report will address and attempt to define what the state needs from our system, what our state economy requires, how our students can help meet those needs, and how the Chancellor's Office can support our colleges in their success. The strategic vision process and resulting report will help guide the Chancellor in identifying strategies and making decisions. In addition, the strategic vision process is intended to define a shared vision, communicate it to the public, and hold ourselves accountable for making progress toward it. Chancellor Oakley expressed his intention to utilize our partners at the Foundation for California Community Colleges, along with their resources, to help us articulate our vision for meeting the educational and workforce needs of the state. At the March Board meeting, Sandra Fried, Executive Director of the Success Center, provided an overview of the process that would be used to articulate the strategic vision, including the opportunities for public input and the intention to present the report to the Board at the July 2017 Board of Governors meeting."

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

The Executive Committee will discuss the goals and commitments identified in the “Vision for Success” report and be updated on the next steps for implementing the vision. The report can be found here: https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf

GOALS

1	**DEGREES, CERTIFICATES, CREDENTIALS, SKILL SET**	Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job
2	**TRANSFERS TO UC AND CSU**	Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU
3	**DECREASE UNITS TO COMPLETION**	Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure
4	**EMPLOYMENT IN FIELD OF STUDY**	Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey
5	**CLOSE EQUITY GAPS**	Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years
6	**CLOSE REGIONAL GAPS**	Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years

COMMITMENT 1:
Focus relentlessly on students' end goals.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Introduce and continually reinforce the concept of a Singular North Star for the system
- Align the work of all state-level initiatives with the Guided Pathways framework
- Amend regulatory and reporting requirements that add little value, do not provide needed information on performance, or even impede colleges' ability to focus relentlessly on students' end goals

COMMITMENT 2:
Always design and decide with the student in mind.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Raise awareness of how CCC students are harmed by misaligned policies across sectors
- Actively advocate to resolve cross-sector and state-level policies that unintentionally penalize students as they move across systems and align messaging and communications
- Continue to strengthen partnerships with leaders in other education sectors and workforce development agencies to ensure students are receiving consistent messages and support regardless of point of entry
- Streamline reporting and other requirements where possible to help cut through the "noise," focus on outcomes, and support colleges in holding a singular vision for improvement
- Prioritize flexibility and results over front-end regulation when possible
- Adopt a stronger customer service mindset to improve relationships and service to campuses
- Clearly communicate to all staff on system goals and priorities, and clarify that the role of Chancellor's Office staff is to help colleges meet those goals
- Better integrate CCCCO programs and services across traditional siloes
- Review the entire CCCCO education technology portfolio to enhance students' abilities to easily access services and information and maximize the ability of faculty and staff to use those systems to serve students effectively

COMMITMENT 3:
Pair high expectations with high support.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Immediately upgrade the urgency of improving remedial education
- Support, publicize, and direct resources to effective initiatives that move students through remedial education more efficiently and expeditiously
- Provide the needed tools and resources for colleges to revamp assessment and placement practices and policies and basic skills instruction to propel students into collegiate level coursework and not derail their progress
- Call attention to the immense personal and economic challenges faced by many students in the CCC system and advocate for additional resources to provide the support these students need to succeed academically
- Engage with state lawmakers and officials in health and social services to help better connect CCC students with other public resources that can support them
- Communicate to California students that community college requires collegiate-level effort and preparation and that they play a critical role in their own success
- Advocate for additional state financial aid resources and reforms that accommodate older/ working students as well as expanded support for younger students who can attend college full-time

COMMITMENT 4:
Foster the use of data, inquiry, and evidence.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Review CCCCO's data systems and determine how to integrate them in service of greater transparency, better administration of programs, and better service to both colleges and students.
- Explore options for boosting CCCCO internal research capacity, ensuring that there are sufficient personnel, and sufficient leadership and direction from the Chancellor to support data-driven decision-making
- Review the full array of metrics that colleges are required to report for different purposes, striving to avoid redundancy and maximize the utility of these data for improving performance
- Review the official Student Success Scorecard to ensure that it provides a full picture of campus progress toward system-wide goals and is useful in helping colleges focus on the practices and behaviors that will lead to greater student success
- Routinely present student outcome data to the Board of Governors at regular meetings, both to engage the Governors in analysis of particular issues and generally model good governing board behavior
- Expand the CCCCO's role in brokering data-sharing protocols and agreements across education and workforce systems, engaging when necessary at the highest leadership levels to resolve cross-sector data misalignments that are barriers to understanding student outcomes
- Foster inquiry by embedding data-driven processes into all programs the CCCCO administers
- Assist colleges in using data effectively by helping campuses build their capacity to understand their own data and use it for program improvement purposes. Leverage the self-reflection already built in to the accreditation process and avoid unnecessary duplication with other reporting and planning requirements.

COMMITMENT 5:
Take ownership of goals and performance.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Reinforce the six system-level goals by routinely using them to evaluate system-wide progress and adjust course
- Recognize and celebrate colleges or programs that meet an objective threshold of success that aligns with the system-wide goals
- Model a solution-oriented mindset, focusing on factors within the system's control and taking the lead instead of waiting for another entity to initiate change that affects the CCCs
- Model good leadership practices by sticking to a clear vision, focusing on priorities while avoiding distractions, and aligning resources with goals
- Adhere to a policy of rigorous transparency in reporting at every level, providing the fullest picture of student achievement possible, even when it is not especially flattering. Strive to make all outcome data public-facing and easily accessible

COMMITMENT 6:
Enable action and thoughtful innovation.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Enable, not stifle, innovation on the ground. Commit to fostering a culture of open-mindedness and creativity to support colleges that want to try a promising new idea. Commit to providing political back-up to thoughtful innovators, offering support, not blame, when experiments fall short despite good planning

- Use flexibility as a tool for motivating change and best practices when possible. Work with partners in state government to explore policy and funding innovations that provide greater flexibility in exchange for demonstrated success, exemptions from rigid seat-time requirements in certain instances that stimulate improved student outcomes, and solutions to address the volatility and instability of enrollment-driven funding

- Understand how to take innovations to scale effectively and rapidly

- Shine a spotlight on good ideas by creating peer-to-peer forums that foster sharing best practices, including examining and highlighting successful regional models for practices that can potentially be scaled system-wide

COMMITMENT 7:
Lead the work of partnering across systems.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

- Model the kind of cross-sector collaboration and leadership at the state level that needs to be seen at the local level, including initiating joint meetings with peers at the UC, CSU, workforce development, and K-12 systems to address priority issues
- Call on the leaders of other education sectors to help address issues that affect students transferring from CCCs
- Encourage both UC and CSU to join in adopting the global principle of holding students harmless for poor alignment and communication across the sectors
- Work with other education sector leaders to share student data safely and securely, allowing CCCs to better understand which students are moving into other systems and whether they are persisting and succeeding
- Lead a statewide conversation about the collective impact of our higher education system on social and economic mobility, taking the same, rigorously transparent approach proposed for the community college system.
- Work with partners in K-12, CSU, UC, and the workforce development system to set long-term goals for improvement

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: August	Year: 2017
		Item No: V. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

With $150 one-time allocation in the 2017-2018 budget, the Governor and Legislature created the CCC Guided Pathways Award Program designed to support colleges in implementing the principles and elements of an integrated approach to serving students in a way that significantly improves outcomes. The program falls within the Chancellor's Office Institutional Effectiveness division and is connected to the Institutional Effectiveness Partnership Initiative. More information on the program including statue language defining the program, information on the guided pathways framework and resources for colleges may be found at http://iepi.cccco.edu/Guided-Pathways

The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project and the Research and Planning Group, is leading the effort to provide guided pathways workshops, capacity building at colleges, and an Applied Solutions Kit.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

[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.

Executive Committee Agenda Item

SUBJECT: *University of California Transfer Pathway Degree Pilot*		Month: August	Year: 2017
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	Discussion of Progress	Urgent: Maybe	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senates of the University of California and California Community Colleges agreed to pilot a guaranteed admission program for transfer students. Community college students must complete an associate's degree with the UCTP (UC-Transfer Pathway) core as the major's preparation courses for Physics or Chemistry. The general education component of the degree is a modified IGETC pattern with two social sciences and two humanities courses delayed until transfer. Students who complete such a degree with a defined GPA will be guaranteed admission to the UC system in the major program completed and expected to graduate within two years of transfer.

DESIRED OUTCOME:

The Executive Committee will be updated on the progress of the two system offices to generate a template for the degrees that will facilitate transfer.

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

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Part-time Committee Meeting
May 25, 2017
10:00 am to 12:00 noon
Draft

Members present: Julie Adams, Don Hopkins, Caron Lieber, Conan McKay, Madelyn Rios.

1. Welcome: Adams welcomed the members and guests to the meeting.

2. Identify note taker: Conan McKay

3. Feedback from the ASCCC Executive Committee: Adams reported that the Executive Committee was pleased with the program and thanked the committee. The Executive Committee suggested that something be included in the program on minimum qualifications. They also suggested that the attendees do some homework such as bring their curriculum vita, diversity statement, and any job announcements. Since this is an ASCCC event, Executive Committee members have volunteered to participate in the event. In addition, 3CSN will also participate.

4. Review program and make modifications if necessary. Members reviewed the program. It was noted that identifying a Hayward award winner to participate in event might be difficult. However, Adams will research. Other ideas were explored:

    a. There will be a room for part-time faculty to have a private opportunity to interview with a full-time faculty member.
    b. Attendees will be provided two check-in document that they can complete and put in an envelope, which will be mailed to them 6 months and 1 year.
    c. Attendees will sign up to have dinner with other attendees and presenters if possible.

5. Identify leads for breakouts: Members volunteered to lead or facilitate some of the sessions. Adams sent out the most recent program with member names.

6. Discuss possible other presenters: Members of the ASCCC will be contacted to assist with presentations.

7. Discuss homework, materials to bring, and other resources. Participants will bring:
    a. CV, Job announcements, diversity statements
    b. Porter will develop a list of what to look at prior to an interview
    c. Adams will develop an acronym list

d. Each participate will receive ASCCC Local Senate Handbook and Membership card.

8. Other items: Members discussed how to market the event. Adams will send to the ASCCC listservs. 3CSN will push out information on their listserv as well.

9. Next Steps

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Part-time Committee Meeting
June 28, 2017
12:00 pm to 2:00 pm
Draft

Members present: Julie Adams, Kyle Hull, Don Hopkins, Caron Lieber, Lakita Long, Madelyn Rios, and Conan McKay.

1. Welcome: Julie Adams welcomed the members and guests to the meeting reviewed agenda.

2. Identify note taker: Caron Lieber

3. Conference attendance update: Julie reported that there are 242 attendees registered from 59 colleges. This represents almost half of the colleges.

4. Presenter update: Julie reported that they found a Hayward award part-time faculty winner who will present: Marina Broeder from Mission College.

5. Update on Part-Time Faculty Leadership program.

   a) Thursday Table topics. Julie reviewed the topics.
   b) Friday Table Topics. Conan will get table topics description to Julie by the 10th. It will be along the lines of "How to Participate in Governance" with information about possible reimburse opportunities.
   c) Pedagogy: Classroom Management. Kyle Hull said all the presenters for the pedagogy breakout are confirmed. They are Jessica Cristo, Eddie Tchertchian and Crystal Kiekel.
   d) Online: OEI Tools. Madelyn Rios has reached out to OEI and they are interested but she still has not received a commitment. Julie Adams will reach out to them.
   e) Leadership: Growth Mindset. Kyle will connect Lakita with the 3CSN presenters: Kimberly Manner, Mary-Jo Apigo and Vicky Nesia.
   f) Personal PD: HR. Don Hopkins is working with David Morse on this. He still hasn't received a confirmation from a presenter but Julie is confident that Morse will identify HR professional for the breakout.
   g) Pedagogy: Self-assessment strategies. Kyle noted that the 3CSN self-assessment strategies for the presentation are not ready and asked if this could be removed from the breakout topic and changed to Classroom Strategies. Julie did not see any concerns with this change.

h) Online: Canvas Basic 1 and 2. Conan will get back in touch with Jayme Johnstone who will be presenting at both breakouts to ensure she has the correct topic which is: How to Build a Site, which will also include accessibility.
i) Leadership breakout. Caron will invite one adjunct to present with others on list.
j) GS: Curriculum Development, Guided Pathways, and College Promise. Julie will follow up with presenters
k) Personal PD: Other Opportunities for PT faculty. Madelyn has worked with Ginni on the breakout description and send to Julie Adams.
l) Leadership: Courageous Conversations: Julie will follow up with the two presenters Julie Bruno and John Stanskas and will copy Likita Long on the email.
m) GS: Conclusion and Evaluation. Julie reminded members of the format. There will be half hour lunch break. We will compile the final envelopes at this session.

6. Action items
   a. Lakita's new email address: lakita@lakitalong.org
   b. Homework to read the ASCCC PT paper and be ready to discuss at next meeting
   c. July 10 all program descriptions due to Julie Adams
   d. Provide Julie Adams with a list of supplies the presenters will need
   e. If possible send PowerPoint to Julie Adams by July 28 so they can be posted on the ASCCC website
   f. Julie Adams will check on everyone's rooms and flights
   g. Caron will provide Julie with a lists of words from the ASCCC PT paper

7. Julie reviewed our job as facilitators. Get the description in on time. Introduce your presenters. Control the room.

8. Next Committee meeting: Monday, July 17 from 12 pm-2 pm. Kyle and Julie - Thursday, July 20th at 11:00 am. Julie will send out reminders.

Minutes

Part-Time Committee Meeting

July 17, 2017

12:00-2:00pm

Draft

Members present: Julie Adams, Don Hopkins, Caron Lieber, Conan McKay, and Arnita Porter

1. Welcome: Julie Adams welcomed members to the meeting and reviewed the agenda.
2. Minutes: Approved by consensus
3. Identify note taker: Caron Lieber
4. Conference attendance update: Julie reported that there are 282 attendees registered.
5. Reviewed the Institute agenda.
    a. Decided to add a breakout session to follow up opening general session that would allow an opportunity to discuss more about the ASCCC and go into detail about the ASCCC handbook and the 10 + one.
    b. Interview breakout sessions will occur Friday and Saturday concurrent with other breakout sessions. Faculty will need to sign up for these sessions. We need a location where they go to sign up and determine a length of time for each session. Length of interview was not determined. Who is to run this breakout was not determined other than it will be full time faculty.
    c. Acronym list will be distributed after the bingo game. It should be hole punched so it can go into their binders.
    d. Items to go into the binder
        i. Two envelopes
        ii. Opening and closing table topics
        iii. 10+1 card
        iv. Acronym bingo list
        v. Professional Development reference page
        vi. Blank paper for taking notes
    e. Julie will compose an email to send out to the 282 attendees on what they should bring.
        i. Diversity statement
        ii. Current CV
        iii. Syllabus
        iv. Job announcement
        v. Teaching philosophy
    f. Opening General Session table topics need to make sure they are moved so not sitting with someone they know. Identify another attendee whom the can check in with to discuss when they hit their milestone.
    g. Committee will meet for lunch on August 3 prior to the Institute. Julie will send out email to committee.
    h. Conan and Caron will work on a list of possible goals for faculty to consider for 6 month and 1 year goal setting activity. Will send to committee for review.

i. Learn more about ASCCC
ii. Learn Canvas
iii. Attend PD events

i. Follow up meeting scheduled for Monday, July 24, 2017 from 12 to 1pm

Action items:

Julie will - check on Conan's room reservation. Order up the 3 ring binders, prepare email to send out to attendees, check to insure the PT PCD Course is done. Have printed up the Part-Time Faculty: A Principled Perspective booklet for distribution, and acronym bingo list. Send out email to committee about lunch on August 3rd.

Conon and Caron will work on content for binder.

Arnita will work on producing a list of professional development sites to include in the binder

California Community Colleges Curriculum Committee (CCCCC)
May 19, 2017
10:00 a.m. – 3:00 p.m. Chancellor's Office Room 638A

Committee Members Present:	ASCCC: Cheryl Aschenbach, Adrienne Foster, Nili Kirschner, Ginni May, Craig Rutan, Tiffany Tran CCCCIO: Leandra Martin, Liaisons: Kim Harrell (CTE) Chancellor's Office: Jackie Escajeda, Marilyn Perry, Pam Walker
Committee Members Absent:	Valentina Purcell (ACCE), Robin Steinbeck (CIO), Kelly Fowler (CIO)
Committee Members by Phone:	Katherine Krolikowski
Guests:	Kirsten Corbin (CCCCO), Raul Arambula (CCCCO), Rachel Stamm (COCI), Mark Cohen (COCI), Pamela Shaw (COCI), Jillanne Leufgen (CCCCO)
Chairs:	Dolores Davison and Virginia Guleff
Meeting Location:	Chancellor's Office Room 638A

1. Welcome – Dolores and Virginia welcomed everyone to the meeting. Everyone introduced themselves since Pamela Shaw (COCI) was new.

2. Review of Agenda (All) – No changes to the agenda.

3. Review Meeting Summary from the April 2017 Meeting (All) – meeting summary reviewed and approved.

4. Constituent Group Reports:

   ASCCC – Plenary in April went well. Three new Executive Committee members were elected. Resolutions went smoothly without any contentious issues. Noncredit Summit May 4-5 was very successful with 280 attendees; a lot of interest in noncredit exists. CTE Leadership was May 5-6; it was also very successful with over 200 attendees. ASCCC did its legislative advocacy day on May 9 and advocated for three things: support for mental health services and Veteran Resource Centers for students, a continued increase in funding for FT hiring and faculty diversification, and dedicated funding for C-ID. Upcoming in June: Executive Committee Orientation and Faculty Leadership Institute. A new Part-Time Faculty Institute will be August 3-5 in Anaheim.

   CIO – Regional elections are being held. Kelly Fowler is the incoming president, and

Gregory Anderson is incoming president-elect. New regions were defined in that process with the intention of aligning with CSSOs. CIO Board Retreat is in July. At Curriculum Institute, Virginia will be doing a training for new administrators/CIOs. She'll also be asking Kelly Fowler about potential for putting together curriculum-related information for the CIO Manual since folks want more information than is currently available in one place.

CCCAOE – Conference was sold out with over 500 people. Kim noted that there were a lot more faculty present than in the past. Eva Jimenez from Shasta College is their incoming president. Chancellor Oakley emphasized the pathway model and the importance of getting students in and out in a more expedited manner. We need to remain open minded about what a program looks like and what it could be.

ACCE – None provided.

5. CB Coding/ESL (Corbin/Rutan)
   PPIC was invited to talk to the workgroup last week about the research study they want to do with our ESL data. One of hteir goals is to identify effective practices for moving students through ESL, but we know that our data isn't consistently coded and "moving them through" may refer to learning language or college preparation. The study they're looking at doing could provide some interesting results if they can get the information they want to get; some of it doesn't exist at the Chancellor's Office. The workgroup expressed concern about who they have not talked to – most of their info is from college catalogs directly or from California Acceleration Project. They should be talking to ESL faculty, so Academic Senate will be putting them in contact with CATESOL to make sure they're talking to the right people. Kirsten has also asked that she be included in the conversations they have with CATESOL. The Chancellor's Office will not release data for the study until PPIC has talked with CATESOL for representative ESL input.

   As a parallel conversation, the workgroup has talked about the possibility of getting rid of the CB code that defines a course as basic skills/not degree applicable. If that were to be considered, there would need to be deep conversations with 5C and constituent groups about what the unintended consequences could be. One concern is how things work or be received if basic skills courses were considered degree applicable.

   Next steps include having the larger discussion about removing the link between degree applicability and basic skills as well as discussing the need for professional development about coding courses (which is also impacting data for the student success scorecard).

   It was recommended that guidance be provided to the field about the ramifications of the choices made when determining CB coding. It was also pointed out that specialists also should be involved in communications about coding.

6. AP 1985 Policy (Arambula/May)
   There is a notation N/A with algebra that is being interpreted as Not Allowed by some

articulation officers. That isn't what it means; N/A means Not Applicable. In another place, "shall" is used, which means that the directed actions are a minimum, but a college can be more permissive to the benefit of students.

The frequently asked questions document should be ready for Curriculum Institute as a draft. Dolores said it needs to go to ASCCC Executive Committee for approval, which can happen at the August Exec. Meeting.

7. Algebra Issues – Math 110 (Arambula/May)
Background: Executive Order 1065 (and also in 1100) All GE Area B4 must have intermediate algebra as a prerequisite. In fall 2015, 5he CSU had a pilot program to allow some colleges to have accelerated statistics pathways through 2019. They also constituted a Quantitative Reasoning Task Force that has now made recommendations. As statistics descriptors were reviewed for C-ID, drafts initially had two descriptors depending on whether or not intermediate algebra was a prerequisite. Very little CSU feedback was received. Most feedback was against two different statistics descriptors, so the FDRG proposed a "CSU-approved pre-stats course." Again, very little CSU feedback was received during review, but once approved by the FDRG the CSU took action to continue an intermediate algebra competency requirement for seven more ADTs than the FDRG recommended. Unfortunately, the communication from CSU suggests that it is an additional requirement rather than a continued requirement for those 7 ADTs. CSU is being asked to justify how or why the additional 7 ADTs will still require intermediate algebra.

   The CSU doesn't have to answer to community colleges and technically doesn't have to justify their action, but they are being asked to explain how the decision was made and whether faculty were involved or not.

   One concern is that CMCCC doesn't have a position about pre-stats pathways, and so others outside math or who only represent one perspective are claiming to represent all math faculty. There needs to be a venue for broad, respectful dialog to come to some agreement or to help consider options to best serve students while respecting the discipline of mathematics.

   Another concern is that student success in mathematics post-transfer needs to be tracked to ensure that pre-stats pathways that often eliminate some algebraic content aren't harming our students long-term even though early, local data is positive. CSU students in current junior status need to be compared to our transfer students in junior status.

   It was pointed out that Education Code 66748(c) protects our students as it mandates that CSU cannot require students to take a class that has already been taken (if content is the same or similar).

   As a side-note, AB 705 (Irwin, 2017) in its current iteration was explained.

8. AP Exam Placement (Davison/May)

In the AB 1985 Memo, some AP exams in have two GE areas listed. An example is AP History, which could be applied to Humanities or Social/Behavioral Sciences. One problem is whether the college chooses which area the students get GE credit or whether the students choose. Feedback from CSU is that it's based on what a student needs. One problem is that some colleges only count the AP exam toward one GE area, so there is no student choice. CSU allows history courses in either GE area. Currently, faculty have guided placement of local courses into GE areas, so there is some choice already in practice. Ultimately, it should be faculty choice locally, and where an AP exam can be applied to two areas, the students should choose which area to apply it based on which other courses they are interested in taking.

9. Social Justice ADT Update (Davison/Escajeda)
   At point of creation, the intention was to allow colleges to have emphases within the Social Justice ADT (i.e. women's studies, ethnic studies, Africana studies, etc,). There was intention to allow colleges to have multiple Social Justice ADTs for each emphasis, but the Chancellor's Office has concerns. There could not be ADTs in the individual areas because there were not enough students in the programs to develop an ADT; the area of emphasis ADT was the solution.

   There needs to be communication to the field about the ability of the student to earn multiple degrees, including an area of emphasis ADT, as well as multiple ADTs if they have multiple areas of emphasis (i.e. women's studies AND Africana studies).

10. UCTP Degree in Chemistry and Physics (Escajeda/Rutan)
    The TMCs in Chemistry and Physics are problematic because of the unit load of major prep. There has been preliminary discussion with UC to develop a transfer pathway in both chemistry and physics, and completion of those pathways with a minimum GPA of 3.2 would guarantee transfer to UC (except for UCLA and Berkeley). These would not include IGETC but would need the modified IGETC for STEM. The goal is to have these degrees in place as a pilot by Fall 2018. This is a huge first step. The CSU is open to discussion about these students also earning admission to CSU even though they don't have CSU-Breadth or the Golden 4; in fact, they are excited about the possibility given that the two systems have struggled to put TMCs together. The Chancellor's Office will need to work with ASCCC and ICW to develop templates for these degrees by fall. Communication should focus on the intersegmental effort to develop a single pathway to a degree that transfers to CSU and UC. Once developed, then legislation can be proposed to absolve STEM from SB 1440 requirements since this would accomplish the same thing without the 60-unit ADT restriction.

11. Workgroup Reports

    a. Low Unit Certificates - The workgroup looked at and suggested minor changes to Section 55070 of Title 5 to lower the units required to submit a certificate for Chancellor's Office approval. This impacts a college's ability to count completion of low-unit certificates for the 17% (CTE). There were two members of the 17%

Committee on the workgroup call.

From here, the recommendation goes to legal. There is a new requirement that Title 5 changes include a line-by-line summary/explanation of revisions, so it takes longer to submit Title 5 changes than it did previously. After legal, it will go to Consultation Council and then the Board of Governors.

b. Catalog Rights – Has not met

c. Title 5 Updates and BoG Reading – The items went to the Board on Monday. The faculty on the BoG, Joseph Bielanski and Man Phan, helped to facilitate discussion. Training was discussed as a critical element to implementing the changes. Consultation Council saw the Title 5 changes yesterday, and they were well received. There have not been many public comments except some questions about units and hours. The CEO signature is required on the certification form now, so Academic Senate President will also be added. Some of the Title 5 changes include language for program changes, but those changes are not being implemented yet and won't be until local course approval is implemented and the Chancellor's Office communicates the implementation of programs.

d. Noncredit – Has not met

e. Others – None reported having met

12. High School Articulation Policy (Escajeda)
Jackie will meet with a 5C workgroup to follow up on Kim Schenk's edits. This will be on the June 5C meeting agenda. The workgroup will include Tiffany Tran, Kim Harrell, Virginia Guleff, and Dolores Davison with Jackie Escajeda.

13. Curriculum Institute Update (Davison)
Program is finished and submitted with 64 breakouts to Exec for final approval. Most 5C members will be presenting at least one breakout. Pre-session training is now online and participants can register; there is no cost.

14. COCI Update (Rachel)
Push later today to production for colleges to start using COCI. Data has been moved and is in the new system. New URL and login accounts will be sent to pilot colleges later today. There are still some known issues as well as unknowns; communication and transparency with pilot colleges is critical. The expectation is that pilot colleges only use COCI until June 4, then determine on whether there are too many issues or whether the next phase can begin. Part of that determination will also include whether to collapse Phase II and Phase III or maintain the two following phases.

15. Streamlining workshops (Davison/Guleff/Rutan)
Eight workshops completed and four to go.

16. Chancellor's Office Update

    Dr. Walker reported that she has 11 weeks left and that the office can hire her back as a retired annuitant.

    Jillian Lufkin (CCCCO-WEDD) explained the Strong Work Force funding that is based on performance, also called 17% funding, which calculation was determined by the 17% Committee. Relative to completion, there is a points scale based on the type of degree or certificate that is earned. Concern was expressed about the fact that there doesn't appear to be a unit floor for certificates eligible for counting for the 17%, and that local certificates can be counted as well as Chancellor's Office approved certificates even if low-unit.

17. Announcements and Future Topics

2016-17 Meeting Dates:

Thursday, 8 June 2017 - 10:00am at Chancellor's Office (transitional meeting: current & incoming members)

Chancellor's Office Workgroup on Credit for Prior Learning

Monday, June 12, 2017
10:00 am to 11:30 am
1102 Q Street, Sacramento, CA 95811

Quiet Room 412 (4th Floor Suite 4600)

Attendees:
Chantee Guiney, CCCCO, chair
Sarah Tyson, CCCCO
Barbara Illowsky, OEI
Patrick O'Rourke, CSU
Amy Sherman, CAEL
Terrence Nelson, Saddleback College
Julie Adams, ASCCC
Dolores Davison, ASCCC

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FOR ASSISTANCE
CCC Confer Client Services - Monday - Friday between 8:00 am - 4:00 pm
Phone: 1-760-744-1150 ext 1537 or 1554
Email: clientservices@cccconfer.org

Agenda

10:00 – 10:15	Welcome/Introductions
10:15 – 10:20	Review prior meeting summary – Chantee
10:20 – 11:00	Activity Updates

--CAEL: gap programming information; not sure they will be able to provide information or do over summer due to availability; International Conference in San Diego (November) with Barbara and James Glapa-Grosskleg; would like Terrence to present as well; would like a California contingent to attend

CSU: Internal PD conference: 90 minutes focus on how we develop best practices on campuses, using model from Cal Poly Pomona (used that case study to ask questions of the campuses as to how they would

promote CPL); DoD is not focused on writing and so there are concerns that it is not being checked for (same with reading comprehension)

CCCCO: interest in formerly/incarcerated students receiving CPL; Maurice Geddis has left the CO but Chantee will bring in Sally Lenz

--Terrence: Innovation Award – no update at this time; waiting for disbursement of funds

11:00 – 11:25 Group Discussion

-charting out 2017-18 work at next meeting

11:25 – 11:30 Wrap-up, Action items, Next meeting

Chantee will send out doodle poll for next year's meetings.

CTE Data Unlocked Executive Team Agenda
June 28, 2017 | 10-3

Note: This meeting will be held at the Chancellor's Office, in room 622.

10:00-10:30 Establishing priorities
The Chancellor's Office will clarify:

- Expected timelines for major Chancellor's Office, college, and region SWP activities
- Top priorities for CTE Data Unlocked activities
- Themes noted across college/regional plans (presentation by Haden Springer, CCC Foundation)

Key themes of the Foundation analysis:

- Internship is the most common WBL cited - more than half are referencing (about ¾ in San Diego/Imperial, LA/OC)
- 41% are planning to hire someone to do WBL (especially San Diego/Imperial, LA/OC)
- Relatively few (22%) are using the term WBL
- Some want to invest in faculty professional development (externships)
- Methodology issues: You can't associate a budget number with an activity--so we can't tell how much investment is really going to each sector or strategy
- Lots of colleges cut and pasted the same text for every TOP code. What did this mean about what the plans really cover?
- Benchmarking numbers were weak--hard to quantify who much things are likely to change.

Discussion

- No common understanding of what counts as WBL in K12, adult ed, and CCC which further confuses the matter - so there should be explicit examples of what qualifies
- We could look at enrollments (and FTES) in co-op work courses, but what that coop program is may not be highly functional whereas there is excellent work happening outside of coop or even courses. This is somewhat dependent on the program content and industry expectations regarding OJT.
- Ed Code formulas on how faculty are compensated for co-op work courses may be making it difficult for colleges to offer these types of WBL (based on perceptions regarding caps on how many students faculty can serve)
- Could other types of WBL (non-coop) generate credit and therefore load? This could have the same tiered number of credits based on intensity of engagement. But should students get credit for all experiences? May want to distinguish between how colleges get paid, what gets transcripted, and what gets tracked. Looking at outcomes may help in determining how WBL and its levels relates to employment, before credit and apportionment gets allocated.
- Might need to overhaul who coop work experience gets implemented.
- There is also confusion about where apprenticeship/pre-apprenticeship fits in.

- Last year only half of the colleges had approved work experience plans (which is an ed code requirement), but people are offering them anyway
- Consider creating a student-level MIS flag for WBL that uses the JFF definitions to create flags for different types of WBL (Haden will circulate) - could leverage the digital badges within LaunchPath/CareerXP to track which students should be flagged (if students gave permission for data sharing). Would need to explain how coop work courses fits in with this framework.
- If we knew who was doing WBL, then colleges could reach out to each other to learn from each other. The California Work-based Learning Forum is an existing resource that could be leveraged to support collaboration.
- Consider posting information on the DWM about WBL/coop work experience/ apprenticeship definitions, continuum, ideas for how you engage employers (without overwhelming or alienating them), and how you can implement WBL within Ed Code limitations
- How could WBL be built into guided pathways? Emphasize how it helps focus instruction related to informed exploration (the “Learning” pillar). Colleges need more examples of how to do so.
- ACTION: Convene a group that would weigh in on the development of an MIS WBL element and guidance for the field. See if there is a listserv or professional association (there is one for coop work experience). Figure out how credit/noncredit requirements fit in.

Ideas for the application:

- Check off for key strategies like WBL (or a forced ranking)
- On issue is that one person may influence many different TOP codes, so have to submit duplicative plans

CCCCO Timeline:

Next week - memo on local and regional allocations for next year released (83%)

July - Sector strategy planning meetings

July - local plans open for revision in the old system

July - revise the sector lists

August 1 - new combined local/regional reporting platform (NOVA) available, some adjustments to process like just picking your metrics and not specifying your number, automated contact lists, might include a strategy menu drawn from the SWP recommendations (such as additional personnel, equipment/supplies, WBL, curriculum revision, creating a new program, etc),

narrative on how they are implementing the strategies, and budgets per project (perhaps just the top level number?), drop down for sector?

Ideally by August 1 (but maybe later): Detailed guidance released on how to report into NOVA and to facilitate a strong planning process

September: webinars to explain NOVA, quarterly reporting, and strong planning processes

September: BOG approves 83% allocations

October 1 - quarterly reporting system goes live, colleges/regions must provide information on how much money was spent per project (for the total, not the object codes), narrative on whether spending is on track, can revise totals for project budgets and plans (including strategies and narrative)

October/November: clarity on the timeframe for planning

December/January: 17% is calculated

December/January: ERP pulls outcomes data for the legislative report

December 1: regions owe the Chancellor's Office a progress report to inform the annual progress report (no data will be available yet, so it will focus on actions taken to drive outcomes)

January/February: 17% goes before the board

January 31 - quarterly reports due

January 1 - annual progress report due to the legislature on outcomes, barriers that need to be addressed, and recommendations for future funding and program improvement

Jan 31-March 30 - regional expenditure plans due (cover four years, assuming annual updates)

Jan 31-June 1 - local expenditure plans are due (cover four years, assuming annual updates)

February 1 - 17% funds get released

March 31- quarterly reports due

Final reports due

Issues for discussion:
is there a reason that object code level reporting is needed for legislative reporting?

10:30-12:00 Plan Presentations
Each partner will share their top priorities for professional development/technical assistance and planned activities, followed by a group discussion about how those activities might overlap

CIOs

- No dedicated activities around initiatives, except at the fall (October 25) and spring conference (April)
- Gregory can ensure that the conferences include sessions that focus on data gathering, analysis, reporting, and regional cooperation
- Idea for the October conference: is to raise the issue of students stopping at certificates and not going to the degree. How do we wrestle with this as institutions.
- Idea: for the April conference, hold a structured interactive conversation about funding formulas at the conference that gets at the issue of reductions in FTES as programs gets streamlined. Could the progress report be used to show the competing directives? Could we talk about how this affects the funding formula (like counting the work done in student services, and not just defaulting to outcomes based performance funding, or bring examples like that used at UC)? Could we talk about examples where streamlining strengthened persistence and thus enrollments? Could the ASK on Strategic Enrollment Management be leveraged? Major concern is that this will be a very fraught conversation. Probably best not to include this in the legislative report, as the conversation wouldn't be developed yet.
- *Whole group will support Gregory, who will create a Google doc where we can provide input for Gregory to bring to a meeting on 7/19. Draft agenda is due in early September.*

Academic Senate

Faculty need information on use of data--colleges are in very different places. Want to become more proficient on data-driven decision making. (Perception that data is just negative.) Frame in terms of the burning questions, how would you know if you were succeeding, and then find the appropriate data source. There is constant turnover for leadership, so training needs are continuous.

ASCCC would like to improve relationships with SN/DSN/RCs, to ensure that they are part of the conversations and decision-making processes. There appear to be big differences in faculty engagement between regions.

There is money for C-ID in the state budget which is going to ASCCC directly which will enable work on UC Transfer, CTE pathways, and pathways to baccalaureate degrees. Want to establish transfer routes into these four-year CTE programs. Model curricula are being developed and vetted in particular curricular areas (like dental hygiene). This will be messier in auto tech, biotech, airframe.

Effective venues:

- November and April plenary (senate presidents)
- CTE faculty regional meetings (October, March) - ASCCC will be rolling out the SWP planning guidance to the field and ensuring there is faculty input into the four-year planning cycle
- CTE leadership institute (May or in early April if combined with noncredit/AE) - faculty but sometimes deans and CIOs come
- Code Alignment Project - ongoing during year

Rock would like to know more about the CTE faculty regional meetings and how RCs might be involved. They could provide input on how the regional planning is being implemented through a break out session process. Lorraine Slattery-Farrell will be chairing this group, but John is the point of contact for now.

SPRING WORKSHOP SERIES:
Perhaps have it focus on specific sectors, so that DSNs can participate, faculty with common interests are together, helpful to start with challenges, identifying what they are trying to accomplish, and bringing in LMI and outcomes data. Rock is interested in sharing ideas. RCs are meeting in two weeks. It would be helpful to do these workshops in the fall, in preparation for the planning process. If it was sector based, then C-ID could help look at curriculum. This might be a good approach from the spring as the fall sessions are already booked. Amy will check with the board and director on this. Or could have the CTE Data Unlocked Exec team create a workshop series in the spring. RCs could find dates and sites, and market. Pull in the degree and transfer pathways, to make explicit the need to get CTE students into degrees. Could also look at citizenship skills. For many CTE fields, we can qualify our own students to teach in our system. How are we building these training pathways? Bring in 4-years and employers. Matt will ask IEPI advisory committee about this.
Rock, John, Alyssa, an SN, Kathy

CCCAOE

More and Better Workshops: 4 hours long, high level overview of SWP, available resources, sector strategies, hands-on work on the LaunchBoard. 12 scheduled in the fall. First half, the host campus has employers, K12, trustees, then the second half is more just for faculty. The way the training is being constructed varies by location.

There might be a need to revisit the content to ensure that it fully engages faculty. ASCCC and Kathy could work on this.

There is a deep interest in code alignment. Faculty start seeing problems when they do the hands-on portion. Ensure that information is provided on this opportunity.

Will need content on what to do related to program planning - strategies that they could implement. The question is what can you do with that data? Are there videos that could be created on what to do based on what you see? Could we leverage the ASKs (strategic enrollment management, integrated planning, data disaggregation, and guided pathways)?

Regional Consortia Chairs

Beginning to put LaunchBoard data into a portfolio format--looking at how all are of your programs are doing relative to each other. Want to see who is doing well within the region for a point of comparison.

Desired:
export of the data - ERP can create a standardized export that aligns with the BACCC has designed

See all programs within a region to get to know the portfolio in the region

New features:
We are creating a comparison pick list
Can get a pick list of top ten by any set of criteria

Would like to have centralized technical support who know the data sets and could respond to questions, like a help model, more time available from fewer people. Could train up RP Group folks to do this role, especially if they build their LMI data skills too and work in partnership with COE. Would like these folks help with translating data from the LaunchBoard into attractive reports. People who are good at explaining the information.

Over time, want to build capacity within the Centers, for people who can do both LMI and college data, plus have visualization skills. But in the beginning, it may be that these positions are routed through RP.

COE can try to identify six people who could work with each region, working with RP. See if there are any Experts who might be willing. Could do this gradually.

Need a specific list of services and who offers it.

Don’t keep the same names, it is confusing.

Not sure how to staff the help desk. Jill could ask if this could run through WestEd.

All Key Talent parties need to be fully trained on how to fill out the form.

PROPOSAL: RP and COE take over the originally proposed Experts role, with cross training, and more phone/Zoom support. Have office hours when people can get support. WestEd would take the lead on training and cultivate a small team of people who can provide support at workshops and conferences.

Full time person who could communication SWP stuff. .

- Sector Navigators/Deputy Sector Navigators
- Centers of Excellence
- CTEOS
- WestEd
- ERP
- RP Group

12:00-12:30 Lunch

12:30-1:30 Mapping Timelines and Activities
The team will review and edit a draft map of how each organization's recommendations and activities relate to CO/college/region timelines

1:30-2:30 Workplan Development
We will establish specific deliverables and responsible parties for CTE Data Unlocked for 2017-18

2:30-3:00 Coordination Planning
We will create a framework for coordination, communication, and meetings for 2017-18

LIBRARY & LEARNING RESOURCES PROGRAM ADVISORY COMMITTEE

May 31, 2017/10:00am – 3:00pm

Chancellor's Office, Conference Room #601

(reported by Dan Crump)

Attendees:

Shelly Blackman	ASCCC	Librarian	San Jose City College
Walter Butler	ASCCC	Librarian	Pasadena City College
Dan Crump	ASCCC	Librarian	American River College
Herbert English	CSSO		Victor Valley College
Pearl Ly	CCL	Lib Director	Skyline College
Edward Pohlert	ACTLA	Faculty Director of Retention Services	MiraCosta College
George Railey	CIO		Allan Hancock College
Van Rider	ASCCC	Librarian	Antelope Valley College
Wei Zhou	CEO	President	Crafton Hills College
Stephanie Ricks-Albert	CO		
LeBaron Woodyard	CO		

1. Calendar meetings for 2017-18 Academic Year

September 25	In person, Sacramento	10am-3pm
December 4	Conference call, Zoom	10am-12pm
March 5	Conference call, Zoom	10am-12pm
May 21	In person, Sacramento	10am-3pm

It was also decided to select a chair at the first meeting (September 25).

2. LLRPAC Meeting/Agenda notes posted on website---it was requested that the meeting notes be short, with brief bullet points.

3. Review of Mission and Goals---the Committee made changes to the Mission and Goals statement which is on the Chancellor's Office website (LLRPAC page is under the Academic Affairs division). Major changes included deletion of "Collection Development" and inclusion of "Student Equity & Success."

4. Review of Advisory Committee Guide---the Committee made changes to the Guide, mostly to reflect organizational changes in the field, and also to clarify the following items:

- Role of each constituent group in the committee
- Role of librarians and the work libraries are doing
- Role of learning resources programs (especially tutoring)
- Input from the committee on statewide issues, e.g. Student Equity, Student Success & Support Program, Strong Workforce Program, Basic Skills Initiative

5. CO LLRPAC webpage---it was noted that there is a page for the committee on the Academic Affairs section of the Chancellor's Office website. Committee members were asked to consider other items they might like to see on the page.

6. Annual Library Data Survey (ALDS)

- ALDS Single Point of Contact (library director/administrator or other person)
- Status of 2014-15 ALDS Certification---it was reported that each college needed to re-send the paper certification of the survey.
- Status of 2015-16 ALDS---it was reported that the survey was sent out on May 10 with a due date of August 31, 2017
- Timeline for 2016-17 ALDS---planned to send out on October 1, 2017 with a due date of December 31, 2017.
- Timeline for future ALDS---it was noted that a change to the current August date might involve changes in Title 5.
- Reports: Library Data Trends (PowerPoint and Pivot Tables)---committee members were requested to look at the reports and suggest if changes are needed
- Analysis provided by Terrence Willet (contract with Council of Chief Librarians)
- Using ALDS to communicate impact of libraries on student success

7. Role of LLRP in Open Educational Resources (OER)

8. Open Discussion

- Impact of LLRP on student success---how to get library and learning resource programs involved in student success initiatives at the college level.
- Renewal of Statewide Database Purchase---Council of Chief Librarians is working on a review process.
- Statewide Integrated Library System (ILS) in May Revise---Council of Chief Librarians have proposed a review process in anticipation of the proposal being in the budget that the Governor will sign.

9. Agenda items for September meeting

- Information competency as a basic skill
- Tutoring (basic skills)
- Tutoring survey (in conjunction with ACTLA---Association of College Tutorial & Learning Assistance)
- Timeline (Title 5 change?)
- Selection of committee chair

Supplemental Materials Provided for Meeting:

- Advisory Committee Guide
- CCCCC LLRP webpage
- Mission & Goals

OER TF May 9 Meeting Minutes

Attendees: Dave Dillon, Michelle Pilati, Lyndale Garner, Larry Green, Roy Shahbazian, Suzanne Wakim, Shagun Kaur, Heather Dodge, Crystal Kallik, Jessica Kuang

Approval of Minutes: Lyndale moved and Michelle seconded. Minutes were approved.

Chair's Report: Follow up to articulation. Document shared: Guiding Notes for General Education Course Reviewers. Page 8 state.

The Task Force needs to make a priority in terms of what responsibility OER has for accessibility.

Update on needs assessment on the agenda for 5/23.

Dave is looking for suggestions for best ways to use our list serve. He has been hesitant to put a lot out there so as not to overwhelm everyone. Everyone was fine with recording our meetings but some of us think that nobody will listen to the recording. Dave will record our meetings and making them open for all.

Dave is looking into OER T-Shirts

Dave questioned the timeline of the OER logos the Chancellor's Office is working on for SB1359.

Michelle stated that there won't be any more new z-degree planning grants, but there will be implementation grants and anyone is welcome to apply whether or not they currently have a planning grant.

Michelle's understanding is that there will be new AB 798 grants, but will check to make sure. As for applying for additional funding for those who already have the grant, Michelle will ask. Michelle said that the logo announcement has not happened yet but it is imminent, probably by the end of the week. The logo will be for courses that are free or if they have just some costs. Michelle's recollection is that it is just for completely free classes, but she will check to make sure. We can have a second logo that is for the reduced cost classes. Suzanne asked for how to get the icon in with Colleague. This has been a challenge at some colleges.

Dave will send out the Faculty Guide for Evaluating Open Education Resources.

Regional workshops for OER will probably happen in Fall '17.

Dave is looking into a June meeting for the OER Task Force: Monday, June 26 or Thursday, July 6. If there are 7 or 8 of us that can make it, we will have the meeting.

The Task Force unanimously approved the charge as modified.

Discussion of the Repository and beginning discussion of features for it.

1. Populate content
2. How does the search work: what data is there?

Do we want to do a statewide survey? Colleges have not reported the data since AB 798 is in June. The items are very specific. The z-degree is more fluid.

The repository should contain to each OER item a list of faculty that are using that OER item and the contact information: college, email, etc. should be included. This is especially important since we are mostly using Canvas so that we can share the resources that are developed on Canvas.

It was noted that on June 30th campuses may apply for bonus AB 798 funding applications.

We should think about additional repository ideas, in particular the features we want, and come back for our next meeting (May 23).

ASCCC OER Task Force Meeting

Monday, June 26, 2017
via Zoom
10:00AM – 12:00PM Meeting ID: 860 363 985

ASCCC OER Task Force Charge

The ASCCC Open Educational Resources (OER) Task Force will identify ways to institutionalize the use of OER in the California Community Colleges (CCCs). The OER Task Force will advocate for the sustainable use of high quality OER resources and will develop a comprehensive OER plan that is informed by a needs assessment; the current availability of OER resources; and barriers to the use of OER. The OER Task Force will explore developing a repository of accessible resources of OER materials and other ancillaries for CCC faculty.

Through recommendations to the Executive Committee, the OER Task Force will facilitate the use of OER and provide professional development and guidance to faculty in developing and implementing OER materials.

I. Welcome, Roll Call
   a. Members in attendance: Dave Dillon (Grossmont; Chair), Larry Green (LTCC; Real-time Notetaker), Suzanne Wakim (Butte), Shagun Kaur (De Anza), Michelle Pilati (RHC; Minutes Preparer), Saleem Moinuddin (LAVC; Student), Jessica Kuang (Oxnard), Roy Shahbazian (SAC)

II. Review and Approve Minutes from 5/23
   a. Minutes approved

III. Chair's Report
   a. Eleven colleges were selected for the OpenStax Institutional Partnership Program. Three CCCs (see below) and CSU Fullerton were included.

      Background: From http://news.rice.edu/2017/06/27/openstaxs-2016-partner-schools-expected-to-save-students-8-2m/

      Eleven U.S. colleges and universities that partnered last summer with Rice University-based nonprofit publisher OpenStax to boost the use of freely available textbooks and learning materials on their campuses expect the program to save their students nearly $8.2 million — about $4 million more than projected — in the coming academic year.

      OpenStax, a unique publisher that uses philanthropic grants to produce high-quality, peer-reviewed textbooks that are free online and low-cost in print, launched its Institutional Partnership Program to spur the use of open educational resources (OER) at U.S. campuses. In 2016, 43 schools applied for the 11 available slots. Each agreed to promote the use of OER materials on its campus through an intensive, yearlong program supported by dedicated OpenStax staff who assisted the partners in adopting both OpenStax titles and other free or low-cost OER.

*The eleven: College of Lake County (Illinois), *De Anza College (California), Florida International University, *Grossmont College (California), Houston Community College (Texas), *Saddleback College (California), Sinclair Community College (Ohio), the State University of New York System, the University of Hartford (Connecticut), the University of Kansas and California State University, Fullerton.*

b. The Online Teaching Conference ("OTC"; June 19 – 21, 2017, Anaheim; onlineteachingconference.org)

OER was well represented at the OTC. Several of our committee members were in attendance. There were two OER panels at the conference. Dave and Michelle met with the Z-degree technical assistance providers (TAPs) to assess how our efforts could support one another. The Z-degree TAPs were very open to supporting our work, but it was clear that their efforts were well-defined and very focused. The Z-degree TAPs are focused on:

1. Training on accessibility for grantees
2. Building community
3. Data

c. General Z-Degree Discussion

The Professional Learning Network (PLN) has been designated as the Z-Degree sharing center for OER resources. May or may not include a password protected site. PLN moves slowly so there is a challenge. The PLN could be used to share policies and practices – such as approaches to making printed OER resources available. Stanford has a free software (Lacuna?) that helps with this printing. Flatworld is also helpful and reasonable. Technical assistance can use PLN so that we have a common place to find information. The grantees are also required to share what they are using on Cool4Ed.

There is a meeting on Thursday with the ZTC directors where some of this might be determined.

One big challenge is to link to places that show how to get started and best practices. We will hold off on sorting out all of this about the repository and focus on regional workshops for this meeting.

Canvas was mentioned. Maybe that can be a container for resources, training, etc. for OER.

IV. Updates on Fall Regional Workshops/Vision and Planning for Fall Regional Workshops (Brainstorming)

We are looking for joint efforts and also have specifics related to our charge which is to support all colleges not just the grantees. The colleges that have the grants will be farther along than

those who do not. How do we tailor a workshop that helps both? Maybe the experts can assist the novices.

We can also have a train the trainer model.

College of the Canyons' workshop is a good starting point as a model for future workshops.

Better to have speakers on the specific problems and solutions than to have just general OER background talks.

Maybe one workshop per region? Number of regions varies by organization. Maybe it would be better to have one in the North and one in the South. The senate divides the state into four regions: SD and OC, LA/Riverside/Ventura, Sac/Far North, and Bay Area.

There have been regional plans that include CCC and CSU.

Potential agenda items are being sought after by us that include what items the regional workshop agenda items would be the most helpful.

Timeline and Places: Best dates, avoid the first couple weeks of school for both quarter and semester systems. We should soon identify dates that will work.

BOG info was related to budget. Can we convince colleges to put in funding for this cause?

What will we be doing with the data that is gathered with the AB 798 grants? The AB 798 needs assessment gave good information, but we also want to include colleges that do not have the grants. How do we include everybody? We can maybe use the information form the needs assessment for deciding what kind of workshops do we want to have? Instructional design, librarian support, statewide position, etc.

We should get people from particular disciplines together, but this might be a phase 2. It was suggested to possibly have groups of similar disciplines getting together on OER. Funding and resources would be helpful. With a regional workshop, we will not need that much funding if any. Getting regional people talking is helpful. To be sustainable, we need this to come from not us, but from the regional groups. We should still host a collection of resources by discipline. The workshops can focus on the repository at first.

What is the best way to continue to plan for the workshops?

1. If you were designing the workshop what would you include in the agenda. We can ask for it to be sent in the near future.
2. Or we can do this in the next 20-30 minutes.

You get a different crowd if you just say "come to our OER conference" than if we say "we are doing a history workgroup within the workshop, please invite your history faculty". It might be

more motivating to offer something discipline specific. Do we really need the general OER talks that we already may know? The Canyons workshop was hardly publicized but they did meet maximum capacity. Many colleges are now involved and it should continue to grow. Maybe we can ask the attendees what drew them to come.

Friday and Saturday helps get away from the traffic issues. Some drive at night to get there before traffic. People are willing to drive so that they can connect with others who are doing what they are doing.

Some folks wanted something more than a half day. Some wanted in person rather than webinar, but recording it is still helpful. Dave will look into the possibility of live streaming. It is not too hard to live stream so we might as well. If we wanted to allow networking and discipline groups, we can try to use a tech savvy person to run these Zoom components of the meeting. We can utilize listservs, but word of mouth might be the most effective.
One possibility is to have some structured and other unstructured times that allow for breakout collaborations. Panels carry value. Are keynotes necessary? Maybe a kickoff would work better. Logistically, coffee in the morning and lunch are necessities, but the rest is flexible. Raffle at the end to keep people there until the end? Morning for info and afternoon for networking opportunities. When should we start? 9 or 10 for the formal sessions and before then for informal pieces. We can also have an optional breakout sessions for those who can stay later. Registration fees can be used for food. Hosting at a college is cheaper, but logistics for those who stay at a hotel are a challenge. With regional meetings, colleges are easier. We could leverage an OpenStax college. OpenStax provides support in looking at effective practices on growing your own OER program. We could have workshops on how to get a college to move to OER, accessibility, and other challenges. Maybe a chronological story on what has been successful for colleges that are already advanced in OER. We should build in conversation time. Michelle will be in charge of thinking about specific dates. Late September or early October might be good. It would be helpful to have a larger planning committee so that more people can spread the word. We can reach out to the people who said that they are willing to host or attend. We should identify the areas of the four regions. Then reach out to colleges in those areas who are willing.

For the regional meetings, do we want to scatter the times in case individuals want to go to more than one? The leader of different disciplines might want to go to multiple meetings to lead them. Each region's meeting can be basically the same though. Will people really want to attend more than one? We should build it for rinse and repeat. We can design for people to just come once.

V. Individual Tasks for Summer Discussion

1. Continued agenda refinement
2. We don't want to lose momentum and there are individual assignments that may not need attendance at a summer meeting. When will we meet next? Webinars are helpful, but more tasks are needed.

3. Accessibility, need someone to partner with Lori who was with us last time.
4. Print on Demand expert who can answer questions.
5. Point out what requests from the needs assessment should be in the workshops.
6. Logistical person for the workshops. (Roy (Contacting Colleges), Suzanne (Needs Assessment) and Dave will work on this)
7. Repository person who will work on that. (Larry and Jessica)

VI. Other: Second round for AB 798? Are they working on it? Do they know? June 30 of next year that bonus applications will be the application date for additional funding for those who already have the grant. There is an email contact for this.

VII. Next Meeting - Dave will either set dates or do a Doodle poll for the next meeting.

Chat Excerpts

Santa Ana Event - Santa Ana College Hosted OER Summit on Friday, October 7th, 2016

SAC OER Summit

7:30 - 8:00am - Registration/Coffee
8:00 - 8:15am - Welcome
8:15 - 9:30am - Keynote: David Wiley "OER 101"
9:30 - 10:30am - Faculty Panel
10:30 - 11:30am - Student Panel
11:30 - 12:00pm *** Lunch ***
12:00 - 2:00pm - OER Discovery - Hands-on, breakout by discipline

Santa Ana College's Open Educational Resources Summit had 120 participants from 15 Colleges and Universities from Southern California, the OER Summit far exceeded expectations.

COC OER Summit Agenda 2017
7:45 - 8:15 am - Coffee and Check In
8:15 - 8:30 am - Welcome
8:30 - 9:10 am - Ice Breaker: OER and Creative Commons
9:10 - 10:00 am - CCCOER: The Community of Practice for OER Degrees (Una Daly)
10:10 - 11:00 am - OpenStax and the OER Movement (Nicole Finkbeiner)
11:00 - 11:45 am - Lunch
11:45 - 12:45 pm - Faculty Panel/ Student Panel
12:45 - 1:00 pm - Wrap Up Raffle
1:00 - 2:00 pm - OER Break-Out (Optional)

Comments regarding agenda –
Start later, go longer, allow for informal conversation, possible general session on basic things learned from news assessment, perhaps allow for informal connecting for those who arrive early.

Rinse and repeat – same event done in the North and South

Tasks –
Michelle - Accessibility
Suzanne - Needs Assessment
Roy - Contacting colleges
Larry and Jessica - Repository

OER Task Force Membership
Dave Dillon (Chair), Counselor, Grossmont
Heather Dodge, Librarian, Berkeley City
Ayanna Gaines, Librarian, Ventura
Lyndale Garner, Child Development, Sacramento City
Ram Gurumurthy, Chemistry, San Diego City
Larry Green, Math, Lake Tahoe
Crystal Kallik, Business, Ventura
Shagun Kaur, Communication, DeAnza
Jessica Kuang, Math, Oxnard
Michelle Pilati, Psychology, Rio Hondo
Roy Shahbazian, Math, Santa Ana
Suzanne Wakim, Biology, Butte
Saleem Moinuddin, Student, LA Valley

ASCCC Open Educational Resources Task Force (OERTF) – References and Resources

The following information is to be included with all minutes from the OERTF to provide context to the committee's conversation.

Senate Bill 1359 (Block, 2016) Zero Textbook Cost Program – Symbol/Logo

From June 1, 2017 memo from CCCCO Dean LeBaron Woodyard:

> Senate Bill 1359 (Block, 2016) requires California Community Colleges and California State Universities and requests the University of California system to include a symbol/logo in the online campus course schedule by January 1, 2018 for courses that exclusively use digital course materials that are free of charge to students and therefore not required to be purchased. The California Community Colleges Chancellor's Office Academic Affairs and Communications divisions collaborated to develop a zero textbook cost symbol/logo. The California postsecondary education systems will have the option to use the symbol/logo to comply with SB 1359. The

> symbol/logo promotes the selection of textbooks that will result in cost savings for students.

Refer to the Chancellor's Office Open Educational Resources webpage for more Zero Textbook Cost program information.

The California College Textbook Affordability Act of 2015 (AB 798)

From the Cool4Ed.org website:

> The goal of College Textbook Affordability Act of 2015 (AB 798) is to save college students money by empowering professors and local campuses to adopt high quality, free and open educational resources for courses materials. Assemblywoman Bonilla (sponsor of AB 798) recognized that free and open educational resources can reduce the total cost of education for students and their families in California's higher education institutions.
>
> This Request for Proposals (RFP) provides the guidelines, requirements and processes for campuses to submit proposals for their local textbook affordability programs and receive up to $50,000 to implement their program and report on the student savings created by their program.

AB 798 dollars were available to the CCCs, CSUs, and UCs. This work is effectively a continuation of that work initiated by the California OER Council (COERC), a committee formed in response to Senate Bill 1052. The Cool4Ed site and the RFP information provides a wealth of information related to the adopted of OER.

Zero-Textbook-Cost Degree Grant Program

The Z-degree grant program is established and explained in California Education Code (CEC) 78050 – 78052. After an initial round of funding "planning grants", dollars are now available for implementation. The most recent RFP was issued on June 2, 2017. Details can be found below.

Per CEC 78052:

> "Zero-textbook-cost degrees" means community college associate degrees or career technical education certificates earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies, including open educational resources. Discretionary student printing of instructional materials shall not be considered a cost as part of this program.

The following is an excerpt from CEC 78052

(a) As a condition of receiving funding appropriated in the annual Budget Act

to develop and implement degrees, a community college district shall comply with all of the following:

(1) Develop and implement a degree from an existing associate degree or develop and implement a new or existing career technical education certificate program, that has high value in the regional market, as a zero-textbook-cost certificate program.

(2) In complying with paragraph (1), prioritize the development and implementation of a degree from an existing associate degree for transfer and, to the extent possible, prioritize the adaption of existing open educational resources through existing open educational resources initiatives, or elsewhere, before creating new content.

(3) Develop degrees with consideration for sustainability after grant funding is exhausted, including how content is updated and presented.

(4) Ensure compliance with the federal Americans with Disabilities Act (Public Law 104-197) and the federal Copyright Act of 1976 (Public Law 94-553).

(5) Develop and implement a minimum of one degree for each grant received.

(6) Develop and implement a degree that other community college districts can use or adapt, and post each degree, and the contents of the degree, on the online clearinghouse of information established pursuant to Item 6870-101-0001 of the Budget Act of 2016, or a successor Internet Web site. All open educational resources used as learning materials for a degree developed pursuant to this section shall be added to the California Digital Open Source Library established in Section 66408. Testing and assessment materials posted online pursuant to this paragraph shall be safeguarded to maintain the integrity of those materials. This paragraph shall not be construed to prohibit faculty from providing sample test and assessment materials to students.

(7) Ensure faculty shall have flexibility to update and customize degree content as necessary within the parameters of this program.

(8) Ensure that the degree developed and implemented is clearly identified in college catalogs and in class schedules.

(9) Provide the chancellor with all planning and outcome information that the chancellor determines necessary.

(10) Consult with the local academic senate of a college that would implement a degree.

(11) Use a multimember team approach, to develop and implement a degree pursuant to this section, that includes faculty, college administrators, and other content-focused staff, including, but not limited to, librarians, instructional designers, and technology experts, from the campus that would implement the degree, other colleges of the community college system, and interested campuses of the California State University and the University of California. Grant recipients may use funds to obtain

professional development and technical assistance to assist in the development of degrees.

Strive to implement degrees by the first term of the 2018–19 academic year, or sooner, as determined by the chancellor's office.

Request for Application (RFA) 17-085 for Zero Textbook Cost Degree – Implementation Phase 2

DATE: June 2, 2017 AA 17-32

VIA E-MAIL

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents

FROM: LeBaron Woodyard, Ph.D.
Dean, Educational Programs and Professional Development
Academic Affairs Division

SUBJECT: **Request for Application (RFA) 17-085 for Zero Textbook Cost Degree – Implementation Phase 2**

As a continuing effort to improve student access and success, the California Community College Chancellor's Office is pleased to announce Phase 2 of the *Zero-Textbook-Cost Degree Grant program*. The Legislature intends for community college districts to develop and implement zero-textbook-cost degrees to reduce the overall cost of education for students and decrease the time it takes to complete degree programs. This program is consistent with existing legislative policy and fiscal investments in the development and implementation of Open Education Resources (OER) in California Higher Education, including the California Community Colleges System.

These are one-time grant funds to be distributed as follows:

- Enable community colleges receiving an award to implement associate degrees and/or career technical education certificate programs earned entirely by completing courses that eliminate conventional textbook costs by using alternative instructional materials and methodologies.
- Enable community college districts implement zero textbook cost degrees to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs
- The performance period is January 1, 2018 – December 31, 2018.

- The maximum award amount of each implementation grant is limited to $150,000.

Application Deadline: **Thursday, September 28, 2017, at 5:00 PM, PST**

Minutes
Institutional Effectiveness Partnership Initiative (IEPI):
Policies, Practices, and Procedure Workgroup

Date: Friday, May 12, 2017
Location: Sheraton Grand Hotel; Sacramento, CA
Next Meeting: Wednesday, July 19, 2017 at Sheraton Grand Hotel
Present: Theresa Tena, Linda Wah, Linda Collins, Tim Leong, Keith Curry, Ginni May, Erin Larson, Craig Hayward, Andrew Kretz, Pam Cox-Otto, Su Jin Jez, Mike Howe, Brad Trimble, Jarek Janio, Gerson Liahut, Sean Madden, and Laura Metune.

Morning Session (10:15AM-12:00PM)

1. General updates
    a. P3 meeting materials are now available on the IEPI website. Fewer print materials will be made available at our July meeting.
    b. Summer 2017 presents an opportunity to further flesh out the PLN.
    c. Brad Trimble, our new ASK Coordinator, will work to achieve clarity and transparency with ASKs. He is going to make sure that all ASKs are operating efficiently and in communion with each other. He is going to make sure that PLN users do not have to hunt for answers with the ASKs.
    d. Progress reports on ASKs summarize challenges and successes.
    e. Colleges who are currently participating in AACC Project and GP Project will also be able to participate in and benefit from the GP Program.
    f. Mini PRTs to be revisited as a topic of conversation between IEPI and Strong Workforce.
2. ASK Project updates
    a. Current
        i. Data Disaggregation (DD)
            1. Craig Hayward has traveled much in support of DD ASK. 11 events total this calendar year.
            2. There is an audience issue right now with the DD effort. Not enough attendance. Desire for there to be a greater balance of storytelling and the mechanics of DD. Technical conversation of DD might turn some people away. See DD progress report for more information on challenges.
            3. Suggestion made that DD be sold differently to colleges.
            4. A lot of interest in DD as it relates to veterans' access to higher education.
            5. Desire to put on longer workshops.
            6. Discussion of 9/15/17 workshop in the far north.
            7. Discussion of conference presentation at Strengthening Student Success in October. There will be a preconference workshop on storytelling.

8. Redesign of DD ASK upcoming. There will be video and animation and an overall more sophisticated feel. Refinement of old tools and creation of new tools.
9. Several members identified for still-to-be-established advisory group. Still need to identify CEO and CIO members.

ii. Integrated Planning (IP)
1. IP ASK advisory committee still needs to be formed.
2. IP ASK project team meets weekly.

iii. Strategic Enrollment Management (SEM)
1. Advisory committee met on 4/28. It was a success. About 40 members attended.

b. Future

i. Change Leadership/Management
1. Early stages of development. Much to learn from already established ASKs.
2. Definition needs to be established.

ii. Guided Pathways
1. Will differ from current ASKs.
2. Career Ladders Project and ASCCC are important leads in this effort. Faculty involvement and support especially crucial.
3. ASCCC to identify faculty members for assistance in Fall 2017.
4. Advisory committee will be large. Will include at least two student reps. The ASK will require engagement and input from all stakeholder groups.
5. Workshops to focus on action planning.
6. ASK to coordinate closely with GP Project (the philanthropic effort).
7. Capacity-building sessions for colleges seeking specific kinds of help. Targeted technical assistance for individual colleges.
8. Much to learn from CCRC and AACC.
9. We need to be cognizant of the fact that all CCCs are as different as they are alike. We have to take a "learning stance."
10. Desire to harness energy of colleges like Sierra who are already implementing pathways.
11. ASCCC will have GP taskforce.
12. We all have to keep in mind that we are compelled to do what's best for our students. We need to meet colleges where they're at.
13. GP will impact all CCCCO divisions. GP effort is always evolving.
14. Questions raised by LAO on GP.
15. There will be an application process for GP Program. There might be workshops about the application process but it's too early to say.
16. GP Program won't be trotted out, most likely, as an IEPI effort, but rather as an effort of the CCCCO at large.

iii. Potential Accreditation Collaboration [DID NOT DISCUSS]

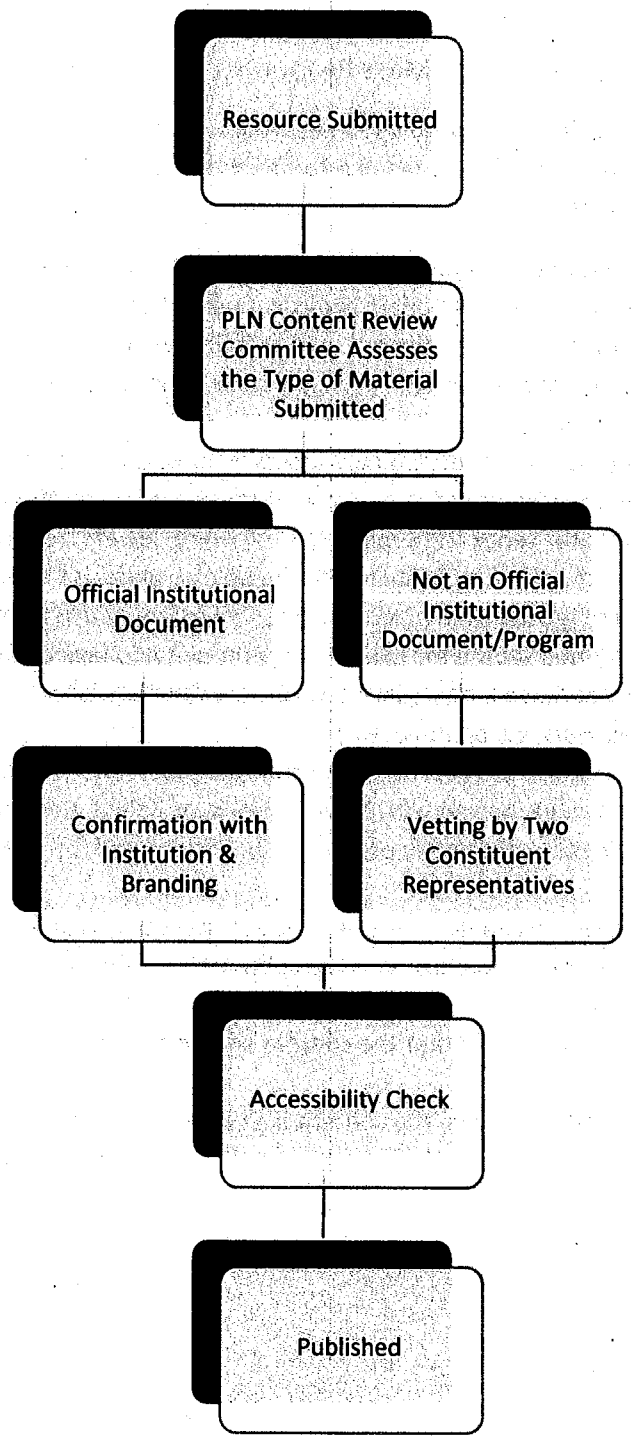
3. $150 million for Guided Pathways; where are we going?
    a. Communicating IEPI work
        i. Interact Communications will be sending video team to Sierra College to tape students, faculty, and administrators to share GP effort. A script for video will be written. Video should be ready 7/1/17.
        ii. GP page or set of pages to be added to IEPI site. This will be a repository for all GP materials. This will be up and running by 7/1/17. Materials will likely only reside on IEPI site temporarily, until an autonomous website is established.
        iii. Template GP materials to be created for individual colleges to customize and circulate on campuses.
        iv. Desire to communicate how GP Program, GP Project, and AACC Project intersect. Need for an infographic to illustrate this. Pam describes infographic as a tree, with AACC as the lowest branch, then the Project as another branch, and finally the Program as the canopy.
        v. CCPRO is a core component of Interact's GP communications campaign.
    b. Evolving work as we know more
        i. What can we learn from CTE pathways already in motion? Can these pathways inform the creation of other pathways?
        ii. We need to as a system unite behind a common understanding of what GP is in order for integration of various programs to occur.
        iii. Keith would like there to be a team of people who visits colleges to help with GP implementation. He describes it as a roadshow. This roadshow would alleviate colleges' stress over GP. Keith also suggests that there should be a GP discussion board to field questions from colleges. Pam believes that the PLN could support this. Linda Collins reiterates her conception of GP effort as including a roadshow component. Keith would like there to be a pool of speakers to draw from who can come to colleges to talk about GP on designated professional development days.
        iv. Trustees need to see roadmap on GP in order to get mobilized. They need materials that are easily digestible.
        v. Desire in the field for hard copy materials.
        vi. Gerson offers student perspective. He believes that email blasts about GP will largely go unread. He thinks that pathways should not start until a student's second year of community college. He thinks that students need a year to explore their options before committing to a pathway, because most students come to college not having any idea what they want to do. He believes that GP needs to be integrated with existing initiatives.

Afternoon Session (12:45PM-1:45PM)

1. Joint meeting with PD Workgroup
    a. Kevin Wutke presents on vetting of PLN and ASK resources
        i. PLN Content Review Committee consists of four people now instead of just one. The purpose of the committee is to determine whether a PLN submission is official institutional document or not.
        ii. Unofficial institutional documents are vetted by two constituent representatives. All vetters must agree that piece is publishable in order for it to be published. Then there is an accessibility check by PLN staff before publication.
        iii. See Kevin Wutke's handout (included in the minutes).
        iv. No definition right now for "promising practices."
        v. Published submissions are categorized and searchable.
        vi. Comment sections at the bottom of published articles will be monitored. Only registered PLN users will be able to leave comments.
    b. Mike Howe presents on ASKs
        i. ASK work teams are made up of subject matter experts.
        ii. A literature review takes between three and eight months.
        iii. ASKs are always evolving, always being fine-tuned.
        iv. The ASK area on the PLN is meant to be intuitive. The ASK area should anticipate where PLN users will want to go.
        v. Every ASK has its own advisory group. There is no universal ASK advisory group.
        vi. The desire is for the ASK user not to have to click seventeen times through different pages in order to get to what they need.
        vii. Question from Tim Leong about whether ASKs serve student services.
        viii. ASKs are framed the way they are because they need to communicate to colleges that in order to be successful colleges need to know not just about IP but also DD and SEM, etc.
        ix. Is there a shelf life to ASKs? Will it always be necessary for there to be a DD ASK, for example?
        x. The more word-heavy an ASK is, the less useful it is. The desire is for people to get through ASKs quickly, not get bogged down with a lot of text they don't have time to read.
        xi. PLN users will be notified by email whenever an ASK is updated.
    c. Future collaboration between workgroups [DID NOT DISCUSS]

Review Process for Resources Submitted to the Professional Learning Network (PLN)

PLN Resource Review Infographic



PLN Resource Review Process

Anyone who is a registered PLN user can submit content to be published on the Resources page. The review process is managed by the PLN Content Review Committee, which is overseen by the Review Coordinator and composed of at least one other representative from: the PLN, the Institutional Effectiveness Division of the Chancellor's Office, and the Success Center for California Community Colleges. Depending on the source of the submission, there are two review processes that it may undergo:

The Review and Vetting Process for Most Resources

Most resources that are submitted undergo a vetting process to ensure that PLN Resources offer relevant and timely material that is presented in a compelling manner. In order to ensure this, they undergo the following process:

1. The resource and associated supplemental materials are submitted through the "Share" page on the PLN and are sent to the PLN Content Review Committee.
2. The Review Committee identifies the material as being subject to vetting (see below for what types of resources are not subject to vetting) and identifies the constituent group(s) for which the material is relevant.
3. The Review Committee does a preliminary assessment of the material and edits it as needed so that it is organized and presented in a way conducive to being on the PLN.
4. The Review Coordinator sends the submission to two reviewers from the relevant constituent group to vet the material in accordance with the below rubric. If the content is relevant to more than one constituent group, then *at least* one reviewer from *each* constituent group will vet the material. (The Academic Senate for California Community Colleges (ASCCC) has requested that at least *two* faculty reviewers be involved in all materials that fall under Senate purview. This and any similar requests will be honored.)
5. Reviewers vet the submission in accordance with the below rubric and make a final determination to: Accept, Accept with Modifications, or Reject. Comments are required to explain recommendations to modify or reject submissions and for any criteria on the rubric marked negatively.
6. The Review Committee compares reviewers' recommendations and comments and work with PLN and Success Center staff, along with the submitter, to improve any content recommended as needing improvement.
7. Once all reviewers have agreed that the content should be accepted, it is sent to the PLN to be made accessible.
8. Once all materials are accessible, the content is published on the Resource page of the PLN.

The Review Process for Partner and Statewide Organizations

Some resources avoid the thorough vetting process described above. These include submissions by IEPI partners and statewide organizations, official institutional documents, resources that are contained in Applied Solution Kits (ASKs), and materials recognized as exemplary through some other review process (e.g. Rice Award recipients or Student Equity Plans identified as exemplary by readers). These resources undergo the following review process:

1. The resource and associated supplemental materials are sent directly to PLN or Success Center staff or are submitted through the "Share" page on the PLN, and are sent to the PLN Content Review Committee.
2. The Review Committee identifies the material as being exempt from vetting (i.e. being one of the above-listed exceptions).
3. The Review Committee does a preliminary assessment of the material and adds context as needed so that it is organized and presented in a way conducive being on the PLN.
4. The Review Coordinator sends the submission, including any context added, to the submitting organization if applicable (e.g. the ASCCC, IEPI, etc.) to receive confirmation that the associated materials reflect officially adopted positions or materials of that organization.
5. If confirmation is received, then the submission is branded as being sourced from the relevant organization, ASK, as an award-winning program, etc. These brands function to identify the source of the information and distinguish it from resources vetted by the PLN. If confirmation is not received, the submission is treated as one in need of vetting and goes through the typical process (described above) and is *not* branded.
6. Once branded, the submission is sent to the PLN to be made accessible.
7. Once all materials are accessible, the content is published on the Resource page of the PLN.

Vetting Rubric

See next page.

Professional Learning Network

Rubric for Selection of Content Submissions

	Criteria	*Strongly Agree*	*Somewhat Agree*	*Somewhat Disagree*	*Strongly Disagree*	*Comments (must be provided for any box marked "Somewhat Disagree" or "Strongly Disagree")*
All Submissions	1. Content is accurate and well-organized and communicated.					
	2. Content provides a clear value to peers.					
	3. Enough information is provided for the content to be an effective resource.					
	4. The supplemental material engages the viewer and enhances the understanding of the content (if applicable).					
Promising Practices	5. Submission provides specific evidence that demonstrates the practice's promise.					
	6. Practice is at scale or appears to be scalable.					
	7. Practice lends itself to use/replication at other institutions.					
	8. Practice ought to be labeled as promising.					

Overall Assessment (Accept, Accept with Modifications, or Reject):

Further Comments (required for assessments of "Accept with Modifications" or "Reject):

IEPI Applied Solution Kits: Vetting Process

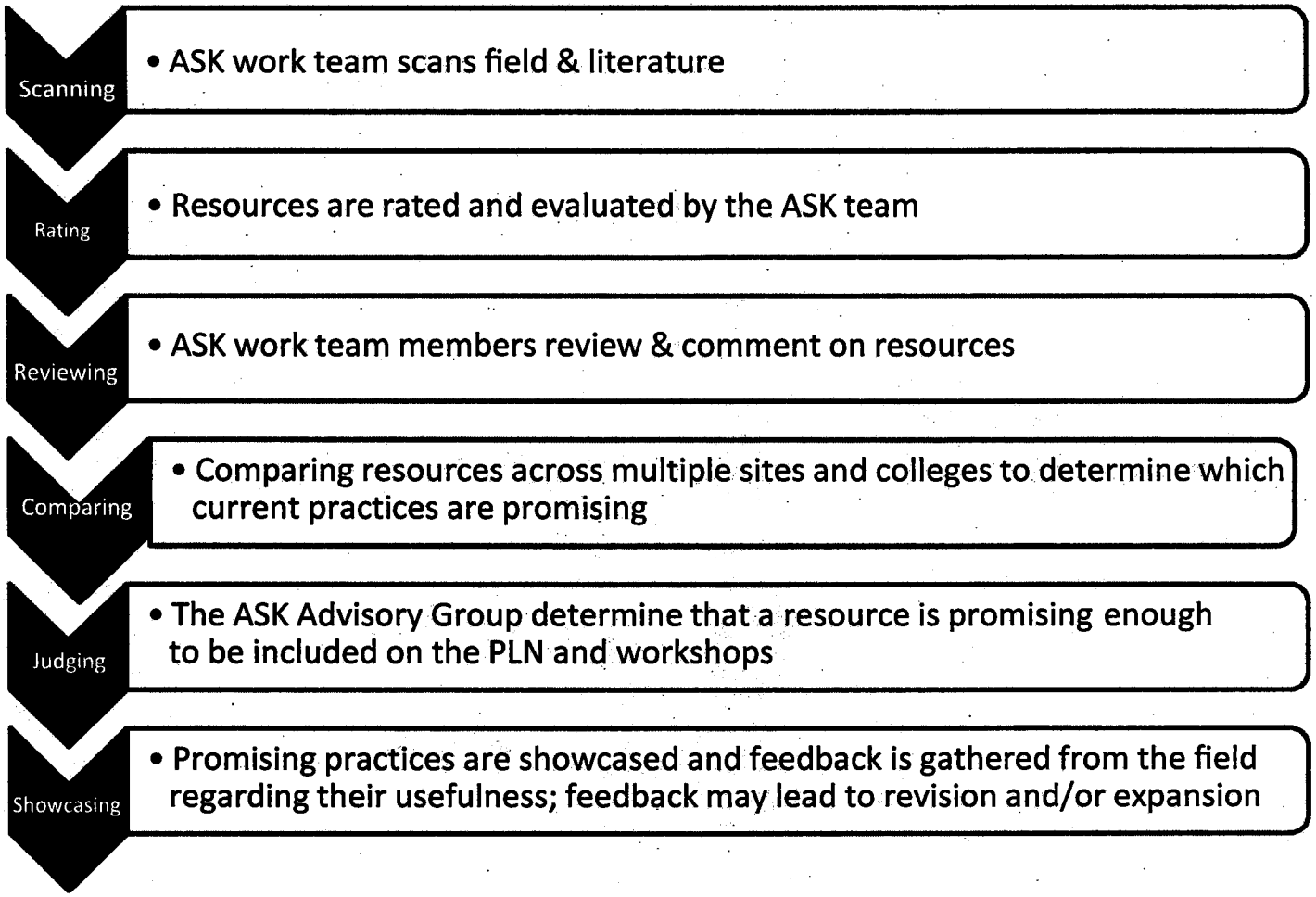
Professional Learning Network (Draft 5/11/2017)

VETTING IS A PROCESS OF REVIEWING TOOLS AND RESOURCES IN AN AUTHENTIC, EVIDENCE-BASED MANNER TO DETERMINE IF THEY ARE PROMISING PRACTICES FOR THE FIELD. VETTING METHODS COULD INCLUDE REVIEW BY SUBJECT MATTER EXPERTS, APPLICATION OF RUBRICS, STATISTICAL ANALYSIS, AND INPUT FROM ADVISORY GROUPS AND FIELD CONVENINGS, TO NAME A FEW.

IEPI ASKs

Identifying Promising Resources: The Institutional Effectiveness Partnership Initiative (IEPI) is committed to producing and proposing the most relevant and helpful tools and resources, known as promising practices, for community college practitioners to use to improve institutional effectiveness. To meet this commitment, the project work teams creating each Applied Solution Kit (ASK) review the quality and relevance of promising resources from the field as well as any new tools they produce. There are numerous ways in which tools or resources are identified, including: from a literature search; from field needs assessments; from IEPI Partnership Resource Team (PRT) applications; or from subject matter experts. This identification process serves as the initial screening of utility and relevance, preceding the formal vetting process. Finally, and probably most importantly, the ASKs are intended to inspire colleges and districts to consider using the promising resources only to the extent that they fit a college's culture and aspirations for organizational change and leadership development.

Vetting: Each ASK has a project work team and an advisory group, which, along with the IEPI P3 workgroup, provide oversight and guidance. The ASK work team initially reviews potential resources, methods, and tools. Then the advisory group reviews draft materials developed by the ASK work team. The methodology is essentially a peer-review and feedback process. This vetting occurs both formally and informally before anything is deemed a promising resource for the ASK. The ASK vetting process is described in more detail on the preceding page. In considering this vetting process, it is important to note that although the process is presented in a linear fashion, in practice, the steps may overlap or occur in a different order depending on the resource.


Scanning
• ASK work team scans field & literature
Rating
• Resources are rated and evaluated by the ASK team
Reviewing
• ASK work team members review & comment on resources
Comparing
• Comparing resources across multiple sites and colleges to determine which current practices are promising
Judging
• The ASK Advisory Group determine that a resource is promising enough to be included on the PLN and workshops
Showcasing
• Promising practices are showcased and feedback is gathered from the field regarding their usefulness; feedback may lead to revision and/or expansion

Chancellor's General Education Advisory Committee
From March 14, 2017
11:00 a.m. to 4:00 p.m.
Anacapa Room, CSU Office of the Chancellor

MEMBERS PRESENT:

Kevin Baaske (for Denise Fleming)
Stachia Boykin (phone)
Mary Ann Creadon
Bill Eadie
Steven Filling
Susan Gubernat
Virginia (Ginni) May
Catherine Nelson
Barry Pasternack
Tiffany Tran
Mark Van Selst
Jodie Ullman
Alison Wrynn

GUESTS:

Patrick O'Rourke (Guest / CSU CO Veteran's Affairs)
Christine Miller
Quajuana Chapman (Curriculum and Articulation / CSU CO)

ABSENT:

Sarah Bentley
Elizabeth Boyd
Jackie Escajeda
Michelle Hawley
Ceci Herman
Christine Mallon
Paula Selvester
Pam Walker
Steven Stepanek

OM AGENDA

ITEM 1: Approval of agenda for meeting of 3/14/2017 and of minutes from 1/24/2017 (move/second/pass)

- Mary Ann Creadon

ITEM 2: Credit-by-Exam Memo Update and Defense Language Proficiency Test

- Alison Wrynn
- Patrick O'Rourke
- Mark Van Selst

Question re: defense language institute programs

- GE needs Culture, Writing, etc.
- As elective credit vs. as CSU GE?
- What do we need to do to evaluate for GE credit?
- Feedback from the field from CSU World Languages Council faculty
- How do we map scores from one level to another?
- Interagency round table scores or ?
- Need consensus from Ccmpus faculty re: appropriate criteria
- Most languages basic/intermediate/advanced (what level would "count" for GE)?

ACTION request syllabi for Spanish and Mandarin Chinese from DLI; have World Languages Council review.

ACTION: new actions change computer science AB (F/18 removal? ← will be verified) + Physics B to (end date to F/15)
(Move/Second/Pass)

ITEM 3: Online Oral Communication Pilot Update, Report Discussion

- Bill Eadie
- Mary Ann Creadon

In January we recommended continuation and review learning outcomes from the pilot programs. However, we were informed by AVC Mallon that here is no restriction on modality in oral communication in title 5 or EO 1100.

Q: Does the absence of online oral restriction mean online oral comm allowed?

Q: IGETC guidance re: oral communication stresses audience problem, and encourages specific submission to address complex issues – however, also does not include an online ban (but does say CSU must consent explicitly so online is not an automatically approved element).

Q: If we have criteria in the guiding notes do they need to be met?
A: guiding notes do not have statutory authority (not cited anywhere, they are practice vs. policy)

Q: Oral communication transfer issues – articulation as a course in the CSU GE package would be approved individually as a one-off in all likelihood.
Q: Oral communication evaluation would seem to hinge partly on the modality of the course.

Note: transfer reports do not specify mode of instruction – do we want to see mode of instruction specified on transcripts?

Both IGETC and GEAC Guiding notes should be updated vis-à-vis online oral communication.

ITEM 4: GE Task Force and Issues of Overlap with GEAC

- Mary Ann Creadon
- Jodie Ullman

There are likely to be times/issues that overlap between the two groups; this is expected and ok. Neither GEAC nor the Task Force should feel constrained by the existence and actions of the other groups.

The EVC Blanchard memo (May 10 deadline) asks for campus input that will feed into task force deliberations (quote is not from the Blanchard memo):

> *"There have been no expectations that GE Task Force responsibilities will change. The Chancellor's office is engaging in routine work, not the more expansive research and recommendations that the GE Task Force will take on, per its charge. The work of the senate, GEAC and task force is expected to move forward as planned, with each contributing important perspectives.*
>
> *Where we find a lack of clarity or observe inequities, we believe we should address those in policy—sooner rather than later—in the interest of student success. In order to be respectful of campus deadlines for curriculum committees, GE committees, and catalogs, we need to give campuses enough notice to make any changes that might be appropriate before students could be served by changes in the 2018-19 year. That will require receiving feedback from campuses during this academic year."*
>
> - *EVC Blanchard*

- Suggestion that changes to EO1100 be vetted via GEAC prior to implementation.
- Anything with curricular implications has historically gone from GEAC to ASCSU.
- Concern over the perception introduced by the memo of a violation of shared governance processes (strong overlap between memo and GE Task Force charge).
- Concern about access to the input derived from the memo for both GEAC and GE Task Force, and concern about the quality of the information derived from a very short turn-around to respond to the memo.
- Note: conversations between senate and CSU leadership are now occurring.
- The catalog timeline suggests a hard deadline for Dec/17 for changes that impact 18/19 catalog copy.
- The Blanchard memo seems to reintroduce many topics and potential actions that have been previously discussed broadly – it may be unintentional that these actions seem to be supported in the request for feedback.

ACTION GEAC make a recommendation to the CSU CO that requests the March 10 Blanchard Memo deadline be extended from May/17 to a date to be agreed on by ASCSU and CSU CO leadership. (Note: this deadline was extended to June 16)
ACTION GEAC make a recommendation that the information request contained in the March 10 Blanchard memo be better focused in line with the relevant charges of GEAC and the GE task force.

(without dissent)

ITEM 5: GE Assessment/Upper Division GE

- Mary Ann Creadon
- Alison Wrynn

Is there guidance in the elements from the materials in Dropbox that might help GEAC to provide effective guidance in GE assessment.

- Fresh semester conversion campuses are likely to have 'newer' outcomes, etc. for GE
- We are not looking for data per se, we are looking for effective procedures to advocate
- WASC mid-cycle review processes are appealing; These campus reports to WASC should be available from campus websites – Alison will collate this information from each campus.

Role of Upper Division GE

- SF State: UD GE has connection to the major (separates GE by major)
- SJSU: in GE (LD + UD) students should share common educational experiences (vs. isolated)
- San Bernadino: language / presentation is more cohesive (less discipline specific – outcome driven vs. discipline focused descriptors) ; includes foundation→exploration, etc. – seemed very student-centered
- Sacramento: includes a strong philosophical statement of what GE is for.
    - Distinguishes "educated person" from "trade school" (worth of critical thinking, etc.)
        - Very clearly phrased statement on value and role of GE
- UD vs. LD GE separation (definition and practice) will be important
- AS-3211-15 Expectations for Upper Division General Education lists elements for a strong definition of UD GE (campus-specific)
- A high percentage of our students are transfer students (with LD GE)
- EO 1100 specifies 3 units UD area B, 3 units UD area C, 3 units UD area D.

ITEM 6: Review and Clarification of EO 1100 & Guiding Notes

- Mary Ann Creadon

ORAL COMMUNICATION

- Effectiveness in communication
- EO1100

- A minimum of nine semester units or twelve quarter units in **communication** in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning. Students taking courses in fulfillment of subareas A1 and A2 will **develop knowledge and understanding of the form, content, context, and effectiveness of communication**. Students will develop **proficiency in oral** and written **communication in English**, examining **communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.**

- Problem of audience needs to be addressed (prohibition to only be online vs. outcome-based outcome assessment that may include non-in person experiences)
- We likely want to provide connection to guiding notes from EO1100.

ITEM 7: Review/Revise GE Area B4 requirements and clarification of EO 1100 and Guiding Notes

- Steven Filling
- Kate Stevenson

Intermediate algebra (not used for some majors – but is needed for some majors)
Foundational requirements (per QRTF defined in terms of Common Core expectations)

As we rewrite B4, copy from QRTF as "expectations for before" and "expectations after completion" – for instance, the following possibilities would be decided upon if B4 standards are rewritten:

CAP/Statway course expectations *may be modified* to meet foundational requirements.
CAP/Statway course expectations do *appear to meet* B4 (e.g., statistical) requirements.
CAP/Statway course expectations would *start towards (but not fully meet)* baccalaureate expectations.
These are "GE" requirements… individual programs may require other quantitative reasoning elements (e.g., intermediate algebra, etc.).

QRTF has largely been reconceived in a similar manner to writing (in that it should be QR across the curriculum and that a single lower division GE course would not meet the entirety of undergraduate QR expectations)

Completion of the achievement of baccalaureate level QR might be done within the major or it could live with UD GE (or elsewhere in the curriculum – financial literacy, structured logic, programming, across the curriculum (using a GWAR-equivalent assessment?)

Timeline mentioned as 5+ years to fully implement QRTF

Well-rounded, fully-founded student is the goal – we are not looking to water down QR, we are looking to set students up for a life of using QR effectively.

Analogy to GWAR raises concerns in that the GWAR (as a test) can be seen as a "bottleneck" since students with low writing requirements in their major have difficulty demonstrating a minimal level of writing competency. We have to be careful that the change in standards does not the reduction in standards for admission does not lead to a QR version of a GWAR-type test as a "new" bottleneck. We must demarcate a well-defined standard and hold all students to that standard.

Note: we may need to similarly strengthen the description of outcomes for writing.

Relevancy to the student (cf., writing in the discipline) – we may need to produce interventions to ensure that both writing and QR are supported (this may mean faculty qualifications or course design elements as required elements).

See page 21 of QRTF re: fourth year of QR experience.

As a consequence of such policy changes, the Task Force encourages the CSU to ensure that:

- *All CSU campuses shall provide students with at least one B4 course that has no prerequisites beyond the Foundational Quantitative Reasoning requirement. Such courses shall be relevant to students' majors and interests (e.g. statistics, ideas in quantitative reasoning, or mathematics for life).*
- *Students with algebra intensive majors, interests, and career goals may be required to take additional mathematics at either the baccalaureate or developmental level prior to taking the appropriate B4 course. (E.g. a student may need intermediate algebra or college algebra prior to taking pre-calculus or mathematical methods in business.)*

ACTION: Mark and Steven (with Kate) will draft (Title 5?) EO1100 + Guiding Notes language for May/17.

Cautionary note: Assessment may be problematic in future B4 evaluation re: CSU GE. The clarity of the language should facilitate assessment efforts re: GE B4 applicability. Out of state courses that do have intermediate algebra are likely to have met foundational requirements since intermediate algebra is a higher hurdle (likely inclusive of) foundational algebra.

NEW ITEMS / REPORTS

ITEM 8: Statistical Pathway Pilot Assessment Reports

Pilot reports are beginning to come in. The data we will get will likely not go beyond Fall of 18 for Spring 2019 conclusion of pilot (Feb 15, 2019 due date).

ITEM 9: Carnegie letter

Misrepresentation of Statistics Pathway in Carnegie advertising was noted by both ASCSU and CCC senate; clarification was provided by Carnegie.

Adjourn 4 p.m.

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CIO Executive Board Summary
July 19, 2017

1. **Change to the structure of CIO Executive Board meetings** – The CIO Executive Board agreed to change the structure of their meetings for the coming year. Regular meetings (those not held on the Wednesday of the CIO Conferences) will be from 9 AM until 3 PM at the Chancellor's Office. With the exception of 9 AM until 11 AM, the CIO Executive Board meetings are open to the CCCCO, liaisons, and representatives from ASCCC.
    a. 9 AM - 11 AM: CIO Executive Board Members Only
    b. 11 AM – 12 PM: CIO Executive Board meets with representatives of the Academic Senate for California Community Colleges (ASCCC). Representatives from the ASCCC are encouraged to remain for the rest of the meeting, but this time is reserved for the ASCCC to communicate directly with the CIO Executive Board.
    c. 12 PM – 1 PM: Lunch with representatives from the CCCCO. It is particularly important to build strong relationships with the Vice Chancellors.
    d. 1 PM – 2 PM: Reports from CCCCO staff
    e. 2 PM – 3 PM: Reports from liaisons

2. **ACCJC**
    a. Manual for Institutional Self Evaluation Reports (ISER) has been updated to indicate that paper copies of documents like the ISER and the college catalog will not be required beginning in spring 2018.
    b. ACCJC is looking to develop a new program template for programs related to the strong workforce program.
    c. ACCJC is planning to increase the number of substantive change committee meetings from the current two per semester.

3. **ASCCC Executive Committee Meetings** – The CIO Executive Board values their relationship with ASCCC and board members would like to attend each ASCCC Executive Committee meeting to provide an update. A tentative list of the CIO volunteers for each meeting is provided below. Please note that a CIO will not be available for the April ASCCC Executive Committee meeting because the meeting is during the spring CIO Conference.
    a. August 11 – 12: Mary Kay Rudolph
    b. September 7 – 9: Jennifer Vega La Serna
    c. September 29 – 30: Meredith Randall
    d. November 1: Irene Malmgren
    e. December 1 – 2: Debra Sutphen
    f. January 11 – 12: Rudy Besikof
    g. February 2 – 3: Karen Daar
    h. March 2 – 3: Virginia Guleff
    i. June 1: Debra Wulff

4. **CIO Appointments to ASCCC Committees**
    a. Karen Daar has been appointed to the ASCCC Curriculum Committee.
    b. Debra Wulff has been appointed as the ALO to the ASCCC Accreditation Committee.

5. **Fall CIO Conference –** The Fall CIO Conference will October 25 – 27 at the Dana in San Diego. The conference will include presentations on guided pathways, curriculum, data and accountability, accreditation, contract negotiations, and an update from the Chancellor's Office.

C-ID Advisory Committee Minutes Draft
March 24, 2017
California Community College Chancellor's Office – Room 630
11020 Q Street, Sacramento, CA
10:00 am – 3:00 pm

In Attendance:
Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC
Kyle Burch, Articulation Officer, CSU East Bay
Robert Cabral, C-ID CTE Director, Oxnard College
Mary Legner, Mathematics Faculty, Riverside City College
Catherine Nelson, Vice Chair, ASCSU
Amanda Paskey, C-ID Advisory Chair, Cosumnes River College
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
Barbara Swerkes, Consultant, CSU System Office
Mark VanSelst, Psychology Faculty, San Jose State University.

Staff:
Heidi Roodvoets, Administrative Assistant, ASCCC
Miguel Rother, Program Specialist, ASCCC

I. Introductions and Announcements
Chair Paskey welcomed committee members and introductions were made.

II. Approval of the Agenda
By consensus, the agenda was approved as presented.

III. Approval of October 3, 2016 Meeting Minutes
Concerns were expressed regarding items IV and XII D. Motion to approve October 3, 2016 meeting minutes with the caveat that necessary modifications will be made once recording of the meeting is evaluated. Motion passed with abstention from VanSelst. (Legner, MSC)

IV. CTE[Office1] C-ID Update
A. Current CTE Disciplines
Adams updated the committee on current CTE disciplines. The group discussed the attached document as well as ways to identify new CTE disciplines that might benefit from the advantages of the C-ID program. A suggestion was made to research the Linked Learning Initiative in order to pinpoint new CTE disciplines. A question was raised regarding disciplines such as Digital Media and Film, Television, and Electronic Media, sharing many similarities. It was discussed that, to avoid duplicating work already

accomplished, C-ID should encourage FDRGs to utilize existing descriptors in circumstances such as these. Abma suggested that C-ID send out correspondence explaining the portability and benefits of C-ID.

ACTION:

- C-ID will work on messaging to convey the strengths and benefits to CTE disciplines and students.
- C-ID will encourage FDRGs to utilize existing descriptors when applicable.

V. Digital Badging for CTE C-ID – pilot for BIW

The group revisited the previous discussion of digital badging and C-ID in which the Business Information Workgroup (BIW) requested that C-ID consider creating digital badges for C-ID descriptors. A digital badge is a validated indicator of accomplishment, which C-ID would then associate with the completion of a C-ID approved course. The Foundation for California Community Colleges is currently using an online digital badging platform known as Launchpath. C-ID is looking at the possibility of using this platform to implement a digital badging system. It was noted that at this time, C-ID is only seeking to issue badges for CTE disciplines and that there are logistical issues still to be resolved.

ACTION:

- C-ID will continue to gather information on the implementation of a digital badging system for CTE disciplines. This item will be brought before the committee when more information becomes available.

VI. CSU FDRG/CORE Recruitment Update

Swerkes discussed a recent article she wrote and published in the Academic Senate for California State Universities (ASCSU) newsletter. The article was intended to inform CSU faculty of the need for CSU CORE participation in C-ID however, it did not generate as much interest from the CSU faculty to participate as hoped. The CSU has since created a new position to offer support in the CORE recruitment efforts. It was noted that the most effective way of gaining CSU CORE participation is through the recommendations of Articulation Officers (AOs). Larger CSU institutions find it difficult to find qualified reviewers for introduction courses since most of these courses are taught by graduate students. The group discussed whether CSU COREs could review for all descriptors within their discipline, since they all have curriculum experience but they often do not review all of the descriptors due to specialization within disciplines.

ACTION:

- Abma and C-ID will email Swerkes' article to the appropriate discipline listservs in which CSU COREs are needed.

VII. Math 110 Update

Adams provided a summary of the MATH 110 survey results to the committee. This survey was sent to the FDRG for each of the 15 disciplines with a TMC containing C-ID MATH 110. FDRG members were asked if students completing their discipline's existing TMC, without guaranteeing completion of intermediate algebra as a prerequisite to MATH 110, would be inadequately prepared for upper division coursework. Of the 33 respondents, the majority (25 respondents), agreed that the TMC for their discipline would be unaffected by the change to C-ID MATH 110, and students completing a TMC in their discipline would be sufficiently prepared for upper division course work. The eight remaining respondents indicated that the C-ID MATH 110 prerequisite change is problematic and student's completing the TMC for their discipline would find themselves unprepared for upper division coursework, and therefore intermediate algebra should be added to their discipline's TMC. The group discussed that creating two descriptors, one with an intermediate algebra prerequisite and one without, cannot be done without making changes to content. A suggestion was made to ask the FDRG for disciplines which require intermediate algebra to include it as major preparation on their TMC. Since intermediate algebra is non-transferrable, the addition of this course would not affect the 60-unit cap.

ACTION:

- Simpson-Alisca will create a list of disciplines affected by the change to MATH 110. The list will be brought before the ICW committee for discussion.
- C-ID staff will generate a list of backlogged MATH 110 submissions to be brought before the ICW committee for discussion.

VIII. Five-year Review Process Update

5-Year Review Changes – AO Subgroup

Paskey discussed disciplines undergoing the 5-year review of their descriptors and TMC. Of the ten disciplines which began their 5-year review fall 2016, four have completed their review and revised descriptors are now available on c-id.net. The music FDRG recommended six new descriptors, as well as substantive changes to their TMC. The group discussed the existing C-ID policy regarding what constitutes a substantive change. In order to ensure CSU faculty are aware of any substantive changes and are involved in the vetting process, the CSU Chancellor's Office requested that C-ID provide vetting surveys when a substantive change is recommended. The CSU Chancellor's Office will simultaneously distribute the survey to CSU faculty for feedback. The group considered the benefits of involving the AO Subgroup's input before FDRGs recommend changes to TMCs.

ACTION:

- The topic of involving the AO Subgroup, as well as CSU vetting will be brought before the ICW committee.

IX. General Updates

A. **General Disciplines Update**

o C-ID convened eight CTE disciplines in fall 2016 via the Discipline Input Group (DIG) mechanism.

o Seven CTE FDRGs have convened so far during spring 2017 semester, and faculty recruitment continues for nine discipline's FDRG.

B. **TMC Development**

Four FDRGs finalized a TMC and descriptors for their discipline: Environmental Science, Hospitality Management, Law Public Policy and Society (LPPS), and Social Work and Human Services (SWHS). The group discussed the involvement of CSU faculty contributing to the creation of both the SWHS and LPPS AOE TMCs. The four TMCs will be brought before the Intersegmental Curriculum Faculty Workgroup (ICFW) for consideration.

C. **ADT Update and Policy Change Chancellor's Office ADT Policy Change**

Adams summarized the recent CCC Chancellor's Office (CCCCO) policy change regarding C-ID course approval and ADTs. Since July 1, 2015 the CCCCO required review and approval of all courses listed within an ADT prior to submission of the degree to the Chancellor's Office. As a result of delays in the approval process for some C-ID course submissions, there were challenges approving ADTs in a timely manner. As a result, the CCCCO, in collaboration with ASCCC, developed a new policy on C-ID course approval and ADTs. Effective March 1, 2017, the Chancellor's Office will allow the inclusion of courses that were pending C-ID determination for over 45 days in ADT submissions. Concerns were raised that the new policy is too broad, and that there are no end dates. The group discussed implementing a time limit for the resubmission of courses that receive either a conditional or not approved determination.

ACTION:

- Adams will bring the C-ID Advisory Committee's concerns about this policy to the ICW Committee, and will bring a policy recommendation to the ICW Committee for their review.

X. C-ID 2.0 Website Update

A. ASSIST Verification

Adams informed the committee that the California Community College Technology Center (CCCTC) is working diligently to have C-ID 2.0 ready for user testing by May 2017, with a public release date expected in June 2017.

A delay in the ASSIST Next Gen roll-out process on December 9, 2016 caused Articulation Officers (AOs) to be unable to enter new courses in either ASSIST Legacy or ASSIST Next Gen. As a consequence, AOs were

unable to submit courses to C-ID due to the C-ID system's validation process against ASSIST data. Therefore, in order to allow new course submissions to c-id.net, course validation was temporarily turned off between ASSIST and C-ID. During the ASSIST system transition C-ID will validate courses through the Chancellor's Office Curriculum Inventory (COCI).

XI. Future Agenda Items and next meeting time/place

- Report on ICW decisions.
- Progress on C-ID 2.0 technology updates from user tests.
- Next meeting suggested to be in May or June 2017.

XII. Adjournment

Respectfully submitted by,
Heidi Roodvoets, Administrative Assistant, ASCCC

Intersegmental Curriculum Group (ICW) Draft
March 29, 2017
California Community Colleges Chancellor's Office
1102 Q St, Suite 4800
Sacramento, CA 95811

In Attendance:
Deanna Abma, Articulation Officer, City College of San Francisco
Julie Adams, Executive Director, ASCCC
Raul Arambula, Academic Affairs Division, CCC Chancellor's Office
Julie Bruno, President, ASCCC
Kyle Burch, Articulation Officer, CSU East Bay
David Hood, History Faculty, CSU Long Beach
Mary Legner, Mathematics Faculty, Riverside City College
James LoCascio, Engineering Faculty, California Polytechnic State University
Ken Nishita, Psychology Faculty, CSU Monterey Bay, ASCSU Representative
Amanda Paskey, C-ID Curriculum Director, Cosumnes River College
Jim Postma, CSU Representative, CSU Chancellor's Office
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
John Stanskas, ASCCC Vice President, San Bernardino Valley College
Barbara Swerkes, Consultant, CSU Chancellor's Office

Guest:
Paul Steenhausen, Principal Fiscal & Policy Analyst for CSU, Legislative Analyst's Office

Staff:
Heidi Roodvoets, Administrative Assistant, ASCCC
Miguel Rother, Program Specialist, ASCCC

I. Introductions, Announcement, and Approval of the Agenda

Stanskas welcomed committee members and introductions were made. The agenda was approved with the removal of item VII by consensus.

II. Approval of the Minutes

The October 27, 2016 meeting minutes were approved by consensus.

III. General Updates

A. C-ID Advisory Committee Update

Paskey provided an update on the March 24, 2017 C-ID Advisory Committee meeting. Topics discussed at the meeting included: digital badging, CSU CORE recruitment, identification of new CTE disciplines, increasing CTE faculty involvement, the CCC Chancellor's Office (CCCCO) memo regarding

course approval and Associate Degree for Transfer (ADT) submissions, the MATH 110 descriptor prerequisite change, status of disciplines undergoing the 5-year TMC and descriptor review, new Area of Emphasis (AOE) and TMC development, and changes in the course validation process between C-ID and ASSIST.

B. CTE Discipline Update

Adams provided background on the CCCCO Strong Workforce Initiative and the Workforce Taskforce recommendations that will involve the use of C-ID to implement. C-ID has experienced difficulty in identifying CTE disciplines, as well as engaging CTE faculty to participate in the creation of Model Curriculum (MC) and descriptors. This is in part due to the smaller scale of many CTE programs and the number of faculty available therein. The group discussed ways to identify CTE disciplines that would benefit from C-ID. A suggestion was made to pinpoint new CTE disciplines by researching a program in use by the CSU, known as the Linked Learning Initiative. The Linked Learning Initiative is similar to CCC CTE disciplines in that it provides students with work based skills. A point was raised that there are some CTE disciplines for which the CSU currently has programs, and that working with the CSU in these areas could be beneficial for students within both the CCC and CSU segments. It was noted that while forming CTE FDRGs, C-ID should encourage members to look at similar programs or disciplines, in order to avoid confusion and duplication of descriptors.

C. C-ID Technology Update

C-ID continues to work closely with the California Community College Technology Center (CCCTC) in order to prepare the new C-ID 2.0 website for user testing by May 2017, with a public release date expected in June 2017. The new website will provide more tools, resources, data storage capabilities, and improved functionality.

Adams informed the group that due to a delay in the ASSIST Next Gen roll-out process, Articulation Officers (AOs) were unable to enter new courses in either the ASSIST Legacy, or ASSIST Next Gen platforms after December 9, 2016. Since C-ID validates active courses through ASSIST data, AOs were also unable to submit new courses to C-ID. In order to allow new course submissions to c-id.net, course validation was turned off between ASSIST and C-ID. During this transition, C-ID will manually validate courses through the CCCCO Curriculum Inventory.

D. High Unit Degrees

Some colleges are unable to create an ADT within the 60-unit cap outlined in SB 1440 (Padilla, 2010). This is most common in Science, Technology, Engineering, and Math (STEM) disciplines. It was noted that many STEM degrees could be attained by students within 120 units. However, in many

cases, the lower division coursework requires more than 60 units, whereas upper division coursework requires less than 60.

The group discussed language within SB 1440 which mandates that CCCs offering an associate degree must create an ADT within 60 units for the discipline as well. A concern was raised that in order to comply with SB 1440, some colleges may begin to avoid offering degrees in disciplines that they are unable to prepare students for upper division coursework within the 60-unit cap. The group discussed various issues and difficulties surrounding high unit degrees. It was suggested that this item be discussed by ICW after additional analysis and data collection is conducted.

ACTION:

- Postma will conduct analysis of lower and upper division courses, and their unit counts.
- Arambula will gather data on ADTs in STEM disciplines, and provide the C-ID data for research

IV. Transfer Model Curriculum

Paskey reviewed the following four TMCs that are now ready for review by the Intersegmental Curriculum Faculty Workgroup (ICFW) committee: Environmental Science, Hospitality Management, Law, Public Policy, and Society (AOE), and Social Work and Human Services (AOE). The group discussed the two AOE TMCs which will be brought before ICFW for approval. A question was raised in relation to how CSUs will accept an ADT in an AOE, when the CSU cannot offer a degree in every area listed on the TMC. The ways that the CSU determines similarity was briefly discussed.

V. Math 110 Update

Stanskas provided a background regarding the Math Faculty Discipline Review Groups (FDRGs) decision to include CSU approved statistics pathways as a prerequisite on the MATH 110 descriptor. The CSU began accepting alternative statistics pathways, such as the Carnegie Statway model, based on the recommendations of the CSU Chancellor's Office General Education Advisory Committee (GEAC). In addition to the recommendations from GEAC, the CSU Quantitative Reasoning Taskforce (QRTF) published a report acknowledging that intermediate algebra skills may not be necessary for the demonstration of general education quantitative reasoning. Since the CCC must validate all prerequisites, and the CSU is accepting alternative pathways, CCCs may have a difficult time validating the use of intermediate algebra as a prerequisite for statistics.

In fall 2015, the Math FDRG began its 5-year curricular review of the Math TMC and descriptors. At that time, it was suggested that the FDRG create an additional descriptor rather than change the existing C-ID MATH 110. However, after extensive discussion, the FDRG concluded it could not justify two descriptors bearing the same content, yet different prerequisites. As a result of the GEAC recommendation,

and the CSU QRTF report, the Math FDRG ultimately made the decision to include alternative pathways as a prerequisite on C-ID MATH 110. Subsequently, the CSU Chancellor's Office and Academic Senate for California State Universities (ASCSU) expressed concern about math courses without an intermediate algebra prerequisite being used for general education requirements, as well as major preparation. A suggested solution was made at the C-ID Advisory Committee meeting that disciplines requiring quantitative reasoning skill sets could include both intermediate algebra and statistics in their discipline's TMC. Since intermediate algebra credits are not transferrable, and students are able to take assessment testing for higher placement, requiring both courses would not affect AD-Ts 60/60 unit split.

In order to determine which disciplines will require the inclusion of intermediate algebra on their TMC, C-ID surveyed FDRG members for all 15 disciplines with a TMC that includes MATH 110; the survey yielded two disciplines. The C-ID Advisory Committee would like ICW to discuss the inclusion of intermediate algebra on two TMCs identified by the CCC, as well as eight TMCs identified by the CSU. The group discussed a total of nine disciplines which were found to be affected by the change including: Administration of Justice, Agriculture Animal Sciences, Agriculture Business, Agriculture Plant Science, Business Administration, Economics, Kinesiology, Psychology, and Public Health Science.

A concern was raised with how the CSU segment can be assured that a student, having earned an ADT in one of the affected disciplines, will have mastery of intermediate algebra skills prior to transferring to the CSU. It was reiterated that there is currently a mechanism in place since the CCCCO requires colleges to provide documentation in instances such as this before approval of an ADT can occur. The body agreed that in order to address the concerns regarding intermediate algebra, the FDRG for each of the nine disciplines identified will be asked to include intermediate algebra competency in their TMC.

Action:

- A motion was made to ask the FDRG for each of the nine disciplines affected, to include intermediate algebra competency on their TMC. (Legner, Paskey, MSC). A request was made to delay contacting the FDRGs until April 4, 2017, when the CSU Chancellor's Office has had opportunity to discuss this.
- C-ID will contact the FDRG members of the nine disciplines identified, and request that intermediate algebra competency is included in their TMC.
- Simpson-Alisca will discuss the ICW decision with the CSU Chancellor's Office and follow up with Rother by April 4, 2017.

VI. Chancellor's Office ADT Policy Change

Paskey summarized CCC Chancellor's Office (CCCCO) March 17, 2017 policy change regarding C-ID course approval and ADTs. Since July 1, 2015 the CCCCO has required review and approval of all courses listed within an ADT, prior to submission to the CCCCO. Due to delays in the approval process for C-ID course submissions in certain disciplines, there were challenges approving ADTs in a timely

manner. As a result, the CCCCO, in collaboration with ASCCC, developed a new policy for C-ID course approval and ADTs.

Effective March 1, 2017, the CCCCO will allow the inclusion of courses pending C-ID determination for over 45 days to be included in ADT submissions. The committee raised concerns that the policy was too broad and contained no end date. The group discussed the need for C-ID to draft a policy which specifies the CCCCO policy change is only intended for, and applies to, disciplines that C-ID does not have a sufficient amount of Course Outline of Record Evaluators (COREs) to complete the review. Furthermore, a time limit would have to be implemented, by which resubmission of courses receiving conditional or not approved determinations will be required.

Due to the CSU requirement that C-ID COREs must be senior/tenure track faculty, combined with a decreasing number of tenured faculty, it has become increasingly difficult to recruit CSU COREs for C-ID. Simpson-Alisca discussed various steps the CSU is taking to increase faculty participation and help alleviate the backlog of courses awaiting review. The CSU recently published an article on this topic in the ASCSU monthly newsletter, although it did not increase faculty interest. The CSU Chancellor's Office has since created a new position to offer support in the CSU faulty recruitment. In addition, the CSU is creating a formal structure for follow up, training, and retention efforts. A suggestion was made that this topic be brought before the ASCSU to discuss whether the CSU would re-consider CORE requirements.

ACTION:

- C-ID will draft a message stating that the new 45 day policy will be specific to disciplines that do not have an adequate number of reviewers.
- C-ID will implement restrictions on the length of time allotted for resubmission of conditionally and non-approved CoRs.

VII. Five-Year Review

A. Proposed Revisions

Paskey discussed proposed revisions to the *TMC Review, Revision Criteria, and Processes During 5-Year Review* policy. As disciplines complete their 5-year review, a trend emerged, wherein a majority of the FDRGs have made non-substantive changes to the TMCs or descriptors, while only a few have recommended substantial changes. In order to help mitigate any adverse effect of a substantive change to a TMC, it was suggested that the 5-year review policy be updated to include the AO Subgroup in the process when an FDRG recommends significant changes. A suggestion was also made to send these TMCs to the CSU so that it can be sent to all campuses that have deemed the TMC similar for input during the vetting process.

Action:

- Paskey and Simpson-Alisca will work on the policy language, and this item will be brought back to ICW after revisions have been drafted.

VIII. CSU ADT Acceptance

A. 1440 Guarantee

Bruno presented to the group a situation in which a CCC student transferring to a CSU was asked to take an alternative course in place of a different optional course listed on their ADT. However, Senate Bill 1440 states that any student from a CCC that completes an ADT, having met transfer qualifications, is guaranteed acceptance to CSU with no additional coursework beyond the ADT requirements.

In the CSU segment, Curriculum Chairs typically only serve one year. This may partially be the cause, due to new Curriculum Chairs not understanding the specifics of ADTs and the guarantees associated with them. A possible solution was discussed to have a mechanism in place to connect incoming chairs with the campus AO. It was noted that the CSU Chancellor's Office should be considered a point of contact for instances such as this.

The group discussed that, although this miscommunication may have occurred, it is not a systemic issue. Increasing student awareness and knowledge regarding ADTs was discussed. If students are better informed on the guarantees associated with their degree, this sort of miscommunication could be avoided in the future.

Action:

The ASCCC and CCCCO will discuss messaging to inform both students and faculty of C-ID, ADTs, and the guarantees associated with the degrees.

B. ADT Award Timing

Bruno presented for discussion the topic of ADT award timing in relation to CSU transfer application. There was concern among some CCCs surrounding the date by which students must apply for transfer to the CSU being months before the date that CCCs award ADT degrees. Although not a wide spread problem, this is problematic for students when their college does not have a clear pathway or agreement with the CSU, similar to the way a high school student's junior year GPA is accepted as though the student will acquire the degree. Possible causes and solutions were discussed including informing counselors and student advisors to impress upon students earning an ADT that it is different than an Associate Degree, and the transfer institution will need to be aware of the type of degree. The group agreed there was not enough information to properly ascertain the cause at this point.

IX. Reports

A. Senate Updates

ASCSU

Nishita provided a brief update of topics and activities the ASCSU worked on, including: tuition increase, creation of an Academic Freedom Policy, and an Executive Order that CSU campuses revise their general education policy by June 2017.

ASCCC

Stanskas discussed language that can be found in the Governor's budget, asking the CCC system to review guided pathways.

B. CCC CO Report

Arambula discussed work that was done by the CCCCO to streamline the ADT review and approval process.

X. Future Agenda Items and next meeting time and place

- Next meeting will be set for fall 2017.

XI. Adjournment

Respectfully submitted by Miguel Rother, C-ID Program Specialist