

**Wednesday, April 11, 2018**

[San Mateo Marriott](#)

1770 South Amphlett Blvd., San Mateo, CA 94402

Meeting Room: Engage Ballroom

**Wednesday, April 11, 2018**

11:00 a.m. – 12:00 p.m. Executive Committee Meeting

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

12:30 p.m. to 5:00 p.m. Executive Committee Meeting

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto: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](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. Executive Committee Norms, pg. 5**

**E. Calendar, pg. 7**

**F. Action Tracking, pg. 11**

**G. Local Senate Visits, pg. 13**

**H. Dinner Arrangements**

**I. One Minute Accomplishment**

**II. CONSENT CALENDAR**

**A. March 2-3, 2018 Meeting Minutes, Davison, forthcoming**

**B. Curriculum Regionals, Rutan, pg. 21**

**C. 18-19 Executive Committee Meeting Dates, pg. 13**

**D. Accounting Procedures, pg. 25**

### III. REPORTS

#### A. President's/Executive Director's Report – 20 mins., Bruno/Adams

#### B. Foundation President's Report – 10 mins., Rutan

#### 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, CCL, CFT, CIO, FACCC, and the Student Senate.

### IV. ACTION ITEMS

#### A. Legislation and Government Update – 45 mins., Stankas, pg. 49

The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.

#### B. CCC Guided Pathways Award Program – 20 mins., Bruno, pg. 85

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

#### C. Leadership Institute – 10 mins., Stankas, pg. 87

The Executive Committee will review feedback from the previous meeting and consider approval of the Leadership Institute program.

#### D. Guided Pathways Regional Meetings – 15 mins., Roberson, pg. 93

The Executive Committee will review and consider approval of the Guided Pathways Regional Meeting agenda.

#### E. AB 705 Update – 30 mins., Rutan, pg. 95

The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.

### V. DISCUSSION

#### A. Chancellor's Office Liaison Report – 45 mins. (*Time certain on Friday at 12:30 p.m.*), pg. 97

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 – 15 mins., Bruno/Stankas, pg. 99

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

#### C. 2017-18 Budget – 10 mins., Mica, pg. 101

The Executive Committee will review the ASCCC budget performance.

#### D. Spring Session Final Planning – 30 mins., Bruno/Mica, pg. 103

The Executive Committee will discuss the final details and consider for approval the final program 2018 Spring Session.

#### E. Meeting Debrief – 15 mins., Bruno, pg. 105

The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

#### A. Standing Committee Minutes, pg. 107

- i. Curriculum Committee, Rutan
- ii. Equity and Diversity Action Committee, Davison

- iii. Relations with Local Senates Committee, Eikey
- iv. Resolutions Committee, May

**B. Liaison Reports**

- i. California Community Colleges Curriculum Committee (5C), Rutan
- ii. Chancellor's General Education Advisory Committee, May
- iii. ICAS – IGETC Standards Subcommittee, May
- iv. OER Task Force, Dillon

**C. Senate and Grant Reports**

**D. Local Senate Visits**

**VII. ADJOURNMENT**



## **Executive Committee Community Norms**

Approved February 2-3, 2018

### **Authenticity**

- Commit to being your authentic, truthful self.
- Be honest. Speak truth as you see it and ensure that your words and actions match.
- Allow others to speak their truth and listen without prejudice as they do.
- Listen with respect as others speak. Be informed by what they say.
- Be open to outlying opinions or ideas and share the air to allow time for others to speak.

### **Practice Self-Awareness, Presence, and Patience**

- Be mindful of your own possible assumptions or biases, reflect on them, and set them aside. Forgive someone if they fall short or express bias.
- Be positive and respectful when speaking of others (e.g., if the person heard what you said would it be hurtful)
- Forgive yourself if you need to stop, rewind, and change your mind.
- Practice patience when others dig deeper or change their minds.
- Be mindful when communicating. Be mindful of behaviors that may appear to be a macroaggression and passive aggressive behaviors.
- Recognize your potential attachment to issues. Bring options and interests to the group for discussion and be open to other possibilities.

### **Collegiality, Criticism, and Feedback**

- Honor experience, knowledge, and the diversity of our perspectives
- Critique, with respect and humility, not maliciousness
- When an issue or conflict arises, engage individuals directly to resolve the issue or conflict.
- Support others to find a positive way to express concerns or conflict and to find resolution.
- Be a trusted ally who can be a sounding board and will help you redirect negativity into positive action.
- Recognize that we are more than one opinion or position and avoid labeling or stereotyping someone based on past decisions or opinions

### **Honor the Space and the Dedication of The Committee**

- Give thought and attention to innovative ideas during a meeting and avoid making rapid decisions or reacting to an idea too quickly or derisively.
- Establish clarity between what comments should be kept in confidence and what can be expressed outside the meeting. Respect that shared expectation of privacy.
- Acknowledge and celebrate the work of all of the Executive Committee members and Staff
- Praise publicly and provide constructive criticism and other critique privately.





## Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2017-2018 Executive Committee Meeting Calendar		Month: April	Year: 2018
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Ashley Fisher	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Spring Plenary Session** - San Mateo – April 12-14, 2018
- **Executive Committee Meeting** – Sacramento – May 10, 2018
- **Executive Committee Meeting** – Monterey – June 1-3, 2018

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

##### **April 23, 2018:**

- Agenda items for May 10 meeting
- Reports
- Action Tracking updates

##### **May 15, 2018:**

- Agenda items for June 1-3 meeting
- Reports
- Action Tracking updates

#### **Career and Noncredit Institute:**

- Final program to printer April 16, 2018.
- AV and Event Supply needs to Tonya by April 23, 2018.
- Materials posted to ASCCC website May 1, 2018

#### **Faculty Leadership**

- Paragraph for ASCCC Event Website Introduction and Erika by April 20, 2018.
- Final Program to Erika by May 21, 2018.
- Final program to printer May 28, 2018.

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

**Curriculum Institute**

- Presenters list due to Krystinne and President by April 30, 2018.
- Paragraph for ASCCC Event Website Introduction and Erika by April 20, 2018.
- Final program draft due May 15, 2018 for reading at June Executive Committee Meeting.



## REGIONAL MEETINGS DATES

- \*September 15/16 – Fall OER Regional North/South
- \*September 22/23 – Fall CTE Regional North/South
- \*October 27/28 – Civil Discourse and Equity Regional North/South
- \*November 17/18 – Fall Curriculum Regional North/South
- \*February 9/10 – Spring OER Regional South/North
- \*March 8/9 – TASSC Regional North/South
- \*April 6/7 – EDAC Regional North/South
- \*May 11/12 – Guided Pathways South/North
- \*May 18/19 – Spring Curriculum Regional

\*Approved

## 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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
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 21, 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 20, 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
May 10, 2018	April 23, 2018	April 30, 2018
June 1 – 3, 2018	May 15, 2018	May 22, 2018
June 13, 2018	May 25, 2018	June 1, 2018

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCC's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	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.
	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	In progress			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Chairs	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.	Stanskas	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.
	ASCCC Professional Development	June	2017	IV. L.	Aschenbach	September	In progress			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.
	Executive Committee Participation at Events	June	2017	IV.M	Adams/Bruno	September	In progress			A policy will be brought back to a future meeting for consideration for approval. The policy is on the September 8 - 9 agenda for consideration.  The policy will go to the Operational Committee for revision based on recommendations at the September 8th Executive Committee meeting.
	Publications Guidelines	August	2017	II. F.	Adams	November	Assigned			Adams will bring the "Other Official Documents" to the Operational Committee to address members comments. The revised guidelines will return to another meeting for approval.
	Committee Priorities	August	2017	IV. D.	Committee Chairs	November	Assigned			Committee chairs will provide Adams and Bruno with an update of the committee priorities after the first meeting of the standing committee.
	Policy for Executive Committee Members Attending Events	September 7-9	2017	II. C.	Adams	November	Assigned			The policy for Executive Committee members attending events will return to the Operations Committee for clarification and return to a future meeting for approval.
	Foundation Bylaws	September 7-9	2017	II. D.	Adams	November	Assigned			The Foundation Bylaws as amended have been posted on the Foundation website. Adams will contact the ASCCC attorney to explore actions to address possible conflict of interest of directors who serve on both the ASCCC and the ASFCCC.
	Career and Noncredit Education Institute	September 7-9	2017	IV. C.	Adams	January/February	Assigned			Staff will begin seeking locations for the event with Riverside Convention Center as the first option.  A subgroup of the CTE Leadership and the Noncredit Committees will be formed with the addition of representatives from 3CSN, the Chancellor's Office, and ACCE to plan the event.  Event marketing will begin once the event location is identified and registration is open.
	TASSC Regional Meetings	September 29-30	2017	II. C.	Beach	November	Completed			TASSC held regional meetings at Cosumnes River College (March 8, 2018) and Los Angeles Southwest College (March 9, 2018). Approximately 60 participants attended over the two days. The agenda focused on Guided Pathways and student services, credit for prior learning, the Educational Planning Initiative, AB 705, and course substitution for ADTs.
	Update on Quantitative Reasoning	September 29-30	2017	IV. F.	Stanskas/May/Adams	November	In progress			The ASCCC and CMC3 North and South have formed the CCC Math and Quantitative Reasoning Committee.
	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Assigned			Make approved revisions and bring back for spring plenary session 2018.
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Bruno, Stanskas, Freitas, Davison, Aschenbach, Eikey	February 2018	In progress			Four officers and two volunteer members to conduct research and provide recommendations to the group in February. Group also needs to make edits to the ED job description and bring to February meeting for review, discussion, and possible action.

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	Future Direction of ASCCC Foundation	December 1-2	2017	IV. F.	Rutan	February 2018	Assigned			Foundation Board to discuss future direction and provide a recommendation to the Executive Committee in February.
	Board of Governors Interviews	January	2018	IV. R.	Freitas	March 2018	Completed			All interviewees will be notified and provided feedback based on conversations in closed session. A letter will be sent to the governor informing him of the ASCCC recommendations. The Governor's Office notified the ASCCC of a desire to change the timeline for nominations. The Standards and Practices Committee reviewed and drafted revisions to the process that will be considered by the Executive Committee. The revised BOG nomination process was approved by the Executive Committee on February 3.
	Legislation and Government Update	January	2018	IV. B.	Stankas	Fall 2018	Assigned			Work with CCLC and system partners to sponsor a bill regarding Open Educational Resources.
	Clarifications and Revisions to Local Senate Visits Policies	February	2018	IV. G.	Eikey	Summer 2018	Assigned			Revise master document and bring back to future Executive Committee meeting for discussion and action.
	Proposed Event Dates for 2018-2019	February	2018	IV. P.	Roberson, May, and Davison	Spring 2018	Assigned			Bring forward an agenda item to propose having the Academic Academy in late September 2018.
	Academic Academy Planning for Fall 2018	March	2018	IV. L.	Roberson	April 2018	Assigned			The Guided Pathways Taskforce will bring dates, times, locations, and a preliminary program to the April Executive Committee meeting to be announced at Plenary.
	"Effective Practices for Online Tutoring" Paper	March	2018	IV. O.	Beach	Summer 2018	Assigned			Transfer, Articulation, and Student Services Committee is to bring a recommendation to the Committee on how to best disseminate this information.
	Part Time Faculty Leadership Institute Program	March	2018	IV. Q.	Foster	May 2018	Assigned			The Part-time Committee will bring a complete program to the May Executive Committee meeting.
	Part Time Faculty Regional Meeting Planning	March	2018	IV. R.	Foster	May 2018	Assigned			The Part-time Committee will bring back a recommendation of dates, locations, and topics to the May Executive Committee meeting for approval.
	Revise Publication Policies	March	2018	IV. U.	Davison	Fall 2018	Assigned			Davison to revise the publication policies and bring forth to the Executive Committee Meeting.
	Guided Pathways Regionals	March	2018	IV. V.	Roberson	April 2018	Assigned			The Guided Pathways Taskforce to bring a program to the April Executive Committee Meeting.
	Review and Revise Executive Committee Policy 40.00	March	2018	IV. W.	Freitas	Fall 2018	Assigned			The Standards and Practices Committee to review and revise Executive Committee Policy 40.00 for discussion at a future Executive Committee meeting.

## 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
<b>AREA A</b>					
American River	Executive Committee Meeting	9/30/16			
Bakersfield	Bruno	11/28/17			Collegiality in Action
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16	Davison;  Executive Committee	05/12/17  03/02/18	1. Butte Chico Center/ Curriculum Streamlining Workshop 2. Executive Committee Meeting
Cerro Coso					
Clovis	Davison	8/29/16	Davison	05/3/17	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16  11/22/16	Aschenbach/Rutan	11/17/17	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen					
Merced	Aschenbach	4/27/2017			PDC Visit for Julie Clark
Modesto	May	3/2017			Area A Meeting
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	Rutan	1/29- 30/2018	1. Formerly Incarcerated Regional Mtg. 2. Curriculum Visit
Sequoias, College of the					
Shasta					
Sierra	Freitas/May	10/4/17	May/Aschenbach/Bru no/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyou, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16	Beach/Parker	02/10/18	1. MQ North Regional 2. TASC Committee Meeting
Yuba					
<b>AREA B</b>					
Alameda, College of	Bruno	11/21/16	Aschenbach	10/20/17	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/17	Bruno	2/5/18	1. Curriculum Streamlining Workshop 2. Collegiality in Action
Cañada	Rutan	02/09/18			Curriculum Technical Assistance
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	Davison	9/15/17	1. Curriculum Streamlining 2. OER Regional
Mendocino	Bruno	9/22/17			Collegiality in Action
Merritt	Davison	3/17/17			Curriculum Streamlining
Mission	Davison/Freitas	12/08/16			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16	McKay	02/07/18	1. Local Visit 2. IEPI PRT
Napa Valley	Beach	11/14/16			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/17			Local Senate Visit
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	12/21/16	May/Roberson	1/24/18	1. EDAC Strategic Plan Meeting
	Slattery-Farrell/Foster	3/10/17			2. MQ 3. GP Resource Team
Skyline	Davison/Beach/LSF/McKay/Crump	10/21/16	John Stankas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stankas/McKay/Smi	10/14/16	Rutan;	2/16/17	1. Area B Meeting

	th/Davison		Foster/Davison	10/27/17	2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/16 12/07/16	Bruno	2/6/18	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action

<b>AREA C</b>					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/16			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/16	Davison  May/Roberson/Eikey	10/5-6/17  12/18/17	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg.
Cerritos					
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/17			Area C
El Camino	Executive Committee Meeting	2/3/17	Freitas  May/Roberson	10/20/17  1/18/18	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting 3. GP Resource Team
Compton College	May/Roberson	8/25/17			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16	Freitas/Slattery- Farrell/Stanskas	6/9/17	1. Accreditation Committee Mtg. 2. Noncredit



					Committee Mtg.
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17	McKay/Freitas	1/5/18	1. LACCD District Academic Senate Summit 2. Online Education Committee Mtg.
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	Rutan/Aschenbach	12/9/17			Curriculum Committee Meeting
Moorpark	Freitas/Stankas/Eikey	10/14/17			Area C Meeting
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	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura	Freitas	4/2/2016	Freitas/Beach	1/18/18	1. Area C Meeting 2. Noncredit Presentation
West LA					

<b>AREA D</b>					
Barstow	Rutan/Stankas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery- Farrell/Stankas	8/29/17	1. Area D Meeting 2. Technical Visit
Chaffey	Slattery- Farrell/Freitas/S. Foster	3/10/17	Slattery- Farrell/Aschenbach  Beach/Eikey	10/21/17  12/13/17	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stankas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20- 21/16	Davison/Foster	10/28/17	1. SLO Presentation 2. EDAC Regional
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	Aschenbach/Rutan	11/18/17	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Educational Policies
Moreno Valley	McKay/Stankas	1/27/17	Executive Committee	9/29-30- 17	1. Online Education Committee 2. Executive

					Committee Meeting
Mt. San Jacinto	Foster	11/17/17			SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/18			RwLS Meeting
North Orange - Noncredit					
Orange Coast	Aschenbach	02/09/18			SLO Symposium
Palo Verde	Rutan	8/31/17			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/16			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/Slattery-Farrell	10/29/16	Davison/Rutan	5/30/17	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop
Saddleback	Davison	3/15/17			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/16			
San Diego City			Beach	1/19/18	FACCC Board
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16	Stanskas/A. Foster Foster/Davison	5/2/17	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit 4. PT Faculty Meeting
San Diego Mesa	Davison/Rutan	5/22/17			Curriculum Streamlining Workshop
San Diego Miramar					
Santa Ana	Beach	8/23/17			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon	Davison/Beach/Rutan	12/8/17			Basic Skills Committee Meeting
Southwestern	Rutan	12/12/16	Beach/A.Foster/Smith Diversity in Faculty Hiring Regional Mtg.	2/10/17	TOP Code Alignment
Victor Valley					





## Executive Committee Agenda Item

SUBJECT: Curriculum Regionals		Month: April	Year: 2018
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will review and approve the draft agenda for the spring curriculum regionals.	Urgent: No	
		Time Requested: Consent	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Curriculum Committee will be presenting regional meetings on May 18<sup>th</sup> and 19<sup>th</sup>. Originally, the regionals were going to focus on implementation of AB 705 and Guided Pathways, but Guided Pathway regionals are now scheduled for the weekend prior to the curriculum regionals. The spring regionals will focus on implementation of AB 705, including discussions of the initial guidance from the Chancellor’s Office, the work of the Math and Quantitative Reasoning Task Force, and the use of concurrent support.

North Regional: San Jose City College	South Regional: Cerritos College
9:00-10:00	Registration/Continental Breakfast
10:00-10:30	Welcome and Updates on Curriculum,
10:30-11:15	Implementation Requirements for AB 705
11:15 – 12:00	Work of the Math and Quantitative Reasoning Task Force
12:00-12:45	Lunch
12:45 – 1:30	Options for Concurrent Support Related to AB 705
1:40 – 2:25	Group Discussions on Local 705 Implementation
2:35 – 3:00	Report Out from Group Discussions on AB 705
3:00 Dismissal	

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





## Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2018 -2019		Month: April	Year: 2018
		Item No: II. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2018 – 19 Executive Committee meeting dates.	Urgent: Yes	
		Time Requested:	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Executive Committee will review for approval the 18-19 Executive Committee meeting dates, and consider holding the meetings at the two campuses listed in Area B and Area C.

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

**2018-2019 EXECUTIVE COMMITTEE  
MEETING DATES**

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

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 9 – 11, 2018		Mission Inn, Riverside CA	July 23, 2018
Executive Meeting	September 7-8, 2018	Area B Gavilan College	Northern CA	August 21, 2018
Executive Meeting	September 28 – 29, 2018		Southern CA	September 11, 2018
Area Meetings	October 12 -13, 2018		Various Locations	
Executive Meeting	October 31, 2018		Irvine Marriott	October 15, 2018
Fall Plenary Session	November 1 – 3, 2018		Irvine Marriott	
Executive Meeting	December 7 – 8, 2018		Northern CA	November 20, 2018
Executive Meeting	January 11 – 12, 2019		Mission Inn, Riverside CA	December 17, 2018
Executive Meeting	February 1 - 2, 2019		Northern CA	January 15, 2019
Executive Meeting	March 1 -2, 2019	Area C LA Southwest	Southern CA	February 12, 2019
Area Meetings	March 22 – 23, 2019		Various Locations	
Executive Meeting	April 10, 2019		Northern CA	March 22, 2019
Spring Plenary Session	April 11 – 13, 2019		Northern CA	
Executive Committee/Orientation	June 7-9, 2019		TBD (Yosemite, CA)	May 21, 2019
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>+</sup></b>	
Part-Time Faculty Symposium	August 2 – 4, 2018		Westin San Francisco Airport	
Academic Academy	September 14-15, 2018		Embassy Suites South San Francisco	
Fall Plenary Session	November 1-3, 2018		Irvine Marriott	
Career and Noncredit Institute	February 21-23, 2019		Southern California TBD	
Spring Plenary Session	April 11-13, 2019		Northern California TBD	
Accreditation Institute (with ACCJC Conference)	April 29 – May 3, 2019		Southern California TBD	
Faculty Leadership Institute	June 13-15, 2019		Northern California TBD	Sacramento
Curriculum Institute	July 10-13, 2019		Northern California TBD	

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> 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.





## Executive Committee Agenda Item

SUBJECT: Accounting Procedures		Month: April	Year: 2018
		Item No: II. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval minor changes to the Accounting Procedures	Urgent: No	
		Time Requested:	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/John Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Krystinne Mica	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

During the audit, staff reviewed the Accounting Procedures and suggested minor changes to remain consistent with the approved Accounting Policies. Below is a summary of the changes:

- Change Tax Office to the Controller;
- Change Associate to Administrative Associate;
- Clarification on when to issue 1099s (2.4);
- Clarification on cash disbursement and travel reimbursement procedures (2.5, 2.6);
- Additional language for Voided or Lost checks (3.0);
- Additional language for Invoicing procedures (7.10);
- Updated cap on annual leave payments (8.5);
- Additional language on Computer File Back-up Procedure (9.4);
- Clarification on Journal Entries (9.120); and
- Additional language for Annual Information Return (10.70).

The Executive Committee will consider the changes for approval.

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

**The Academic Senate for  
California Community Colleges**

**Accounting Procedures**

**Prepared by:  
Julie Adams, Executive Director  
Katrina Salazar, CFO**

**Dated October 18, 2012  
Updated: Spring 2013  
Spring 2014**

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## 1.0 General Accounting Procedures

### 1.10 Accounting Method

The Academic Senate uses the accrual basis of accounting. Revenues are recognized when they have been earned and expenses when they have been incurred.

#### Salaries and Fringe Benefits Accruals

As part of the June 30 year end close, ~~accrue~~ unpaid salaries, vested annual leave, and fringe benefits will be accrued in the financial statements of the Academic Senate, according to function. Salaries and fringe benefits accruals within the fiscal year are considered immaterial and will be expensed when paid the following month.

#### Accounts Payable Accruals

As part of the June 30 year end close, ~~accrue~~ all unpaid expenses will be accrued on the financial records. Accounts payable accruals within the fiscal year are considered immaterial and will be expensed when paid the following month.

### 1.20 Fiscal Year

The Academic Senate has adopted a fiscal year ending June 30.

### 1.30 ~~Chart of Accounts~~

~~The Tax Office~~ Outsourced CFO Solutions, Inc. (CFO Solutions) Controller<sup>[MOU1]</sup> will maintain the chart of accounts. All employees involved with account coding responsibilities or budgetary responsibilities will be issued a chart of accounts. The chart of accounts must be reviewed and updated as necessary at least every six months.

### 1.40 Clearing Accounts

In certain instances, additional research may be required to properly identify the appropriate general ledger account to which an item should properly be coded. Such items should be immediately posted to the clearing account. Once the proper account or allocation is determined, ~~the Tax Office CFO~~ SolutionsController will prepare a journal entry to move the item to the proper general ledger account(s). All items posted to a clearing account will be re-allocated to the appropriate account before the close of the fiscal year.

### 1.50 Prepaid Expenses

All payments of expenses that have a time-sensitive future benefit will be recorded as prepaid expenses on the financial records. ~~The Tax Office CFO~~ SolutionsController will then expense them in the proper period via a journal

entry to debit expense and credit prepaid expense. Prepayment of any expense in the amount of \$500 or less will not qualify as a prepaid expense. Records of prepaid expenses will be maintained and budgets will be established accordingly.

### **1.60 Deferred Revenues**

When cash is received for revenues that have not been earned, an invoice will be created to code the receipt of deferred revenue and the cash will be deposited. The cash received will be included with deferred revenues on the financial statements and recorded as revenue when earned.

### **1.70 Capitalization and Depreciation**

#### Capitalization Cut-off Point

If an asset is purchased that costs less than \$5,000 individually, it will be expensed in the period in which the asset is purchased. Assets costing in excess of \$5,000 individually will be capitalized (recorded as an asset rather than an expense) and depreciated in accordance with the Academic Senate's depreciation policies.

Improvements to real property and leasehold improvements will be capitalized if they individually cost in excess of \$5,000. Repairs which cost in excess of \$5,000 and increase the useful life of the asset will be capitalized. All other repairs will be recorded as an expense.

The Academic Senate maintains a fixed asset listing in Excel that contains the fixed asset number, description, purchase date, location, basis, current year depreciation and accumulated depreciation for each asset. This asset listing will be updated to include all assets that meet the capitalization requirements.

#### Depreciation

All capitalized items will be depreciated over the useful life of the asset using the straight-line method. For assets purchased in the middle of a fiscal year, first year depreciation will be derived from the month of purchase. The useful life of the asset will be determined based on the useful life set forth in the depreciation policy as follows:

- Computer Software                      3 years
- Computers and Equipment              5 years
- Office Furniture                         7 years

Capitalized repairs and improvements will be depreciated using the straight-line method based on an analysis of the time the repair or improvement is expected to improve the property.

Fully depreciated fixed assets will remain on the Academic Senate's statement of financial position until they are disposed of or otherwise deemed worthless. Items that are disposed of will remain on the fixed asset listing maintained in Excel but will be moved to the disposals worksheet where they will be maintained in perpetuity.

### Leases

When the Academic Senate enters into a new lease, [the Tax Office CFO Solutions Controller](#) will determine if the lease is to be recorded as either a capital lease or operating lease in the financial records. Leases will qualify as capital leases and will be recorded on the Statement of Financial Position if the lease meets any one of the following qualifications:

- 1) Ownership transfers to the Senate at the end of the lease.
- 2) The Senate has an option to purchase the asset at the end of the lease term at a bargain rate.
- 3) The length of the lease is at least 3/4 as long as the length of the life of the asset.
- 4) The present value of the total minimum lease payments are at least 90% of the fair market value of the asset.

Operating leases are recorded as an expense in the period paid.

## **1.80 Financial Statement Presentation of Net Assets**

The Academic Senate presents the net assets on the statement of financial position in the following categories: unrestricted, temporarily restricted or permanently restricted.

### Board-Designated Funds

The Academic Senate will treat board-designated funds as unrestricted net assets on the statement of financial position. A statement of activity for board-designated funds will be included with footnotes to the financial statements as supplemental information, if applicable.

### Temporarily Restricted Net Assets

The Academic Senate will add together all temporarily restricted net assets for statement of financial position presentation. A separate Statement of Activity for Temporarily Restricted Net Assets will be included with the financial statements.

### Permanently Restricted Net Assets

The Academic Senate will add together all permanently restricted net assets for statement of financial position presentation. A separate statement of activity for



permanently restricted net assets will be included with the financial statements.

## **2.0 Expenditure and Accounts Payable Procedures**

### **2.10 Procurement Procedures**

#### Bid Requirements and Vendor Approval

Bids are not currently required. If the Academic Senate enters into a grant agreement with an agency which requires the use of bids, the Executive Director will draft and the Budget and Finance Committee will approve a bid policy.

All new vendors must be approved by the Executive Director.

#### Purchase Orders

The Academic Senate does not require a purchase order system.

### **2.20 Expenditure Authorization**

All Senate expenditures require completion and approval of an Expense Authorization Form. The Expense Authorization Form is filled out by the Administrative ~~Assistant~~ Associate for expenses such as bills, conference requests, etc. The ~~Administrative~~ Administrative Assistant Associate will initiate the form when bills are received or when a request is made by the Office Manager, Associate -Director, or Executive Director. The Form will follow the same approval process as the Travel Expenses below.

### **2.30 Office Supply Purchases**

Office supplies are to be maintained and ordered on a periodic basis as directed by management. Employees are to submit supply requests to the Office Manager either formally via e-mail or written correspondence or informally via verbal request. The Office Manager will then approve the requests, compile a listing of office supply purchases, and will submit the listing of office supply purchases. The Office Manager will:

- Receive authorized supplies order requests
- Periodically prepare a combined office supply order
- ~~Submit order~~
- Submit order
- Receive and distribute orders
- Document receipt of orders on the packing slip
- Submit packing slip to the ~~Administrative~~ Administrative Assistant Associate
- Track supplies according to funding source (grant)

The Office Manager shall monitor the supply budget to ensure that there is funding for supplies.

#### 2.40 Vendor Review and Approval

~~Since t~~The Administrative ~~Assistant Associate~~ enters new vendors into the accounting system (Bill.com) [MOU2] and ~~also prepares the 1099's provides back-up for the 1099s,~~ the ~~Office Manager pe~~Controller ~~per~~forms a quarterly review of payments by vendor and reviews the list of vendors. The ~~ControllerOffice Manager~~ review is specifically designed to aid in the identification of payments to fictitious or unauthorized vendors. The ~~Office ManagerController~~ also reviews and approves the 1099's issued for the calendar year. ~~1099s are issued annually by Academic SenateCFO Solutions.~~

#### 2.50 Cash Disbursements Procedures

All accounts payable checks are issued through Bill.com as described in section 6.20. All manual unused check supplies are safeguarded under lock and key in the Office Manager's desk and a log shall be maintained. When a manual check is needed, ~~the Tax Office Controller CFO Solutions~~ will prepare the check and the Office Manager will print the check ~~for signature of Executive Director.~~ All check disbursements will require approved invoices or expense vouchers and will have a completed Expenditure Authorization Form or Expense Reimbursement Form attached. Account Codes will be assigned by the Administrative ~~Assistant Associate~~, reviewed by the ~~ControllerOffice Manager~~, and verified by the ~~Associate Director or~~ Executive Director.

Bills received directly from vendors are stamped, logged into the payables tracking, and expense authorization created by the Administrative ~~Assistant Associate~~. Then the item is ~~processed in Bill.com and~~ forwarded to the ~~Office ManagerController~~ to review ~~and approve,~~ Executive Director ~~or Associate Director to review and approve,~~ and ~~Executive Director for final review and payment.~~ ~~the Tax Office CFO Solutions to process.~~

#### 2.60 Travel and Expense Reimbursement Procedures

Expense forms are received by the Administrative ~~Assistant Associate~~ who processes (date stamps and verifies that a signature is included), confirms the expenses are based on Senate policies and sufficient documentation is attached to the request. Processing of payment includes ~~including~~ account coding designation and review. All expenses are processed when received, including expense reimbursements and bills.

Once all expense and authorization forms are processed ~~for the week,~~ they are given to the Office Manager who reviews all the supporting information. Each form is reviewed and initialed as acceptance in compliance to Senate policies. The Office Manager confirms that the payment is within the policies and that the

account codes are accurate. The bills are then scanned into Bill.com and processed by Administrative Associate. Controller reviews and approves expenses. The expenses are then reviewed and approved by Associate Director given to the Executive Director for does final review and issues payment approval. Once approved by the Executive Director, the bills are scanned to Bill.com by the Administrative Assistant and processed by the Tax Office CFO Solutions. Once processed, the Executive Director reviews the bills one last time in Bill.com, approves, and issues payments. pays them. Note: The President and the Executive Director cannot approve his/her own expenses. These expenses are sent to the appropriate Executive Committee member for approval.

If the Executive Director is unavailable for an extended period of time, the President will approve expenditures.

## **2.70 Accrual of Accounts Payables**

The Academic Senate accrues unpaid expenses on its financial records at year end if such expenses are in excess of \$250 individually. The Administrative Assistant Controller evaluates the invoices and expense reimbursement requests to determine if the expense should be accrued at year end. The Office Manager Controller reviews the accruals for proper inclusion in the financial records for final approval by the Executive Director.

## **2.80 Photocopy Expenses**

The Senate's copy machine will be programmed each year to determine the actual use of the machine and allocated to the appropriate grant. Photocopy expenses such as the maintenance agreement and toner will be allocated each month based on the actual use of the machine.

Out-of-house photocopying expenses will be charged to the function responsible for incurring the expense.

The Academic Senate currently has an agreement with the Chancellor's Office to supply copying and postage up to \$20,000. The charges associated with this agreement will be allocated by function. Any excess will be reimbursed to the Chancellor's Office.

## **2.90 Postage and Overnight Expenses**

A postage log is maintained and the report is utilized to charge each respective function for actual postage used. This applies to both in-house and out-of-house postage that is mailed from the Chancellor's Office.

The Academic Senate does not make a practice of sending things for overnight delivery unless it is the most cost-effective manner in which to disseminate

information. When overnight delivery is necessary, the Senate does require the use of approved vendors to maintain the lowest cost.

### **2.100 Telephone Expenses**

The Academic Senate will maintain records of phone line usage. Telephone, modem, calling card, and fax expenses will be allocated in accordance with the percentage of employees assigned to a particular function.

### **2.110 Check Preparation and Distribution Procedures**

Once the Executive Director approves processedthe expenses, the Administrative Assistant scans to Bill.com. The Tax Office CFO Solutions processes the bills and generates the checks, which are reviewed one final time by the Executive Director and whoe then submits bills for payment is scheduled paid through Bill.com. Note: Checks or electronic payments are then generated from Bill.com.

### **3.0 Voided / Lost Checks**

~~Bill.com.~~ The Executive Director shall void all checks. If a check issued through Bill.com is lost, the Executive Director shall void the check in Bill.com, note the reason the check is voided, and issue another check. In the event a manual check is lost, the Office Manager shall alert the bank to stop payment. In the event a check is lost, the Office Manager shall alert the bank to stop payment. The Executive Director shall void the check in Bill.com, note the reason the check is voided, and issue another check. The recipient must reimburse the Academic Senate for the cost to issue a stop-payment on the lost manual check. A replacement manual check will be issued for the amount less the stop payment cost.

### **4.0 -Stale-Dated Checks**

Checks that have been outstanding in excess of three months will be declared stale-dated and Bill.com will automatically expire the check. aAttempts to contact the payee will ensue. If the attempts are unsuccessful, outstanding checks will be handled in accordance with applicable state escheat or unclaimed property law.

### **5.0 Revenue Recognition**

Invoices are created in the Bill.com and revenue is recognized at the date of the invoice. However, each year there is an institute for which the Academic Senate receives registration fees in advance before the fiscal year end but the institute is not held until after the fiscal year end. The invoices created for all fees received in advance of the institute are recorded as deferred revenue.

### **5.10 Invoicing of Revenues**

The Academic Senate will create an invoice for all grant revenue, dues, services, and products in order to properly track payments by source. All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be coded against the appropriate accounts receivable account.

### **5.20 In-Kind Donations Revenue**

There are certain instances when an agency providing the service for which the expenditure was accrued never generates a bill to the Academic Senate. The Senate will make every attempt possible to contact the provider of the service that has failed to invoice the Academic Senate for services provided. If an invoice for services rendered is not received one year after the invoice was accrued, the Academic Senate will recognize an in-kind contribution. For example, an expenditure which accrued June 30, xxx1 will be recognized as in-kind revenue June 30, xxx2 if no invoice is received. **A log of in-kind contributions will be maintained and the log, along with supporting documentation, will made available for the annual audit.** ~~How do we track these?~~ [SEE COMMENTS in email](#)

The Academic Senate will not recognize in-kind contributions on any portion of a transaction that was charged to and reported as an expenditure of a grant. Accordingly, each potential in-kind contribution will be reviewed to determine if any portion of the transaction was charged to and reported as the expenditure of a grant. The Academic Senate will generate the appropriate expense form and supporting documentation for any unpaid grant expenditures; a check will be generated and mailed to the provider of the service for any \_ and all grant expenditures. The remaining balance of the transaction will be recognized as in-kind contribution.

### **5.30 Recognition of Chancellor's Office Allowance for Postage and Copies**

The Chancellor's Office provides the Academic Senate with postage and copy services. The Office Manager receives a billing slip from the State printer's office for each transaction. She enters the cost, what activity it services, and a brief description of the services rendered into a spreadsheet that clearly segregates each grant from the basic Senate activities. ~~The Tax Office~~ [CFO SolutionsController](#) extracts the information from this spreadsheet and recognizes the postage and copy expenditures and the related revenue to the accounting system via journal entry. ~~SEE COMMENTS in email~~

## **6.0 Cash Receipts and Cash Handling Procedures**

### **6.10 Cash Receipts Procedures**

The Administrative ~~Assistant Associate~~, or other designated staff member as assigned by the ~~Office Manager~~ ~~Director~~, opens the mail, logs the checks in an Access Database, and restrictively endorses the checks. Depending on the timing and size of the deposit, the checks are either given to the Office Manager for immediate deposit or locked in the Office Manager's desk -until the deposit is prepared. Check deposits will occur each Friday.

~~The Tax Office~~ ~~CFO Solutions~~ ~~Controller~~ enters the cash receipts into Bill.com. A secondary staff member runs a verifying calculator tape and initials the documentation. The entire packet is provided to the ~~Executive~~ ~~Associate~~ Director for review and approval.

In monitoring the long-term outstanding accounts receivables, quarterly ~~the~~ ~~Controller~~ ~~the Tax Office~~ ~~CFO Solutions~~ prints out an accounts receivable report for review by the Executive Director. Given the limited funding sources of the Senate, all accounts receivables are aggressively pursued.

## **6.20 Off-Site Collection Procedures**

The Office Manager ~~and~~ ~~and~~ ~~Events Planner~~ ~~Administrative Associate~~ will account for the financial activities related to each event. An Accounting Roster, which lists all registrants and their respective payment status, a pre-printed receipt for each registered attendee, and a prenumbered receipt book will be used to track and account for all funds associated with the event.

When an attendee checks into event registration, the Office Manager ~~or~~ ~~Event Planner~~ ~~or~~ ~~Administrative Associate~~ will verify their name on the Accounting Roster and find their pre-printed receipt. If the attendee prepaid, the receipt will be issued to the attendee and their attendance will be logged on the Accounting Roster. If the attendee did not prepay, the payment will be collected and notate the check number or cash received on the pre-printed receipt and the Accounting Roster. Checks received shall be restrictively endorsed upon receipt. Cash received will be safeguarded in a locked box in dual custody of both the Office Manager and the Event Planner. If an attendee has not pre-registered, a pre-numbered receipt indicating the date, the payer, the amount, and the composition of the amount will be issued immediately with each collection and given to the attendee. The attendee will be added to the Accounting Roster and the receipt number and amount and form of payment will be noted on the Accounting Roster. The receipt number and amount received will also be indicated on the event registration document. Another Senate staff member will verify the receipt of funds, that a receipt was given, and that the registrant and receipt number was properly recorded on the Accounting Roster.

After each event, the Office Manager prepares the deposit. Both parties count the cash and initial the deposit slip, which is attached to the deposit slip.

Collection receipts will be reconciled with the Accounting Roster. The Accounting Roster will be reconciled with the off-site registration forms and the receipts in the receipt book. Any differences must be investigated and resolved. Any overages or shortages are to be documented on the Accounting Roster. The deposits must be properly safeguarded and taken to the bank immediately upon return to the Senate Office.

### 6.30 Bank Reconciliation Procedures

~~The Tax Office CFO Solutions will do an initial~~ Controller will review all of checks that cleared ~~and/or were~~ voided during the prior month and pose any questions to the Administrative ~~Assistant Associate or Office Manager.~~

When incoming checks are received, the Administrative ~~Assistant Associate~~ will date stamp, restrictively endorse the checks, and record s them on the Check Detail log. The Office Manager verifies its accuracy and completeness by reconciling the checks to the Access Check Detail log and running nnings a tape to verify. The Office Manager then prepares and makes the deposit. The ~~Administrative Assistant~~ Controller reconciles the deposits recorded on the Check Detail Log to the deposits received by the bank. This will be done by comparing the deposits listed on Bill.com to the deposits listed on the Check Detail Log. Any differences will be investigated and resolved jointly by the ~~Office Manager~~ Controller and Administrative ~~Assistant Associate~~. ~~The Office Manager will initial the Bank Reconciliation Report as an indication that this reconciliation has been performed. The Tax Office CFO Solutions~~ Bank Reconciliation Report is then forwarded to the Executive Director for review. (See Cash Receipts Procedures and Credit Card Deposits Procedures for more detailed procedural process.) ~~I'm not sure this is happening – maybe the process done by the Tax Office is sufficient??~~ SEE COMMENTS in email

~~The Tax Office CFO Solutions~~ Controller prepares the monthly bank reconciliation and forwards the bank reconciliation and all supporting documentation to the Executive Director for review. The Executive Director matches the Bank Reconciliation Reports and reviews for accuracy and completeness. ~~Controller then~~ ~~The Executive Director then~~ emails the bank reconciliation package to the Treasurer. The Treasurer will review the bank reconciliation and supporting documents for accuracy and completeness.

The Treasurer will receive a copy of the bank statements monthly via email. Once the bank statements are reconciled, the Treasurer will receive ~~the original bank statements, emailed bank statements, statements and the Intuit Intacct~~ Reconciliation Report, and Bill Payment report from Bill.com. The Treasurer will verify that the account is properly reconciled and will review the bank statements for payroll deductions, deposits, transfers and reasonableness of transactions.

When the Treasurer is satisfied that the Bank Reconciliation Report is complete and accurate, the Treasurer will sign and date the report and return it to the Senate Office where it will be scanned into Bill.com.

The Treasurer at no time will have access to ~~Intuit Intacct~~, ~~[MOU3] Bill.com~~ [MOU4], or the checks. The Treasurer does not have a key to the Senate Office.

The bank reconciliation will be distributed with the internal financial statements and will include documentation of voided checks.

#### **6.40 — ~~Credit Card Receipts~~ [MOU5]**

Each month, the ~~Executive Director Controller~~ will print the credit card ~~statements~~ bills and give to the Administrative Associate ~~istant~~ to code each item and match up receipts to the appropriate expenditures. Once credit card bills are coded and matched, the Office Manager will review, initial, and give to the Executive Director for final approval. The Executive Director will pay the credit card bills online and give the Administrative ~~Assistant~~ Associate the bills to scan to Bill.com ~~for processing~~.

### **7.0 Accounts Receivable and Invoicing Procedures**

#### **7.10 Invoicing Procedures — ~~need some assistance with this one.~~**

An invoice is created in ~~in Bill.com~~ the accounting system for all grant revenue, dues, services, and products in order to properly track payments by source. All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be coded against the appropriate accounts receivable account.

Substantiating documentation will be scanned to ~~Bill.com~~ the accounting system and be digitally attached to the invoice. After the invoice is created, ~~Hard copies of documentation supporting the invoice will be stapled to the invoice copy and mailed to grantor as required.~~ and scanned to Bill.com. Documentation for ~~publications and other products to be mailed will be given to the Executive Assistant for processing.~~

#### **7.20 Accounts Receivable Write-Off Procedures and Authority (Bad Debts)**

The Academic Senate makes every effort to collect past due accounts receivables. Accordingly, every quarter ~~every month~~ invoices are emailed to individuals with past-due balances.

In monitoring the accounts receivable for long-outstanding items, every three months ~~the Controller~~ ~~the Tax Office~~ CFO Solutions generates an accounts



receivable report for the Executive Director. The Director reviews the report and instructs ~~the Tax Office~~ [CFO Solutions Controller](#) on which receivables to write off. If an invoice is written-off, the accounting treatment outlined in accounts receivable Write-Off Policy applies. The invoice is added to the invoice write off tracking sheet and collection efforts are continued by the Office Manager until the Executive Director determines that the item is absolutely not collectible.

### **7.30 Tracking Procedures for Accounts Receivable Write-Offs**

When directed to write-off an invoice for non-payment, the Office Manager will place the invoice information on the A/R Collections Tracking Sheet. The Uncollected Invoices Tracking Sheet is a spreadsheet maintained by the Administrative [Assistant Associate](#) to continue tracking invoices that are selected for write off. When checks are received for these written off payments, the Administrative [Assistant Associate](#) will update the A/R Collections Spreadsheet. Every 90 days, statements will be emailed to remind individuals of unpaid invoices. Every quarter the Executive Director will be presented a report listing the invoices shown as outstanding on the Uncollected Invoices Tracking Sheet as well as invoices that were collected subsequent to the prior quarter's report. Annually, the Director will review the report to determine which invoices, if any, should be removed from the Uncollected Invoices Tracking Sheet. Once an invoice is removed from the Uncollected Invoices Tracking Sheet, statements will no longer be emailed and collection efforts will be terminated. The District/College/member will not be allowed to register for any future events unless they pay in advance.

### **7.40 Non-sufficient Funds Checks Procedures**

The Academic Senate records checks returned by the bank because of non-sufficient funds in the accounting records as an accounts receivable due from the individual who wrote the check. The individual is also liable for any bank charges associated with the non-sufficient funds checks.

If the check in question is eligible for redeposit, the subsequent deposit will reduce the receivable account accordingly and an invoice will be generated for the bank charges only. If the check in question is prohibited from redeposit, an invoice will be generated to the individual for bank charges plus the initial amount of the invoice.

### **7.50 Refund Procedures**

Refunds issued will reduce the corresponding revenue account accordingly. No refunds will be given if notification is received beyond the cut off date for session enrollment unless approved by the Executive Director. Cancellations made prior to the deadline and paid by personal check or credit card will be refunded as requested. Payments made by schools will be refunded after the event, to allow the campus the opportunity to find a replacement participant. Provided the

campus has no outstanding membership dues owed, any cancelled event registrations will be refunded within two weeks of the date of the event.

### 7.60 Allowance for Doubtful Accounts

Each fiscal year end, the allowance for doubtful accounts will be adjusted via journal entry to reflect the total uncollected accounts receivable balance for invoices more than one year past due.

## 8.0 Payroll and Pay Period Record Keeping Procedures

### 8.10 ~~Payroll~~ Controls & Procedures

When interviewed, employees provide a resume and references. References are verified for potential hires. Once hired, the Office Manager prepares a hire letter, creates the personnel file, and provides the hire packet. The Executive Director signs the letter and reviews the file. The file contains a salary history that is updated when raises are received. The Budget and Finance Committee sets the staff salary budget. All pay rates, other than the Executive Director salary and benefits, are approved by the Executive Director and documented in the personnel file. [MOU6] The Executive Director salary and benefits are determined by the Executive Committee.

Personnel files are maintained in the Executive Director's Office. Only the Executive Director has access to the files. The Executive Director's personnel file is kept with Mark Alcorn, Esq. [MOU7][MOU8]

### 8.20 ~~10~~ Timesheets

Timesheets are submitted every other Friday to the Office Manager who verifies and approves the time worked. The Office Manager reviews and approves all over-time, vacation, holiday or vacation time used (if any). The Associate Director works with the employees as needed regarding any timesheet corrections and then re-submits timesheets to the ~~Executive Director~~ Controller for approval.

### 8.320 Pay Periods and Payroll

All payroll is processed through ~~the payroll system~~ the Tax Office ~~Secure Payroll, LLC (Secure Payroll)~~ every other Friday. The ~~Controller~~ Executive Director enters the time into the Intuit ~~Secure Payroll~~ [MOU9] timesheet system. The Tax Office ~~Secure Payroll~~ processes the payroll and posts to the general ledger generates reports. Payroll data is input into the CalPERS retirement system by the Tax Office ~~Secure Payroll~~ [MOU10] and reviewed by the Executive Director and Controller. Payroll reports and CalPERS reports are reviewed by the Executive Director and Controller. General ledger entries for payroll related

[transactions are entered by Controller.](#) As noted earlier, the Executive Director and Treasurer review the budget performance, bank statements and reconciliations and financial statements regularly. The Executive Committee reviews the budget performance periodically. ~~The Tax Office CFO~~ [SolutionsController](#) performs the monthly reconciliation of bank accounts, which are reviewed and approved by the Executive Director and provided to the Treasurer ~~monthly upon request.~~

#### **8.430 Vacation/Leave Procedures**

All staff, except for the Executive Director, is required to take vacation annually. The Office Manager will monitor staff vacation time to ensure that vacation time is taken appropriately.

#### **8.540 Salary and Benefit Allocations**

~~\_\_\_\_\_~~[Allocations of salaries and benefit amounts to the appropriate grants are calculated on a monthly basis. These allocations are based on the hours worked on each grant, with the employee's timesheet being the source document. See Overhead Allocation.](#)

#### **8.650 Flexible Benefits Account -- [n/a](#)**

### **9.0 Miscellaneous Accounting and Management Procedures**

#### **9.10 Financial Statement Preparation and Distribution**

Each quarter the Executive Director includes a Budget Performance to the Executive Committee via the Executive Committee Agenda.

#### **9.20 Overhead Allocation**

~~The Tax Office CFO~~ [Solutions Controller](#) allocates overhead expenses to the various functions of the Academic Senate based on the allocation of time per the work assignments and/or employee timesheets on a monthly basis. [See Salary and Benefits Allocations.](#)

#### **9.25 Senate Revenues**

Each quarter, the Executive Director will monitor the budget on a monthly basis.

### 9.30 Rent

~~The Tax Office CFO Solutions Controller distributes allocates~~ rent expense to the various functions of the Academic Senate based on the percentage of employees assigned to that function in relation to the total number of employees of the Academic Senate on a ~~quarterly~~ monthly basis.

### 9.40 Computer File Back-Up Procedure

[MOU11]

~~Add in the Bill.com and Intuit backup procedures—daily, after every transaction, etc????~~

Intacct accounting system is a SaaS product with completed SSAE 16 SOC1 Type II audits. PCI DSS Level 1 certified. Minimum 128-bit encryption for all data transmission. Intacct provides full daily backups to multiple locations, continuous backups of transaction data, and secure streaming of transaction data to remote disaster recovery center.

Bill.com bill payment and receivable tracking system is a SaaS product with completed SOC1, Type II audits. Verisign Secured website and application. All funds are FDIC insured. Data is secured and protected with the same encryption that banks use. Data and documents are stored on redundant servers which immediately make two copies. Data is backed up to separate media and a copy is regularly moved to a second secure facility.

### 9.50 Computer Passwords

The Office Manager maintains a master record of employee Windows and network passwords including gmail, travel software, etc.—, with a copy given to the Executive Director. A master record of employee accounting system passwords will be maintained by the Executive Director. Passwords of terminated employees will be canceled immediately. All passwords will be changed quarterly.

### 9.60 Budget and Finance Committee

No procedures identified.

### 9.70 Bartering Prohibited

Transactions will be reviewed to ensure they are not bartering arrangements.

### 9.80 Credit Cards

The Academic Senate issues credit cards to the President, Vice President, Treasurer and Executive Director. The credit card bills are reconciled monthly to the supporting documentation. The Office Manager reviews the supporting

documentation to verify that transactions did not result in the issuance of any cash to the credit card user and that each and every transaction charged to the account was for a valid and reimbursable expense. If a prohibited charge is found, the Office Manager will notify the Executive Director. If the Executive Director is involved, then the Treasurer will be notified. The underlying transactions are reviewed and coded to ensure they are expensed to the appropriate account and function. An Expense Authorization Form is completed and reviewed in the normal manner. The credit card bills are paid monthly via bank transfer.

### **9.90 Loans Prohibited**

Loans to any Board of Director member, staff, or others are prohibited.

### **9.100 Bonding of Employees**

The Office Manager reviews the insurance policies annually to ensure all employees involved in the financial functions of the Academic Senate are bonded.

### **9.110 Contract Signing Authority**

All contracts must be signed by the President, Treasurer or Executive Director and the financial implications of the contract must be included in the Academic Senate's budget.

If the financial implication of signing a contract is not included in the Academic Senate's budget, the Budget and Finance Committee must approve the contract and bring the necessary budget revisions to the Executive Committee for approval and ratification before authority to sign the contract is granted.

### **9.120 Journal Entries**

~~The Intuit records~~ All Journal entries are maintained in Intacct accounting system. However, the Tax Office CFO Solutions Controller prepares all Journal entries. All Journal entries are then reviewed and approved by the Executive Director and back-up documents filed in ~~Bill.com~~ the accounting system [MOU12] for retention and reference.

## **10.0 Tax, Audit, and Records Management Procedures**

### **10.10 Access to Records by Individuals, Members and the Public**

Individuals, members and the public may inspect the following records of the Academic Senate:

- Form 990
- Original applications for tax-exempt status
- Academic Senate By-Laws
- Executive Committee Policies
- Executive Committee Minutes
- Audited financial statements

### **10.20 Federal Identification Number**

The Senate will identify documents which may trigger a customer's request for the Academic Senate's Federal Identification Number and evaluate the need to place this information on of the document to circumvent future questions.

### **10.30 Independent Contractors**

The Academic Senate will use the criteria established by the IRS to assess if an individual is placed in an employee or independent contractor status. All persons qualifying as independent contractors will sign an Independent Contractor Agreement. Stipends paid to committee members and payments to independent contractors are subject to reporting on IRS Form 1099 miscellaneous income. A 1099 will be issued to each qualifying person whose annual compensation exceeds the federal exemption limit.

### **10.40 IRS Form 1099**

In compliance with federal guidelines, the Academic Senate will complete an IRS Form 1099 for all individuals and vendors receiving \$600 or more in eligible compensation from the Academic Senate. A Log of Vendor Federal Identification Numbers will be maintained in Bill.com.

### **10.50 Record Retention and Destruction**

The Senate will retain records as required by law and destroy them when appropriate. Records will be maintained in the Senate Office or in a suitable storage area until they are eligible for disposal. They may be stored in either paper or digital form.

### **10.60 Selection of CPA Firm**

During a period when an audit is required, at the end of the audit contract period, the Academic Senate's Treasurer, with the assistance of the Executive Director, will solicit proposals from a minimum of five CPA firms specializing in auditing not-for-profit organizations; a recommendation will be made to the Budget and Finance Committee for final selection. [MOU13] Re-awarding the contract for

auditing services to the existing auditing firm is acceptable as long as the interview and selection criteria clearly indicate the firm is the most qualified and cost effective.

Additionally, the contract awarding the audit to the CPA firm for the extended period will have a clause allowing the Academic Senate to contract with another firm before the end of the contract period if the current firm provides unsatisfactory service or if the financial condition of the Academic Senate prohibits the expense of a full audit.

#### **10.70 Annual Information Return**

The Academic Senate will engage a tax preparer to complete the federal Form 990, Return of Organization Exempt From Income Tax, and the state Form 199, California Exempt Organization Annual Information Return each year. Both annual information returns are due November 15<sup>th</sup>. The Executive Director and the accountant will review the Form 990 and the Form 199 with the Treasurer and the President. Following this review, the Form 990 and Form 199 will be brought to the Board of Directors for review and approval prior to mailing/filing.

#### **10.80 Unrelated Business Income Tax (UBIT)**

The Academic Senate avoids activities which will generate UBIT. If an exception to this policy is approved in advance by the Executive Committee, it is understood that the excess of revenues over expenses on such taxable activity would require clear classification and designation in the financial records to provide adequate documentation in the event of an IRS audit and to provide support for the preparation of IRS Form 990-T.

### **10.90 Accounting and Support Services Provided to the Foundation**

The ASCCC policies and procedures are used by the Foundation.





## Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: April	Year: 2018
		Item No: IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

1. The Executive Committee approved at its January 2018 meeting to pursue legislation in support of a faculty led initiative regarding Open Educational Resources. Conversations with system partners have been supportive however the Chancellor’s Office has indicated concerns with the proposal through its official response. The Executive Committee will be updated regarding the progress of this effort.
2. The release of the Governor’s Budget has sparked discussion throughout the system, particularly regarding funding model reforms, a possible online college, and combining categorical program funding streams. Utilizing the past positions of the ASCCC, a response has been formulated. The Executive Committee may wish to engage in further dialog regarding the budget process.
3. An update of current legislation is attached. The Executive Committee may wish to express its views on various proposed legislation.

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

**ASCCC Legislative Report  
March 20, 2018**

***Legislation with implications for academic and professional matters  
Assembly Bills***

**ACA 14 (Melendez) Campus Free Speech Act**

This act would require the governing boards of institutions of higher education to develop policy regarding freedom of expression. The act would require the appropriate governing board or body of the institution to establish a Committee on Free Expression, consisting of no less than 15 members, as specified. The act would require each committee to report, on or before September 1 of each year, to the governing board or body, the Legislature, and the Governor specified information regarding the status of free expression at the campus, or at each campus of the segment, as applicable. The act would require each higher education institution to include in its freshman orientation programs a section describing to its students the institution's policies and regulations regarding free expression consistent with the measure's provisions.

**Status:** Referred to Committees of Higher Ed. and Judiciary. Set for hearing, cancelled by the author. 1/30/18

**ASCCC Position/Resolutions:** The ASCCC Executive Committee is committed to freedom of expression but this act is rather proscriptive and perhaps not in a form to support at this time.

**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:** Referred to Appropriations Suspense, Held by Appropriations 9/1/17

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

### **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.

### **AB310 (Medina) Part-time Faculty Office Hours**

Requires each community college district to report total part-time hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and posted each year on the district website. [Re-introduced 1/18/18](#)

**Status:** Passed committee, referred to Assembly Appropriations 1/18/18. [Passed Assembly, referred to Senate Rules Committee for assignment 1/29/18.](#)

**ASCCC Position/Resolutions:** This bill was vetoed by the Governor last year.

### **AB 809 (Quirk-Silva) Veterans' priority registration for enrollment in nursing programs.**

AB 809 clarifies that veterans are granted priority enrollment for California Community Colleges and California State University nursing programs.

**Status:** Passed in the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee. [Passed Assembly 1/29/18. Referred to Senate Rules Committee for assignment 1/29/18.](#)

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

**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. The status of this bill is in question with the resignation of the author.

**\*AB 1037 (Limon) Public Postsecondary Education: Student Financial Aid.** AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California’s AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year. Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

**Status:** Passed in the Assembly Committee on Higher Education (9-3) and sent to the Assembly Appropriations Committee. Passed Assembly 1/29/18. Referred to Senate Rules Committee for assignment 1/29/18. Referred to Committee on Higher Education, 3/15/18.

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

**AB 1786 (Cervantes) Community Colleges: Veterans**

This bill would express the intent to create an articulation platform for the California Community Colleges to facilitate the transition of recent veterans to state institutions for higher education.

**Status:** Introduced

**ASCCC Position/Resolutions:** The ASCCC supports the application of credit for prior military experience toward the associate degree (18.04 S11) and generally supports resources for veterans.

**AB 1978 (Chavez) Cal Grant Program.** Spot bill related to financial aid.

**Status:** Introduced 1/31/2018.

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

**AB 1803 (Choi) Postsecondary Education: career placement and job search services for graduates**

This bill would require any public or private institution that offers a bachelor's degree program to provide career placement and job search services for five years to students in order to receive state funds for student financial assistance. Because services should be offered at no cost to the student, this would be an additional cost to colleges that offer baccalaureate degrees.

**Status:** Introduced. Referred to Committee on Higher Education 1/22/18. Passed and referred to Assembly Appropriations, 3/14/18.

**ASCCC Position/Resolutions:** None. Supported by the Student Senate.

**\*AB 1805 (Irwin) Community College Placement Policies**

This bill would require ~~districts to provide public notice of its policies regarding the placement of students. The bill also requires the notice to include placement policies regarding 1) threshold scores required on specified assessments, 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor.~~ This bill would require a community college to inform students of their rights to access transfer-level coursework and of the multiple measures placement policies developed by the community college, as provided. The bill would require a community college to annually report to the Office of the Chancellor of the California Community Colleges the community college's placement policies and placement results, and would require a community college to publicly post its placement results. The bill

would require its provisions to be implemented by a specified date. To the extent the bill would impose additional duties on community college districts, the bill would impose a state-mandated local program. Amended 2/28/18

**Status:** Referred to Assembly Higher Education 3/1/18

**ASCCC Position/Resolutions:** Watch this bill.

**AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet.** AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.

**Status:** Passed Assembly Higher Ed. and referred to Appropriations 3/14/18

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

**\*AB 1935 (Irwin) Community Colleges: Tutoring.** Existing law identifies nine allowable areas for noncredit instruction. AB 1935 adds supervised tutoring for degree-applicable and transfer-level courses as a noncredit category. Noncredit supervised tutoring would be eligible for state apportionment funding. This bill may be merged with SB 1009 (Wilk), which is similar.

**Status:** Introduced. Referred to Committee on Higher Education 2/5/18.

**ASCCC Positions/Resolutions:** The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12).

**\*AB 1936 (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. The bill would provide for the appointment by the Governor, subject to confirmation by a majority of the membership of the Senate, of an executive director of the office. and 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. This is basically the same as AB 1837 (Low, 2016) which died.

**Status:** Introduced. Passed Higher Ed. Committee and referred to Assembly Appropriations 3/14/18.

**ASCCC Positions:** This bill is basically the same as AB 1837 (Low, 2016), which died. The ASCCC opposes the creation of such a body as a reformed version of CPEC (6.02 S15).

**AB 2027 (Fong) Career Technical Education.** This is a spot bill related to career and technical education.

**Status:** Read first time 2/5/18.

**ASCCC Positions/Resolutions:** Watch.

**AB 2070 (Reyes) Sexual Assault and Sexual Violence Prevention**

This bill would require governing boards to adopt, as a condition of receiving state funds for financial aid, detailed and victim-centered policies and protocols, and outreach programs, regarding sexual assault, domestic violence, dating violence, and stalking involving a student that comport with best practices and current professional standards, covering specified topics, including a comprehensive, trauma-informed training program for campus officials involved in investigating and adjudicating sexual assault, domestic violence, dating violence, and stalking cases. This bill would provide that the outreach programming required by this provision would include informing students about specified topics relating to domestic and dating violence.

**Status:** Read first time 2/7/18.

**ASCCC Positions/Resolutions:** The ASCCC has no position of record but, barring fiscal considerations, this seems like a timely and appropriate bill.

**AB 2081 (Melendez) Postsecondary Education: Campus Free Speech Act** This bill would establish the Campus Free Speech Act, which would require the governing board or body of each higher education institution to develop and adopt a policy on free expression that contains specified components. The would policy supersede any provisions in the policies and regulations of the institution that restrict speech on campus and are inconsistent with the policy. The establishment of a Committee on Free Expression would be required, and noncompliance would result in the loss of public funds except Cal Grant. The focus of this bill is the protection of student speech. This appears to replace ACA 14 (Melendez, 2017) which sought to amend the California Constitution.

**Status:** Referred to Committees on Higher Education and Judiciary 2/22/18

**ASCCC Positions/Resolutions:** Watch. The ASCCC generally supports freedom of speech. However, it is not clear what effect this bill would have on the classroom environment. The Student Senate supports this bill.

**\*AB2248 (McCarty) Student Financial Aid: Cal Grant Program**

This bill would change the Cal Grant definition of a full time student from 12 units per semester and 24 units per year to 15 units per semester and 30 units per year.

**Status:** Referred to Committee on Higher Education 3/1/18

**ASCCC Positions/Resolutions:** This bill would limit the students eligible for financial aid and is therefore antithetical to the position of the ASCCC. The Student Senate opposes this legislation.

### ***Senate Bills***

#### **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:** Referred to Appropriations Suspense File, Held by Appropriations 9/1/17  
This bill appears to be dead for this year.

**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.

#### **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:** Held by Appropriations, 9/1/17

**ASCCC Position/Resolutions:** The ASCCC has historically supported vulnerable



student access to education and the wrap-around services required for educational attainment.

**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 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.

**SB 968 (Pan) Postsecondary Education: Mental Health Counselors** Would require the Trustees of the California State University, the governing board of each community college district, ~~and the governing body of each independent institution of high education that is a qualifying institution,~~ and request the Regents of the University of California, to hire one full-time equivalent mental health counselor per 1,000 students at each of their respective campuses to the fullest extent consistent with state and federal law. The bill would define mental health counselor for purposes of this provision. No funding is included. Amended 3/12/18.

**Status:** Referred to Committee on Education 2/28/18.

**ASCCC Position/Resolutions:** The ASCCC supported AB 2017 (McCarty, 2016) to provide mental health services for students (Resolution 6.04 S16).

**\*SB 1009 (Wilk) Community Colleges: Tutoring** Currently, colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses, and eliminates the requirement for faculty referral. This legislation would extend these provisions to supervised tutoring for students in credit classes and thus provide more resources for tutoring services. This bill is very similar in intent to AB 1935 (Irwin). There have been discussions about merging the two bills.

**Status:** Introduced.

**ASCCC Positions:** The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12).

**SB 1381 (Nielsen) Campus Free Expression Act**

This bill would enact the Campus Free Expression Act. The bill would declare that the outdoor areas of public postsecondary educational institutions are traditional public forums. The bill would provide that a public postsecondary educational institution may maintain and enforce reasonable time, place, and manner restrictions only when those restrictions are narrowly tailored in service of a significant institutional interest, employ clear, published, content-neutral, and viewpoint-neutral criteria, and provide for ample alternative means of expression. The bill would require these restrictions to allow for members of the campus community to spontaneously and contemporaneously distribute literature and assemble. The bill would further require that a person who wishes to engage in expressive activity on the campus of a public postsecondary educational institution be permitted to do so freely, as long as that person's conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

**Status:** Referred to Committees on Education and Judiciary; hearing scheduled 4/4/18.

**ASCCC Positions:** It is unclear what problem this bill seeks to address.

### **SB 1388 (Anderson) Forming Open and Robust University Minds Act**

This bill would require governing boards to develop and adopt a policy on free expression that contains specified statements. The bill would require that the outdoor areas of a public institution of higher education be deemed traditional public forums, subject to certain exceptions, and would require that a person who wishes to engage in noncommercial expressive activity in the outdoor areas of a public institution of higher education be permitted to do so freely, as long as the person's conduct is not unlawful and does not materially and substantially disrupt the functioning of the public institution of higher education. The bill would require a public institution of higher education to publicly post on its Internet Web site and submit to the Governor and Legislature an annual report that details the course of action being taken in order to comply with the requirements of the act. The bill would impose other requirements and restrictions on a public institution of higher education, relating to free expression on campus.

**Status:** Referred to Committees on Education and Judiciary; hearing scheduled 4/4/18.

**ASCCC Positions:** It is unclear what problem this bill seeks to address.

### **\*SB 1406 (Hill) Baccalaureate Degree Pilot Program**

This bill would extend the baccalaureate degree pilot program and potentially remove the sunset date.

**Status:** Referred to Committee on Education; hearing scheduled 4/4/18.

**ASCCC Positions:** The ASCCC supports the extension of the pilot program.

### ***Budget Bills***

**AB 1806 (Ting) Budget Act of 2018**

**Status:** Introduced. Referred to Committee on Budget.

**SB 119 (Committee on Budget and Fiscal Review) Budget Act of 2017**

**Status:** Removed from inactive file 1/4/18. Re-referred to Committee on Budget.

**SB 839 (Mitchell) Budget Act of 2018**

**Status:** Introduced 1/10/2018

### ***Bills of Interest***

**AB 1952 (Mayes) Social Services: Access to Food** This bill addresses student food insecurity. It requests the UC Regents and directs the CSU Trustees and CCC Board of Governors to develop systems to allow students to use EBT cards on their campuses.

**Status:** Referred to Human Services and Agriculture Committee 3/15/18

**AB 1961 (Choi) Postsecondary education: student housing and meal plans.**

This bill would require each institution of higher education receiving state funds for student financial assistance to, as a condition of receipt of the funds, separately list the cost of ~~university~~*institutionally*-operated housing and meal plans on all websites and documents it provides to students for purposes of advertising or otherwise displaying the student costs associated with university-operated housing. The bill would prohibit each of these institutions from requiring a student to have a campus meal plan in order to live in ~~university~~*institutionally*-operated housing. This primarily affects the UC and the CSU, but there are some community colleges with student housing. *Amended 3/15/18.*

**Status:** Introduced. Referred to Committee on Higher Education 2/8/18.

**SB 183 (Lara) State Buildings: Federal Immigration Agents** Seeks to prevent federal immigration enforcement agents, officers, or personnel from state or public school buildings, or California community college campuses to perform surveillance, arrests, or question an individuals without valid federal warrants. When in possession of a valid federal warrant, the activities of federal immigration enforcement agents, officers, or personnel are limited to the individual who is the subject of the warrant.

**Status:** Passed the Senate 1/29/18. Read first time in Assembly 1/30/18.

**SB 972 (Portantino) Pupil and student health: identification cards: suicide prevention hotline telephone number.** The bill would require a public or private institution of higher education that issues student identification cards to have printed on the back of the student identification cards the telephone number for a suicide prevention hotline *or Crisis Text Line*. Because the bill would impose a new duty on campuses of the California Community Colleges, the bill would impose a state-mandated local program. This bill also applies to public schools and private schools that serve grades 7-12.

**Status:** Committee on Education ordered to third reading 3/15/18.

\*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



March 1, 2018

### STATE POLICY AND ADVOCACY OVERVIEW

The California State Legislature returned for the second half of the 2017-18 Legislative Session on January 3, 2018, and had until February 16, 2018, to introduce new bills for consideration in the current session. The first major deadline for bills introduced in 2018 is April 27, 2018, when policy committees must hear and report fiscal bills introduced in their house to the respective fiscal committees. While the majority of policy bill hearings will occur between mid-March and late-April, budget and policy committee informational hearings are currently underway. The Chancellor's Office has participated in a number of these hearings, including:

- Assembly Higher Education Committee and Assembly Budget Subcommittee No. 2 on Education Finance on Tuesday, February 6, 2018, held a joint oversight hearing on "[\*Closing the Degree Gap.\*](#)" Executive Vice Chancellor Laura Hope, Vice Chancellor Christian Osmeña, and Dean of Field Operations Matthew Roberts provided testimony on behalf of the California Community Colleges.
- Senate Budget Committee on Thursday, February 8, 2018, held an oversight hearing on "[\*Overview of the Governor's Proposal to Create an Online Community College.\*](#)" Board Chair Estolano and Chancellor Oakley provided testimony on behalf of the California Community Colleges system office.
- Assembly Select Committee on the Master Plan for Higher Education on Thursday, March 1, 2018, held an oversight hearing at Fresno City College on "[\*Ensuring the Master Plan Meets the Needs of Students.\*](#)" Program Specialist Colleen Ganley provided testimony on behalf of the California Community Colleges Chancellor's Office.

The Governmental Relations Division also organized educational opportunities for Legislative staff, including:

- On January 17, 2018, the Chancellor's Office joined the Campaign for College Opportunity and the California Edge Coalition in hosting a Capitol briefing on the Basic Skills Innovation in California Community Colleges. Speakers included representatives from the California Acceleration Project, Cuyamaca College, Sacramento City College, and the Academic Senate of California Community Colleges.
- On February 22-23, 2018, a number of key Capitol staff participated in a site visit to San Diego to see Cuyamaca College's efforts to improve basic skills pathways in math, English and ESL and San Diego Mesa College's baccalaureate degree program and basic skills pathway improvements. This visit included representatives from the Assembly, the Legislative Analyst's Office, and the Department of Finance. Support and partnership from Grossmont-Cuyamaca CCD Chancellor Cindy Miles, San Diego CCD Chancellor Constance Carroll, Cuyamaca College President Julianna Barnes, and San Diego Mesa College President Pamela Luster, ensured the success of this visit.

### SPONSORED LEGISLATION

- **Assembly Bill 1935.** Assembly Member Irwin introduced AB 1935, which would increase student access to supervised tutoring by authorizing noncredit apportionment for supervised tutoring to assist students in degree-applicable and transfer-level courses. Note that sponsorship is pending Board approval at the March meeting.

- **Assembly Bill 2666.** Assembly Member Medina introduced AB 2666, which would facilitate the collection and analysis of wage outcomes for high school graduates using the Employment Development Department to enable program evaluations. This legislation would require the California Department of Motor Vehicles to enter into an interagency agreement on data sharing with CCC and the California Department of Education (CDE).

## **TIER ONE BILLS**

Between the Senate and the Assembly, more than 2,300 legislative measures were introduced by the February 16, 2018 deadline. The Governmental Relations Division is currently reviewing over 120 bills that could affect California Community Colleges and the students our colleges serve. A number of newly introduced measures are placeholders or “spot” bills, which means they contain non-substantive changes to current law or simply express intent to change current law. Legislators often revise spot bills to reflect entirely different subjects, and for this reason, Governmental Relations staff closely monitors them.

The attached legislative matrix identifies all bills currently tracked by the Division and categorizes bills according to priority in various tier levels. The bills outlined below are priority bills with a direct impact on community colleges and the students our colleges serve. For details and copies of any bill, contact the Governmental Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at <http://leginfo.legislature.ca.gov/>.

### ***Academic Programs***

**AB 1935 (Irwin) Community colleges: supervised tutoring.** AB 1935 would increase student access to supervised tutoring by authorizing noncredit apportionment for supervised tutoring to assist students in credential/degree-applicable and transfer-level courses.

- Status: Sent to the Assembly Committee on Higher Education.
- *Position: Sponsored Bill (Pending)*

**AB 1936 (Low) Office of Higher Education Performance and Accountability.** AB 1936 establishes, until January 1, 2022, the Office of Higher Education Performance and Accountability (OHEPA) to provide statewide postsecondary education planning and coordination. Since the demise of the California Postsecondary Education Commission in 2012, legislators have introduced bills with slight variations on the OHEPA concept each year but those bills either failed in committee or were vetoed by the governor.

- Status: Sent to the Assembly Committee on Higher Education

**AB 2575 (Santiago) College and Career Access Pathways partnerships: charter schools and private schools.** AB 2575 authorizes the governing body of a charter school or the governing body of a private school, including a parochial school, to enter into a CCAP partnership agreement with the governing board of a community college district under certain conditions.

- Status: Introduced

**AB 2891 (Holden) College and Career Access Pathways (CCAP) partnerships: charter schools.** AB 2891 authorizes the governing body of a charter school to enter into a CCAP partnership agreement with the governing board of a community college district.

- Status: Introduced

**SB 1009 (Wilk) Community colleges: tutoring.** SB 1009 authorizes noncredit apportionment for supervised tutoring in all subject areas beyond basic skills courses, and removes the statutory requirement that a student must be referred to supervised tutoring by a member of the faculty. It also removes ESL and workforce preparation classes for immigrants who qualify for educational services from the list of courses eligible for noncredit apportionment for supervised tutoring.

- Status: Referred to the Senate Education Committee

**SB 1406 (Hill) Public postsecondary education: community college districts: baccalaureate degree pilot program.** SB 1406 requires that a community college student participating in a Baccalaureate Degree Pilot Program commence his or her degree program by the beginning of the 2022–23 academic year. This bill would extend the inoperative and repeal dates for the authorization to establish pilot baccalaureate degree programs by 2 years.

- Status: Introduced
- *Position: Recommend Support*

### ***Food and Housing Insecurity***

**AB 1952 (Mayes) Social services: access to food.** AB 1952 requires the State Department of Social Services, the State Department of Public Health, the State Department of Education, and the Department of Food and Agriculture to develop a plan to end hunger. The plan will request the Regents of the University of California, and direct the Trustees of the California State University, and the Board of Governors of the California Community Colleges to develop systems that allow EBT cards to be used on their respective campuses, and present a report to the Assembly Select Committee on Campus Climate on the progress that has been made, by March 1, 2019.

- Status: Introduced

**AB 1961 (Choi) Postsecondary education: student housing and meal plans.** AB 1961 requires each institution of higher education receiving state funds for student financial assistance to separately list the cost of university-operated housing and meal plans on all Internet Web sites and documents it provides to students for purposes of advertising. This bill would also prohibit these institutions from requiring a student to have a campus meal plan in order to live in university-operated housing.

- Status: Assigned to the Assembly Committee on Higher Education

**SB 1275 (Stern) Public Postsecondary Education: Hunger Act of 2018.** SB 1275 would enact the Plan Against College Hunger Act of 2018. The act would establish the Plan Against College Hunger Program under the administration of the Student Aid Commission, for the purpose of, reimbursing public postsecondary educational institutions that provide student meal plans at no cost to students attending more than part time and who are Cal Grant recipients.

- Status: Introduced

### ***Immigration Services and Undocumented Immigrants***

**SB 183 (Lara) State buildings: federal immigration agents.** SB 183 prohibits Federal Immigration Enforcement (ICE) personnel, without a valid federal warrant, from entering California public schools and public institutions of higher education for purposes of performing surveillance, making arrests, or questioning individuals attending school or seeking state services.

- Status: Passed in the Senate (28-7) and sent to the Assembly

**SB 691 (Lara) Educational equity: immigration status.** SB 691 adds immigration status as a covered basis under the Equity in Higher Education Act. This bill specifically references immigration status as a protected class from discrimination in California’s public higher education segments, and creates parity between higher education and K-12 public schools regarding state policies on educational equity.

- Status: Passed in the Senate (30-9) and sent to the Assembly

## *Student Services*

**AB 1803 (Choi) Postsecondary education: career placement and job search services for graduates.** AB 1803 requires a public or private institution of higher education that offers a Baccalaureate Degree Program, provide career placement and job search services to students, and receives state funds for student financial assistance to provide career placement and job search services to individuals for five years after they complete a baccalaureate degree at the institution.

- Status: Sent to the Assembly Committee on Higher Education

**AB 1805 (Irwin) Community colleges: placement policies.** AB 1805 requires a community college district (CCD) to provide public notice of its policies regarding the placement of students. This bill also requires the notice to include the CCD's placement policies regarding 1) threshold scores required on specified assessments, 2) requisite grades in specific high school courses, and 3) recommendations by an instructor or counselor.

- Status: Sent to the Assembly Committee on Higher Education

**AB 2391 (Harper) Student identification cards: suicide prevention telephone numbers.** AB 2391, commencing July 1, 2019, requires a campus of the California Community Colleges or the California State University that issues student identification cards to, and would request the University of California that issues student identification cards to, include on the back of the student identification cards the telephone number for the National Suicide Prevention Lifeline, the Crisis Text Line, and the campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

- Status: Introduced

**AB 2477 (Rubio) Student support services: Dream Resource Liaisons.** AB 2477 requires the California Community Colleges and the California State University, and requests the University of California, to designate a Dream Resource Liaison on each campus. This bill specifies that Dream Resource Centers may be located within existing student service or academic centers; and, the space where a Dream Resource Liaison is located may serve as a Dream Resource Center. It also authorizes the Board of Governors to seek and accept on behalf of the state any gift, bequest, devise, or donation that will aid in the creation and operation of Dream Resource Centers.

- Status: Introduced

**AB 3101 (Carrillo) Community colleges.** AB 3101 requires the Board of Governors, on or before July 31, 2019, to revise the CCCApply application and enrollment process so that students are only asked to submit data required by the federal government, or necessary as determined by the board. To the extent that data can be collected from the student at a later time, the Board shall delay the collection of that data until after the student is enrolled.

- Status: Introduced

**SB 968 (Pan) Postsecondary education: mental health counselors.** SB 968 would require the Trustees of the California State University, the governing board of each community college district, and the governing body of each independent institution of high education that is a qualifying institution, and request the Regents of the University of California, to hire one full-time equivalent mental health counselor per 1,000 students at each of their respective campuses to the fullest extent consistent with state and federal law.

- Status: Assigned to the Senate Committee on Education

**SB 972 (Pan) Student ID cards: suicide prevention hotline telephone number.** SB 972, commencing July 1, 2019, would require a campus of the California Community Colleges or the California State University that issues student identification cards to, and would request a campus of the University of California that issues student identification cards to, include on the back of the student identification cards the phone number of a suicide prevention hotline.

- Status: Assigned to the Senate Committee on Education



## ***Tuition, Fees, Financial Aid***

**AB 1037 (Limón) Public Postsecondary Education: Student Financial Aid.** AB 1037 establishes the Cal Grant B Service Incentive Grant Program, under the administration of the California Student Aid Commission. The program is a state work-study program available to California’s AB 540 students who are ineligible for Federal Work Study (FWS) programs, and supported through the State General Fund resources. In order to be eligible for the grant, a student must be a recipient of a Cal Grant B award, enrolled at a UC, CSU, community college, or private, non-profit campus, and perform a minimum of 300 hours of community service or volunteer work in each academic year. Recent amendments to the bill limit the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term.

- Status: Passed in the Assembly (52-23) and sent to the Senate
- *Position: Support*

**AB 1858 (Calderon) Student financial aid: Financial Aid Shopping Sheet.** AB 1858 adds a provision to the Donahoe Higher Education Act that would require public and private California colleges and universities to use the Financial Aid Shopping Sheet as developed by the U.S. Department of Education or a successor document identified by the Student Aid Commission to inform students about financial aid award packages.

- Status: Sent to the Assembly Committee on Higher Education

**AB 2248 (McCarty) Cal Grant Program: definition of full-time student.** AB 2248 defines “full time” for purposes of determining Cal Grant eligibility to mean 15 or more semester units, or 30 or more units in an academic year or the equivalent, commencing with the 2022–23 academic year. Current law defines full time student attendance as 12 semester units or more or the equivalent.

- Status: Introduced

**AB 2306 (Santiago) Student financial aid: Cal Grant Program.** AB 2306 increases the Cal Grant maximum award level to a community college applicant to the maximum award level for a 6-year period of full-time attendance, and requires that the 6-year eligibility carry over to Cal Grant recipients who transfer to four-year colleges and universities.

- Status: Introduced

**AB 2563 (Patterson) Cal Grant B and C awards: financial aid book advance program.** AB 2563, beginning with the 2019–20 academic year, requires each Cal Grant participating institution to implement a financial aid book advance program. This program would provide credit at campus bookstores to Cal Grant B or C awardees for the purchase of books and educational materials before disbursement of grant funds to students.

- Status: Introduced

**AB 3008 (Burke) Public postsecondary education: exemption from paying nonresident tuition.** AB 3008 seeks to ensure that the children of foreign nationals, who come to the U.S. to work and return to their home country after their work is completed, maintain the exemption from nonresident tuition. Currently, these students have E-2 visas until they are 21 years old, then they are required to obtain a regular student visa and lose the exemption from nonresident tuition.

- Status: Introduced

**SB 940 (Beall) Cal Grant Program: foster youth.** SB 940 provides alternative deadlines for submitting a complete financial aid application for a student who is a former or current foster youth, who is attending a qualifying institution that offers baccalaureate degrees or is attending a California community college, and has not yet reached 26 years of age as of July 1 of the award year. This bill would authorize the renewal of Cal Grant A awards and Cal Grant B awards, for a current or former foster youth, for a total of the equivalent of 8 years of full-time attendance in an undergraduate program, provided that minimum financial need continues to exist.

- Status: Assigned to the Senate Committee on Education
- *Position: Recommend Support*

**SB 1471 (Hernandez) Cal Grant Program: Competitive Cal Grant A and B awards.** AB 1471 increases the annual Competitive Cal Grant A and B award limit from 25,750 to 30,000.

- Status: Introduced

### *Miscellaneous*

**AB 2070 (Reyes) Postsecondary education: sexual violence prevention training.** Existing law requires districts to provide outreach programming on sexual violence for incoming student orientation. AB 2070 adds information on domestic violence and dating violence to this outreach programming.

- Status: Introduced

**AB 2081 (Melendez) Postsecondary Education: Campus Free Speech Act.** AB 2081 requires the governing board or body of each higher education system to develop and adopt a policy on free expression. AB 2081 would also require each institution to establish a Committee on Free Expression, consisting of no less than 5 members and no more than 15 members. The act would make institutions with written policies that do not comply with the act as of January 1, 2019, ineligible for any state funding except pursuant to the Cal Grant Program.

- Status: Introduced

**AB 2166 (Caballero) Agricultural Business and Technology Program.** AB 2166 requires the Board of Governors to develop a model Agricultural Business and Technology Program similar to programs at Hartnell College and West Hills College that may be adopted by the community college districts and offered to its students.

- Status: Introduced

**SB 1348 (Pan) Postsecondary Education: Health Professional Program.** SB 1348 requires the Chancellor to include information on clinical placements in the annual Nursing Educational Programs Report.

- Status: Introduced

**SB 1354 (Galgiani) California Apprenticeship Initiative.** SB 1354 establishes a grant program, under the administration of the Chancellor of the California Community Colleges, to create new and innovative apprenticeship opportunities in priority and emerging industry sectors or areas, in which apprenticeship training is not fully established or does not exist.

- Status: Introduced

**SB 1388 (Anderson) Forming Open and Robust University Minds Act.** SB 1388 establishes the Forming Open and Robust University Minds (FORUM) Act, which would require the Board of Governors of the California Community Colleges and the Trustees of the California State University to adopt a policy on free expression. SB 1388 would also require the outdoor areas of a public institution of higher education be deemed traditional public forums and would require a person who wishes to engage in noncommercial expressive activity be permitted to do so freely, as long as it does not disrupt the functioning institution of higher education. This bill would require a public institution of higher education to publicly post on its Internet Web site and submit to the Governor and Legislature an annual report that details the course of action being taken in order to comply with the requirements of the act. In addition, the bill would provide that the state waives immunity under the 11th Amendment of the United States Constitution and consents to suit in a federal court for lawsuits arising out of the act, and would provide that a public institution of higher education that violates the act is not immune from suit or liability for the violation.

- Status: Introduced

### **ADVOCATES LIST SERVE**

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BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>											
AB	310	Medina	Part-Time Faculty Office Hours	N	x	x	x				Senate Rules
AB	809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	x	x	x				Senate Rules
AB	1037	Limón	Public Postsecondary Education: CA Dream Act 2011	S	x	x	x				Senate Rules
AB	1786	Cervantes	Community Colleges: Veterans ( <i>SPOT</i> )	N							Introduced
AB	1803	Choi	Postsecondary Education: Career Placement and Job Search Services	N							Asm. Higher Ed.
AB	1805	Irwin	Community Colleges: Placement Policies	N							Asm. Higher Ed.
AB	1858	Calderon	Student Financial Aid: Shopping Sheet	N							Asm. Higher Ed.
AB	1935	Irwin	Community Colleges: Tutoring	S							Asm. Higher Ed.
AB	1936	Low	Office of Higher Education Performance and Accountability.	N							Asm. Higher Ed.
AB	1952	Mayes	Student Hunger Plan - EBT Cards on Campus	N							Introduced
AB	1961	Choi	Postsecondary Education: Student Housing and Meal Plans	N							Asm. Higher Ed.
AB	2070	Reyes	Postsecondary Education: Domestic Violence Outreach Program	N							Introduced
AB	2081	Melendez	Postsecondary Education: Campus Free Speech Act	N							Asm. Higher Ed.
AB	2166	Caballero	Agricultural Business and Technology Program	N							Introduced
AB	2248	McCarty	Student Financial Aid: Cal Grant Program: Full Time Definition	N							Introduced
AB	2306	Santiago	Student Financial Aid: Cal Grant Program: Maximum Amount	N							Introduced
AB	2391	Harper	Student ID Cards: Suicide Prevention Telephone Numbers	N							Introduced
AB	2477	Rubio	Student Support Services: Dream Recourse Liaisons	N							Introduced
AB	2554	Bonta	Cal Grant : CCC Transfer Entitlement Awards.	N							Introduced
AB	2563	Patterson	Cal Grant B and C Awards: Financial Aid Book Advance Program	N							Introduced
AB	2575	Santiago	Dual Enrollment: Charter Schools and Private Schools	N							Introduced
AB	2666	Medina	DMV-CCC Data Sharing Agreement	S							Introduced
AB	2891	Holden	High School and Community College Dual Enrollment	N							Introduced
AB	2933	Medina	County Liaisons for Community Colleges	N							Introduced
AB	3008	Burke	Postsecondary Education: Exemption from Paying NonResident Tuition	N							Introduced
AB	3101	Carrillo	Community Colleges: CCC Apply	N							Introduced
SB	183	Lara	State Buildings: Federal Immigration Agents	N	x	x	x				Assembly Rules
SB	691	Lara	Educational Equity: Immigration Status	N	x	x	x				Assembly Rules

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
SB	817	Education Com	Postsecondary Education: Omnibus	N							Senate Rules
SB	940	Beall	Cal Grant Program: Foster Youth	N							Senate Education
SB	968	Pan	Postsecondary Education: Mental Health Counselors	N							Senate Education
SB	972	Portantino	Student ID Cards: Suicide Prevention Hotline Telephone Number	N							Senate Education
SB	1009	Wilk	Community Colleges: Tutoring	N							Senate Education
SB	1071	Newman	California Community Colleges: Course Credit for Military Experience	N							Introduced
SB	1243	Portantino	California State Pathways in Technology Program	N							Introduced
SB	1275	Stern	Public Postsecondary Education: Hunger Act Of 2018	N							Introduced
SB	1348	Pan	Postsecondary Education: Health Professional Program	N							Introduced
SB	1354	Galgiani	California Apprenticeship Initiative	N							Introduced
SB	1388	Anderson	Forming Open and Robust University Minds Act	N							Introduced
SB	1406	Hill	Baccalaureate Degree Pilot Program	N							Introduced
SB	1471	Hernandez	Competitive Cal Grant A and B Awards- Limits	N							Introduced
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>											
AB	108	Budget Com.	Education: Child Care: The Every Kid Counts (EKC) Act	N	x	x	x	x			Senate Budget
AB	1766	Maienschein	Swimming Pools: Public Safety	N							Asm. Health
AB	1767	Cervantes	California Kickstart My Future Loan Forgiveness Program	N							Asm. Higher Ed.
AB	1862	Santiago	Immigration Service Grants: El Salvador Temporary Protection Status	N							Asm. Judiciary
AB	1887	Medina	Public Education Governance: Service on Boards	N							Asm. Higher Ed.
AB	1896	Cervantes	Sexual Assault Counselor-Victim Privilege	N							Introduced
AB	2012	Medina	School and Community College Employees: Parental Leave	N							Asm. Higher Ed.
AB	2160	Thurmond	School and CCD's: Part-Time Playground Positions	N							Introduced
AB	2165	Low	Election Day Holiday	N							Asm. Elections
AB	2170	Choi	California State Approving Agency for Veterans Education	N							Introduced
AB	2449	Arambula	Community College Districts: Governing Boards: Election Dates	N							Introduced
AB	2759	Santiago	Clinics and Health Facilities: Nurses	N							Introduced
AB	2776	Salas	Workforce Development: Workforce Diploma Program	N							Introduced
AB	2785	Rubio	Student Services Lactation Accommodation	N							Introduced
AB	2804	Waldron	Substance Use Disorder Treatment Workforce Expansion	N							Introduced

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB	3186	Medina	Public Postsecondary Education: Competitive Bidding	N							Introduced
SB	1004	Wiener	Mental Health Services Act: Prevention and Early Diagnosis	N							Senate Health
SB	1185	Hill	Law Enforcement Agencies: Agency Firearm Accounting	N							Introduced
SB	1186	Hill	Law Enforcement Agencies: Surveillance: Policies	N							Introduced
SB	1233	McGuire	Sentencing: Community Service: Education Programs	N							Introduced
SB	1344	Moorlach	Education Savings Account Act	N							Introduced
ACA	21	Mayes	State Infrastructure: Funding: Investment Fund	N							Introduced
ACR	150	Limon	Dual Enrollment Week (March 18 - March 24)	N							Asm. Higher Ed.
SCA	16	Moorlach	Education Savings Accounts	N							Introduced
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>											
AB	1231	Weber	CSU: Salary Step Adjustments	N	x	x	x				Senate Rules
AB	1743	O'Donnell	California Career Technical Education Incentive Grant Program (K-12)	N							Assembly Rules
AB	1754	McCarty	Pre-K for All Act of 2018	N							Assembly Rules
AB	1763	Chu	HS Grad Requirements: College/Career Prep Education Course	N							Asm. Education
AB	1888	Salas	Peace Officers: Basic Training Requirements	N							Asm. Public Safety
AB	1894	Weber	Postsecondary Education: Restaurant Meals Program Participation	N							Asm. Higher Ed.
AB	1895	Calderon	California DREAM Loan Program: Repayment	N							Asm. Higher Ed.
AB	1972	Choi	Income Share Agreements: Postsecondary Training	N							Asm. Banking
AB	2015	Reyes	K-12 instruction: Completion of Applications for Student Financial Aid	N							Asm. Education
AB	2018	Maienschein	Mental Health Workforce Planning: Loan Forgiveness and Scholarships	N							Asm. Health
AB	2041	Caballero	University of California: Office of the Chief Investment Officer	N							Asm. Higher Ed.
AB	2361	Weber	University of California: Outsource Contracts	N							Introduced
AB	2389	Harper	Discrimination: State Employees: Travel (CSU/UC)	N							Introduced
AB	2408	Weber	California State University: Ethnic Studies	N							Introduced
AB	2478	Voepel	Personal Income Tax:Gross Income: Exclusion:Student Loan Assistance	N							Introduced
AB	2479	Voepel	Postsecondary Education: Income Share Agreement: Pilot Program	N							Introduced
AB	2480	Voepel	Income Taxes: Credit: Scholarship Tax Credit Program Act	N							Introduced
AB	2505	Santiago	California State University: Budget Oversight Policies	N							Introduced
AB	2637	O'Donnell	CalWORKs: Aid Amounts: Education Support Payments	N							Introduced

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB	2722	Medina	California Military Department GI Bill Award Program	N							Introduced
AB	2784	Caballero	California State University Emergency Student Housing	N							Introduced
AB	2905	Acosta	Foster Youth: Enrichment Activities	N							Introduced
AB	3110	Mullin	Athletic Trainers	N							Introduced
AB	3213	Bonta	Postsecondary Education: Cost of Attendance (CSU)	N							Introduced
SB	320	Leyva	On-Campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x	x				Assembly Rules
SB	816	Ed. Comm	Omnibus	N							Sen. Education
SB	1225	Glazer	Higher Education Facilities Bond Act of 2018 (UC/CSU)	N							Introduced
SB	1271	Nielsen	Crime: Masks and Disguises	N							Introduced
SB	1337	Vidak	Income Taxes: Credits: Student Intern	N							Introduced
SB	1351	Hernandez	California State University: Reports	N							Introduced
SB	1470	Stern	Jobs for California Graduates Program	N							Introduced
ACA	26	Weber	University Of California: Suspension and Expulsion	N							Introduced
ACA	27	Quirk-Silva	University of California: Offices of the President	N							Introduced
SR	84	De Leon	California Dream Act	N							Introduced
<b>SPOT BILLS TRACKED BY CCCCCO - (Placeholders that contain non-substantive changes/will likely be amended)</b>											
AB	1978	Chavez	Cal Grant Program	N							Introduced
AB	2098	McCarty	Postsecondary Education: Segments	N							Introduced
AB	2191	Stone	Postsecondary Education: State Administration	N							Introduced
AB	2351	Eggman	Western Regional Education Compact	N							Introduced
AB	2374	Kiley	Postsecondary Education	N							Introduced
AB	2385	Cunningham	Public Postsecondary Education: Textbooks	N							Introduced
AB	2488	O'Donnell	K-14 Public Education Facilities Bond Act of 2016	N							Introduced
AB	2621	Medina	Postsecondary Education: California Community Colleges	N							Introduced
AB	2686	Jones-Sawyer	Application for Federal Student Aid	N							Introduced
AB	2716	Nazarian	Postsecondary Education: Every Kid Counts Act	N							Introduced
AB	2747	Holden	College Athletes	N							Introduced
AB	2767	Medina	Community Colleges	N							Introduced
AB	2771	Eggman	Higher Education Facilities	N							Introduced
AB	2871	Garcia	Public Schools: College and Career Access Pathways	N							Introduced

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB	2894	Gloria	Public Postsecondary Education: Military and Veterans	N							Introduced
AB	2933	Medina	Mental Health Services: Involuntary Detention	N							Introduced
AB	2990	Low	Public Postsecondary Education: Exemption	N							Introduced
AB	2991	Cervantes	Postsecondary Education: Segments	N							Introduced
AB	2993	Baker	Community College Completion Grant Program	N							Introduced
AB	3071	Nazarian	Community Colleges: Community Service Classes	N							Introduced
AB	3153	Levine	Student Financial Aid: Summer Term Students	N							Introduced
AB	3192	O'Donnell	Career Technical Education	N							Introduced
SB	1066	Mendoza	Postsecondary Education: Donahoe Higher Education Act	N							Introduced
SB	1193	Nguyen	Community Colleges: Sale and Lease of Property	N							Introduced
SB	1219	Gaines	Law Enforcement: Sharing Data	N							Introduced
SB	1224	Glazer	Statewide Longitudinal Database K-16	N							Introduced
SB	1356	Wilk	California Community Colleges: Staff Positions	N							Introduced
SB	1378	Nguyen	Postsecondary Education: Segments	N							Introduced
SB	1432	Fuller	School Districts and Community College Districts	N							Introduced
SB	1462	Newman	Youth Civic Engagement: California Youth	N							Introduced
SB	1472	Hernandez	Competitive Cal Grant A and B awards- Annual Amount	N							Introduced
<b>Budget bills</b>											
AB	1806	Ting	Budget Act of 2018	N							Introduced
SB	839	Mitchell	Budget Act of 2018	N							Introduced
<b>Status</b>											
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.											
<b>Contact:</b> Justin Salenik, Governmental Relations - jsalenik@ccco.edu; (916) 324-2547											





March 1, 2018

## **NATIONAL LEGISLATIVE SUMMIT**

On February 11-14, Chancellor Oakley, Board Chair Estolano, Member Haynes, Special Advisor Menon, and Vice Chancellors' Feist and Metune participated in the Association of Community College Trustees (ACCT) National Legislative Summit. Leaders of the Community College League of California and the Academic Senate for California Community Colleges joined the team. We had a successful series of meetings with key members of Congress, including Representative Virginia Foxx, Representative Brent Guthrie, Senator Dianne Feinstein, Senator Lamar Alexander's Chief of Staff, and members of the California Delegation with an active role on the House Workforce and Education Committee. During the League's Annual Delegation Breakfast, Chair Estolano and Chancellor Oakley were able to engage our community college leaders in a conversation about the importance of our federal advocacy and our 2018 priorities.

## **FEDERAL BUDGET AGREEMENT**

On February 9, 2018, President Trump signed the Bipartisan Budget Act of 2018. The two-year budget agreement increases spending for the military and domestic programs by nearly \$300 billion. Among its provisions, the agreement includes emergency spending for disasters caused by Hurricanes Harvey, Irma, and Maria, California Wildfires; as well as, \$2 billion for FY-18 and \$2 billion for FY-19 aimed at student centered programs that aid college completion and affordability, including those that help police officers, teachers, and firefighters.

On Monday, February 12, 2018, President Trump released the FY-19 Budget Proposal, entitled: Efficient, Effective, Accountable: An American Budget. The budget proposes \$4 trillion in spending for FY-19, aiming to reduce spending by \$3.6 trillion over the next 10 years. Additionally, the proposal establishes a series of "pillars of reform" which include ending wasteful spending, expanding economic growth, preserving peace through strength, building the wall, building infrastructure, supporting American working families, protecting our veterans, combatting the opioid addiction, fighting high medical drug prices, moving from welfare to work, more pathways to affordable education and jobs, and promoting school choice. While the proposal establishes a number of recommendations that are of concern to our colleges and students, the proposal is largely symbolic. The full budget proposal can be found here: <https://www.whitehouse.gov/omb/budget/>.

## **HIGHER EDUCATION ACT REAUTHORIZATION**

On February 13, 2018, the Senate Health, Education, Labor and Pensions (HELP) Committee announced that it was seeking comments for the Committee's consideration regarding the reauthorization of the Higher Education Act (HEA) of 1965. Comments were due by Friday, February 23, 2018. Chancellor Oakley submitted comments that focused on the following areas:

- **Strengthening Financial Aid-** California has the largest "free tuition" program in the nation; nearly half of all community college students and 70 percent of full-time students receive tuition waivers under the California College Promise Grant. Yet, low- and middle-income students face substantial financial barriers to completion. Over a third of our students experience housing insecurity and 12 percent experience food scarcity. Inadequate financial aid forces students to take fewer classes or work longer hours; these choices make them less likely to be academically successful. Increased access to and funding for federal Pell Grants and Supplemental

Educational Opportunity Grants (SEOG) are essential to reducing debt burdens and enhancing college completion for community college students.

Allowing students in shorter educational programs to be eligible for Pell Grants has the potential to provide significant benefits to students seeking affordable, high quality, short-term educational and training opportunities. However, in order to protect the taxpayers' investment and ensure students are receiving the knowledge and skills needed for our workforce, expanded access to Pell Grants should be accompanied by accountability measures that ensure short-term programs have strong labor market outcomes. Accountability is necessary to ensure we maintain public trust in postsecondary education, protect students and taxpayer investments; as well as, to assure industry and employers that our postsecondary system is providing the knowledge, skills, and talent to meet their needs, critical to our competitiveness as a country.

Our colleges and students have benefitted from changes to the Free Application for Federal Student Aid (FAFSA), including allowing the use of prior-year tax data and early availability of the FAFSA. Overall, however, too many community college students continue to face obstacles in completing the federal financial aid application including verification burdens that disproportionately affect low-income students. The FAFSA can and should be further simplified and those overly burdensome questions on the FAFSA that do not have a significant impact on financial aid determination should be eliminated.

- **Supporting Federal Loan Program Participation-** While California Community Colleges have long prioritized need-based grant-aid to support our students, we recognize the important role that federal student loans play in ensuring students can afford to attend and succeed in college. If our students must use loans to attend college, it is vital to ensure students are protected from insurmountable debt burdens and unreasonable loan repayment terms. We strongly support recent enhancements to the federal loan program, such as Income-Based Repayment and the Public Service Loan Forgiveness.

Despite improvements to the federal loan program in recent years, 22 California Community Colleges do not currently participate in the federal loan program, out of concerns related to administrative burden, student debt loads, and penalties associated with high Cohort Default Rates (CDR). The Chancellor's Office is working closely with these colleges to encourage them to re-enter the loan program. Changes to the administration of the loan program would support and align with California's efforts. Specifically, the Department of Education recently proposed, but has not yet enacted, a rule to allow low borrowing rate colleges to challenge CDR from any year, as opposed to just the year in which a school would actually be subject to sanctions. This allowance helps ensure community colleges continue to participate in the federal loan program. Congress should ensure that the Department implements this allowance, in order to provide community colleges needed exemptions and help them avoid timely and costly challenge processes. Additionally, to CDR, colleges can benefit from greater transparency around loan repayment information for student loan borrowers, that can help grow a shared understanding of the impact of student debt burden on former students, and identify new solutions to support student loan borrowers.

A growing number of colleges are concerned with students accessing excessive loan amounts and have sought explicit congressional authority to reduce loan amounts for specified categories of students. We share the concern that borrowing without sufficient progression towards a student's educational goal can adversely affect them if they are unable to attain their credential and realize the economic gains associated with their postsecondary education. However, we encourage Congress to evaluate efforts to help borrowers make better borrowing decisions and manage student debt burdens, to ensure that policy changes in this area do not lead to inequitable treatment of borrowers in similar circumstances, including an understanding of the full costs of attending college. We are particularly interested in further discussion around disbursement timelines and more effective and appropriate loan counseling for students.

- Clarifying the Role of Learning Innovations like Competency Based Education-** California is estimated to face a degree and credential attainment gap of 2.4 million by 2025. This shortfall has implications for the social mobility of our residents and the economic competitiveness of our nation. To alleviate the gap, our colleges must take immediate action to increase college attendance and graduation rates, particularly among our adult learner population. This strategy is about expanding the set of learning pathways to credentials with a focus on the skills and competencies needed in the workforce and is foundational to future educational opportunities and career advancement. We believe that critical to this approach is the expansion of Competency Based Education (CBE) programs. CBE delivers academic content based on what a student knows and can do, rather than following a traditional course taking pattern that requires students to spend a specific amount of time in a classroom. When colleges offer CBE, our students have the opportunity to complete their credentials and degrees with greater relevancy, faster, and more affordably. It is important that HEA reflect and support these types of revolutions in higher education. It is equally important that appropriate controls and oversight be implemented, to ensure programs are effective, affordable, and high quality and that Title IV funds are protected against loopholes that would allow unscrupulous actors to exploit students and taxpayers.
- Expanding Access to Student Level Data-** California has made great strides to expand access to data that allows students and the public to receive accurate, relevant, and representative information to know what they can expect in return for their investment of time and money. However, California and our institutions have a difficult time providing complete information because only the federal government has access to complete earnings information. The current federal limitation on data collection for only students who receive federal financial aid is problematic for purposes of disclosure, accountability, and program and institutional improvement.
- Assuring Oversight and Accountability-** The Federal Student Aid programs are a vital resource to provide low- and moderate-income students the opportunity to enroll in and succeed at our institutions. In turn, colleges have a responsibility to ensure we are working towards strong outcomes for our students and being good stewards of public funds. A critical part of meeting that responsibility is ensuring that we are holding colleges accountable for measurable outcomes and that students have reliable, comparable, and consumer-friendly program-level information about cost and performance. A meaningful accountability structure should not ignore the well-documented abuses in the for-profit higher education industry. Accountability must ensure public funds are appropriately spent and that students are protected from poor performing colleges and programs. Far too many students enroll in career-training programs with the promise of high-wage jobs, only to find themselves with a credential not valued in the market place and insurmountable student loan debt. Congress should ensure that all colleges that participate in the Federal Student Aid program are using public funds responsibly and that a robust, transparent, accountability and oversight structure protects against the abuses of bad actors.

## **DEFERRED ACTION FOR CHILDHOOD ARRIVALS**

On February 13, 2018, U.S. District Court Judge Nicholas G. Garaufis issued a nationwide injunction that requires the Department of Homeland Security (DHS) to resume renewals under the Deferred Action for Childhood Arrivals (DACA). In January, a federal judge in California similarly ordered the Administration to restart DACA renewals. U.S. Citizenship and Immigration Services then resumed accepting DACA renewals for the first time since October, allowing undocumented immigrants seeking to extend their enrollment to submit applications. As with the California order, the Administration is not required to accept new DACA applications as a result of this new injunction.

In recent weeks, the Senate considered a series of amendments in an attempt to reach consensus on a bipartisan immigration reform proposal, including a DACA fix, which could overcome procedural hurdles in the Senate, requiring the support of 60 Senators to pass. Specifically, the Senate considered four amendments ranging from the Trump Administration's immigration framework; a bipartisan proposal to provide an estimated 1.8 million

undocumented immigrants a path to citizenship, while spending \$25 billion on border security; a proposal to extend certain undocumented immigrants a path to citizenship that did not include funding for a border wall; and a proposal related to sanctuary cities. None of the amendments received sufficient support to pass the Senate leaving next steps related to a DACA fix unclear.

On Monday, February 26, 2018, the U.S. Supreme Court declined to hear the DACA case, and instead ordered an appeals court should hear the case first. The Trump Administration had attempted to bypass the 9<sup>th</sup> Circuit Court of Appeals and go directly to the Supreme Court.

## Summary of Chancellor's Office Open Education Resources (OER) and Analysis of Academic Senate California Community Colleges (ASCCC) Proposal for Open Education Resources (OER)

### Issue:

Summarize the Chancellor's Office efforts in Open Education Resources (OER) including Zero Textbook Cost (ZTC) Degrees and provide an analysis of the Academic Senate's for the California Community Colleges (ASCCC) proposal to create the California Community College OER Initiative (CCCOERI).

### Background:

The Chancellor's Office has been engaged in the OER movement since the enactment of Assembly Bill 2261 in 2008, which authorized the Chancellor's Office to establish an Open Education Resources (OER) Center Pilot. The Chancellor's Office in March 2009 issued a Solicitation of Interest for Open Education Resources Center Pilot Letter to all colleges for proposals to serve as the lead college in creating the California Open Education Resource Center Pilot.

The Chancellor's Office selected Foothill College to manage the California OER Center under a Memorandum of Understanding (MOU) agreement with California Community Colleges Chancellor's Office with an operating period of January 2010 through December 2012. The intent of the pilot center project was to promote the visibility, development and use of these resources and to serve as a catalyst in community colleges to adopt OER resources in the classroom and instructional activities. The pilot center fostered the development of an advisory committee and various Internet tools to facilitate communication and exchange of ideas and resources. Unfortunately, due to budget concerns, the Foothill-De Anza Community College District and Foothill College terminated its Memorandum of Understanding (MOU) with the Chancellor's Office on December 15, 2010 less than one year from its start.

The Chancellor's Office has been engaged in multiple OER efforts since 2010 that have spanned the last 8 years. The most recent has been the Zero Textbook Cost (ZTC) Degree Program (2016-17 Budget Act), which created and funded 18 planning and 25 implementation grants. The ZTC project is in its second year of operation and does not have any funding beyond 2017-18. Language supporting college efforts in this arena is included in the 2018-19 proposed State Budget in the Student Equity line item but there is no specific amount allocated for its continuation.

The ASCCC has developed a proposal for the creation of the CCCOERI that would serve to coordinate OER activities in the CCCs, including content curation, review, modification, and development; ancillary resource curation and development; and the provision of support to address copyright, accessibility, technical, and other related issues (e.g., print on demand).

According to the proposal from the ASCCC, the CCCOERI will procure and support software for authoring OER and establish a system to support local OER efforts by creating a network of OER liaisons. The liaisons would connect local colleges with the CCCOERI and centrally hosted support systems. The ASCCC indicates this will ensure an effective means of communication between the CCCOERI, available resources, and the system’s 114 colleges.

**Analysis:**

The following analysis addresses the areas of the Chancellor’s Office California Community Colleges ZTC Degree grants and the ASCCC proposal to create the CCCOERI.

**Chancellor’s Office ZTC Grants**

The Chancellor’s Office issued three Request for Applications (RFA) for grants related to this program: two in 2016 and one in 2017. The two RFAs in 2016 were for Planning and Implementation Grants. The one RFA in 2017 was for Implementation Grants only. The results of the three RFAs were 18 Planning Grants funded in 2016, 5 Implementation Grants funded in 2016, and 20 Implementation Grants funded in 2017. The maximum award for Planning Grants was \$35,000 and the maximum award for Implementation Grants was \$150,000. There were also two Technical Assistant Grants funded to support the work of the planning and implementation grants. The total amount of funding for all of these efforts was \$5,000,000 and distributed in the following amounts:

- Technical Assistant Grants     \$ 500,000
- Planning Grants                     \$ 628,093
- Implementation Grants         \$3,871,907

The five Implementation Grants funded in 2016 were for a 12-month period from January 1, 2017 to December 31, 2017. These grants concluded on December 31, 2017 and began operation as certificate/degree programs effective January 1, 2018. The 20 Implementation Grants funded in 2017 are for a 12-month period, began operation as grants effective January 1, 2018, and will conclude on December 31, 2018. They will begin operation as certificate/degree programs on January 1, 2019.

The 25 Implementation Grants will produce a combined 33 certificate and degree programs. The distribution of those certificates and degrees are listed in the following Table 1, Certificates of Achievement and Associate Degrees Being Developed by California Community Colleges Zero Cost Textbook (ZTC) Degree Programs.

**Table 1  
Certificates of Achievement and Associate Degrees Being Developed by  
California Community Colleges Zero Cost Textbook (ZTC) Degree Programs**

Associate Science – Transfer	Associate Arts – Transfer	Certificate of Achievement	Associate of Science	Associate of Arts	Total
7	9	14	3	3	33

The projected number of students that will be impacted by the 33 programs when implemented is 23,373. The estimated average textbook costs savings per course in the California Community Colleges ZTC Degree Program is \$153. The total number of courses included in the 33 programs is 404 courses or an average of 12 courses per program. The total textbook savings for a California Community Colleges ZTC Degree program is estimated to be \$1,836/student. The projected savings for the 23,373 students affected by the 33 certificate and degree programs upon completion is \$42,912,828. This represents an 858% return on investment (ROI) of the original \$5,000,000 allocated by the California State Legislature for the California Community College ZTC Degree Program.

While these numbers are impressive, the story can be better, based on student outcomes when taking courses using OER materials they perform better. Initial research using OER indicates a significant positive impact on student performance in courses where the OER materials are used. C. Edward Watson was interviewed about his research when he was at the University of Georgia where he conducted a study about OER and equity. The following quote around the 19-20 minute mark states: *"We found that course grades improved at greater rates for nonwhite students and Pell eligible students. In other words, those that we thought that a free textbook would help. Those folks really saw a difference. We also saw significant decreases in DFW rates, a greater rates for nonwhite and Pell eligible students. In fact, looking just at those subgroups, we saw DFW rates drop by a third. So, it really is sort of the notion that that OERs are doing more to make the classroom more equitable, more fair. "*

Course throughput data from Tidewater Community College in Virginia also supports the better performance of students when using OER course materials in face to face and hybrid/online courses.

- Combined the drop, withdrawal, and C or better grade analyses to estimate the differences between the groups in the overall success rate from students' registration to final grade. In the face-to-face courses (Control n = 36,223 Treatment n = 1,151) 59.8% of students in non-Z courses made it through the successive hurdles of drop, withdrawal and passing the class, compared with 66.4% of students in the Z courses, for a difference of 6.6%.
- Combined the drop, withdrawal, and C or better grade analyses to estimate the differences between the groups in the overall success rate from students' registration to final grade. In the hybrid/online courses: (Control n = 7,000, Treatment n = 863) 54.2% of students who started in non-z courses successfully made it through the course with a C or better, compared with 59.8% of students in the Z courses, for a difference of 5.6%.

The implications of the California Community Colleges ZTC Degree Program on the Strategic Vision for Success, Guided Pathways, and Strong Workforce Initiatives are significant.

*Impact on Strategic Vision Goals*

1. Over five years, 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.

If the California Community College ZTC Degree Program matches the data from the Tidewater Community College, face-to-face courses students' course completion the program will contribute to more students completing certificates and degrees.

2. Over five years, increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

Over 48% of the California Community College ZTC Degree Program are either AS-T or AA-T and given higher performance in these programs as well as 80% of the programs, using a cohort "Guided Pathway" model will contribute to meeting this goal.

3. Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees.

The California Community College ZTC Program represents a "Guided Pathway" model where the courses are sequenced as zero textbook costs so students are motivated to get on and stay on the path identified by the program. This participatory behavior will reduce the number of courses and units students take and contribute to meeting this goal.

4. Over five years, increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study,

Over 42% of the California Community College ZTC Degree Programs are Career Technical Education (CTE) programs. Higher performance in these courses as well as higher motivation for students to stay on the cohort Guided Pathway because of the zero cost textbook incentive will contribute to achieving this goal.

5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups,

Based on the outcomes of the University of Georgia study quoted above, the use of OER instructional materials benefits underrepresented groups more than non-underrepresented and therefore would contribute significantly towards achieving this goal.





## ASCCC Proposal to Create the CCCOERI

The ASCCC has developed a proposal to create a California Community College Open Education Resources Initiative (CCCOERI) that will contribute to the lowering of cost for course materials for students. The proposal identifies historical efforts to address student instructional costs, outlines opportunities and challenges associated with the effort and provides recommendations which include a set of objectives and budget to support the initiative over a five-year period. The following is an analysis of the proposal primarily focusing on the objectives and proposed budget.

Overall, the ASCCC's proposal is to be lauded as drawing attention to student instructional cost and recommending a broad approach to addressing such cost. National and State research demonstrates the negative impact that instructional cost has on student success and retention. According to the College Board, the average undergraduate student should budget between \$1,200 and \$1,300 for textbooks and supplies each year. That is as much as 40% of tuition at a two-year community college in other states and 13% at a four-year public institution. In the California Community Colleges, that is 117% of tuition cost.

Students are making decisions not to purchase books and are attempting to navigate courses without them or delaying purchasing until weeks into the course. These factors contribute to lower success and retention rates. Textbook cost have a disproportionate impact among underrepresented students versus non-underrepresented students affecting the equity gap for these populations.

The recognition of the problem by the ASCCC is accurate but its proposed solution is questionable regarding the ultimate impact on faculty and student behavior. The proposal's background section incorrectly cites the start of California Community College System efforts as starting with the passage of SB 1052 and SB 1053 (Steinberg-D, 2015). This effort dates back seven years earlier with the passage of AB 1266 in 2008 as cited earlier. The proposal develops a strategy that is dated and is not targeted to produce maximum influence on lowering instructional costs and modifying faculty and student behavior in a systematic way.

## Concerns with the ASCCC Proposal

The proposal's strategy to resolving the cost of instructional materials is to establish an individual course approach to educate and influence faculty to convert courses to OER as opposed to taking a departmental and programmatic approach. In Fall Term 2016, there were over 152,000 credit course sections in the California Community Colleges. In 2015-16, there were over 19,000 Full Time Equivalent tenured faculty and over 17,000 Full Time Equivalent temporary faculty employed in the California Community Colleges. The proposal seeks to create a single liaison at each of the 114 college who is trained and would serve as the connecting point for the CCCOERI. The liaison would be resourced at an annual stipend of \$1,000 for 17.5 weeks. This approach is not effective and creates a large organizational infrastructure with little or no financial incentive to perform tasks.

The proposal does not state any measurable outcomes other than hiring personnel to manage the effort or serve as liaison. The proposal does not identify how many courses would be created by the CCCOERI or identify any disciplines. The proposal does not identify how many programs would be affected or the number of faculty who would be trained and who would convert courses by any measure, month year or colleges. The proposal does not identify the amount of savings students would generate because of the effort therefore; there is no way to calculate any return on investment for the funds allocated to this effort. The proposal has no basis for determining the level of success the CCCOERI or the ultimate benefit to success or retention for students.

The proposal creates a central authoring system much like the C-ID model currently operated by the ASCCC. This model has not been effective because of its centralization design which will lend itself to bottlenecks and clogging when demand increases. The monitoring system is not adequately described and there are no metrics for determining the through flow of product or time to completion.

There are concerns with the stated objectives of the proposal.

*Objective 1: Identify gaps in OER availability and barriers to OER adoption*

This is an objective that has already been accomplished through existing research. Barriers to adopting OER instructional materials have been documented by multiple studies including but not limited to the Babson Study, Opening the Curriculum: Open Resources in U.S. Higher Education, 2015, Measuring Use and Creation of Open Education Resources in Higher Education, 2014 and Open Textbook Adoption and Use: Implications for Teachers and Learners and many other studies. There is no need to duplicate these efforts.

*Objective 2: Facilitate OER adaptation and development with technology resources*

This objective establishes an expensive authoring system and does not provide sufficient detail on its ability to meet the needs of the CCC System or how it will be implemented and managed. There are no measurable outcomes or time analysis for through put of product for consumption by faculty. The ASCCC has not demonstrated its ability to operate a centralized production system efficiently with other technology based projects.

*Objective 3: Fill gaps in OER availability*

This is an important goal; however, the activities listed do not support achieving the objective. There is no description of how this goal will be achieved and there is no description of a process to review.

*Objective 4: Ensure the existence and sustainability of OER online homework systems*

This is a critical issue for certain disciplines such as Mathematics where products such as My Math Lab creates additional cost for students while not assuring access beyond the term of the course without additional cost. The strategy of software development and support by our

colleges and the ASCCC has not proven to be effective or efficient due to delays of implementation and errors on versions of what was created. This approach has hampered the deployment of the Common Assessment and Educational Planning initiatives. The solution proposed by the ASCCC in this proposal is the same strategy. The activities listed are not robustly detail to provide any assurance this effort would be any different from the other efforts.

### Conclusions/Recommendations

The development of OER in the California Community Colleges is an important strategy in helping students achieve success and in meeting the objectives of the Strategic Vision as well as in the implementation of Guided Pathways and the Strong Workforce Initiatives. The comprehensive implementation of courses and programs to support affordable instructional materials is beneficial to the State in multiple ways. It serves to widen participation in higher education by expanding access to learning and reaching non-traditional learners. Taxpayer's money is leveraged through the free sharing of resources and students are able to access resources that are more educational as a result. The cost of content development can be reduced and quality may be improved. With increasing competition, institutions need to identify new cost-recovery models and OER will enable this to take place.

The ASCCC is making an effort to address these issues and must play a critical role in the expansion and adoption of the use of OER in the California Community Colleges but is not using an effective model in achieving this goal. The proposal is limited in detail and does not describe adequate methods to achieve its stated goals. The proposal does not identify a source of funding for this effort.

The development of full programs and student pathways are recommended as opposed to simply creating a broad adoption of OER instructional materials. By targeting resources in high demand disciplines and providing students with clear OER and Zero Cost Textbook pathways you can achieve the objectives more effectively and support the three critical efforts of the CCC System. The ZTC Project funded by the State Legislature ensures a mechanism to save students significant money while improving success and retention. It creates a clear pathway, helps the student get on and stay on the pathway and ensures positive outcomes for transfer and employment.

LeBaron Woodyard, PhD,  
Dean, Academic Affairs Division  
Chancellor's Office, California Community Colleges  
March 1, 2018



## Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: April	Year: 2018
		Item No: IV. B.	
		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: 20 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

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.

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





## Executive Committee Agenda Item

SUBJECT: Leadership Institute		Month: April	Year: 2018
		Item No: IV. C.	
		Attachment: Yes	
DESIRED OUTCOME:	Approval of Leadership Institute Program	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The ASCCC Faculty Leadership Institute is scheduled for June 14-16 in San Diego this year. Attached is an outline that has incorporated feedback from the Executive Committee at its March 2018 meeting.

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

**FACULTY LEADERSHIP INSTITUTE**  
***Sheraton San Diego Hotel and Marina***  
***June 14 – 16, 2018***

On behalf of the Executive Committee, it is my pleasure to welcome you to the 2018 Faculty Leadership Institute. This year has been challenging for many of our colleges with dialogue and discourse over how best to serve our students through curriculum, technology, and student services as well as significant conversation about the implementation of new programs such as the guided pathways initiatives, online education, and funding the hard work of serving our students. All these efforts present challenges to senate leaders, but they also present opportunities to ensure that faculty are taking the lead in any and all academic and professional matters to the benefit of our students and our colleges.

The Faculty Leadership Institute is designed to provide you with the skills and knowledge you need to be an effective and inspiring leader. We hope that you find the next four days valuable as we share diverse perspectives and collective wisdom on any number of senate issues and topics. Thank you for joining us as we look forward to a useful and enjoyable institute.

**WEDNESDAY JUNE 13, 2018**

**11:30 – 5:00 p.m.**    *Executive Committee meeting post-orientation*

**THURSDAY, JUNE 14, 2018**

**Registration**

**11:45 a.m. – 12:15 p.m.**    **LUNCH**

**12:15 p.m. – 12:30 p.m.**    **Brief Welcome**

**12:30 p.m. – 1:45 p.m. General Session 1: Collegiality in Action**

Understanding the authority and role of the academic senate, as well as the roles of students, staff, and administrators, is important for ensuring that a college's governance structure functions well in order to serve its students and the community. This general session is intended to explore the role of the senate in collegial governance processes and discuss how to effectively navigate the community college shared governance landscape.

**1:45 p.m. – 2:00 p.m. Break**



**2:00 p.m. – 3:15 p.m. The Community College Budget**

Christian Osmena, Vice Chancellor of Fiscal Services, CCCCCO  
Bonnie Ann Dowd, Executive Vice Chancellor, San Diego CCD

**3:15 p.m. – 3:30 p.m. Break**

**3:30 p.m. – 4:15 p.m. Resolution Writing 101: Resolution Writing Made Easy**

The ASCCC expresses its official positions on issues, legislation, and ideas through the resolution process. For that reason, writing resolutions and understanding the process is crucial. During this session, attendees will learn the nuts and bolts of resolution writing as well as what happens after a resolution has been voted up or down. Attendees will receive an overview of the Resolutions Handbook, the parliamentary process for debating and voting on resolutions at a plenary session, and how to use resolutions locally, at a college and or district. To put into practice that which was learned, attendees will write resolutions for consideration at the mock plenary session on Saturday morning.

**4:15 p.m. – 4:30 p.m. Break and Snack and Coffee**

**4:30 p.m. – 5:45 p.m. First Breakout Sessions**

- 1. Creating a More Effective Senate by Establishing Strong Relationships (Unions, Administration, Boards of Trustees)**
- 2. Surviving and Thriving as a Senate Leader: Finding Your Successor and Managing Workload**
- 3. Resolution Writing 102: Master Class in Resolution Writing**
- 4. Local Budget Impact and the Senate's Role**

**6:00 p.m. Resolutions Due**

**6:00 p.m. Dinner with Executive Committee Members**

Attendees will sign up for dinner at various restaurants near the hotel. Dinner groups will be led by Executive Committee members.

**FRIDAY, JUNE 15, 2018**

**6:30 a.m. – 7:45 a.m. Ocean View Walking (optional)**

**8:00 a.m. – 9:00 a.m. Breakfast**

**9:00 a.m. – 9:45 a.m. General Session 2: The Role of the Senate President**

**9:45 a.m. – 10:45 a.m. The Brown Act**

Jake Knapp, Deputy Council for the Chancellor's Office

**10:45 a.m. – 11:00 a.m. Coffee Break**

**11:00 a.m. – 12:15 p.m. Second Breakout Session**

- 1. Minimum Qualifications, Equivalency, and Assigning Courses to Disciplines**
- 2. Representation Matters: Building Diverse Faculty Leadership**
- 3. Being an Emotionally Intelligent Leader**
- 4. The Brown Act, Follow-up to the General Session**

**12:15 p.m. – 12:45 p.m. Luncheon**

**12:45 p.m. – 2:00 p.m. General Session 3: Goal Setting and Metrics**

Barry Gribbons, Executive Vice Chancellor, College of the Canyons

**2:00 p.m. – 2:15 p.m. Break**

**2:15 p.m. – 3:45 p.m. Second Breakout Session**

- 1. Developing Leadership Style**
- 2. Civil Discourse: Engaging with Colleagues Who May Not Like You**
- 3. Research and Data: Driving Dialog and Decisions Follow-up to General Session**
- 4. Policies, Processes, and Practices, Oh My!**

**3:45 p.m. – 4:00 p.m. Break and Snack and Coffee**

**4:00 p.m. – 4:30 p.m. General Session 4: Resolution Amendment Writing**

During this session, attendees will learn about amendment writing while actually writing amendments to the resolutions in the resolutions packet for debate at Saturday's mock plenary session. Discussion will include unintended conflicts or confusion that often results from multiple amendments to the same resolution.

**4:30 p.m. – 4:45 p.m. Get more coffee and find your Area Meeting**

**4:45 p.m. – 5:30 p.m. Area Meetings: Building A Community**

This short session is an opportunity to meet other faculty leaders in your area and to begin to build your network, which will be important in your work as a senate leader.

Area A

Area B

Area C

Area D

**6:00 p.m. Resolution Amendments Due**

**6:00 p.m. President's Reception**

**SATURDAY JUNE 16, 2018**

**6:30 a.m. – 7:45 a.m. Ocean View Walking (optional)**

**8:00 a.m. – 9:00 a.m. Breakfast**

**9:00 a.m. – 10:00 a.m. Third Breakout Session**

- 1. Senate Resources at Your Finger Tips: Using the Local Senates Handbook, Navigating the ASCCC Website, When to Call for Help**
- 2. Conversation with the President and Vice President**

### **3. Managing Conflict**

### **4. Legislative Update**

**10:00 a.m. – 10:15 a.m. Break**

### **10:15 a.m. General Session 5: Mock Plenary Session**

In order to prepare to represent their colleges at the Fall Plenary Session and to understand how the ASCCC's voting and resolution process works, attendees will participate in a mock plenary and voting session based on the resolutions written on Thursday and the amendments from Friday. All attendees are encouraged to participate in debating the resolutions and to express their views on the issues under consideration. Just as with the real plenary voting, anything can happen, and you never know what will be said next. This session will also serve to demonstrate good use of Robert's Rules of Order and good practices for conducting organized, productive meetings.

### **12:00 p.m. Adjournment**

#### **Executive Committee (2018 – 2019)**

~~Julie Bruno, President (Sierra College)~~

~~John Stankas, Vice President (San Bernardino Valley College)~~

~~Dolores Davison, Secretary (Foothill College)~~

~~John Freitas, Treasurer (Los Angeles City College)~~

~~Ginni May, Area A Representative (Sacramento City College)~~

~~Conan McKay, Area B Representative (Mendocino College)~~

~~Rebecca Eikey, Area C Representative (College of the Canyons)~~

~~Craig Rutan, Area D Representative (Santiago Canyon College)~~

~~Carrie Roberson, North Representative (Butte College)~~

~~Cheryl Aschenbach, North Representative (Lassen College)~~

~~Randy Beach, South Representative (Southwestern College)~~

~~Lorraine Slattery-Farrell, South Representative (Mt. San Jacinto College)~~

~~LaTonya Parker, At Large Representative (Moreno Valley College)~~

~~Sam Foster, At Large Representative (Fullerton College)~~



## Executive Committee Agenda Item

SUBJECT: Guided Pathways Regional Meetings		Month: April	Year: 2018
		Item No: IV. D.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will approve the ASCCC Guided Pathway Regional Meeting schedule/agenda.	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Carrie Roberson, Chair- ASCCC Guided Pathways Task Force	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Guided Pathways Task Force and ASCCC Guided Pathway Faculty Leads (Capacity Building, Tool Development, Field Guide) have generated a TENTATIVE agenda for the regional meetings for May 11<sup>th</sup> (South) and May 12<sup>th</sup> (North), designed by and for faculty, and are seeking feedback and suggestions for consideration as well as approval to move forward.

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





## Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: April	Year: 2018
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: Yes	
		Time Requested: 35 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	X
		Information	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The AB 705 workgroup met on March 29<sup>th</sup> to continue defining the parameters for the local implementation of AB 705. Additionally, the Chancellor's Office has distributed their first guidance memo on the local implementation requirements for AB 705. The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705.

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







## Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: April	Year: 2018
		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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	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.

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





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: April	Year: 2018
		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: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

President Bruno and Vice President Stankas will highlight the Board of Governors and Consultation meetings in March. 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>

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





## Executive Committee Agenda Item

SUBJECT: ASCCC 2017-18 Budget Performance		Month: April	Year: 2018
		Item No: V. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will review the ASCCC budget performance.	Urgent: Yes	
		Time Requested: 10 min	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lateer	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

Each spring, the delegates are provided a report on the budget performance. The Executive Committee will review the ASCCC Budget Performance so that they can respond to questions from the delegates and other attendees. Additionally, the review of the budget performance will help to inform the discussion in June on the budget for 2018 – 19.

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

Academic Senate for CA Community Colleges  
Statement of Activities -Income Stmt  
As of February 28, 2018

As of Date:

02/28/2018

	Year To Date 02/28/2018	Year Ending 06/30/2018
	Actual	Budget
Income Statement		
Revenue		
Membership Dues	392,918.80	398,501.00
Program Fees	539,030.00	847,855.00
Grant Revenue		
State Grants	1,868,980.68	2,622,591.00
District Grants	386,323.01	796,172.00
Total Grant Revenue	2,255,303.69	3,418,763.00
Other Income	43,272.89	54,197.00
Total Revenue	<u>3,230,525.38</u>	<u>4,719,316.00</u>
Expenses		
Executive	315,887.06	472,497.00
Liaison	52,883.04	100,000.00
Grant Expenses	392,403.94	1,169,817.60
Programs	1,027,493.90	1,332,774.00
Salaries and Benefits	617,026.07	1,050,469.92
Nonpersonnel	163,234.37	271,817.00
Total Expenses	<u>2,568,928.38</u>	<u>4,397,375.52</u>
Total Income Statement	<u>661,597.00</u>	<u>321,940.48</u>
+ Net Assets - Beginning	<u>231,298.80</u>	<u>0.00</u>
Net Assets - Ending	<u>892,895.80</u>	<u>321,940.48</u>

Created on:



## Executive Committee Agenda Item

SUBJECT: Final Review - Spring Session Planning		Month: April	Year: 2018
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the final details and consider for approval the final program 2018 Spring Session	Urgent: Yes	
		Time Requested: 30 min	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Krystinne Mica/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

Members will discuss the final program for Spring Plenary 2018 and any breakout session they will be participating in. Lastly, members will briefly go over any important notifications or pertinent concerns regarding the event.

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







## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: April	Year: 2018
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Ashley Fisher	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

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





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Curriculum Committee Tuesday February 20, 2018 4 PM – 5:30 PM

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**Members Present:** C. Aschenbach, K. Daar, L. Hector, D. Keller, C. Reiss, C. Rutan, A. Tran, E. Wada, T. Winsome

**Meeting began at 4:01 PM**

**Logistics for March 17 meeting at LA Valley College:** The committee will be meeting in person on March 17<sup>th</sup> and LA Valley College from 10 AM until 3 PM. If committee members have not already made their travel arrangements, please submit a travel request to ASCCC by the end of the week. Please email C. Rutan if you will be attending the meeting and if you will be flying. Burbank is the closest airport to the college, but some members may need to fly into LAX. Either C. Rutan or C. Aschenbach can pick people up from the Burbank Airport. If you are driving to the meeting, please email K. Daar for a parking permit.

**Update on AB 705:** The AB 705 Implementation Committee has met three times and the group has discussed defining specific terms in the bill and providing guidance to colleges on placement using high school performance data. A memo will be distributed by the Chancellor's Office in March. There will be presentations at Spring Plenary. The last scheduled meeting for the Committee is February 26, but it appears that additional meetings will be needed. The ESL Workgroup for AB 705 will have its first meeting on February 26<sup>th</sup> after the advisory committee meeting.

**Spring Plenary Breakouts:** The Curriculum Committee will have two breakouts at the Spring Plenary Session. Curriculum Hot Topics will be presented by C. Rutan, C. Aschenbach, and E. Wada. Curriculum and Guided Pathways will be presented by C. Aschenbach, R. Beach, and T. Winsome. Any committee members attending the plenary session are encouraged to attend the committee's breakouts.

**Cover Art for Curriculum Institute:** The committee was asked to suggest possible cover art for the Curriculum Institute program. The proposal includes road signs pointing in many different directions in the foreground and students holding their degree in the background. In between there will be clear pathways leading to the students. A draft of the cover will be shared with the committee before it is finalized.

**Spring Regional Topics:** The Executive Committee approved holding spring regional meetings on May 18<sup>th</sup> and May 19<sup>th</sup>. The meeting on May 19<sup>th</sup> will be at LA Trade Technical College. A location for the May 18<sup>th</sup> meeting is still be sought, but the meeting is likely to happen in the Bay Area. AB 705 will be part of the regionals, but committee members should think of other possible topics. The agenda for the regional meetings will be set at the March 17<sup>th</sup> meeting.

**Rostrum Articles Related to Resolutions 9.04 F 2012 and 17.03 S 2017:** Resolution 9.04 F2012 is related to the importance of major preparation courses for transfer students. L. Hector, A. Tran, and C. Rutan will put together an article to address the resolution. Resolution 17.03 S2017 is about the role of local faculty and academic senates with apprenticeship programs. T. Winsome and C. Rutan will work on an article for this resolution. A presentation at the Curriculum Institute may also be needed to satisfy the resolution. Rostrum articles are due by March 5<sup>th</sup>.

The next Curriculum Committee meeting will be on March 17<sup>th</sup> at LA Valley College.

**Meeting adjourned at 4:54 PM**

Respectfully submitted,

Craig Rutan

Approved March 12, 2018



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Equity and Diversity Action Committee

16 March 2018, 10am-3pm

Fullerton College 321 E. Chapman Avenue, Fullerton, CA

Building #400, room #439 (3<sup>rd</sup> floor)

<http://www.fullcoll.edu/sites/all/userfiles/FC%20SUMMER%202018%20Map.pdf>

### AGENDA

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I. Call to Order and Adoption of the Agenda, Notetaker

Call to Order and Agenda Adopted at 10:02 AM

Notes submitted by Michael Wyly, 3.16.2018

Members Present: Dolores Davison (chair), Sam Foster (second), Eartha Johnson, Orlando Shannon, Michael Wyly

II. Status of Previous Action Items

a. DACA letter and resources

Letter submitted via ICAS meeting (Feb) to UC and CSU to ask after access to DACA resources for all students, regardless of system, CCC, CSU and UC. All three systems have expressed interest in developing shared resources for DACA/Dreamers. The League is also interested in helping to create a resource document to advise faculty at the local level in how to support DACA students—initial statement/resources under development.

Recent legal opinion for how ICE may access community colleges and its students, including single point of absence and requirements for a warrant. Colleges to hold harmless students impacted to access by ICE, including incompletes and Excused Withdrawal. Suggestion to provide guidance for local colleges to define conditions for EW. Question: how best to connect EW to prior conversations re: disenfranchised students: to compile a list of conditions? To recommend local procedures? How to connect to early alert systems? How to advise local senates? Possible Rostrum article—Dolores to check with CCCCC and Exec to advise.

SB 183 (Lara) making its way through the process: if passed, would further restrict ICE agents, including access to public buildings/spaces.

b. EEO Committee Update

CCCCO budget to include \$2.76m augment (~\$50k per complying district) for EEO fund, including compliance with identified multiple methods (including the establishment of the EEO committee and adhering to eight identified methods). Colleges to have some sort of EEO program, including a required EEO committee, to increase diversity in hiring. Colleges to show compliance with six of the eight identified methods. Incorporation of how to use longitudinal data re: hiring, including regional trainings for local research Discussion of various training approaches across the State, as well as how to connect

research and planning to human resources at the local level. 3-4 projected events through IEPI through the next year. Also: updates via the PLN, creation of an EEO resource page, video training and forthcoming hiring pipeline project for how to connect graduate schools to community colleges, including more remote colleges. Discussion of best practices for discipline-specific outreach to CSU/UC graduate schools, including mentorship and apprenticeships, and recent outreach to STEM graduates.

c. Faculty Hiring Paper

Incorporated suggestions from February Executive Committee meeting. March Executive Committee review included additional suggested changes. Revised paper to go before the Body at S 2018 Plenary.

III. EDAC Regionals

a. North at Woodland College, 6 April 2018, 10-3

b. South at Southwestern College, 7 April 2018, 10-3

- i. Who will be in attendance
- ii. Breakouts
- iii. Travel

Both sessions to follow the same format/selection of topics: Intro/welcome. Update by reps from EEO Advisory Committee (Davison, Foster, and Knapp) to include discussion of hiring and diversity for general session: current state of affairs, including presentation of data; discussion of identified measures for EEO. For breakouts—(1) new info/data/updates pertaining to DACA, including DACA resources; (2) how to serve under-represented students, including EW grade and relevant Title 5 language, and strategies for implementation; additional/new/forthcoming resources for DACA support; and strategies for disenfranchised students. (Consensus: if there are too few enrollees for breakouts, separate breakouts to become additional general sessions per Fall 2017 EDAC Regionals.)

Discussion of support for incarcerated students and how current work, including the current pilot, is of relevance to EDAC Regionals (items listed above) and Plenary presentations (items listed below).

IV. Plenary Planning – 11-14 April 2018, San Mateo Marriott

a. Breakout on Gender Issues – Eartha/Michael/Dolores

b. Breakout on Incarcerated Students – Dolores/Michael/Sam/Orlando

c. Breakout on Faculty Hiring – Dolores/Jake/Michael?

Breakout descriptions and related topics discussed, including roles of presenters, presentations organization, and applicable resources. Leads assigned for initial drafts of presentations.

V. Future Topics

- a. Update of paper <https://www.asccc.org/resolutions/revise-2002-paper-student-equity-guidelines-developing-plan>

Discussion of Equity Guidelines paper: do we outline the paper for next year's committee? Consensus is to review prior paper and to make recommendations to the next committee in lieu of a formal outline.

- b. Speakers/general session for Academic Academy: September 14-15 @ Hilton SF Airport Bayfront.

Suggestions for speakers. Possible presentation of how to address equity gaps as part of Guided Pathways and AB 705 implementation: faculty forward, senate-led model(s).

VI. Announcements

- a. Area Meetings, 23-24 March 2018
- b. Career and Noncredit Education Institute, 3-5 May, Westin South Coast Plaza
- c. Guided Pathways Regionals, 11-12 May (Locations TBD)
- d. Curriculum Regional Meetings, 18-19 May (TBD/LATTC)
- e. Faculty Leadership Institute, 14-16 June, Sheraton Park Anaheim
- f. Curriculum Institute, 11-14 July, Riverside Convention Center
- g. Part-Time Faculty Institute, 2-4 August, Westin SFO

VII. Application for Statewide Service for next year – <http://asccc.org/content/application-statewide-service>

- a. Dolores encouraged all committee members to submit applications for next year

VIII. Adjournment – 3:05pm







# Academic Senate for California Community Colleges

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## RELATIONS TO LOCAL SENATES COMMITTEE

January 17, 2018

11:00 AM – 3:00 PM

Norco College

2001 Third St, Norco, CA 92860

## Minutes

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- I. Call to Order: Leigh Anne Shaw, Dolores Davison, Rebecca Eikey, Geoffrey Taft, Cheryl Aschenbach, Lorraine Slattery-Farrell, Peggy Campo present (absent Carrie Roberson, Martin Ramey, Lee Gordon)
- II. Note Taker
- III. Adoption of the Agenda
- IV. Approval of Minutes from December 12, 2017
- V. Meeting Schedule 2017-2018
  - a. Teleconference/Phone meetings –March, April
  - b. Possible 2<sup>nd</sup> In Person meeting – May (location TBD)
- VI. New Business: Students at Plenary  
*The ASCCC Executive Committee took action at December 2017 meeting to have the Relations with Local Senates Committee investigate strategies for working with local senates to identify students who could be active in the work of local and statewide senate issues. Many past attempts to work with the California Student Senate have not led to the results and engagement so ASCCC Executive Committee recommends investigating how to make these connections through the local approach. The ASCCC Budget Committee will discuss the fiscal impact of offering a reduced conference registration to all students who wish to attend.*

*Notes: Background - Katy Brown brought this idea forward at Plenary – the focus was to see the debate (or democracy in action). Could local senates get students to attend Saturday only? Budget Committee hasn't discussed completely. The CA Student Senate does have significant budget as well as local student senates have budgets for conferences. Concern that ASCCC doesn't have budget to offer scholarships to part-time faculty let alone students. Concern about when CA Student Senate holds their conferences- do they overlap in dates with Plenary. In the past, ASCCC would attend CASS more regularly.*

*Discussion – encourage students to get involved by writing resolutions (local or CA Student Senate level). Local senates have student involvement due to relationships, but this varies. Maybe we need to have a benchmark of that. In addition, student involvement varies based on student turnover and issues that are important for students. OER had more student involvement, but other issues may not get them involved.*

*Idea – Engagement of Faculty & Student Senates together. Breakout Session with Students – Skyline, Canada & De Anza, have active Student Senates – maybe we could get them to share perspectives – Leigh Anne could ask the student trustee from Skyline to participate.*

Part of the breakout, how do you get students involved? Engaging local student senates – maybe do an informal gathering of information and write a rostrum article (best practices such as Student Report as part of Academic Senate Report and other effective practices to promote (present yearly at each).

#### Ideas

- Invite student senates to participate on voting day – have in the newsletter – focus on North vs South and Plenary. Send to Erika (Communications).
- Saturday-Only Registration for Students-Only (maybe need to cap #) – with special badges.
- Saturday often has number of people who don't stay for the entire Saturday, so there could be extra food for students.

#### VII. Long Term & Short Term Plan for Local Senate Visits by ASCCC (part of ASCCC Strategic Plan)

Notes: RwLS had a long discussion about the purpose of the committee and recommends Executive Committee reconsider the involvement of RwLS with the planning of the Leadership Institute. In clarifying types of visits, the committee discussed its purpose and mission.

#### Goals of Short Term Plan:

**Goal 1.** *Identify and reach out to local senates that are currently out of the loop*

*1. Identify Senates that have not attended an ASCCC event in the last year.*

Notes: concern that it may seem intrusive to visit these colleges. Currently, there are no senates who have not attended any ASCCC in 2016/17.

*a. Reach out to those local senate presidents via phone or personalized email offering financial support to attend a plenary if necessary.*

*b. Offer to come visit their campus as a way to enhance engagement.*

*2. Communication and partnership.*

*3. Identify additional senates that have not had a local visit in the last five years. \*see attached.*

Notes – Peggy and Leigh Anne –they reached out senates who requested a visit and tried to follow up. Peggy recalls that it didn't go anywhere. Leigh Anne contacted two in her area and they were not interested.

Issues – location of some of the colleges can be difficult for travel.

Idea – can committee chairs have the list to see if there are colleges that they could consider for hosting a meeting. Would this be too intrusive for local senates who have not been engaged? Could there be another way? Not all colleges maybe able to host meetings.

Area Reps could visit the local senates to observe their meeting as a way. RwLS could reach out and then the Area Reps could do the actual visit. Or would the invitation come better from an Area Rep and get more leverage than from an RwLS member reaching out?

Idea – could these colleges be targeted to for service on ASCCC committees?

*4. Send an email to these local senates to seek engagement and with a link to the Request Services page.*

**Goal 2. Message the field**

1. Get messaging out at plenary about local senate visits, engagement and the goal of visiting every local senate.

a. Include some message in the general session.

b. Include as part of presentations for new senate presidents and first time attendees at plenary and Leadership the stated goal of visiting each community college every 3-years.

Note – follow up with JB on this.

2. Create an FAQ approved by the Executive committee that outlines what a local senate visit is, what to expect from it, what it is not.

Note – the website could be improved to improve the types of visits available.

- Clarify the different types of visits: “Technical” visits (with costs, ASCCC and partners) vs Local Visits (and identify the types available)
- Recommend changing names “Technical” visits could be renamed to “Collegiality in Action/Governance Assistance” and “Curriculum Assistance,” such as described in Rostrum Article, May 2015 – by David Morse.
- Recommend removing options from Type of Service for Local Senate Visits (not “technical”) and leave open-ended to explain.
  - Governance Assistance/Collegiality in Action
    - Recommend clarifying types of Collegiality in Action as per May 2015 Rostrum Article by David Morse
  - Curriculum Assistance
  - Other (with open-ended box to explain)
- With “Other” RwLS recommends that RwLS makes a recommendation to the President about who (which committee) provides the resources and/or does the actual visit. A consideration would be timeliness of response by RwLS. However, the committee thinks this could enable the committee to meet its mission. Furthermore, urgent requests can be dealt with by RwLS Chair and President. The “Other” could be classified for tracking after consultation and with the local senate president and visitor OR after the visit classify the type of visit (MQ vs governance, local curriculum training, etc).
  - Recommendation that in determining who can do the local visit, that RwLS members be included, as well as Area Representatives, or other local senate leaders (within the area of the request). This could help with building a local network of leaders and succession planning at state-level. This could help also reduce the workload of the Executive Committee.
  - RwLS Committee wants to be more involved with local visits.
- Question – do Accreditation Resource Teams get used? It was used twice in past five years. Recommend following up with Ginni, Chair of Accreditation Committee about removing and absorbing under “Other”.

3. Write a Rostrum article at the end of the academic year expressing the desire to visit local senates regularly as part of the goal to enhance engagement, communication, and partnerships with local senates (not just because there are problems).

- a. Campus Visits Resources - [attachment](#)  
 Notes: Distinguish with notes for general guidance for any local visit (not “technical”) and the “training” that RwLS would provide as part of the local senate visit.  
 Recommendations for any local visit (not “technical”)
  - no handout needed, there is much information available online;
  - membership card could be distributed
  - distribute Handbook or show Handbook electronically with active links
    - RwLS recommends Handbook is updated in 2018-19
  - Highlight ASCCC Resources (resolutions, papers, committees) relevant to the issue and tailor approach to the request
- b. Cost of Campus Visits - At the November 2017 Executive Committee meeting, questions were raised regarding local senate visits and the confusion that seems to be present in the field regarding purposed, costs, and logistics of local senate visits.  
 Notes – see above – about clarifying costs for “technical visits” as part of the options for selecting a local visit.

VIII. Announcements and Events

- a. ASCCC Executive Committee Meeting, February 2-3, 2018
- b. SLO Symposium, February 9, 2018
- c. ASCCC Accreditation Institute, February 23-24, 2018
- d. ASCCC Executive Committee Meeting, March 2-3, 2018
- e. ASCCC Spring Plenary, April 12-14 , 2018

IX. Adjournment

**Status of Previous Action Items**

**A. In Progress**

- 1. Leadership Survey
- 2. Short Term/Long Term Planning – Campus Visit Resources
- 3. Fall 2017 Assigned Resolutions
  - a. [13.03 F17 Faculty Involvement in Financial Recovery Plans](#)
  - b. [17.01 F17 Faculty Involvement in Scheduling Classes](#)
  - c. [17.04 F17 Support for Academic Senate Leadership Training](#)
  - d. [17.05 F17 Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation](#)
  - e. [17.06 F17 Support for Local Academic Senates in Committing to a Guided Pathways Framework](#)

**B. Completed**

*October 2017 Rostrum Article* related to Spring 2015 Resolution [17.04 “Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures”](#)

Senates that have not had a local visit between September 9, 2012 – January 2018

<b>Area A</b>	<b>Area B</b>	<b>Area C</b>	<b>Area D</b>
Cerro Coso	Contra Costa	Allan Hancock	Coastline
Feather River		Citrus	Copper Mountain
Lassen		Cuesta	Golden West
Porterville		La Mission**	North Orange – Noncredit
Shasta		LA Pierce	Orange Coast
West Hills Coalinga		LA Southwest	San Diego Miramar
West Hills Lemoore		Rio Hondo	Victor Valley
Yuba		West LA	

\*\*planned for March 2018

Note – all of these have attended an ASCCC event in 2016/17





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## RELATIONS TO LOCAL SENATES COMMITTEE

February 16, 2018

10:00 AM – 11:00 AM

Zoom Meeting

## MINUTES

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- I. Call to Order: Carrie Roberson, Rebecca Eikey, Geoffrey Taft, Martin Ramey, Lee Gordon, , Peggy Campo present (absent Leigh Anne Shaw, Cheryl Aschenbach)
- II. Note Taker
- III. Adoption of the Agenda
- IV. Approval of Minutes from January 17, 2018
- V. Meeting Schedule 2017-2018
  - a. Teleconference/Phone meetings –March, April
  - b. Possible 2<sup>nd</sup> In Person meeting – May (location TBD)  
**Agreed to plan meetings as we go using Doodle Poll to find best day/time.**
- VI. Fall 2017 Assigned Resolutions
  - a. 13.03 F17 Faculty Involvement in Financial Recovery Plans – **Author of the resolution is writing Rostrum Article (due March 5).**
  - b. 17.04 F17 Support for Academic Senate Leadership Training  
**The committee discussed that a Rostrum Article would be a good way to raise awareness of this issue. However, the committee recognized the need for more advocacy.**
  - c. 17.01 F17 Faculty Involvement in Scheduling Classes
  - d. 17.05 F17 Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation
  - e. 17.06 F17 Support for Local Academic Senates in Committing to a Guided Pathways Framework  
**The committee discussed the above three resolutions together, since they are related. Carrie updated the committee on the progress of the Guided Pathways Taskforce in terms of developing resources to support faculty. A survey has been sent out to the field. There have been GP Resource Team visits and the Chancellor’s Office is collaborating with Guided Pathways Taskforce members to develop additional resources, such as an Applied Solution Kit (ASK) and Field Guide. However, the deadline of end of March is a barrier in terms of getting resources out to faculty in a timely manner.**

**The committee discussed that it is important to empower local senates, such as with a Rostrum article, but wonder about the timing since the article would come out in April. They committee acknowledged that there is significant variation in how local colleges are completing the GP workplans – from hiring outside “experts” to having minimal turnout from faculty to work on the GP workplan (due to faculty having other commitments such as teaching schedules, development of OER, etc.).**

VII. Spring Plenary Planning

- a. 10:00 a.m. to 11:15 a.m.- Thursday Breakout Session: Plenary 101/Resolutions (New to Plenary, Got Questions?)

The committee was invited to participate in this Breakout, if desired. At this point, it will be Rebecca from the committee.

- b. 2:15 p.m. to 3:30 p.m.- Friday Breakout Session: Best Practices for Senate Leaders (Local Senate Organizational Structures)

The committee discussed that it would be helpful to have this Breakout in a conversational format, as this topic is important to many Senate Presidents and would be helpful to hear from others. The committee requested results of the Leadership Survey be included in the Breakout and that Best Practices could be tailored to address the needs of the survey respondents.

The committee would like to see examples of senate organizations and if the organization is helpful to recruitment of future senate leaders and succession planning.

The committee wondered if a Panel discussion should be created.

Geoffrey and Marty volunteered to help Rebecca with this Breakout Session.

VIII. Leadership Institute Feedback/Input

The committee reviewed the Leadership Institute Draft Program Schedule. The committee agreed that Brown Act is important topic worthy of a General session.

In terms of the breakouts, the committee agreed that the proposed breakouts are on topics relevant to the needs of senate leaders. There was additional discussion on the need for senate leaders to understand the power of the senate and what to do when “things go wrong” and how to overcome setbacks. The committee acknowledged that Guided Pathways and Dual Enrollment have exacerbated tensions for governance structures locally, and is interested in practical options to support 10+1 when there is an impasse with administration. For example, how does a Senate move forward after voting to not sign a key planning document, such as the Guided Pathways Self Assessment? What are options for Senates as the move forward? How do local senate leaders approach administration and others when there is conflict in terms of understanding and honoring 10+1 purview? The committee discussed how this discussion could become a possible Rostrum Article – “Power of Shared Governance” but from a positive perspective.

IX. Students at Plenary – update

The ASCCC Executive committee accepted the recommendations of the committee for Saturday-only Student registration so that students can observe the debate and voting on resolutions. However, the committee recommends that more is done to involve students during the Breakout Sessions for Plenary.

X. Long Term & Short Term Plan for Local Senate Visits and Resources

- a. Campus Visits Resources – approved by Exec Committee in February but the feedback was for the committee to revisit this topic with ASCCC staff members as there may be operational considerations. An ASCCC staff member wasn’t available for this meeting, so this item wasn’t discussed further.

- b. Cost of Campus Visits – in ASCCC Budget Committee. No Update provided.



- XI. Announcements and Events
  - a. ASCCC Accreditation Institute, February 23-24, 2018
  - b. ASCCC Executive Committee Meeting, March 2-3, 2018
  - c. ASCCC Spring Plenary, April 12-14 , 2018
  - d. ASCCC Faculty Leadership Institute, June 14 -16, 2018
  
- XII. Adjournment

### **Status of Previous Action Items**

#### **A. In Progress**

- 1. Leadership Survey
- 2. Short Term/Long Term Planning – Campus Visit Resources
- 3. Fall 2017 Assigned Resolutions
  - a. [13.03 F17 Faculty Involvement in Financial Recovery Plans](#)
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  - e. [17.06 F17 Support for Local Academic Senates in Committing to a Guided Pathways Framework](#)

#### **B. Completed**

*October 2017 Rostrum Article* related to Spring 2015 Resolution 17.04 [“Collegial Consultation with Local Senates on Student Learning Outcomes Policies and Procedures”](#)





# Academic Senate for California Community Colleges

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## Resolutions Committee

February 28, 2018

9:30 am – 10:30 am

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/617357727>

Or Telephone:

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 617 357 727

## MINUTES

**Members Present:** Ginni May (Chair), Carrie Roberson (Executive Committee), Geoffrey Dyer (Area A), Leigh Anne Shaw (Area B), Michael Dighera (Area C), Donna Greene (Area D)

**Members Absent:** Rebecca Eikey (2<sup>nd</sup> to Chair)

### Guests:

S

1. Select note taker – Carrie Roberson
2. Approval of Agenda – 9:30am (consensus)
3. Approval of minutes – approved/ done via email
4. Spring 2018 Plenary Session, April 12-14, 2018, San Mateo Marriott
  - a. Resolutions schedule
    - Slide 4 in Resolutions Ppt.
    - New session (Resolutions Assistance)
    - New Resolutions due TH @ 4:00pm
    - Mandatory meeting TH @ 5:00
    - Amendments/Urgent F @ 2:30pm
    - Mandatory meeting F @ 5:00pm
    - Electronic submission of Resolutions not discouraged, but if submitted after Area meetings still must fill out form for delegate signatures
  - b. Committee member responsibilities
    - TH: @ 4:00pm Resolutions Committee to office (Resolutions Assistance)
    - TH: @ 5:00pm Mandatory session for authors
    - TH: @ 6:00pm Resolutions Committee meeting- resolutions work
    - Internet access

- Google docs for consideration - then copy/paste for format
  - F: @ 2:30 Amendments/Urgent Resolutions DUE
    - Not in a breakout? @ 3:30 Resolutions office hour
  - F: 5:00pm Mandatory meeting
  - F: 6:30pm President's Reception
  - F: 6:30pm – 7:30pm Committee member break sometime during this hour
  - F: 7:30pm Resolutions Committee finish Resolutions Packet
  - F: Spring Fling dance!
  - Sat: VOTING DAY!
  - Timers: Leigh Anne/Donna
  - Process/Ordering of Resolutions for Resolution debate: Geoffrey
5. Area Meetings Spring 2018, Area A/B-March 23, Area C/D, March 24, 10:00-3:00
- a. New power point
    - Slide 1: All members indicated so people can know who to reach out to
    - Slide 3: Amendments and Urgent Resolutions submitted on Friday will not be placed on Consent Calendar. \*Consent items must meet criteria (Resolution Handbook)
    - Slide 7: NEW! Formatting
    - Slide 8: Reminders
  - b. Committee member role
    - Committee members will elaborate on Slide 7, illustrated on Slide 9 in Area meetings
    - Ginni will send Resolutions Writing Advice document and Resolutions packet to Area representatives prior to Area meetings
    - Ginni will send e-mail of needs and any follow-up
    - Ginni will send DRAFT packet Resolutions for review of numbering, categorizing, titles, etc. after Area meetings
6. Report from ASCCC Executive Committee regarding Resolutions Committee recommendations
- Not time to re-do Resolutions Handbook before spring Plenary
  - Accommodations for office, access, additional time/flexibility, internet
  - Will not have clerical help for spring Plenary
7. Resolutions/Rostrum Articles
- Resolution to update handbook?
    - Consensus “NO”, but will meet to work on updates to the handbook in May
    - Recommendations will go forward to next Executive Meeting for a 1<sup>st</sup> reading
  - Rostrum article
    - After updates to handbook are made, consider writing Rostrum before fall Plenary with significant info
8. Upcoming Events (<http://asccc.org/calendar/list/events>)
9. Future Meetings
- Consider May meeting face-to-face or Zoom to be determined after Plenary

10. Adjourn

- No questions at this time
- Carrie will send minutes to committee members upon adjournment of meeting
- Committee members will send feedback/suggestions to Ginni
- 10:20am- adjourn

**Status of Previous Action Items**

**A. In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

**ASCCC Resolutions**

**Papers/Rostrums**

**B. Completed** (include a list of those items that have been completed as a way to build the end of year report).



**California Community Colleges Curriculum Committee (5C)**  
**February 15, 2018**  
**10 AM – 3 PM**  
**Chancellor's Office Conference Room 601**

Meeting called to order at 10:01.

Attendance: Nili Kirschner, Tiffany Tran, Jackie Escajeda, Lorraine Slattery-Farrell, Jan Young, Madelyn Arballo, Craig Rutan, Virginia Guleff, Ginni May, Kim Harrell, Chauntée, Raul Arambula, Leandra Martin, Irene Malmgren, Rachel Stamm, Marilyn Perry, Joshua Modlin, LaTonya Parker (on phone), Alice Perez (on phone), Gary Adams, Randy Beach (on phone), Nick Esquivel

1. Approval of minutes from January 2018 meeting – attendance was corrected, then minutes were approved  
Introductions were made around the room

2. Online Program in Cybersecurity – LeBaron spoke on this. He explained about what is happening at the CO at this time. He gave some background on how this proposal came about. LeBaron and his staff looked at colleges that may be good for this program. He really doesn't want to work with any more than 5 colleges. They would work with the PLN to put in a construct for a collaborative program. Need to identify internships for these students. This is a good way to demonstrate how the CO can play nice across other campuses.

Is this to be offered through the OEI Exchange Consortium? NO, but the OEI will be involved. This is not a project through the OEI. But, this program is open to any student in the state.

Did this go through the Academic Senate? LeBaron spoke with Michelle Pilati regarding this program due to her interest in such a program. Unfortunately, Michelle was/is unable to attend the meeting. She will ask Julie Bruno if she can miss a Guided Pathways meeting to participate.

Which college would get credit for the certificates awarded? Each college with its own students would receive credit for the certificates awarded. In Title 5 there is no minimum units of residency, but some colleges do have such requirements.

Students swirl in credit and noncredit. How will this program affect noncredit students? In the CDCP, there is a certificate of completion competency. This type of program could possibly be a CDCP program.

This is a small thing, a big thing to his staff. This is a demonstration project for collaborative programs. It is in the PCAH, but not on the front end.

This may be the first program proposal from the CO.

There were some concerns that this should come from faculty.

It would have been good for this to come to the ASCCC Executive Committee to consider and make recommendations for its direction.

It was suggested that this should come to the colleges that are participating to bring forward.

There were concerns that a new process is being used that has not been considered.

There is a convening on March 12.

There were letters sent to some colleges and they were invited to attend the convening. Gary will share a list with Craig.

It was commented that this conversation should have started with the Model Curriculum Workgroup.

Moving forward: This is a great idea, as no one is concerned about the program itself, but there were concerns that process is not being followed.

Craig will share this with ASCCC Leadership to determine how to move forward.

3. Substantial Changes and MIS – Any change to a course basic element in a course requires a new control number. A discussion will take place with the new VC of Technology to address this issue. From MIS perspective, they don't care about MIS on programs. It is important that technology not drive processes. It is the purview of 5C and Academic Affairs to change the process of program revision. Would there be issues with financial aid? There shouldn't be.
4. AB 705 Update and Survey about Curricular Revisions – A discussion about the direction and preliminary conversations of the AB 705 Implementation Workgroup took place. Recommendations will come to 5C when they are finalized. 5C will be asked to work on co-requisites. Current language in Title 5 §55503 states that a co-requisite course applies to all students. In order to implement co-requisites as some are suggesting, the language will need to change to allow co-requisites to apply to some students and not others and do we need data collection requirements and not others. Attention must be paid to disproportionate impact. There are both advantages and disadvantages to using noncredit courses as prerequisites. It was shared that the AB 705 Implementation Workgroup inquired if the 5C was interested in sending out a survey to find out what colleges are implementing programs to improve success and through-put rates.
5. CSU GE Breadth/IGETC Certificates and Financial Aid  
No financial aid is available for such certificates!
6. Noncredit Streamlining – This would make the colleges eligible for enhanced funding in CDCP. This is a first step, not a last step. The field does not have a great understanding of noncredit instruction, so streamlining course approval will be considered later, after more understanding has occurred. It was suggested that mirrored noncredit course, an identical course that exists in credit and noncredit that are scheduled together, could have streamlined approval since the credit course already has a control number. And in this case the noncredit course could be used in a noncredit certificate for streamlining approval. Discussion occurred regarding control numbers and other implications. One idea was to enter the control number of the existing credit course when mirroring the credit course as a noncredit course. It was recommended that math and English in addition to CTE be considered for this as a pilot. Craig will discuss with Jackie and the Tech Center to see about beginning a pilot and bring to Jake to make sure there are no issues.
7. Noncredit Committee – Virginia reported



The point was clear that it takes more than credit people to represent noncredit. There was concern about having a separate group for noncredit from 5C. It was asked, "How can we have a noncredit standing group/task force of 5C?". At the ACCE meeting the Noncredit Committee proposal was discussed. They were very pleased the CO was willing to consider. There was support for the proposal to make noncredit as a standing committee of 5C with more than one noncredit representative. The pace of change has escalated this year. If the separate noncredit committee only meets twice per year, then they may receive information and offer feedback "after the fact". It was suggested that AB 705 have a noncredit representative as well. Topics that come to a workgroup may include 'how to handle a noncredit transcript'. In regard to AB 705, it could have a huge impact on noncredit. It is very difficult to be in the field and something comes down where that group has had no input. Often there are misnomers regarding noncredit and they get carried through many processes. It should be made clear that it is not necessarily the goal of noncredit to move students to credit; that is one goal, but not the primary goal. There are diverse needs for noncredit students. The majority of Noncredit Committee proposal membership is not from noncredit and is not faculty. **It was agreed upon to establish a standing committee of the 5C for noncredit that consists mostly of noncredit practitioners, including the ASCCC Noncredit Committee Chair or designee. Craig and Jan and John Freitas, will bring forward a draft for the March meeting.** There is interest in having a noncredit standing committee of 5C that meets before 5C meetings in order to inform 5C on relevant issues. There was discussion about what group had representation on 5C and which representative groups made the appointments. There is also an interest that the workforce representatives have a role as well.

Draft writers for the Noncredit Standing Committee of 5C: Craig, Jan, John Freitas

8. Credit for Prior Learning Workgroup Charter

Credit for Prior Learning Work group, Randy, Kim and Leandra

The document is an updating of the charter and reflects the interests of 5C leadership.

This would be a Standing Committee of 5C.

It was commented that an articulation piece seems to be missing. It was agreed to add an Articulation Officer to the Credit for Prior Learning Workgroup – Tiffany agreed.

The Credit for Prior Learning Subgroup is approved!

9. Revisions to Title 5 Section 55023 related to FW – will discuss when we have legal counsel.

10. Legal Opinion on Online Catalogs – no legal counsel today

Prioritizing items for legal opinions – for Alice to bring to legal counsel:

- i. Noncredit Streamlining – automated approval of certificate programs if they have courses that have already been approved. Credit and Community Service combination courses
- ii. Online Catalogs – some colleges have put their catalogs online, there is a desire to release the legal opinion that printed catalogs are not required
- iii. High School Articulation – residency for CTE

- iv. RD/FW on transcripts – senate resolution called for RD symbol for students under process due to academic dishonesty—an appropriate grade. It would be awarded pending outcome of academic dishonesty charge
- v. Title 5 §55063 – possible revisions
- vi. AB 705 – could jump to the top

## 11. Credit and Community Services Combination Courses

## 12. Revisions to Title 5 Section 55063 related to Area of Emphasis and Mathematics Competency

Students may be able to earn associate degrees without ever having to take a math course. Currently, Elementary/intermediate algebra course combos do not meet Title 5 language requirements. If students place directly into the statistics or liberal arts math they may not meet Title 5. FAQs – how to provide proper documentation on local processes on how to determine what should go into the area of emphasis. The concern is that these programs may become too widely focused that they would not be eligible for financial aid. PCAH already gives supporting documentation on what is needed. People can add a paragraph to justify and it would be easier if added to the narrative. There is a justification field in COCI. We don't want to make this more difficult than it needs to be. Add something in the PCAH narrative that the supporting documentation have instructions about naming files so that the file attachments are clear.

## 13. Apprenticeship, Internships, and Cooperative Education – Craig explained the apprenticeship program process. There has been discussion about supporting apprenticeship programs through apportionment. There may be a need to communicate to the field the differences between apprenticeship, internships and cooperative programs. Nick Esquivel is here to tell us all about it. Josh Modlin from the CCC Foundation is here to join him. See attachments 205 and 206.

(c) An “Apprenticeable Occupation” is one which requires independent judgment and the application of manual, mechanical, technical, or professional skills and is best learned through an organized system of on-the-job training together with related and supplemental instruction.

2000 hours on the job training and 100 hours of related training.

(e) “Apprenticeship Program” means a comprehensive plan containing, among other things, apprenticeship program standards, committee rules and regulations, related and supplemental instruction course outlines and policy statements for the effective administration of that apprenticeable occupation.

(g) “Apprenticeship Program Sponsor” means a joint apprenticeship committee, a unilateral labor or management committee, or an individual employer program.

**The Proposal** – Nick will provide the documents, It is basically, allow apprenticeships to claim apportionment.

There is draft trailer bill language to change CA Ed Code so that apportionment could be collected and it would super cede Ralph Black's opinion.

Labor code requires a guaranteed job at the end of the program. Cooperative Work Experience and Internships do not guarantee a job upon completion.

15% of Governor's Budget for Apprenticeship will go to California Apprenticeship Initiative (CAI).

There was discussion regarding grants and sustainability.

Employment Training Panel (ETP) has funding for grantees. They are opening a subcommittee for discussion on streamlining the process. There is also discussion about using the CCC Foundation.

There was concern whether apprenticeship would be mandated or permissive, for programs such as medical assisting or sonography. Accreditation requirements do not allow them to be paid.

Several sections of labor code call out building and construction trades separately from other trades – it was not clear that there should be a difference from other trades such as a cosmetology program. Apprenticeship programs started in the building and construction trades.

Reimbursement is \$5.90/hour of instruction/apprentice (student).

Right now, colleges have a categorical in effect. Many funding models do not guarantee that monies go certain programs. Once monies are in the general fund, there is no guarantee that apprenticeship programs will be properly funded.

Consideration on Minimum Qualifications for apprenticeship is at Consultation Council today.

14. Update on COCI – Releasing this evening at 6:00: 1200 approved courses will get control numbers. There are some throttles for the level of quality that worked but it took too long. About 150 people attended the webinars on COCI, and there were materials posted. Hopefully, this will help people when they come into work next week. Next project is the CB data validations. 2 passed, 2 did not. Will design a slightly altered review process. Every Wednesday there will be a training session for COCI either at 10:00 or 1:00. This information will be posted on the COCI webpage. Discussion about search options on the COCI website took place and Rachel will try to make it more user-friendly.

**Future Meeting Dates:**

- March 16, 2018
- April 20, 2018
- May 17, 2018
- June 7, 2018





**Chancellor’s General Education  
Advisory Committee**

**Tuesday, October 31, 2017  
Anacapa Room, CSU Chancellor’s Office  
11:00-3:00**

**Minutes**

**Present:** Jodie Ullman, Jackie Escajeda, Virginia May, Laura Hope, Mark Van Selst, Susan Gubernat, Mary Ann Creadon, Paula Selvester, Catherine Nelson, Steve Filling, Tiffany Tran, Maggie McGlothlin, Chris Mallon, Alison Wrynn, Patrick O’Rourke, Barry Pasternack, Kris Roney, Denise Fleming (remote), Bill Eadie (remote).

**1. Announcements**

Kevin Baaske is sick. Mary Ann Creadon is acting Chair.

**2. Approval of Minutes from September 12, 2017**

Minutes Approved

**3. Approval of Agenda**

Agenda Approved

**4. Chair’s Report**

No Chair report

**5. Business**

- A. Chancellor’s Office Update (Alison Wrynn, State University Associate Dean, Academic Programs)

CO update (Wrynn):

Oct. 12, 2017—EVC LJB sent note to presidents re: EO 1100 and EO 1110 indicating the process for requesting exceptions by Nov. 15.

**GEAC Membership**

**GEAC Membership Chair**

ASCSU Senator, Los Angeles

**Kevin Baaske, Chair**

ASCSU Senator, Los Angeles

ASCSU Senator, Humboldt

**Mary Ann Creadon, Secretary**

ASCSU Senator, Humboldt

ASCSU Senator, San Diego

**Bill Eadie**

ASCSU Senator, San Diego

ASCSU Senator, East Bay

**Susan Gubernat**

ASCSU Senator, East Bay

ASCSU Senator, Fullerton

**Barry Pasternack**

ASCSU Senator, Fullerton

ASCSU Senator, Chico

**Paula Selvester**

ASCSU Senator, Chico

ASCSU Senator, San Jose

**Mark Van Selst**

ASCSU Senator, San Jose (Ex Officio)

ASCSU Senator, Chair Academic Affairs

**Jodie Ullman (Ex Officio)**

ASCSU Senator, Chair Academic Affairs

Committee, San Bernardino

California Community College Academic

California Community College Academic

Senate Representative, Sacramento City

CSU Campus Academic Affairs

**Kris Roney**, Administrator, Monterey Bay

CSU Campus Academic Affairs

Administrator, Monterey Bay

CSU Articulation Officer, Long Beach

**Maggie McGlothlin**

CSU Articulation Officer, Long Beach

CCC Articulation Officer, Irvine Valley

**Tiffany Tran**

CCC Articulation Officer, Irvine Valley

Executive Vice Chancellor, CCC Chancellor’s

Office

**Laura Hope**

Executive Vice Chancellor, CCC Chancellor’s

Office

**Jackie Escajeda**

Dean, Intersegmental Programs and Credit

Dean, Intersegmental Programs and Credit

Curriculum, CCC Chancellor’s Office

Dean, Education Services, CCC Chancellor’s

**Sally Montemayor Lenz**

Dean, Education Services, CCC Chancellor’s

Office

**Christine Mallon**

Assistant Vice Chancellor, Academic

**Christine Mallon**

Assistant Vice Chancellor, Academic

Programs and Faculty Development

State University Associate Dean

**Alison Wrynn**

State University Associate Dean

Requests must come from the campus Provost. Sonoma has been approved. Monterey Bay approved, San Bernadino has submitted.

**Discussion:**

The QR courses that CO approves may not be in line with the UC requirements. As the course submissions and reviews take place, it will be determined to what extent there are differences and exceptions. The UC doesn't have a definition for a quantitative reasoning course that the QR posits such as a personal finance course or Math for Humanities. The UC considers it a pilot until 2019.

Math Council met and put forward three resolutions. One requests more guidance defining the purpose and outcomes for what constitutes of a B4 course. English council has not recommended professional development for EO 1110. English Council has been moving away from language about remediation for some time now.

Academic Prep work group has been discussing the issues. Much of the discussion has focused on Math. Less conversation has taken place regarding English. It is encouraged that English colleagues share innovation. A coded memo will come out soon that has to do with the multiple measures. Early Start questions should keep coming.

- B. Consideration of External Approaches for CSU Breadth: Time Certain 1:00pm  
Patrick O'Rourke Director, Active Duty and Veterans Affairs can be present to answer questions.

- (1) US DOD Defense Language Institute courses (DLI)
- (2) US DOD Defense Language Placement Test (DLPT)

**Discussion:**

P O'Rourke was present during the discussion. He is requesting that DLPT test scores would be given GE credit based upon the ACE (American Council of Education) guidelines.

Current practice: We have two CSU Campuses that currently grant Area C for these courses and tests (Pomona and Channel Islands). Alison had conversations with S. Perez and P. O'Rourke to discuss the degree to which written communication and culture are addressed in the courses. O'Rourke stated that ACTFL sets the standards for Foreign Language learning and these courses/tests meet the ACTFL standards. It was indicated that the Chair of the World Language Council had some concerns about writing. In the syllabi, it was reported, there were writing assignments. The misgivings were that the amount and kinds of critical cultural analysis that we often see in our diversity courses and the amount and kind of writing.

The syllabi that was reviewed last year didn't specify writing. It was reported that in the Chinese class, they would be required to write a few pages. In the Spanish course, there may be more. If GEAC recommended this, a coded memo could be written allow all the campuses to accept these (courses or placement test).

**Action:**

It was decided that we would consult with other campuses to determine how they came to the conclusion that they would accept the test/courses would be worthwhile in order to give the best possible advice to offer credit by exam (DLPT). We examined the DLI information sheet and came to the conclusion that we should decide what the numeric score should be accepted.

In January meeting, it was decided that GEAC would:

1. Have a Pomona Representative (and possibly Channel Islands) come to consult
2. Have S. Perez Zoom in

In order to get necessary consultation.

(3) 2016 College Board AP Computer Science request for CSU GE B4 credit

**Discussion:**

GEAC's criteria for a course that meets GE B4, required intermediate Algebra prerequisite. GEAC did not fully evaluate the course when it was developed because it didn't meet the baseline requirement for intermediate algebra. It was argued we go back and edit the GE Guiding notes so that they give criteria that clarified the EO 1100 language. It was asked what status should the Guiding Notes have?

If we approve the course, it would begin being accepted Fall 2018. If it gets listed on the CO chart, it will be accepted as per the active date indicated. The course was presented and discussed in last November's meeting.

A possible next step is to invite the AP Computer course presenter (P. Kerouac, College Board) back and a computer science ASCSU faculty (S. Stapanek). The concern was raised that there was not a standard by which we could determine if the course met GEAC standards. It was suggested that we could look at the AP exam. We are not debating that it is College level Computer Science. In GE Area B4, in the EO 1100 Revised, it says that computer science courses can meet QR.

**Action:**

Maggie and Alison will look at the course, obtain the standards, and other appropriate evidence, and determine if it meets the Guiding Notes requirement for the GE B4 standard and report findings to GEAC in January.

C. Examination of CSU campus-based GE assessment practices

A. Wrynn reported that the WASC Indicators of Educational Effectiveness (IEEI) are being collected by campuses. Campuses are reporting that they are assessing GE but all campuses need to submit information. GEAC needs to check to see if the campus GE Program itself is being assessed (not just individual courses) in order to engage in:

- (1) Identification of trends
- (2) Development of suggestions of "best practices"

It was suggested that we ask for how universities are assessing, what innovations are being employed, what has been done to respond to the assessment data found in the interim WASC reports. Mary Ann will talk to Kevin to ask him about requesting that the GE directors on each campus send their most recent interim WASC reports.

#### D. Review and make recommendations regarding revisions to the Guiding Notes

##### **Discussion:**

GEAC may want to consider doing a new revised GE Guiding Notes document for Fall 2018. CCC need more guidance for the prerequisites for QR. AB 705 says the CCC cannot require anything additional that the CSU requires. Elementary Algebra is stated as a prerequisite for a Math GE B4 course. Students might have to take co-requisite support or supplementary instruction if they don't have the prerequisites. Finally, it was agreed that if the students pass the GE B4 equivalent course in the CCC then they have met the standard for QR for the CSU. It was discussed that a set of outcomes could be set for each of the possible courses: Financial Literacy, Computer Science, etc.

##### **Questions:**

Assuming the Guiding Notes are useful, what should be our process for thinking about new language for them regarding B4? There still seem to be a lot of questions about what would be acceptable for a B4 course.

What are the specific questions from the CC that could be addressed? There is a lot of discussion about kinds of courses that are acceptable.

What are the options that can better fit our CC students' goals? What is the QR that advances the students' goal?

How shall we go forward in a course of action? When CC are creating courses, what are the guidelines CC could follow? Suggestion: CC should follow their Title 5 guidelines—they are in line with the CSU. If you follow Title 5, it will be acceptable. From the Guiding Notes: Students should be able to do "...Quantitative analysis, use and criticize quantitative arguments." Discussion ideas: In the future, we will have examples and can put them in the notes. Students don't have to use the Guiding Notes—Faculty experts do.

##### **Action:**

Suggestion: Look at the Guiding Notes before the March meeting and have them ready for clean up over the summer and posted in time for the CC.

#### 6. New Business

Update on the GE Task force: Ullman reported that the Task Force met in Sacramento. Divided into groups to discuss transfer, assessments, purpose. Each group gave reports. The key will be that there is ample communication, everyone has had consultation, and input. A product is a ways off. Students, faculty, administrators, CO representatives are on the committee.



**ICAS – IGETC Standards Subcommittee**

March 1, 2018

10:00 am – 11:00 am

Format = ConferZoom

**Minutes**

**Present:** Ginni May (Chair), Carolyn Borg, Estela Narrie, Nancy Purcille, Henry Sanchez, Mark Van Selst, Alison Wrynn

**Absent:** Bob Quinn

**Guests:**

1. Select note taker – Mark Van Selst
2. Approval of Agenda – additional comments
3. Approval of minutes – none
4. IGETC Standards Subcommittee:

Members:

ICAS – Ginni May, ASCCC North Representative, Chair IGETC Standards Subcommittee (appointed member)

UC BOARS – Henry Sanchez, Professor and BOARS Chair (appointed member)

CSU Faculty – Mark Van Selst, Professor, SJSU (appointed member)

Advisory:

CCC Faculty – Carolyn Borg, Articulation Officer, Shasta College (appointed advisory)

CCCCO – Bob Quinn, Articulation and Transfer (advisory)

CSU CO – Alison Wrynn, Academic Programs (advisory)

UCOP – Nancy Purcille, Articulation Coordinator (advisory)

CCC Faculty – Estela Narrie (guest member/historian)

5. Overview and Timeline
  - a. Overview: Members will seek needed updates and edits to the 2017-18 IGETC Standard document. Propose Carolyn Borg and Estella Narrie to serve as the “keeper and writer” of the 2018-19 IGETC draft and final version. **ACTION: Carolyn and Estela will track changes to IGETC documents**
  - b. Upcoming ICAS Meetings:
    - April 18
    - May 21 – need final draft for ICAS to consider
  - c. Upcoming CIAC Meetings:

- i. Early march (southern regions) and mid-march (northern meetings)
- ii. May 2, 3, 4 will be annual articulation conference – this should leave ICAS Standards Subcommittee some time to respond to emergent issues.

d. Establish Timeline

- i. **ACTION: as noted in these minutes.** It does look like three meetings will provide an appropriate amount of time.

6. Items to be addressed:

- a. IGETC Standards 1.8 document (found here: <http://icas-ca.org/standards-policies-and-procedures-manual>) –
- b. 10.1.3 Subject Area 1C: Oral Communication – Last year, our recommendation for deletion of 10.1.3.a was not approved as vetting through the communications faculty had not taken place.

From ICAS Minutes 6-7-2017:

The proposed revisions to the IGETC Standards 1.7 document were discussed. A question was raised regarding changes to section 10.1.3a, which addresses online Communication Studies classes. The changes removed a portion of text stating that online oral communication courses cannot be used for IGETC Area 1C. It was explained that the subcommittee is proposing to remove this section due to a CSU program which began in the 2013-2014 academic year. This program allows for online oral communication courses that are synchronous, and facilitated by faculty. It is noted that redacting this section could be problematic for Communication Studies faculty, and potentially cause conflict with an existing C-ID descriptor. ICAS agreed that concerns surrounding section 10.1.3.a should be brought before Communication Studies faculty for consideration before ICAS makes a decision regarding this revision.

**ACTION: remove 10.1.3a (Oral Communication Online/Distance Education /Telecourse Limitations).**

- c. 10.2 Subject Area 2: Mathematical Concepts and Quantitative Reasoning – Need to address in regard to CSU EO 1100
  - i. UC faculty require a prerequisite (of content in common core).
  - ii. The notion that a prerequisite is “not required” for statistics is NOT in compliance with UC faculty direction – some prerequisite is required (it could be the case that a placement test could accommodate this prerequisite).
  - iii. TCA Guidelines <http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html#r> -- these standards require a pre or co requisite element that bring students up to common core (CCCSM) standards re:

Prerequisites/co-requisites:

- *Prerequisites/co-requisite courses should be consistent with CCCSM math standards and teach the skills and knowledge without which the*

*student is highly unlikely to succeed in college-level statistics. These skills and knowledge cut across the CCCSM math standards and include:*

- *Working with numerical information: ordering decimals, order of operations, operations with fractions and percentages, converting fractions to decimals and percentages, representing numbers, intervals, and inequalities on the number line.*
- *Algebra: evaluating expressions with the use of technology that involve arithmetic with signed numbers, square roots, squaring, exponents, factorials, and summation notation. Solving simple linear equations in one variable.*
- *Modeling: for linear models, interpret slope and intercept, graph a line and points, make predictions, and calculate vertical deviation of a point from the line.*
- *Geometry: given the area under a curve or histogram, approximate areas of specified regions; extract information from graphs and tables.*
- *UCOP checks for but does not evaluate the prerequisite in TCA submissions.*

iv. Much like the CSU system with the associate degree for transfer it looks like a division between what is acceptable for General Education vs. what is accepted as major preparation / contribution to major requirements should be made explicit to students.

v. **ACTION: add “Mathematics for Teachers” to list of courses excluded from math/quantitative reasoning applicability (p.18).**

d. Policy of combining semester courses to meet the 6,000-word requirement in English Composition isn’t mentioned in the IGETC standards. If this is accepted UC practice, should it be included in the standards or Q & A for reference? See email from Bob Quinn/Jerry Castillo. Some UC are allowing this to occur, others may not. If it is an accepted practice then it should be incorporated into IGETC standards. **ACTION: Nancy Estella, Carolyn will draft language for consideration at our next meeting.**

e. Can an English Composition ESL course meet 1A if the content is not remedial (this is a distinction between prior prohibition and practice as agreed by the CSU and UC). **ACTION: language will be shared for a later meeting (Estela)**

f. Other

- i. p.1 2<sup>nd</sup> para from the bottom, 5<sup>th</sup> line from the bottom update link to [EO 1100 Revised](#) (removes EO 595).
- ii. p.3 near end of first para—states that individual colleges or majors in CSU might not accept IGETC. This is not true for CSU. UC **UC: Still applicable for UC**
- iii. other minor changes were included (cf. email from Alyson Wrynn – Attachment)

7. Future Meetings

8. Adjourn

Attachment: From email discussion prior to meeting:

**Updates to IGETC 1.8**

p.4 4.0 2<sup>nd</sup> para, line 1, change “fall of the same academic year...” to “fall of the following academic year...” In the Example, change date at end of sentence to 2017. **UC: agree**

p.10 update CSU coded memo link for AP (new coded memo coming late March/early April). **UC: we’re putting together UC updates for AP, IB, or other websites included in the Standards**

p.11-same as above for IB **UC: we’re putting together UC updates for AP, IB, or other websites included in the Standards**

p.12 2<sup>nd</sup> to last sentence change “9 units” to “9 semester units”

p.14 at the top under “exception” add “oral” in front of communication on second line

p.16-17 Remove 10.1.3a EO 1100 Revised does not allow mode of instruction to be considered for any CSU GE course.

p.29 middle of the page, just before 12.4, update to [EO 1100 Revised](#).

**ICAS – IGETC Standards Subcommittee**

March 19, 2018

2:00 pm – 3:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/698829544>

Or Telephone:

+1 408 638 0968 (US Toll)

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 698 829 544

**MINUTES**

**Present:** Ginni May (Chair), Carolyn Borg, Estela Narrie, Nancy Purcille, Henry Sanchez, Mark Van Selst, Alison Wrynn

**Absent:** Bob Quinn

**Guests:**

1. Select note taker – Ginni
2. Approval of Agenda – approved
3. Approval of minutes – done via email
4. IGETC Standards Subcommittee:

Members:

ICAS – Ginni May, ASCCC North Representative, Chair IGETC Standards Subcommittee (appointed member)

UC BOARS – Henry Sanchez, Professor and BOARS Chair (appointed member)

CSU Faculty – Mark Van Selst, Professor, SJSU (appointed member)

Advisory:

CCC Faculty – Carolyn Borg, Articulation Officer, Shasta College (appointed advisory)

CCCCO – Bob Quinn, Articulation and Transfer (advisory)

CSU CO – Alison Wrynn, Academic Programs (advisory)

UCOP – Nancy Purcille, Articulation Coordinator (advisory)

CCC Faculty – Estela Narrie (guest member/historian)

5. Draft of IGETC Standards 1.9
  - a. Overall draft – clarifications were made and a new draft will be sent before the April 16 meeting:

Area 8.1 Minimum Unit Value: mid-page 12. Suggest adding the following:  
Example C: Student takes English 100 and 105 (3-semester units each, each course requires students to write a minimum of 3,000 words). The CCC certifying college may apply English 100 and 105, for a total of 6 semester units, to IGETC Area 1A as long as the courses meet the rigor of the IGETC Standards. (See Section 10.1.1.)

- b. 10.2 Subject Area 2A: Mathematical Concepts and Quantitative Reasoning – 2 drafts were considered. It was decided to use Draft 1 with a definition of “equivalent” to mean courses that cover the content and mathematical practices of the CCSSM, and to clarify that courses approved in the CSU Statistics Pathway pilot will need to be submitted for approval past fall 2019.
  - c. 10.1.3.a Subject Area 1C: Oral Communication – draft coming from CSU Faculty
  - d. All recommendations will be sent to ICAS for consideration and approval.
6. Timeline Update
- a. ICAS Meetings:
    - April 18
    - May 21 – need final version for ICAS
7. Future Meetings – April 16, 2:00-3:00
8. Adjourned at 2:45 pm.

## OER Task Force Virtual Meeting Minutes for January 25, 2018:

Attendees: Dave Dillon (Chair), Michelle Pilati (note-polisher), Suzanne Wakim, Jessica Kuang, Larry Green (note-taker), Heather Dodge, Roy Shahbazian

### Agenda

1. MINUTES - 9/28/17, 11/13/17, 12/7/17 to be considered for approval.
2. CCCOERI PLAN/PROPOSAL – update, proofread, budget, and deadline.
3. REGIONAL MEETINGS (Student equity theme) - gaps, logistics, and marketing.
4. OTHER

1. MINUTES - Jessica was only in the December meeting.
  - a. Dave moved to approve the minutes 9/28. 4Y; 1 abstention
  - b. 11/13 Larry Moved 4Y; 1 abstention
  - c. 12/7 Dave moved; 5Y

#### 2. CCCOERI PLAN

Dave and Michelle will present the proposal at CCLC since they have agreed to sponsor it if it needs to be incorporated into legislation. CCLC would like to see the full budget by 2/1, so we need it done by the end of the weekend. Michelle has shared it with ASCCC representatives. We initially proposed \$500,000, but the feedback has indicated that we should think bigger.

Things to consider/keep in mind:

1. The cost of support people.
2. If we are looking at purchasing an OER licensing tool, what would it cost?
3. If we were able to pay people to build homework systems, what would it cost?
4. Any help with filling in the costs would be helpful.

It is now in good shape, but there are still some holes in it as mentioned above. Our talking points are clear. Sunday is the policy and advocacy meeting, so there should be some legislative aids present. Everyone is in support so far.

Dave screenshared the most updated version.

For MyOpenMath sustainability, Larry's original request was \$170,000 plus ten cents per student user.

We can put in \$250,000 for the first year of online homework and tutorial system support so that it includes the server and the expansion to other subjects besides math. We can make minor changes to written proposal (not major changes), but the budget needs much work.

The non-instructional support team will be someone with a law background to help with copyright, someone with expertise to help individual colleges, etc. Most likely these people will be contracted people and not CCC reassigned people. The needs will reveal themselves over time, so it is too early to commit to specific positions. If we will be giving grants, we will have to put that in.

Brown's budget has money for equity and innovation. We should make the equity piece explicit in the proposal. We are just faculty, and it is all new territory. This initiative can help make connections to other pots of money where OER can be put into those.

If you have any more additions, bring them in by tomorrow.

### 3. REGIONAL MEETINGS

PowerPoints in advance are not needed, but we will want to put them on the website afterwards.

Marketing for the north one is the most important need.

Registration Numbers:

North: 21

South: 50

#### **North**

There are four Colleges in Sacramento, so hopefully we can get the word out. The best thing we can do is market the meetings. Heather will put it out on the CCC library listserv. Dan Crump can also reach out. Maybe we can send out to Child Development, since it is the biggest ZTC discipline. Lyndale is doing a breakout on Child Development. If we can get a description, then we can highlight that and push it out on their listserv. The OER proposal will be included in the beginning and also in Larry's discipline talk.

We may shorten the opening so that we can add the student videos. Santa Ana did a nice job in the student piece.

#### **South**

It already has a place to put in the student portion. Roy will be a panelist. James will do a breakout on: Open Licensing, OER Search, and many others. James could be the beginner leader. He is also bringing in a student. Dave will find people to lead each of the talks that are listed and do not yet have a person identified. For the discipline, we can have student involvement. The MyOpen Math talk is powerful, so we may only go out with two breakout sessions.



#### 4. OTHER

Discipline webinars are our next focus. The website discussion has begun. We are still checking to see if we have permission to post on it.

For the February meeting Suzanne cannot make it, we will see about skipping or rescheduling.

Will we plan on a F2F meeting for our group this spring? There are great benefits for in person meetings, but logistics are a challenge. Let's put it on hold and see what comes out of the proposal.

From the recent OER grant, emphasis is on adoption and not creation of new content. Is that the sentiment for this proposal. Dave thinks that there is more room for authoring with this, but he is not certain. The authoring tool can also be used for adaptation. Maybe we can use this verbiage. It is helpful to allow for authoring, curating, and remixing. It is easier to adopt and we don't want to recreate the wheel if material is already out there. Some will volunteer their own time to author.

Meeting adjourned at 11:10 am.



Attendees: Dave Dillon (Chair), Larry Green (Notetaker), Heather Dodge, Michelle Pilati (Minutes Polisher), Jessica Kuang, Lyndale Garner, Roy Shahbazian, Randy Beach (Guest).

Dave Thanked everyone for working together to make the regional meetings happen. They were very successful and the attendance was even better than expected.

Heather motioned to approve the minutes. All voted in favor.

Notes about the meetings: North: Dan Crump did a great job with organization. Feedback was very positive. The turnout was especially good in the south. Friday worked very well. Having two in a row made it difficult for Dave and Michelle. It wore them out, but having it all in one weekend helped make it just a one weekend effort instead of having it be a two weekend difficult task. Maybe a week apart would work better, but it is difficult when there are many things going on. Also, having two breakout sessions might make sense. The presentations have been put on the website. An email was sent to the ASCCC leaders to communicate that it is there. A few dozen certificates were sent out electronically. There was some request to have us send out information to all colleges about OER information and grant opportunities. Much of the material is discipline specific. Can we send information to the academic senate presidents when grant opportunities arise? We can push it out on the OER listserve. Local grant writers, where they exist, can usually provide assistance to faculty seeking assistance with finding funds. If our proposal goes forward then there will be a point person at each college. We can also include a plug for everyone interested to join the listserve.

No update on the proposal, but there is no push against it. Michelle and Dave will update the committee if/when additional information is received. It appears that everyone thinks that it is a really great idea and the funding could be there. It seems like the only issue is determining where the funding should come from.

Discipline specific webinars: Noon Thursdays and Fridays will be scheduled - and will be archived. In each of the webinars, there will be a discussion of existing resources and a sharing what is currently being used and what is in development. In addition, discipline needs will be discussed. The plan is to have it in the month of April.

Disciplines:

Librarians (Heather is good with that and maybe with Dan Crump and Ron Oxford) Heather could do a joint webinar with someone from Creative Commons. Maybe librarians could be one and creative commons could be another webinar.

Psychology could be another.

There are four colleges doing a ZTC in child development, which would make a good webinar. College of the Canyons will be having a summit on child development OER. March 9, 9-4 in person or virtual. Lyndale would also be willing to lead this.

Math: Larry will go over MyOpenMath

Communication

Chemistry

Physics: Erika Peters

English: We will need to find someone. Trish Nelson from College of Alameda might be a leader for this.

ZTC list on the chancellor's website is a good place to find leaders.

There have been requests for low cost pushes. Some colleges have had discussion about icons for low cost courses in the schedule. Maybe this task force could help solve the low cost solutions. Some colleges are making efforts to define low cost threshold amounts to be designated. We could have a webinar on the low cost topic. There could be an informal survey at plenary. We are not even sure if all colleges are following the law on zero cost. Survey questions could be how do you define low cost, how do you get it into the schedule, etc. This might work better as a discussion than something that looks like a dictate on what you should be doing. A webinar might be a good idea. There are issues with trying to get ZTC, for example a required chemistry manual that is OER but the print copy is required. The workaround is to have the low cost icon for this. The chancellor's office cannot make ZTC changes since it is law. Roy's college has a ZTC designation and an OER designation. The advantage of OER designation is that you don't have to nail down the threshold price, but students don't know what "OER" is. Some resources have a materials fee. Clicker is not considered part of textbook cost, so that should be ok.

We could survey colleges about what they are doing. Some colleges have put so much effort into understanding ZTC, then it might be detrimental to complicate the situation with another icon. Some colleges feel like it is more fair to have an OER label also.

This will go back on the agenda for March, as will discipline webinars.

Dave has been asked to speak at a K-12 OER Summit in North San Diego County. There is less momentum at the K-12 schools because of the way funding and textbook choices are selected. Utah has made some progress in this and there has also been some trainings in MyOpen Math.

Meeting ended at 11:11 am. Next meeting is March 22 from 10 to noon.