Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

EXECUTIVE COMMITTEE MEETING

Thursday, May 10, 2018
Residence Inn Sacramento
1121 15th Street, Sacramento, CA 95814
Meeting Room: Capitol Room

Thursday, May 10, 2018
8:00 a.m. – 8:30 a.m. Complimentary Breakfast in Hotel Dining Room
8:30 a.m. – 9:30 a.m. Executive Committee Meeting
9:30 a.m. – 10:30 a.m. Closed Session
10:30 a.m. – 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 4:00 p.m. Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Ashley Fisher at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. **ORDER OF BUSINESS**
   A. **Roll Call**
   B. **Approval of the Agenda**
   C. **Public Comment**
      This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
   D. **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. **April 11, 2018 Meeting Minutes, Davison, forthcoming**
   B. **LGBTQIA+ Caucus, Mica, pg. 21**

III. **REPORTS**
    A. **President's Report – 20 mins., Bruno**
    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., Stanskas, pg. 31**
    The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
    B. **Clarifying Types of Local Visits and Address Strategy 4 of Goal 1 of the Short-term Plan for RwLS – 15 mins., Eikey, pg. 69**
    The Executive Committee will discuss and consider for action RwLS Recommendations.
    C. **Frequency of Surveys & Disseminating Information – 15 mins., Eikey, pg. 73**
    The Executive Committee will discuss and consider for action RwLS Recommendations.
    D. **2018 Curriculum Institute Program – 10 mins., Rutan, pg. 81**
    The Executive Committee will review and consider for approval the program for the 2018 Curriculum Institute.
    E. **AB 705 Update – 30 mins., Rutan, pg. 103**
    The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
    F. **Succession Planning – 20 mins., Stanskas, pg. 105**
    The Executive Committee will discuss the Executive Director hiring process.
    G. **Updated Part-Time Faculty Leadership Institute Draft – 20 mins., Foster, pg. 109**
    The Executive Committee will provide feedback and consider for approval the updated Part-Time Leadership Institute Draft.
    H. **Course Repeatability Survey – 15 mins., Beach, pg. 117**
    The Executive Committee will consider for approval a survey on the impacts of changes in Title 5 concerning course repeatability and a request for local college's research on the same topic.
    I. **Tentative 2018-2019 ASCCC Budget – 20 mins., Mica, pg. 121**
    The Executive Committee will consider for approval the tentative 2018-2019 ASCCC budget.

V. **DISCUSSION**
    A. **Chancellor's Office Liaison Report – 45 mins. pg. 127**
    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/Stanskas, pg. 129**
    The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. 2018 Faculty Leadership Institute – 10 mins., Stanskas, pg. 131

The Executive Committee will discuss the Faculty Leadership Institute Program.

D. EEO and Diversity Advisory Committee Subgroup Update – 10 mins., Foster, pg. 137

The Executive Committee will discuss and provide feedback on a series of EEO webpages.

E. Meeting Debrief – 15 mins., Bruno, pg. 141

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
B. Liaison Reports, pg. 143
    i. California Community Colleges Curriculum Committee (5C), Rutan
C. Senate and Grant Reports
D. Local Senate Visits

VII. ADJOURNMENT

Academic Senate
for California Community Colleges

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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.

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **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
May 15, 2018:
- Agenda items for June 1-3 meeting
- Reports
- Action Tracking updates

Faculty Leadership
- Final Program to Erika by May 21, 2018.
- Final program to printer May 28, 2018.

Curriculum Institute
- Final program draft due May 15, 2018 for reading at June Executive Committee Meeting.

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

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

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 11 – 12, 2017	July 25, 2017	August 1, 2017
September 7 – 9, 2017	August 21, 2017	August 28, 2017
September 29 – 30, 2017	September 12, 2017	September 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 CCCCO'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.
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 Quanti
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.
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.
Legislation and Government Update	January	2018	IV. B.	Stanskas	Fall 2018	Assigned			Work with CCLC and system partners to sponsor a bill regarding Open Educational Resources.

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Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
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	Completed			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.	Davision	Fall 2018	Assigned			Davison to revise the publication policies and bring forth to the Executive Commit
Guided Pathways Regionals	March	2018	IV. V.	Roberson	April 2018	Completed			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.

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LOCAL SENATE CAMPUS VISITS
2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River	Executive Committee Meeting	9/30/16			
Bakersfield	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			Beach/Parker	03/08/18	TASCC Regional
Feather River			Beach	3/11-14/18	ACCJC Team Visit
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	Freitas/Slattery-Farrell/Stanskas	04/03/18	1. Diversity in Hiring Regional Meeting 2. CTE MQ Workgroup Faculty 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/Bruno/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/Adams	10/28/16	Beach/Parker Davison/Foster	02/10/18 04/06/18	1. MQ North Regional 2. TASCC Committee Meeting 3. EDAC Regionals
Yuba					
AREA 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 Slattery-Farrell/Foster	12/21/16 3/10/17	May/Roberson	1/24/18	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team

			McKay	3/23/18	4. Area B Meeting
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stanskas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/16	Rutan; Foster/Davison	2/16/17 10/27/17	1. Area B Meeting 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

AREA C					
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 Freitas/Eikey/Bruno	6/9/17 3/24/18	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg. 3. Area C Meeting
LA District	Davison	3/10/17			Curriculum Workshop
LA City	Rutan	9/22/17	McKay/Freitas Beach	1/5/18 3/9/2018	1. LACCD District Academic Senate Summit 2. Online Education Committee Mtg. 3. TASCC Regional
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	Rutan/Aschenbach	3/17/18	1. Curriculum Committee Meeting 2. Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/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					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery-Farrell/Stanskas	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			Rutan/Beach/Foster/ Parker/Slattery-Farrell/Stanskas	03/24/18	Area D Meeting
Cuyamaca					
Cypress	Freitas/Stanskas	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 Beach/Pilati	11/18/17 03/23/18	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South 3. Guided Pathways
MiraCosta	Foster/Freitas	8/10/17	May/Beach	9/28/16	Educational Policies
Moreno Valley	McKay/Stanskas	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	Beach/Pilati	03/16/18	1. SLO Symposium 2. Guided Pathways
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	2/10/17	1. TOP Code Alignment 2. Diversity in Faculty Hiring Regional Mtg.
			Davison/Foster/Beach	04/07/18	3. EDAC Regional
Victor Valley					

Executive Committee Agenda Item

SUBJECT: LGBTQIA+ Recognition of Caucus		Month: May	Year: 2018
		Item No: II. B	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the LGBTQIA+ Caucus for 18-19	Urgent: No	
		Time Requested:	
CATEGORY:	Consent Calendar	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The caucus will inform and advise the ASCCC and other professional organizations of the unique needs and challenges faced by LGBTQIA+ students and employees. It will also develop resources to create welcoming environments free from discrimination for all students and employees including those whose sexual orientation or gender expression is in the minority, so that they can reach their academic, personal, and/or professional goals.

The Executive Committee will consider for approval the continuation of the LGBTQIA+ Caucus for the 18-19 academic year.

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

Academic Senate for California Community Colleges

Recognition of Caucus Form

Please be advised of the following Approval Process (approximately two (2) months):
1) Submit this form to the ASCCC Office.
2) After the submission of this form you will be contacted by the Executive Director of the ASCCC notifying you about any problems with your application and when your application will be forwarded.
3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

RECONGITION OF CAUCUS FOR ACADEMIC YEAR: __**2018**_____ - __**2019**___

Caucus Name: ____**LGBTQIA+ Caucus**_____

Caucus President: ____**Steven Deineh**_____

Email: ___**sdeineh@miracosta.edu**_____ Phone: _____**760-795-6721**____

Purpose of Caucus:

The caucus will inform and advise the ASCCC and other professional organizations of the unique needs and challenges faced by LGBTQIA+ students and employees. It will also develop resources to create welcoming environments free from discrimination for all students and employees including those whose sexual orientation or gender expression is in the minority, so that they can reach their academic, personal, and/or professional goals.

Anticipated activities for this year:

- Communicate about Education Code directive to identify Point of Contact for LGBT needs at each community college as per California Education Code Section 66271.2.
- Communicate about Ed Code directive to include sexual orientation and gender identity in places where demographic data is requested from students, staff, and faculty as per California Education Code Section 66027.
- Work with college Human Resource departments to include sexual orientation and gender identity in discussions of district diversity measurements.
- Communicate about mandated systemwide climate assessment for quality of life of LGBT students and employees as per California Education Code 66271.3.

A caucus is an independent body of like-minded individuals who wish to make their voices heard to the ASCCC on a formal basis. A caucus is not sponsored, chartered, or directed by the ASCCC and shall never be charged a fee or dues to be recognized by the ASCCC. The ASCCC specifically denies any control over, or connection with, any caucus. With the limited exceptions of ASCCC requirements for caucus guidelines, as shown below, a caucus is free to create processes and/or procedures without any approval of the ASCCC.

Caucus Guidelines:
In accordance with the ASCCC Bylaws to be formally recognized a caucus must:
1. Have structure beyond simple membership. It must have a similar structure to that of ASCCC Standing Committees, in that it must have a Chair, Vice-Chair and a Secretary (Variations of Chair/Vice-Chair such as President/Vice President is acceptable.)
2. Provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).
3. Not promote hate, violence or any other offensive action against any other person(s).
4. Not commit any illegal activities.

Caucus Officers Section:

By accepting a position in the caucus we know that we are responsible for ensuring that our caucus knows and adheres to policies and procedures, established by the Academic Senate for California Community Colleges.

Please print: NAME, POSITION, COLLEGE AND EMAIL.

#	Name	Position	College	E-Mail
1	Steven Deineh	Chair	MiraCosta	sdeineh@miracosta.edu
2	dara perales	Secretary	MiraCosta	dara@miracosta.edu
3	Rob Williams		Skyline	williamsrob@smccd.edu
4	Roam Romagnoli	Vice Chair	Santa Rosa JC	aromagnoli@santarosa.edu
5	Michael Harrison		San Diego Mesa	mharriso@sdccd.edu

*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

Caucus Members Section:

#	Name	College	E-Mail
6	David Sparks	Alameda	dsparks@peralta.edu
8	Kate Adams	Allan Hancock	kadams@hancockcollege.edu
9	Laura Gonzalez	San Diego Miramar	lagonzal@sdccd.edu
10	Abbie Cory	Palomar	acory@palomar.edu
11	Alicia Lopez	MiraCosta	alopez@miracosta.edu
12	Corinna Evett	Santiago Canyon	evett_corinna@sccollege.edu
13	Brian Miller	Mission	brian.miller@missioncollege.edu
14	Peter Hepburn	College of the Canyons	peter.hepburn@canyons.edu
15	Michelle Oja	Taft	moja@taftcollege.edu
16	Dora Lozano	College of the Canyons	dora.lozano@canyons.edu
17	Sandy Carroll	College of the Canyons	sandy.carroll@canyons.edu
18	Tamara Smith	Mount San Jacinto	tsmith@msjc.edu
19	Ryan Hitch	Norco	ryan.hitch@rccd.edu
20	Jan Muto	Norco	jan.muto@norcocollege.edu
21	Angela Belden	Pierce	beldenak@piercecollege.edu
22	Dawn Rae Davis	Monterey Peninsula	ddavis@mpc.edu
23	Christine Ersig-Marcus	Pierce	ersigmc@piercecollege.edu
24	Katelyn Cunningham	Pierce	cunnink@piercecollege.edu
25	Martin Ramey	Mt San Antonio	mramey2@mtsac.edu
26	Heather Faust	Monterey Peninsula	hfaust@mpc.edu

ASCCC Caucus Recognition Form | Page 2

28	Dorothy Reina	Norco	dorothy.reina@rccd.edu
29			
30			

*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

<u>Caucus President Section:</u>

On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below certify that I have read the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses.

Caucus President (signature): __Steven Deineh_____   Date: _____21 February 2017_____

<u>Academic Senate Council Section:</u>

I certify that Academic Senate for California Community Colleges (ASCCC) Executive Council has recognized this caucus and has granted them recognition on said date for the academic year indicated above.

_____   _____
ASCCC President   **Date:**

_____   _____
ASCCC Rules Committee Chair   **Date:**

ASCCC Caucus Procedures and Guidelines

Definition and Purpose

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Caucuses serve as forums within the Academic Senate for various groups of faculty to meet and deliberate collegially in order to form a collective voice.

Caucuses can seek solutions to concerns and issues raised by their members through the resolution process and can disseminate Academic Senate resources such as papers, *Rostrums*, and event information.

Caucuses should remain informed about ASCCC positions and current activities to the extent that they do not undermine or interfere with the current or past work of the ASCCC.

- If caucus deliberations lead to information or recommendations that will inform and potentially improve upon ASCCC activities the Caucus Chair shall communicate such to the current ASCCC President, Vice President, and Executive Director.
- If a caucus forms a position or recommendation that seeks to alter or reverse ASCCC positions or current activities, then due process must be followed through the normal resolution and consultation process.

Recognition of a Caucus

In order to be formally recognized by the Academic Senate, caucuses must meet the following criteria:

- Caucus membership must be voluntary and open to all community college faculty. Additionally, caucuses must provide open, public access to meetings.
- Caucuses must meet regularly and provide minutes of their meetings to the Academic Senate.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.
- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC and shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence or any other offensive action against any other person(s).
- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and

professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.

- Caucuses should not be duplicative of the work of standing ASCCC committees, existing caucuses, or other representative faculty groups.
- Caucuses are not intended to be discipline-specific or professional organizations nor to meet the professional development needs of its membership.

Application for Caucus Recognition

At any time during the year, the interested members of the proposed caucus may submit a **Recognition of Caucus Application** to the ASCCC Office.

Caucuses are established by a simple majority vote of the ASCCC Executive Committee to approve the written application. The application shall state the purpose of the proposed caucus, names of members (minimum of ten faculty from at least four different colleges and at least two districts), the contact information for leadership of the proposed caucus, and a statement explaining how the objectives of the caucus will further those of the ASCCC.

ASCCC reserves the right not to recognize a caucus if it feels the caucus does not meet the criteria for recognition of a caucus listed above. If a caucus is not recognized, the individual who submitted the recognition of caucus application will be notified of any questions for clarification, or the reasons or concerns with the proposed caucus. If a caucus application is denied, a revised application may be re-submitted to the ASCCC Office.

Previously approved caucuses that have failed to express their intent to remain active by May, can be re-established as a caucus by submitting a new written application.

Membership

Caucus membership must be voluntary and open to all California Community College faculty.

Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.

Caucus members may affiliate with one or more caucuses.

Caucus membership should not consist of only a small representation of a particular discipline.

Executive Committee members may participate informally in caucuses but may not be members.

Procedures and Guidelines

Caucus chairs must be elected annually at the first fall meeting.

All caucus meeting minutes must be submitted to the ASCCC Office within one month following a meeting.

Caucuses should provide open public access to its meetings. It is recommended that caucuses conduct their meetings in compliance with the Ralph M. Brown Act (Government Code §54950-54961).

In order to stay active, caucuses must inform the ASCCC Office each May of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive for a period of two years. During that time, the ASCCC will continue to provide a space for potential meetings of the caucus at plenary sessions. A new application will need to be submitted to remove the caucus from inactive status. A caucus that has remained inactive for a period of two years without the submission of a new application will be terminated.

Unless specifically required to do so by the procedures and guidelines described here or published on the Academic Senate website, caucuses are free to structure their internal organization and operations as they see fit.

Termination

A caucus that has remained inactive for a period of two years without the submission of a new application will be considered terminated.

The Executive Committee reserves the right to withdraw its recognition of an active caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses or if the caucus wishes to dissolve itself.

Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of an active caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.

Recognition of an active caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.

Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.

Executive Committee Approved: May 20, 2016
Executive Committee Revised:

Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: May	Year: 2018
		Item No: IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. *The Executive Committee approved at it's January 2018 meeting to pursue legislation in support of a faculty led initiative regarding Open Educational Resources. Conversations with system partners have been supportive. The Executive Committee will be updated regarding the progress of this effort and other requests for funding.*

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 it's views on various proposed legislation.*

4. *The Executive Committee may find it useful to de-brief regarding the Legislative Action Day on May 9.*

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

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 it's 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 Assembly. Assigned to Senate Committee on Education 4/19/18

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 Assembly. Referred to Senate Committees on Education and Veterans Affairs 4/19/18.

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~~ Academic Credit for Prior Military

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~~. require a statewide articulation officer at the Office of the Chancellor of the California Community Colleges, who would be designated by the chancellor under the bill's provisions by March 31, 2019, to, using common course descriptors and pertinent recommendations of the American Council on Education, determine, by July 1, 2019, for which courses credit should be awarded for prior military experience. Amended 3/20/18 Revised by author 4/04/18

Status: Referred to Higher Education Committee 3/20/18 Revised 4/4/18

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. The Legislative and Advocacy Committee recommends opposing this bill as written and has serious concerns regarding the creation of a statewide articulation officer appointed by the Chancellor.

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 Assembly Appropriations Suspense file 4/11/18

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 and be present on any written communication by a college counselor to a student about the student's course placement options. 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 Amended 4/5/18

> **Status:** Referred to Assembly Appropriations Suspense file 4/19/18

> **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:** Referred to Appropriations Suspense File 4/04/18

> **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 basic skills and 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. Amended 4/05/18

> **Status**: Introduced. Referred to Assembly Appropriations Committee 4/9/18.

> **ASCCC Positions/Resolutions**: The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12). The Board of Governors agreed to sponsor this bill with the addition of basic skills as requested by the ASCCC.

***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:** Referred to Assembly Appropriations Suspense File. 4/04/18.

> **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:** Referred to Assembly Appropriations Committee 4/18/18.

> **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:** Failed Passage of Higher Education and Judiciary Committees 4/03/18

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.

*AB2166 (Caballero) Agricultural Technology
This bill is mostly about agricultural technology and water usage, however; there is a section that states this bill would require the Board of Governors to develop a model Agricultural Business and Technology Program or similar program that may be adopted by the community college districts and offered to its students, as specified.

Status: Referred to Committees on Agriculture and Higher Education 3/01/18

ASCCC Positions/Resolutions: The ASCCC has no position regarding most of the content of this bill. However, the Legislative and Advocacy Committee recommend opposing this bill as written due to the directive to the Board of Governors regarding the creation of specific curricular pathways.

*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.~~ This bill would require the commission, upon the initial awarding and the renewal of a Cal Grant award, to notify in writing a Cal Grant award recipient that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years, except as specified. The bill also would require a qualifying institution, as defined, to notify in writing a student during new student orientation and annual registration that, if he or she takes less than 15 semester units or the equivalent per semester or the equivalent, or less than 30 semester units or the equivalent per academic year, he or she will not graduate in 4 years, except as specified. **Amended 4/16/18**

Status: Re-referred to Committee on Higher Education. 4/17/18

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.

*AB2621 (Medina) Exclusively Online College Feasibility
This bill would require the Legislative Analyst's Office to conduct a study on the feasibility of creating an exclusively online community college and to report its findings to the Legislature on or before July 1, 2019.

Status: Re-referred to Committee on Higher Education. 4/04/18

ASCCC Positions/Resolutions: The ASCCC supports a feasibility study.

*AB2767 (Medina) Funding Formula Study

This bill would require the Legislative Analyst's Office to conduct a study of the funding formula used to allocate state apportionments by the California Community Colleges for the 2017–18 fiscal year. The bill would require the Legislative Analyst's Office to submit a report to the Legislature, on or before July 1, 2019, containing its findings from the study and providing recommendations as to various funding formula models the Legislature may wish to adopt for use by the California Community Colleges.

> **Status:** Re-referred to Committee on Higher Education. 4/04/18

> **ASCCC Positions/Resolutions**: The ASCCC supports gathering information and deliberative processes that will enable thoughtful and systemic action.

*AB2894 (Gloria) Active Duty Military Students

This bill would ~~make nonsubstantive changes in this provision.~~ provide that, when a student, as defined, is called to active military duty during an academic term, the student may: choose to withdraw from the institution, retroactive to the beginning of the academic term; if at least 75% of the term has been completed, choose to request that the faculty member assign a grade for the course based on the work the student has completed, as specified; or, if the faculty member assigns a grade of Incomplete for the student's coursework, the student has a minimum of 2 weeks after returning to the institution to complete the course requirements. Under the bill, a student would be defined as a person enrolled, or previously enrolled, at a campus of any of the 5 segments of postsecondary education listed above.

> **Status:** Referred to Committee on Higher Education. 4/02/18

> **ASCCC Positions/Resolutions**: The Legislative and Advocacy Committee recommends supporting this bill and possibly working with the author on clean up language.

*AB3101 (Carrillo) CCCApply

This bill would require the board, on or before July 31, 2019, to revise the CCCApply application and enrollment process so that only data that is required by the federal government, or that is otherwise necessary, as determined by the board, is collected during the process. The bill would require the board, to the extent that data can be collected from the student at a later time, to delay the collection of that data until after the student is enrolled.

> **Status:** Referred to Assembly Appropriations Committee. 4/18/18

> **ASCCC Positions/Resolutions**: The ASCCC supports easing application and onboarding processes for students. That said, this may not be the best approach to accomplish that goal.

<p style="text-align:center">Senate Bills</p>

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 a community college districts to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing. Amended 5/26/17

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

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

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 4/11/18.

> **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:** Passed Senate Education, Referred to Appropriations. 4/03/18

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

*SB1071 (Newman) Uniform Policy on Military Credit
This bill would instead require, commencing January 1, 2019, the office of the chancellor, in collaboration with the Academic Senate for the California Community Colleges, to begin development of, and for each community college district to subsequently begin adoption and implementation of, a uniform policy to award military personnel and veterans with an

official Joint Services Transcript, as specified. The bill would also require the office of the chancellor and the academic senate to review and adjust this uniform policy to align it with policies of other public postsecondary educational institutions.

Status: Referred to Senate Education. 4/04/18

ASCCC Positions: The ASCCC supports policies that award credit for verifiable military credit. The Legislative and Advocacy Committee is concerned with a uniform policy. This and other bills are probably due to a lack of progress by the Chancellor's Office on Credit for Prior Learning.

SB 1354 (Galgiani) California Apprenticeship Initiative New and Innovative Grant Program

Upon appropriation by the Legislature for its purposes, this bill would establish 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: Passed Senate. In Assembly, read first time. 4/23/18

ASCCC Positions: The ASCCC may wish to work with the author regarding the use of the word apprenticeship in this bill and might it be better to use work-based learning. The goal of engaging more students in the workforce as part of their education is useful, but there appears to be an absence of ideas to address this except through apprenticeship models.

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 4/24/18.

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; failed passage. Reconsideration granted. 4/04/18

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 move the sunset date to 2027. Amended 4/16/18

Status: Referred to Senate Committee on Appropriations suspense.

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. Amended to request $11.5 M to create local food hub efforts and establish criteria for "hunger free campus" designations.

> **Status:** Re-referred to Human Services and Agriculture Committee 4/03/18

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:** Referred to Appropriations 3/19/18.

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

"Digest" means an item has been through internal review by the Chancellor's Office and the review entities. The item now has form and substance and is officially "entered into Consultation." The Council reviews the item and provides advice to the Chancellor.

Title: State & Federal Legislative Update

Date: April 19, 2018

Contact: Laura Metune, Vice Chancellor of Governmental Relations

Tracy Thomas, Assistant Vice Chancellor of State and Federal Relations

ISSUE

The Chancellor's Office Division of Governmental Relations will provide information on state legislation and legislative activities.

BACKGROUND

The Governmental Relations Division is seeking feedback on specific pending state legislation.

FEEDBACK/QUESTIONS FOR COUNCIL

The Chancellor's Office is seeking feedback on the following bills:

AB 2891 (Holden) College and Career Access Pathways (CCAP) Partnerships

This bill authorizes the governing body of a charter school to enter into a College and Career Access Pathways (CCAP) partnership agreement with the governing board of a community college district.

Status: AB 2891 was approved by the Assembly Committee on Higher Education on a 13-0 vote.

Comments: CCAP partnerships are intended to improve high school graduation rates and college readiness, create high school to college pathways, and accelerate completion of degrees, certificates and transfer requirements. AB 2891 expands public high school student access to CCAP partnerships to include charter schools. Another bill, AB 2575 (Santiago), sponsored by the Los Angeles Community College District, would open participation in CCAP partnership to private schools, including parochial schools.

Recommended Position: Support. Similar provisions are included in Governor's TBL.

AB 2933 (Medina) Public Social Services: County Liaison for Higher Education

This bill requires counties to *consider* establishing a county liaison for higher education that will serve a single point of contact for academic counselors and other staff at local community colleges. The liaison would provide resource and referral information on programs such as CalFresh, general assistance, energy assistance, suicide prevention and sexual assault counseling.

Status: AB 2933 was approved in the Assembly Higher Education Committee on a 13-0 vote and is pending in the Human Services Committee.

Comments: This bill is sponsored the Faculty Association of the California Community Colleges. It aims to provide academic counselors with the means to better navigate through county social service bureaucracy. Similar efforts have proven successful with CalWorks.

Recommended Position: Support

AB 3153 (Levine) Cal Grants Summer Term Session

This bill seeks to extend the eligibility period for the Cal Grant program by excluding summer terms from the lifetime limit, which currently covers four years or eight semester terms. Under AB 3153 provisions, a Cal Grant recipient would be eligible to receive his/her award for eight semesters plus two summer terms.

Status: AB 3153 is scheduled for a hearing in the Assembly Committee on Higher Education on April 24, 2018.

Comments: Many transfer students at four-year institutions need more than four years to graduate and run out of Cal Grant eligibility time before they can graduate with a BA degree. AB 3153 extends the eligibility period and provides an incentive for students to accelerate baccalaureate degree completion through enrollment in summer terms.

Recommended Position: Support

SB 1354 (Galgiani) California Apprenticeship Initiative

This bill establishes the California Apprenticeship Initiative (CAI) New and Innovative Grant Program, under the administration of the Chancellor's Office, 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: SB 1354 was approved by the Senate Education committee on a 6-0 vote.

Comments: This bill codifies the California Apprenticeship Initiative (CAI) and increases the time available for a recipient to complete the program. CAI is a successful grant program that brings together employers, unions, community colleges, and the Division of Apprenticeship Standards to develop innovative ways of ensuring adult learners have the support necessary for

success. Since CAI is not in statute, the time limits on the funds are determined by Government Code 16304. That section limits programs to one year to encumber and three years to spend awarded funds. This bill would authorize three years for funds to be encumbered.

Recommended Position: Support

SB 1233 (McGuire) Community Service

This bill expands community service options to persons convicted of a traffic infraction or failure to appear misdemeanor. The options will include educational programs at community college such as writing classes, literacy classes, computer class, ESL, general education development, adult education, pre apprenticeship programs and other courses.

Status: SB 1233 was approved in the Senate Public Safety Committee on a 7-0 vote.

Comments: Judges can currently provide alternative pay options for individuals who cannot afford to pay the mandated traffic fees. They can select paying in installments or participating in community service that consists of performing menial tasks for an organization selected from a list provided by the court or manual labor (usually cleaning or picking up trash in public spaces). Adding educational programs as an alternative to paying a fine or community service will provide opportunities to gain skills that will make them more employable, and contribute to the overall growth of the community and economy through participation in programs that will improve an individual's quality of life.

Recommended Position: Support

SB 1275 (Stern) Plan Against College Hunger Act of 2018

This bill would establish the Plan Against College Hunger program under the administration of the California Student Aid Commission (CSAC) for the purpose of providing additional financial aid to Cal Grant students to address food insecurity.

Status: SB 1275 was approved by the Senate Education Committee on a 6-0 vote.

Comments: Food insecurity is a major challenge facing students in the California Community College system. SB 1275 could provide much needed financial assistance directly to students. A pending amendment will only make this aid available to Cal Grant B students which benefits community college students the most.

Recommended Position: Support and ensure no additional, unnecessary workload on CCC financial aid offices and that funding for the program is GF (non-P98).

Access, Equity & Success for All

*A Funding Formula for
California Community Colleges*

**Recommendations
CEO Funding Formula Workgroup**

April 16, 2018

Members of the CEO Funding Formula Workgroup

- Sandra Caldwell, President, Reedley College
- Sunny Cooke, President, Mira Costa College
- Keith Curry, President, Compton College
- Willy Duncan, President, Sierra College
- Ron Galatolo, Chancellor, San Mateo CCD
- Brian King, Chancellor, Los Rios CCD
- Cheryl Marshall, Chancellor, North Orange CCD
- Marvin Martinez, President, East Los Angeles College
- Cindy Miles, Chancellor, Grossmont-Cuyamaca CCD
- Joe Wyse, President, Shasta-Tehama-Trinity Joint CCD

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For updates and background materials, visit:

www.ccleague.org/fundingformula

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An Equity-Minded Funding Formula

The **California Community College system is the largest public system of higher education in the nation - serving 2.2 million students** - with a vision for success that includes reducing equity gaps, strengthening the state's economy, and providing quality educational access and opportunity. A significant change to the funding formula involving billions of state resources **warrants a comprehensive, data-informed analysis and review** to enhance the system's open-access mission and institutional excellence. Consistent, evidence-based analysis offers policymakers and practitioners a means to better understand the consequences of funding metrics and the overall efficacy of the new formula. It also permits the necessary adjustments and updates to the funding mechanism that legislative and higher education oversight entities throughout the US currently seek. Such analysis and review is especially important in a large state with so much variation in its districts, regions, communities, economies, and student populations. **Support for such a consequential funding formula change is not feasible without an ongoing examination of potential impacts (intended and unintended) to the system of higher education that serves California's most underserved and vulnerable populations.**

An effective California community college apportionment funding model will meet the following **principles**:

- Recognize the necessity of building institutional capacity to improve student outcomes by increasing community college base funding appreciably prior to implementation of a new funding formula;

- Provide two years of program transition funding at a new, higher base level with COLA while the formula metrics are analyzed and refined to ensure their efficacy in advancing student access, equity, and success;

- Establish a funding formula oversight council to conduct an annual analysis and review of the funding formula and make recommendations to the Board of Governors by March of each year for adjustments that advance equity-minded student success through improved fiscal stewardship;

- Enhance funding predictability with a three-year average for enrollment and by assigning Summer FTE to the fiscal year in which instruction was held;

- Integrate the enrollment and academic progress of economically disadvantaged populations with a formula that balances access, equity, and success for all students;

- Adequately define equity metrics to most accurately represent all economically disadvantaged students (e.g. low-income, CalWORKs, students with disabilities, foster youth, AB 540) and to identify their respective needs for Guided Pathways;

- Progressively phase out transition funding to fully implement access, equity, and success metrics by 2025, and

- Recognize that the diversity of our geographic regions, economies and demographics across the state presents unique challenges and opportunities to community colleges.

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On January 10, 2018, Governor Brown released a 2018-19 state budget proposal that included its *Student-Focused Funding Formula*. The framework for the new apportionment model includes District Base Grants contingent on FTES enrollment comprising 50 percent of the formula; Supplemental Grants based on the number of low-income students districts enroll reflecting two factors: 1) enrollment of students who receive a College Promise Grant fee waiver; 2) enrollment of students receiving a Pell Grant. The Supplemental Grants comprise 25 percent of the total. Student Success Incentive Grants include: 1) the number of degrees and certificates granted; 2) the number of students who complete a degree or certificate in three years or less; 3) funds for each Associate Degree for Transfer granted by the college. Student Success Incentive Grants comprise 25 percent of the total. Finally, during the first year of implementation districts would be held harmless to 2017-18 levels.

The Governor maintains that the current enrollment-driven formula fails to capture the comprehensive mission of California's community colleges (CCCs), and the countercyclical nature of district enrollment. Moreover, as of late February 2018, 32 districts are in stability, and there has been approximately $80 million of unused growth funding during the last two years. Furthermore, the Board of Governors seeks a funding formula that aligns with the aspirational goals in the *Vision for Success*.

In late January, Chancellor Oakley requested the Chief Executive Officers of California Community Colleges (CEOCCC) Board convene a small group of CEOs to make recommendations for a new formula by April.

After intensive review of the Governor's proposal and examination of the experiences of other state systems with similar performance funding approaches, the Workgroup has concluded that this initial proposal needs significant refinement to meet its intended goal of promoting greater access and success for all Californians needing college and career training to improve their lives and those of their families and to meet the state's changing workforce needs.

The Workgroup agrees that changes are needed, but as proposed, the initial framework does not reflect the community college values of equity-minded success, nor does it offer metrics that align with our goals of advancing Guided Pathways for students or provide a mechanism to mitigate unintended negative consequences that would limit education access to Californians.

"A significant change to the funding formula involving billions of state resources warrants a comprehensive, data-informed analysis and review to enhance the system's open-access mission and institutional excellence."

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Recommendations

Through adoption of a new funding formula, policymakers have an opportunity not only to encourage a greater focus on success, but also to prioritize equity and inclusion. **Properly structured and adequately funded, a new funding model has the potential to move to a more accountable and stable system, ensuring that students have access to affordable, high-quality community colleges.** With sufficient analysis and data-informed review, a planful model also can mitigate the unintended negative consequences experienced in failed formulas in other states.

Build Capacity for Access, Equity, and Success for All

Community colleges are a pragmatic and optimistic investment in California's future. The California Community Colleges serve as an open door to a better life for generations of low-income and working-class families, furnish the workforce for critical sectors of our economy, strengthen the civic capacity of our citizenry, and advance equity for historically underserved populations. An essential component of a new funding formula is a commitment to build the institutional capacity of the 72 districts as a necessary condition of student success. This necessitates a meaningful infusion of community college base funding in the first two years of implementation.

An essential component of a new funding formula is a commitment to build the institutional capacity of the 72 districts as a necessary condition of student success.

Over the last decade, pension liabilities, healthcare, and technological infrastructure costs have nearly **tripled**. Our colleges remain committed to improving their educational quality and student services, yet these rising costs hinder their ability to even maintain current levels of service. **The Columbia University Community College Research Center's findings* on funding formulas nationwide finds that a failure to enhance institutional capacity has been one of the greatest detriments to successful outcome-based funding formula implementation.** California has the opportunity, as the nation's largest system of higher education, and responsibility to heed the data and experiences of our national colleagues. Data-informed organizational learning and redesign, sustainable institutional quality, and enhanced student services for improved outcomes require sufficient resources in the form of an appreciable increase in base funding.

*Dougherty, K. J.; Jones, S.M; Lahr, H.; Natow, R.S.; Pheatt, L.; and Reddy, V. (2016) Performance Funding for Higher Education. Baltimore: Johns Hopkins University Press.

Formula Framework

Central to the recommendations is the recognition that persistent attainment gaps cannot be measured in a vacuum. To achieve an integrated and comprehensive focus on the enrollment and success of economically disadvantaged and underrepresented students, this proposal advocates for a funding formula with an equity-minded approach to promoting opportunities for all students:

Access, *Equity & Success for All.*

Access

A key principle of the Workgroups has been the protection of educational access for individuals across all regions of California. The current funding formula for California community colleges is based on the annual number of full-time equivalent students (FTES). However, this approach fails to provide stable year-to-year funding, especially for small or rural community colleges that experience frequent enrollment swings.

The Workgroup recommends a funding formula that supports access but shifts away from an overreliance on growth. Under the proposed Access portion of the formula, districts would continue to receive a Basic Allocation, base FTES revenue, and FTES growth funding adjusted by the annual COLA. In addition, FTES restoration would be provided in the same manner as in the SB 361 funding formula. The Workgroup also recommends an automatic backfill for community colleges to address fluctuations to local property tax estimates subsequent to the enactment of the Budget Act.

Beginning in the first year of implementation, and to accommodate varying degrees of growth and decline, FTES apportionment would be allocated based on a three-year average of total funded FTES for the district's most recent three years. Removal of some limits on growth is also recommended. The use of a three-year average rather than a single-year calculation to determine FTES caps and stabilization status insulates districts against wide enrollment swings and economic downturns. A three-year average recognizes that volatile economic conditions lie outside the sphere of influence of our colleges and their student bodies. More importantly, a three-year average offers stability for purposes of planning, implementing new programs, and the continuation of sustainable and highly effective programs. Only with the implementation of a three-year average can the need for a stability factor be eliminated. In the first year of implementation, the Workgroup recommend FTES from summer courses be assigned to the fiscal year in which the final day of instruction for the course had been held. In addition, the basic allocation for the number of colleges and centers at each district should be increased to adequately support the requisite operating costs associated with serving more students and increasing its service-level to the community.

Equity

No other sector of public higher education in the state is open access and therefore serves students with the greatest challenges and needs. Governor Brown and legislative leadership recognize that many economically disadvantaged students have been underserved by our education systems and as a result, often compel greater resources to be supported adequately. To ensure that all of California's community college low-income students are accounted for and served, the Workgroup recommends using the Carl D. Perkins Career and Technical Education Act definition of economically disadvantaged which considers factors extant in funding initiatives including the College Promise Grant, Pell Grant, CalWORKs, foster youth, and WIOA. Employing this criteria aligns with our sector's mission and the value of inclusivity as highlighted in the *Vision of Success* which states that serving underserved groups in underserved areas "…is a moral imperative that matches our California ideals of social justice and equity."**

> *Carl D. Perkins IV defines economically disadvantage and special populations as: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women, displaced homemakers; individuals with other barriers to educational achievement, including individuals with limited English proficiency.*

Success for All

Outcome metrics that fail to prioritize equity forestall an opportunity to better serve underrepresented and economically disadvantaged students. Designing incentives to achieve equitable outcomes for focus populations means integrating socioeconomic and success metrics. By advancing a framework integrating both enrollment and success of underrepresented groups, a new formula can ensure equity and inclusion are at the forefront of district planning. **Socioeconomic and success measures should not be treated separately but rather collectively with equity and success integrated and interdependent.** A comprehensive set of indicators recognizes the value a community college education can add to an individual's life through transferability to a four-year university, skill attainment and earnings. The *Equity & Success for All* component considers progress, completion, transfer, and earnings; and it prioritizes outcomes of underrepresented and economically disadvantaged students. Moreover, economically disadvantaged students are more accurately defined by using the Perkins definition.

Access	Equity	Success for All
A funding formula that supports access but shifts away from an over-reliance on growth.	Define equity to accurately represent all economically disadvantaged students (e.g. low income, CalWORKs, students with disabilities, foster youth, AB 540)	Districts are recognized for the successful outcomes of economically disadvantaged students.

** Vision for Success: Strengthening the California Community Colleges to Meet California's Needs, p. 13.

Need-Based Growth

Since 2015, the funding formula has allocated growth with greater focus on serving student and community need. SB 860 directed the development of a revised growth formula and specified that the formula include the following need factors:

- The number of people within a district's boundaries who do not have a college degree.
- The number of people who are unemployed, have limited English skills, who are in poverty, or who exhibit other signs of being disadvantaged, as determined by the district's factors of educational attainment, unemployment, and households below poverty.

The model allocates 49.9% of the growth funding based on access and 50.1% based on need (only those districts that have need that is greater than their current access qualify for a portion of these funds). These two amounts are summed to determine the total amount of growth funding for which each district would qualify.

The Workgroup highlights this key component of the community college funding model to illustrate that focus and dedication to unmet need currently exists within the *Access* component of the formula. In light of the existing need-focused provisions, drastic reductions to *Access* portion of the funding formula would circumvent this focus. By integrating equity into the Access portion of the formula, colleges ensure they don't close the door on the thousands of underserved California.

Additional Funding Formula Reforms

Categorical Structure

Categorical programs have also been an important consideration of the Workgroups. Within California community colleges, there are 27 categorical programs with 10 designed to serve low-income students. Acknowledging elements of the Legislative Analyst Office's analysis, the Workgroups recommend a simplified and restricted program that supports accountability and local control. Specifically, the Workgroups recommend the integration of Student Success and Support Services, Basic Skills, and Student Equity into a restricted categorical known as the *Student Equity and Success Program*. Key to this integration is the continued commitment to serving disadvantaged populations with equity-minded, student-centered services and supports. The restricted categorical structure enables the alignment of reporting metrics and maximizes services to students.

"Designing incentives to achieve equitable outcomes for focus populations means integrating socioeconomic and success metrics."

Using Metrics That Matter for Access, Equity & Success for All

The Workgroups addressed the metrics portion of the funding formula with the goals of keeping it simple, meaningful, equity-focused, and tied to student progress on an educational pathway. After considering an extensive list of possible data, five metrics are proposed:

equity, progress, completion, transfer, and earnings.

The formula would build off the 17% incentive funding employed by the Strong Workforce Program (SWP), with improvements based on experiences from the implementation of SWP, and some of the key performance indicators (KPIs) within the Guided Pathways framework. The formula uses data that are already collected and includes both credit and noncredit students. Points are assigned based on a student's progression towards Equity & Success for All metrics. **Districts track the same metrics for all students and are recognized for the successful outcomes of economically disadvantaged students within those criteria.**

Specifically, the **Equity & Success for All** portion of funding incorporates the following:

Equity – The funding formula provides the opportunity to improve the outcomes of economically disadvantaged students. The metrics to be analyzed would recognize districts for the successful outcomes of economically disadvantaged students.

Measuring All Transfers – Since the California State University (CSU) and University of California (UC) lack capacity for all CC transfer-ready students and a final Associate Degree for Transfer (ADT) agreement does not exist with UC or private not-for-profit institutions, the revised definition includes unduplicated transfer-prepared students and those that transfer to <u>any</u> accredited four-year public and/or private institution. The Workgroup recognizes the concern over the lag time in collecting data from the National Student Clearinghouse (approximately 18 months), and the lack of control our colleges have in ensuring transfer. The definitions of *transfer ready* and *transfer prepared* were discussed along with the effectiveness of these measures. In the recommended approach, points are assigned to all transfers to any accredited four-year university in addition to points for Associate Degrees for Transfer (ADTs).

Capturing Momentum Points & Completion – Integrating student success measures can change institutional behavior in ways that benefit all students, especially the most vulnerable populations who may require higher levels of academic and financial supports. With the implementation of Guided Pathways, it is important to reward colleges for improving student progress and persistence. The metrics for progress recognize critical student advancement prior to achieving completion outcomes.

Economic Mobility – Evidence demonstrates a positive correlation between educational attainment and wage increases, and that students can earn wage increases even during poor economic times. In data modeling for the 17% Committee, small and rural colleges fared better when earnings outcomes were included. Incorporating wage gains captures the diversity of the job market and skill-building.

Implementation

To ensure effective implementation of this proposal, the Funding Formula Workgroup is recommending a tiered implementation process beginning in fiscal year 2018-19, followed by a phased five-year Program Transition to fully implement access, equity, and success metrics by 2025. A thoughtful transition process is consistent with the implementation of major education finance reforms over the last twenty years, including SB 361 and the K-12 Local Control Funding Formula. This allows districts to plan and make data-informed adjustments that enhance student success.

During the two-year program transition period, districts would be allotted time to implement important reforms designed to increase retention and completion. These programs include Guided Pathways, Assembly Bill 705, and the integration of reporting requirements for certain categorical programs. During this period, no districts would receive less funding than they did during the prior fiscal year. Further, during the Program Transition the oversight council must finalize the metrics, run simulations and complete analysis of the metrics and formula impacts.

Outcome-focused metrics would be implemented in year three (see Appendix A for preliminary *Equity and Success for All* metrics to be analyzed for implementation during the Program). Final metrics will be widely vetted and approved by the Board of Governors. The percentage allocated based on the *Equity & Success for All* metrics would increase by 5% each year until full implementation in 2025. It should be emphasized that **each 5% increase represents approximately $400 million in system-wide funding**, more than enough to stimulate systemic change. At full implementation, over **$2 billion** would be dedicated to the metrics outlined in the *Equity & Success for All* category.

2-Year Program Transition

- No districts would receive less funding than prior fiscal year.
- Increased base level adjusted by the annual COLA
- Metrics analysis period to mitigate unintended negative effects on colleges and the communities they serve.
- Districts allotted time to build capacity, implement Guided Pathways, AB 705, etc.

5-Year Program Transition Step Down

- Implementation begins in Year 3.
- Access funded based on a three-year FTES average.
- Equity & Success for All metrics would increase by 5% each year until full implementation.
- Equity defined to accurately capture all students served.

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Timeline

Year 1: 2018-19	**Transition Funding** • Districts receive 2017-18 with COLA • One-time funds to recognize district performance under Equity & Success for All metrics
Year 2: 2019-20	**Transition Funding** • Districts receive 2018-19 funding level with COLA • One-time funds to recognize district performance under Equity & Success for All metrics • Summer FTE assigned to the fiscal year in which the final day of instruction was held • Report on analysis of funding formula metrics due to the Board of Governors

Implementation of Equity & Success for All Metrics

Year	Access Metrics	Equity & Success for All Metrics	Estimated Equity & Success Dollar Amount
2020-21	Access: 95% 3-year average	Equity & Success for All: 5%	$419 Million
2021-22	Access: 90% 3-year average	Equity & Success for All: 10%	$838 Million
2022-23	Access: 85% 3-year average	Equity & Success for All: 15%	$1.3 Billion
2023-24	Access: 80% 3-year average	Equity & Success for All: 20%	$1.7 Billion
2024-25	Access: 75% 3-year average	Equity & Success for All: 25%	$2.1 Billion
Full Implementation	75%	25%	$2 Billion

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Evaluation of Effectiveness and Impacts of the Funding Formula

Regulations

A comprehensive review of the new Equity-Focused Funding Formula necessitates an analysis about its interaction with existing regulations, especially the Faculty Obligation Number (FON) and 50 percent law. The oversight committee should analyze the interactions of the new formula with these regulations during the Program Transition Period and provide feedback about these impacts to the Board of Governors in its first two annual reports.

Post Implementation Evaluation & Analysis

The funding formula oversight council should also examine the following:

- Final adjustments of Equity & Success for All metrics
- Impact on noncredit programs (non-CDCP)
- Evaluation of a census date for enrollment in noncredit programs
- Impact of FTE averaging on districts with growing enrollments
- Reporting alignment within other categorical programs not identified in this recommendation
- Programs addressing the needs of older students (25 years and older)
- Effects of regional access to transfer pathways to CSU and UC
- District basic allocations to better reflect fixed operating costs associated with serving students

During the Program Transition period, we recommend the Chancellor's Office evaluate the Basic Allocation for a college and center at a district. We urge data-informed consideration of the thresholds and dollar amounts in the Basic Allocation. By funding more threshold levels, (compared with the current range of 10,000 FTES for the three existing step levels), State investment encourages a focus on quality (student equity and success) rather than on quantity (enrollment growth). Moreover, updated market research and analysis supports increasing the Basic Allocation amounts to better align with the fixed costs associated with operating sites and centers.

Conclusion

The Governor's proposal for a new funding formula offers a means to highlight our students' transformational academic achievements, and enables California community colleges to demonstrate our efficacy as comprehensive and results-oriented institutions of higher education. Primary goals of the Workgroup recommendations are to:

- protect education access for economically disadvantaged and underrepresented students
- reward districts' intentional efforts to advance student success and completion
- provide sustainable and predictable funding to support achievement of these outcomes
- promote fiscal stability, sound financial planning,
- support and maintain efficient college/district operations, and
- support the comprehensive mission and indispensable role of California's community colleges.

Call To Action

A significant and historical funding formula change to the nation's largest system of higher education serving California's most underserved and vulnerable populations, must include <u>five essential elements</u>:

- ✓ An appreciable base increase prior to implementation of a new funding formula recognizing the necessity to build institutional capacity to improve student outcomes;

- ✓ Two years of program transition funding at a new, higher base level with the statutory COLA while the formula's metrics are analyzed and refined to ensure their efficacy in advancing student access, equity, and success;

- ✓ A three-year average for enrollment to enhance predictability and to mitigate volatility;

- ✓ A five-year progressive increase to full *Equity & Success* funding to allow for a complete cycle of Guided Pathways indicators to be measured; and

- ✓ An oversight council to conduct annual reviews and make recommendations to the Board of Governors to safeguard the long-term integrity of the formula in advancing equity-minded success for *all*.

ADDENDUM:
Equity & Success for All Metrics
for Analysis During Transition Period

METRICS	DESCRIPTION	ASSIGNED VALUE (Points)	ECONOMICALLY DISADVANTAGED (Points)
Equity students served who are designated as economically disadvantaged	# of Perkins students, including Pell, foster youth, and AB 540.	3	4.5
Progress students who take more units are more likely to complete	# of students who complete 15 or more academic credits in one year	0.5	0.75
	# of students who attain 48 CDCP contact hours in one year	0.5	0.75
	# of student who persist from term one to term two (Fall to Spring or Spring to Fall)	0.5	0.75
Completion* longer term awards yield stronger economic outcomes over time *Highest award student completes per year	# of students who earn a credit certificate or degree	• Certificate 12-18 units = 0.5 • Certificate 18 to <30 units = 1 • Certificate 30+ units = 2 • Associate Degree = 3 • ADT = 3 • Bachelor Degree = 6 • CDCP certificate <288 hours = 1 • CDCP certificate 288 hours or more = 2	• Certificate 12-18 units = 0.75 • Certificate 18 to <30 units = 1.5 • Certificate 30+ units = 3 • Associate Degree = 4.5 • ADT = 4.5 • Bachelor Degree = 9 • CDCP certificate <288 hours = 1.5 • CDCP certificate 288 hours or more = 3
Transfer faster time to transfer supports economic mobility	# of unduplicated transfer prepared and students who transfer to any accredited four-year institution, including ADTs	3	4.5
Earnings improved earnings that lead to living wages are evidence of economic mobility	# of non-transfer students who earned an award or were skills builders, exited college, and attained the regional living wage within one year	2	3

Access, Equity & Success for All

Community College Funding Formula Principles

The CEO Funding Formula Workgroup was tasked by Chancellor Oakley with providing recommendations in response to the Governor's January funding formula proposal. The Workgroup urges consideration of the following principles in the development of a new funding formula:

- Recognize the necessity of building institutional capacity to improve student outcomes by increasing community college base funding appreciably prior to implementation of a new funding formula;

- Provide two years of program transition funding at a new, higher base level with COLA while the formula metrics are analyzed and refined to ensure their efficacy in advancing student access, equity, and success;

- Establish a funding formula oversight council to conduct an annual analysis and review of the funding formula and make recommendations to the Board of Governors by March of each year for adjustments that advance equity-minded student success through improved fiscal stewardship;

- Enhance funding predictability with a three-year average for enrollment and by assigning Summer FTE to the fiscal year in which instruction was held;

- Integrate the enrollment and academic progress of economically disadvantaged populations with a formula that balances access, equity, and success for all students;

- Adequately define equity metrics to most accurately represent all economically disadvantaged students (e.g. low-income, CalWORKs, students with disabilities, foster youth, AB 540) and to identify their respective needs for Guided Pathways;

- Progressively phase out transition funding to fully implement access, equity, and success metrics by 2025, and

- Recognize that the diversity of our geographic regions, economies and demographics across the state presents unique challenges and opportunities to community colleges.

Access, Equity & Success for All

An Equity-Minded Funding Formula

Recommendations

CEO Funding Formula Workgroup

www.ccleague.org/FundingFormula

![the RP group — Research • Planning • Professional Development for California Community Colleges](logo)

To: Chancellor Oakley and Vice Chancellor Osmeña

From: The Research and Planning Group (RP Group) Board of Directors

Date: April 13, 2018

Re: Proposed New Funding Formula

Due to the proposed changes to the funding formula, Institutional Research, Planning, and Effectiveness (IRPE) Offices are being asked to help college leadership build projections for future revenue based on the various iterations of the new funding formula that have been proposed by the Department of Finance, CEO Workgroup, and others. Consequently, **the RP Group Board has been asked by our constituents to provide some feedback about the process that is being used to create the new funding formula and some of the limitations that are inherent in our current metrics and practices**. We are primarily concerned with issues of accuracy, reliability, and validity and would like to offer some thoughts and feedback with those issues in mind.

1. *Positioning colleges to be responsive to the intent of the new funding formula*
   Changes to the funding formula will have consequences for our system—both intended and unintended. Colleges will need support to understand the metrics and how to measure them in order to evaluate the impact of the formula on their students. **The RP Group is advocating for a formula with a relevant set of metrics that measure specific, actionable areas in relatively short timeframes, as well as a systemic approach to professional development that results in the greatest possible opportunity for colleges to act and react to the impact of the funding formula.**

2. *Consistency of data across initiatives*
   There are a number of efforts currently underway that relate to metrics (e.g., AB705, Guided Pathways, Strong Workforce, IEPI indicators). Currently, through these efforts, over 100 metrics have been identified. The current metric simplification work being done appears to be taking us in a different direction, away from what is currently being utilized and therefore it is not clear how this work will impact the funding formula. **The RP Group is advocating for consistency and clarity across these various efforts that result in meaningful metrics that accurately represent institutions.**

3. *Students being left out of metrics*
   When many of the scorecard metrics were developed, the primary concern was to account for "serious" students who planned on earning a degree or transferring. As a result, the scorecard cohort ignores specific populations of students—(e.g., ESL students, those primarily interested in certificates, returning adults, skills builders, students without a Social Security Number). **The RP Group is advocating for metrics that are inclusive of the entirety of the community college mission and ensure that all students' achievements are recognized.**

On behalf of the IRPE community, we would like to thank you for considering our input into this process. We would welcome the opportunity to discuss our input with you further if that would prove useful. Please feel free to reach out to our Executive Director, Dr. Darla Cooper, at dcooper@rpgroup.org or (510) 527-8500 x253 if you would like to schedule this conversation or if you have any questions.

Executive Committee Agenda Item

SUBJECT: Clarifying Types of Local Visits and Address Strategy 4 of Goal 1 of the Short-term Plan for RwLS		Month: May	Year: 2018
		Item No: IV. B.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for action RwLS Recommendations.	Urgent: No	
		Time Requested: 15 min	
CATEGORY:	Action Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2015-2018 Strategic Plan for ASCCC Objective 4.3 is to *visit all CCC colleges*. As part of addressing that objective, the Relations with Local Senates Committee was tasked with developing a short- and long-range plan for visiting local senates. The plan was approved March 2017, see attached. 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. The Relations with Local Senates Committee brought forth recommendations to the Executive Committee at the February 2018 meeting. The Executive Committee expressed concerns about the clarity of requests and reducing the number of types of requests. Furthermore, the RwLS committee expressed interest in being more involved with local visits, but Executive Committee expressed concern about how to accomplish that and recommended RwLS consider this and bring back additional recommendations.

The attached agenda item is to:
- Clarify purpose of local visits
- Address Strategy 4 of Goal 1 of the RwLS Short-term Plan

Recommendations of RwLS for clarifying types of local visits

- Add language to the Local Senate Visits webpage to include that the service is free and examples of types of visits.
- Clarify cost in the dropdown menu (type of service) and description of types of service that require a fee on the Request webpage

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

- Recommend involving Area Reps and local Senate Presidents, such as those who serve on RwLS to initiate contact and observe local meetings as an opportunity to "stop by" a local meeting, which could lead to a greater sense of the resources ASCCC has available to local senates

- Recommend ASCCC Executive Committee recruit for committee service those colleges that have not had a local visit in last five years.

Local Senate Visits Short and Long Range Plan,
Approved by ASCCC Executive Committee, March 3-4, 2017

Relations with Local Senates Committee

Short-term plan includes two goals:

1) Identify and reach out to local senates that have not attended ASCCC events recently; and

2) Provide a message publicizing local senate visit to the field.

Within these two areas, the Relation with Local Senate Committee has identified ways to accomplish these goals.

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.
    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.
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.

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. (*Approved Feb 2018 Exec Meeting*)
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).

Long-term plan includes five goals:

1) Plan to visit each local senate at least once every five years;

2) Incorporate information about local senate visits and the goal of visiting the field every five years into ASCCC training materials;

3) In the spring, identify and reach out to local senates that have not had a visit in nearly five years;

4) Communicate (at least annually) to the field the goal of visiting each local senate; and

5) Train ASCCC committee members to assist with local senate visits as appropriate.

NOTE: Some campuses need multiple visits in a year due to unforeseeable circumstances and the Academic Senate will continue to make those campuses their first priority while also reaching out to the other colleges through alternative channels.

Executive Committee Agenda Item

SUBJECT: Frequency of Surveys & Disseminating Information		Month: May	Year: 2018
		Item No: IV. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for action the RwLS Recommendations.	Urgent: No	
		Time Requested: 15 min	
CATEGORY:	Action Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

ASCCC Office requested for the Relations with Local Senates Committee discuss and make recommendations as to the frequency to conduct surveys, and how to disseminate information related to surveys.

In 2016-17, the RwLS developed a Leadership Survey that was given to the participants at the 2017 Leadership Institute and to Senate Presidents (via the listserve) as a way of determining what type of resources would be helpful for local senates. A Summary of the Leadership Surveys is attached for review.

1. Frequency of Surveys- Recommendation that "Profile of Local Senates" survey be given every 2-3 years.
2. Disseminating Information –Recommendations:
   - Use of the "Surveys" ASCCC webpage for housing the actual results of surveys and include surveys conducted by other ASCCC committees, as appropriate.
   - Create a standardized type of format or report for survey results.
   - Use Rostrums to indicate when surveys are coming out and articles on the results.
   - Use ASCCC Weekly Newsletter on when surveys are coming out and what the results are.
   - Use Liaison listserves, as needed, to disseminate information related to surveys/results.

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

Survey Summary
Survey for Local Senate Presidents - Relations with Local Senates Committee
These are the results from the Senate Presidents listserve, fall 2017.

I. Demographic Information (name; college)

> **Responses**
> Total = 43 responses
> (Forty-two of the 114 California community colleges were represented in this survey.)

II. Please indicate your area

> Respondents were distributed among the different areas as follows:
>
> - Area A = 13
> - Area B = 12
> - Area C = 8
> - Area D = 10

III. How many years have you served on your local senate?
Respondents were asked to provide the number years they have served on their local senate; answers ranged from one to 28 years, with the median being eight years however the majority indicated that they've served either eight or nine years on their local senate.
Median = 8 years
Majority = 8-9 years (10 total respondents)

IV. How many years have you served in a leadership capacity at your local senate?
Respondents were asked how long they've served on their local senate in a leadership capacity; while most indicated between three and four years (17 responses), zero to one years received the next highest amount at 5 votes and two-and six- years received the third highest (both at 3).
> **3-4 years = 17**
> **0-1 years = 5**
> **2 and 6 years = 3**

V. Does your local academic senate routinely conduct a training for new senate members?
The survey asked whether the local academic senate routinely conducted a training for senate members. Results indicated that a majority (22) did not have a senate that conducted training, while 19 responses indicated yes and two declined to comment. Some responders commented that they would be interested in training if it were offered and others expressed that they had training in the beginning of the academic year or at that beginning of their appointment but not routine training.
> **22 = no training**
> **19 = yes training**
> **2 = no comment**

VI. Do you have access to experienced senate leaders at your local campus?
When asked whether they have access to experienced senate leaders on their local campus, a majority indicated yes (37), some said no (4), and two declined to comment. Some responders commented that they specifically had access to past presidents.

37 = yes
4 = no
2 = no comment

VII. Do you have access to experienced senate leaders at your district?
When asked whether they have access to experienced senate leaders in their local district, a majority indicated yes (36), some said no (4), and three declined to comment. Some responders commented that they were in single college districts.

    36 = yes
    4 = no
    3 = no comment

VIII. Please list which Academic Senate resources are you familiar with.
The survey asked respondents to list which Academic Senate (ASCCC) resources they are familiar with. Seven responders skipped this question. All responders expressed a familiarity with some form of an ASCCC resource. One responder requested that the ASCCC stay in contact with the Senates at transfer four year institutions, as a way of understanding organizational challenges.

Most indicated that they are familiar with the following:

- ASCCC website online resources and publications;
- Contact with others involved in the ASCCC (executive committee members, senate leadership, Area representatives and meetings, listserv emails, etc.);
- local senate handbook;
- the Rostrum; and
- institutes/conferences.

IX. Have you visited the free senate leadership resources available through the ASCCC Professional Development Collegehttp://www.asccc.org/pdc-online-courses?
The survey asked respondents whether they have visited the free senate leadership resources through the ASCCC Development Center. Responses show that about half (21) have visited the website, while the other 20 have not. Two declined to comment.

X. If you had access to a group of experienced Senate presidents to informally offer guidance, would you take advantage of that resource?
Respondents were also polled on whether they would utilize a group of experienced local senate presidents if the resource was available. Many (33 of 41 responses) indicated that they would, while only one said they would not, seven were undecided, and two declined to answer.

    33 = yes
    1 = no
    7 = Undecided
    2 = no comment

Some responders commented that they wanted additional resources and the ability to reach out to others that were not as closely related to the formal established senate presidents.

XI. In what specific areas are you likely to seek guidance from an experienced senate leader (check all that apply)?
When asked about specific areas of guidance they would seek from the experienced local senate president, the top three choices from the 40 respondents (three declined to comment) were:

- Relations with administration (22),
- Senate-union relations (21), and
- Senate sign-off and timeframe for consultation (20).

The least desired areas were:
- Conduct meetings (5), and
- Brown Act (7).

Those that provided comments stated they need specific guidance on:
- General Issues that come up;
- Increasing diversity in the State Executive Committee;
- Writing local resolutions;
- BOT/District Office violations of 10+1, Brown Act, and Policy;
- relationship building and faculty engagement;
- nurturing leadership in newer faculty; and
- Ensuring Senate purview in major initiatives (Guided Pathways, Multiple Measures, etc.).

XII. Are there any barriers that prevent you from using ASCCC resources?

Survey takers were given the opportunity to identify barriers that prevent them from utilizing ASCCC resources. While most stated that there were no barriers (36 of 41 responses, two declined to comment), some indicated that barriers are: not knowing where the available resources are; needing more time to be able to utilize the resources; and the lack of racial diversity in the ASCCC and the long-term appointments of existing leaders that some responders felt are too long.

Survey Summary
Local Senate Presidents Relations with Local Senates Committee 2017

This survey was shared with the attendees of the 2017 Faculty Leadership Institute to gather feedback as it relates to local Senate President and their senate committees.

I.   **Individual Information (name; college; area)**

Responses
Total = 65 responses
(Forty-nine of the 114 California community colleges were represented in this survey.)

Respondents were distributed among the different areas as follows:

- Area A = 14
- Area B = 22
- Area C = 12
- Area D = 17

a) **Question: Number of years serving on local Senate?**
Respondents were asked to provide the number years they have served on their local senate; answers ranged from zero to 16 years, with the median being six years however the majority indicated that they've served either one or two years on their local senate.
> **Median = 6 years**
> **Majority = 1-2 years**

b) **Question: Number of years serving on local Senate in leadership capacity?**
Respondents were asked how long they've served on their local senate in a leadership capacity; while most indicated zero years (19 responses), three years received the next highest amount at 11 votes; and one-and two- years received the third highest (9).
> **0 years = 19**
> **1-2 years = 9**
> **3 years = 11**

II. **Training and Resources**
  a. **Question: Does your senate routinely conduct a training for new senate members?**
  The survey asked whether the local academic senate routinely conducted a training for senate members. Results indicated that a majority (33) did not have a senate that conducted training, while 25 responses indicated yes.
  33 = no training
  25 = yes training

  b. **Question: Do you have access to experienced senate leaders at your local *campus*?**
  When asked whether they have access to experienced senate leaders on their local campus, a majority indicated yes (59), some said no (4), and one declined to comment.
  59 = yes
  4 = no

c. **Question: Do you have access to experienced senate leaders at your local *district*?**
When asked whether they have access to experienced senate leaders in their local district, a majority indicated yes (44), some said no (6), and 11 declined to comment.
44 = yes
6 = no
11 = no comment

d. **Question: Do you have access to experienced senate leaders at your *region*?**
When asked whether they have access to experienced senate leaders in their region, a majority indicated yes (46), some said no (13), and four declined to comment.
46 = yes
13 = no
4 = no comment

e. **Question: What ASCCC resources are you familiar with?**
The survey asked respondents to list what Academic Senate (ASCCC) resources they are familiar with. One indicated "not many" and another indicated "none".

Most indicated that they are familiar with the following:

- ASCCC website;
- local senate handbook;
- publications and other online resources;
- technical visits; and
- institutes/conferences.

f. **Question: Have you visited the free senate leadership resources available through the ASCCC Professional Development College?**
The survey asked respondents whether they have visited the free senate leadership resources through the ASCCC Development Center. Responses show that slightly over half (35) have visited the website, while the other 30 have not.

III. **Need of Support**

a. **Question: If you had access to a group of experienced Senate presidents to informally offer guidance, would you take advantage of that resource?**
Respondents were also polled on whether they would utilize a group of experienced local senate presidents if the resource was available. Almost all (62 of 65) indicated that they would, while only three said they would not.
62 = yes
3 = no

b. **Question: In what specific areas are you likely to seek guidance from an experienced senate leader (check all that apply)?**
When asked about specific areas of guidance they would seek from the experienced local senate president, the top three choices from the 65 respondents were:
- Relations with administration (38),
- Senate sign-off and timeframe for consultation (35), and
- Senate-union relations (34).

The least desired areas received the same amount of votes (23):
- Making committee appointments, and
- Conduct meetings.

Those that provided comments stated they need specific guidance on:
- process development and review;
- diversity and collegiality training;
- leadership development;
- increased senate participation;
- relationship building;
- budget;
- governance; and
- curriculum development.

c. **Question: What barriers prevent you from utilizing ASCCC resources?**
Survey takers were given the opportunity to identify barriers that prevent them from utilizing ASCCC resources. While most stated that there were no barriers (54 of 65 responses), some indicated that barriers are: not knowing what resources are available to them; their own lack of knowledge on the resources available; and needing more time to be able to utilize the resources.

Executive Committee Agenda Item

SUBJECT: 2018 Curriculum Institute Program		Month: May	Year: 2018
		Item No: IV. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the program for the 2018 Curriculum Institute.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The 2018 ASCCC Curriculum Institute will take place on July 11 – 14, 2018 at the Riverside Convention Center. At the February 2018 Executive Committee meeting, the theme of **Reimagining the Student Experience** was approved. The program includes a pre-session with 4 different options, 72 breakout sessions broken into the nine strands (listed below), and four general sessions that include two related to AB 705.

Breakout Topic Strands

1. Basics of Curriculum
2. Beyond the Basics
3. Let's Get Technical
4. All Things Pathways
5. Programs
6. Building and Maintaining Relationships
7. Student Success and Equity
8. Statewide Issues
9. Curricular Innovations

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

2018 ASCCC Curriculum Institute

Reimagining the Student Experience

Riverside Convention Center
Riverside, CA

Wednesday, July 11, 2018

1 PM – 2 PM: Pre-Session Registration

2 PM – 5 PM: CI Pre-Session

New/Newer Curriculum Chairs

New, newer, and aspiring Curriculum chairs or faculty on the curriculum committee will benefit from this session. Topics include the role of the curriculum committee as a part of your college's Academic Senate and the legal framework for how the committee works with your local governing Board. We will discuss committee structure including subcommittees and roles of committee members. The speakers will also review requirements of Program and Course and Outlines of Record (COR). This session will also overview curriculum committee training, and provide reference materials to help chairs and committee members.

New/Newer Administrators

Administrators often find themselves overseeing a wide range of curriculum issues, and deans and CIOs can provide a comprehensive perspective as well as support to faculty during curriculum development. This session will explore the roles and responsibilities administrators have as they manage and coordinate curriculum issues, state mandates, and effective practices alongside faculty.

New/Newer Curriculum Specialist

This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of curriculum specialists. The requirements and procedures for submitting curriculum, including submission requirements for various proposal types, to the Chancellor's Office using the Chancellor's Office Curriculum Inventory (COCI).

Will Guided Pathways End Student Exploration?

Change is hard! Questions are abundant related to the morphing mission of California community colleges which could impact the courses and programs offered colleges. How do we support students in identifying their chosen pathway, clarifying their path, staying on course and ensure their learning while eliminating institutional barriers, all while ensuring students have the ability to explore the opportunities provided by education? Join this session for working through some of these challenges and walk away knowing how to support the faculty and pathways on your campus.

Breakout Strands

1. Basics of Curriculum
2. Beyond the Basics
3. Let's Get Technical
4. All Things Pathways
5. Programs
6. Building and Managing Relationships
7. Student Success and Equity
8. Statewide Issues
9. Curricular Innovations

Thursday, July 12, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 10 AM: 1st General Session

Welcome – Craig Rutan, 2017-18 ASCCC Curriculum Chair

Reimagined Pathways in Mathematics and Quantitative Reasoning

With the passage of AB 705 (Irwin, 2017) and the issuance of the California State University Executive Orders 1100 and 1110, colleges have been working hard to establish math and quantitative reasoning pathways that comply with the law and provide students with the math and quantitative reasoning skills needed for success beyond the community college such as transfer, workplace, or simply life in a highly technical society. To assist colleges with designing curricular changes, the Academic Senate for California Community Colleges, the California Mathematics Council of Community Colleges, and the California Mathematics Council of Community Colleges-South formed the Math and Quantitative Reasoning Task Force (MQRTF) to examine and reconsider math and quantitative reasoning education in the California community colleges. As requested by the Academic Senate for California Community Colleges Executive Committee and endorsed through, Resolution 9.02 S18, the MQRTF has designed some math and quantitative reasoning pathways using C-ID descriptors as options for colleges to consider. Come learn about these options and how they can be tailored to meet the needs of local student populations in compliance with the law.

10:15 AM – 11:30 AM: 1st Breakout Sessions

Curriculum and Public Documents[1]

Balancing the need for accessible and user-friendly curriculum publications while satisfying accreditation standards and education code is a challenge. Fortunately, there is a wealth of information on best practices available to help meet this challenge. This session will examine the relationship between curriculum and the college catalog, the class schedule, and other campus publications, on maintaining accuracy and consistency between them, and on serving the needs of those who use them.

Credit for Prior Learning and Competency Based Education[3]

With a large number of students entering the California community college system from the military and the workforce, many colleges are grappling with how to offer credit to students for their prior experiences. The ASCCC and the Chancellor's Office, in conjunction with other interested stakeholders, have been developing guidelines and effective practices around using credit for prior learning (CPL). Please join is for a discussion focused on the efforts in CPL to ensure that students are served effectively.

Assigning Courses to Disciplines[2]

Assigning courses to disciplines is one of the more confusing tasks that curriculum committees face, and it becomes even more challenging when the local department or discipline title doesn't exist in the Disciplines List. This breakout will cover the different options available to colleges and how those options can be used effectively.

Transitions Between Noncredit and Credit[4]

When opening access to more students as well as when designing pathways that start within K-12 or our communities, noncredit courses and programs can be implemented as an entry point, especially for college and workplace skills and entry-level aspects of career technical education programs. Join us to discuss ways in which noncredit courses and programs can complement credit courses and programs and to gain an understanding of how noncredit and credit courses can be articulated so student transitions are as smooth as possible.

Importance of Local Associate Degrees[5]

With the implementation of SB 1440 (2010, Padilla) and SB 440 (2013, Padilla), which require colleges to create and offer associate degrees for transfer (ADTs), many colleges are questioning the reason for keeping their local degrees, as well as the purpose of other local requirements including GE patterns and local graduation requirements. This breakout will examine the benefits of local degrees, whether they should be eliminated as ADTs are developed, and what kinds of questions should colleges be asking about local degrees.

Trustees and Curriculum Streamlining[6]

Curriculum streamlining has allowed for local approval of selected courses and programs, meaning that the approval of a local governing board makes curriculum official. Many board members may not be fully versed in the 10+1 or faculty purview over areas including curriculum. Without knowing more, board members may question the faculty's role and may now be interested in diving deeper into curricular matters. This breakout focuses on communicating the curricular process as well as faculty and board roles and responsibilities. We will also discuss how to handle situations when boards want to get too involved in curriculum.

Student Placement in the World of AB 705[7]

The passage of AB 705 (Irwin 2017) mandated that college modify their placement procedures to use high school performance data for placement into mathematics and English. How will placement look in those disciplines? What has been developed for placement of English language learners? Will assessment tests in disciplines like chemistry still be available? Join us for a vibrant discussion about student placement now that AB 705 is in place.

Working with the Chancellor's Office Curriculum Inventory (COCI)[8]

The Chancellor's Office Curriculum Inventory (COCI) maintains all program and course elements that require Chancellor's Office approval. Although the guidelines for its use are documented in the Program and Course Approval Handbook (PCAH), veteran users are familiar with its quirks and perks, short-cuts and work-arounds, and know how to calm it down when it throws a tantrum. If you are one of these brave and often not-fully-appreciated souls, or you would like to learn from them, this session is for you.

Creation of New Apprenticeship Programs[9]

California's apprenticeship programs represent a successful partnership between industry, labor, and education. Apprenticeships can be an efficient and cost-effective means of educating students to fill needed jobs in industry, especially when training requires access to expensive and specialized equipment and trainer expertise. Apprenticeship programs differ in many ways from traditional degree and certificate programs, and it's important to know the rules and what to expect before jumping in. Come to this breakout to discuss best practices for starting apprenticeship programs from scratch at your college and learn from colleagues who have engaged in such efforts at their colleges.

11:45 AM – 2 PM: 2nd General Session
Lunch

Local Implementation of AB 705

The Chancellor's Office has been working with constituency groups to develop guidance for the local implementation of AB 705 (Irwin 2017) about the placement of students into courses in English, English as a Second Language (ESL), and mathematics. What does the guidance mean for the future of basic skills instruction? What options are available for colleges to serve the needs of students? This session will provide the details of the guidance from the Chancellor's Office and how it will shift local practice.

2:15 PM – 3:30 PM: 2nd Breakout Sessions

COR 101[1]

The Course Outline of Record (COR) is central to all aspects of curriculum in the California Community Colleges. This breakout will discuss the required elements of the COR, and how to develop and/or review a COR. Suggested components (e.g. distance education and/or SLO addenda) will also be included. We will also consider formatting and writing to engage various reviewers (e.g. local curriculum committee, 4-year colleges, and C-ID).

Articulation Basics for Curriculum Committees[2]

Articulation Officers play an important role in the curriculum process. This session will cover how AOs support faculty in course and program development. Topics include balance of degree (major, general education, transfer), TMCs (AAM, GECC, BCT), CID pending status, 51% articulation, double counting (to range or not) and other required supporting documentation.

All About the Credit Hour[3]

The relationship between student learning hours and credit hours (or units) has been a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, directed clinical study, clock hour programs, and the development of local policy required by Title 5 §55002.5.

Pathways to CCC Baccalaureate Programs[4]

Having CCC baccalaureate programs means that discussions about pathways in some disciplines should include pathways to the baccalaureate degree, whether at the same college or a different college. This breakout will consider the advantages of establishing pathways to baccalaureate programs, some of the barriers that may prevent effective transitions from happening, and potential solutions that will allow students to take advantage of this exciting opportunity.

Development of New CTE Programs[5]

A properly developed and well-supported CTE program provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is to plan ahead and have all the pieces in place before you begin. If this critical planning phase is overlooked, the program can easily become derailed during the approval process. Join us at this breakout as we share insights, pitfalls, and tricks to ensure that your program moves smoothly from brilliant idea to state approval and beyond.

Roles and Responsibilities of Administrators in Curriculum[6]

Curriculum is the purview of the academic senate and therefore of the faculty. However, administrators play a supporting role to faculty in curriculum processes and are responsible for ensuring that curriculum is legally compliant and can be supported by the college. During this breakout, current CIOs and deans will discuss how they view their roles in supporting the curriculum process.

Financial Aid and Curriculum[7]

Many curriculum committees are unaware of the implications that curricular changes may have for financial aid, including unit totals, awarding of certificates, financial aid requirements, and the like. This session will cover the major areas of financial aid that can be impacted by curriculum (and vice versa) and discuss ways to ensure that students have access to the aid that they need to continue their educations. Title 5 changes to section §55070 are expected to be adopted in July 2018 by the Board of Governors, and these changes are largely inspired by financial aid eligibility.

Erosion of Senate Authority Over Curriculum?[8]

The passage of AB 1725 required local governing boards to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum. Recent legislation and implementation guidance appear to be eroding the rights of local academic senates and curriculum committees to develop and implement curriculum that is locally determined to serve the needs of students. Please join us for a discussion of how to help your curriculum committee navigate through tumultuous changes in our system.

New Options for Math and Quantitative Reasoning[9]

This breakout is a follow up to the General Session. In this session, members from the MQRTF and participants will take a closer look at math and quantitative reasoning pathways options, engaging in lively discussion, and provide feedback on improving math and quantitative reasoning pathways.

3:45 PM – 5:00 PM: 3rd Breakout Sessions

Importance of Coding in the Curriculum Review Process[1]

What are we doing here? No, this isn't the ultimate existential question. Rather, it sums up the basic criteria for an effective curriculum review process—one that asks: what do we hope students will have accomplished when they complete our programs and how do we ensure that we provide what they need to accomplish it? Such a process relies on accurate data about program outcomes—data that is only as good as the coding used to acquire it. This session provides an overview of program and course coding and how it can be used to map intended outcomes to meaningful data: labor market statistics, job placement and transfer rates, funding and financial aid eligibility, and more.

Evaluation of Distance Education Curriculum[2]

Curriculum committees are required to separately approve all proposals for distance education courses to ensure that online instruction is delivered through regular and effective contact (Title 5 §55204 and U.S. Department of Education 34 C.F.R. §602.3). This breakout explores effective practices for regular and effective contact and how to train curriculum committees to critically review distance education proposals for instructional methods that ensure regular and effective contact.

Submission of ADTs and Double Counting[3]

TMC, ADT, CID, AAM, GECC and BCT- this session covers A-Z TMC processing including double counting and what to do with the ones we can't develop at 60 units?!
Lol, test your acronym knowledge too!

Course Sequencing and Program Mapping[4]

In light of Guided Pathways, it's imperative that discipline and counseling faculty work collaboratively to sequence and pair courses for program completion: certificates with major courses only, major courses with general education, part/full time enrollment, etc. Join this robust discussion with take away best practices.

Stack 'em high! Stackable Certificates and why you should have them at your college[5]

Come to this session to learn why and how programs should be considering stackable certificates or credentials and how a program could benefit from those stackable certificates or credentials. This presentation will allow participants to understand why they should be creating these new awards to benefit and improve student and program success rates.

Nothing lasts forever….Effective Succession Planning[6]

Ideally, succession planning starts the minute you step into your new role as Curriculum Chair. Join us to explore strategies for training your successor and effecting a smooth transition that protects your curriculum process and your college from any loss of continuity with curriculum development and approval.

Supplemental Instruction, Learning Centers, and Tutoring Programs[7]

Tutoring and supplemental instruction services may generate state apportionment. This session surveys the current regulations and proposed legislation that seeks to enhance apportionment for tutoring programs. Learn about the types of credit and noncredit courses that may be eligible for enhanced funding, and about the ways that tutoring and supplemental instruction can be offered. As guidance about AB 705 implementation continues to be released, learn how supplemental instruction and similar programs may be used to enhance student learning as curriculum changes.

Implementation Requirements for AB 705[8]

The CCCCO has released guidance memos for implementing AB 705. This breakout reviews the guidance, including how data are to be used to place students, designing corequisite support courses, and timelines for implementing AB 705. Impacts of curricular changes in English, Math, and ESL on other college curriculum and articulation agreements will be considered.

Zero and Low-Cost Course Materials[9]

This session will discuss the strides made in the use of Open Educational Resources (OER) over the past five years. Join us for a conversation about the benefits for both students and faculty that come from using OER materials, how to maintain compliance while using these materials, and the role of curriculum processes and articulation agreements vis-à-vis using these open materials.

Friday, July 13, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 9:45 AM: 4th Breakout Sessions

Can a Single COR Work for Every Instructor?[1]

The course outline is the basis for establishing articulation/transfer agreements, C-ID approval, creating degrees and certificates, and establishing and reviewing prerequisites. However, no two instructors will ever teach the same course exactly the same way – thank goodness! How can local curriculum committees assist faculty in creating course outlines that allow for flexibility and academic freedom while ensuring the integrity of the instruction across course sections? Please join us for this discussion about creating a balance between academic freedom and required elements for all course outlines of record.

Equity Considerations in Distance Education[2]

Having a sense of students' capacity as learners and knowing that students learn and demonstrate their learning better in culturally sensitive learning environments is central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionally impacted student populations. In a culturally-sensitive environment, students' prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty sometimes struggle with strategies to create it. In this breakout, practitioners will provide models and engage in broad discussions with others in the field who have effective practices to share.

Program Submission Requirements[3]

A proposal to create or update a program must address all of the criteria required for its review. Doing so provides the perspective needed to make appropriate choices about how to enter the program into the Chancellor's Office Curriculum Inventory (COCI). Though the inventory is designed to help prevent the submission of conflicting codes and the omission of required elements, and the review process is designed to ensure compliance with regulations, mistakes can still be made that adversely affect programs or lengthen the review process. This session addresses how to avoid such mistakes and ensure the timely approval of well-documented program proposals. It will also address recent efforts to streamline the approval process.

Role of Curriculum Committee in Pathways Development and Evaluation[4]

Design and implementation of Guided Pathways will involve curriculum at almost every level. Is your curriculum committee ready to take this on? In this session, presenters will discuss the role of the curriculum committee in the Guided Pathways process and facilitate a conversation about strategies for ensuring the committee has the necessary expertise and support to take on this pivotal role in Guided Pathways implementation.

Dual Enrollment and High School Articulation[5]

When AB 288 (Holden, 2015) passed, allowing colleges to create College and Career Access Programs (CCAP) agreements with their local high schools, many colleges saw dual enrollment programs as an option for growing enrollment. Since that time, there has been confusion and concern in the system around definitions, regulations, roles of faculty, and other challenges that come with these agreements. Join us for a discussion about the role of faculty in these conversations and what colleges can do with these agreements.

Working with Advisory Committees and Regional Consortia[6]

Advisory committees and the Regional Consortium are not just boxes to be checked along the way through the CTE program approval process; they are critical to the long-term success and sustainability of any CTE program. Join us as we discuss the role of Deputy Sector Navigators and the Regional Consortia in CTE program development, outline the current process for Consortium review of programs, and provide some tips about the proper care and feeding of advisory committees.

Civic Engagement and Curriculum[7]

As campuses become rife with issues concerning academic freedom and academic integrity, how do we protect teaching and learning environments through free inquiry and the exchange of ideas, while keeping students' learning spaces safe. Our commitment to inclusivity, dignity and respect for our diverse student body, faculty, and staff celebrates and protects the core values of academic freedom, wherein we may challenge ideas without threat or fear of retaliation, including actions on the part of the college or the government, regardless of gender identification, sexual orientation, nationality, language, disability, immigration status, ethnicity, or faith. Given the recent national focus on immigration and immigration status as well as attacks on reforms and protections for some of our most vulnerable students, many colleges have worked to engage our communities in civic discourse to safeguard the learning environment. This session will explore various strategies, approaches, and challenges considered by local senates across the state.

Legislative Issues and Curriculum[8]

Recently the legislature has passed several pieces of legislation that directly impact curriculum and curricular processes. This breakout will explore what can be done to educate campuses and faculty about concerns regarding current and forthcoming legislative mandates and what might be coming in the next year.

Options for Concurrent Support[9]

The passage of AB 705 (Irwin 2017) and the implementation guidance from the Chancellor's Office will dramatically increase the number of students being placed into transfer level English and math courses. Many of these students will benefit from some form of support, but which types of concurrent support make the most sense? Please join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

10:00 AM – 11:45 AM: 5th Breakout Sessions

Basics of Noncredit[1]

This breakout will examine the noncredit curricular process from idea to submission, including the ways regulations guide noncredit curriculum development and the differences in process and regulations between noncredit and credit. Come and learn more about noncredit courses and programs as you consider developing your own.

Accreditation and Curriculum[2]

Curriculum is a key component of the accreditation standards, and the relationship between curriculum and accreditation is essential for understanding the accreditation process. In this breakout, learn about the interplay of curriculum requirements in relation to the requirements of accreditation.

Applying TOP Code Alignment Principles Throughout All Curriculum[3]

The ASCCC and CCCCO collaborated on a code alignment project meant to ensure curriculum codes across primarily CTE curriculum were aligned. This breakout overviews the project and discusses reasons to extend the project to non-CTE curriculum. Additionally, one of the guided pathways principles includes career guidance for students. Code alignment principles include using faculty expertise to identify potential careers that our program completers may pursue.

GE and Guided Pathways: Sequencing and Scheduling of GE Courses to Facilitate Student Success[4]

An evidence-based review of the college's general education course offerings and the sequencing of those offerings is an integral part of the Guided Pathways implementation process. Respectful, productive, faculty-led discussions are essential to this review process. This breakout will provide information on requirements and explore best practices for ensuring that faculty have the resources they need for these challenging discussions.

Program Review Driving Curricular Revisions[5]

Course and program self-assessment should be at the heart of an academic program review, which can lead faculty to a thoughtful, data-informed evaluation of their courses and course sequences leading to certificates and degrees. In this breakout session, participants will discuss how program review can facilitate those conversations and decisions, what elements should be present in a program review process to make it useful for curriculum review, and how accreditation standards are an important consideration.

Conflict Resolution in Curriculum[6]

State initiatives and mandates with timelines for implementation could put your local Senate and curriculum committee in a position where you are facilitating tough discussions. Running an effective meeting and getting work done challenges even the most talented curriculum chair. Chairs must be able to resolve conflict within the committee, ensure that processes are effective and fair, and work with individuals that might be a challenge. This breakout explores effective practices for communication before, during, and after curriculum meetings.

Financial Aid and Curriculum (Repeat from 2nd Breakout Sessions)[7]

Many curriculum committees are unaware of the implications that curricular changes may have for financial aid, including unit totals, awarding of certificates, financial aid requirements, and the like. This session will cover the major areas of financial aid that can be impacted by curriculum (and vice versa) and discuss ways to ensure that students have access to the aid that they need to continue their educations. Title 5 changes to section §55070 are expected to be adopted in July 2018 by the Board of Governors, and these changes are largely inspired by financial aid eligibility

Ever Changing Regulations – Update on Changes to Title 5[8]

>The last few years have brought several changes to the curriculum sections of Title 5. Join us as we review recent Title 5 changes including credit certificates, curriculum streamlining, and cooperative work experience and discuss additional changes that could be coming in the near future.

Cooperative Work Experience[9]

>Cooperative Work Experience courses allow students to earn course credit while gaining valuable experience in the work place. In this session, we'll review the requirements for Work Experience and facilitate a discussion about best practices for establishing and maintaining a successful Work Experience program at your college including the recently adopted changes to Title 5.

12:00 PM – 2:00 PM: 3rd General Session

Lunch

Statewide Technology Systems

>Several important technology systems have been going through growing pains as new versions have been developed. Assist Next Gen, C-ID 2.0, and the Chancellor's Office Curriculum Inventory (COCI) are vital systems that must function effectively to help colleges serve the needs of students. Our panelists will share the current status of each of these systems and what we can expect to see in the coming months.

2:15 PM – 3:30 PM: 6th Breakout Sessions

Curriculum and Public Documents (Repeat from 1st Breakout Sessions)[1]

>Balancing the need for accessible and user-friendly curriculum publications while satisfying accreditation standards and education code is a challenge. Fortunately, there is a wealth of information on best practices available to help meet this challenge. This session will examine the relationship between curriculum and the college catalog, the class schedule, and other campus publications, on maintaining accuracy and consistency between them, and on serving the needs of those who use them.

Counseling, Articulation, and Curriculum[2]

>Are your counselors and articulation officers active in the curriculum design and approval processes at your college? They should be. Come learn why and how these faculty should be an integral part of the college curriculum processes.

All About the Credit Hour (Repeat from 2nd Breakout Sessions)[3]

The relationship between student learning hours and credit hours (or units) has been a topic of significant discussion. This breakout will examine definitions of the credit hour, including how it is defined for college programs where students earn unit credit including work experience, directed clinical study, clock hour programs, and the development of local policy required by Title 5 §55002.5.

Where Like Minds Gather: Building Meta Majors[4]

Meta majors allow students to select a general area of emphasis at the start of their education and narrow their focus to a particular major as they progress through their first semesters at college. In theory the process is simple: group similar majors together and provide a clear, common pathway for students to complete GE and local requirements as they explore the various majors. In practice, the process is fundamentally collaborative, and a successful outcome requires that faculty from the discipline areas work together with each other as well as with faculty from student services to craft pathways that students can easily navigate and complete. In this session, we will explore some best practices for developing meta majors and facilitate a conversation on how to start the process at your college.

Area of Emphasis Degrees[5]

Area of Emphasis degrees were first created about ten years ago. The options for (AoE) degrees expanded beyond local degrees into Associate Degrees for Transfer (ADTs) with the passage of SB 440. As time has gone on, the amount of confusion surrounding all AoE degrees has increased. Please join us for a lively discussion that will dispel the myths and clear up the confusion around all types of AoE degrees.

Roles and Responsibilities of Curriculum Specialists[6]

Curriculum specialists play an essential role in the college curriculum process, and the work can be daunting for those new to this role. In this breakout, the role of a curriculum specialist is reviewed and helpful information on how to not only survive but to thrive in this position is provided by seasoned curriculum specialists.

Student Placement in the World of AB 705 (repeat from 1st breakout sessions)[7]

The passage of AB 705 (Irwin 2017) mandated that college modify their placement procedures to use high school performance data for placement into mathematics and English. How will placement look in those disciplines? What has been developed for placement of English language learners? Will assessment tests in disciplines like chemistry still be available? Join us for a vibrant discussion about student placement now that AB 705 is in place.

Follow Up to Statewide Technology Systems General Session[8]

Do you have additional questions about Assist Next Gen, C-ID 2.0, or the Chancellor's Office Curriculum Inventory (COCI)? This session will provide attendees with a chance to get their questions answered about these vital technology systems.

Distance Education and Noncredit[9]

Colleges often inquire about the legality and feasibility of teaching noncredit courses via distance education. This breakout will explore the regulations and guidelines impacting the offering of distance education noncredit courses, a sampling of current practices, and an overview of other elements to consider before launching online or hybrid noncredit course sections.

3:45 PM – 5:00 PM: Seventh Breakout Sessions

Creating Curriculum Handbooks[1]

Does your college have a curriculum handbook? What is a curriculum handbook, and what is it good for? In this breakout learn about the benefits of a curriculum handbook, and the "how-to" of creating a curriculum handbook for your college.

Implementing Inmate Education Programs[2]

California Department of Corrections and Rehabilitation (CDCR) has worked with selected state prisons and their local CCCs to implement educational programs for incarcerated students. Whether your college is already educating incarcerated students or considering it, this breakout will be of interest. The focus will be on identifying and navigating curricular considerations, instructor concerns, and institutional barriers to offer CCC courses, certificates, and degrees to students eager for higher education opportunities

Placing Courses into Areas of Noncredit[3]

One of the biggest differences between noncredit and credit courses is the existence of ten allowable areas or categories of noncredit and the need for courses to be clearly intended for a specific area or population. What are the areas? Where do they come from? How is each defined? What kinds of courses can be considered within each area? How are areas clearly addressed on course outlines? Answers to these questions and more will be discussed in this breakout.

Course Sequencing and Program Mapping (Repeat from 3rd Breakout Sessions)[4]

In light of Guided Pathways, it's imperative that discipline and counseling faculty work collaboratively to sequence and pair courses for program completion: certificates with major courses only, major courses with general education, part/full time enrollment, etc. Join this robust discussion with take away best practices.

Course Substitution and Reciprocity[5]

The number of requests for course reciprocity among community colleges is increasing throughout the state due to the number of students that attend more than one college. In this breakout, attendees will learn how to implement effectively a reciprocity process that can eliminate barriers for students while at the same time cut the cost of higher education and reduce the necessity of course repetition. This breakout will highlight resources available to the field for making these decisions.

Forging and Unbreakable Bond: Strengthening the Relationship Between Local Senates and Curriculum Committees[6]

On the surface, it might seem like the work of local academic senate and curriculum committees rarely overlap. While many curriculum committees are empowered to communicate directly with local governing boards, the academic senate is given authority over curriculum in Education Code. How can you ensure that the lines of communication remain open and that the curriculum committee works cohesively with the academic senate? Join us for a discussion of strategies to ensure that these two separate groups work together as one cohesive unit.

Cultural Competency Across the Curriculum[7]

Central to an institutional framework of equity and inclusion necessary for closing the success and persistence gaps for disproportionally impacted student populations is having a sense of our student's capacity as learners and knowing that our students learn and demonstrate their learning better in culturally sensitive learning environments. In a culturally-sensitive environment, students' prior learning and experiences are central to the design of their instruction. While this type of environment is laudable, faculty sometimes struggle with strategies to create it. How are faculty at your college achieving this? Is the institution as a whole engaged in supporting cultural-sensitive instruction? Are there models to promote cultural competency across the curriculum? Practitioners will provide models and examples to consider when working to make progress in this area locally.

Working with the Chancellor's Office Curriculum Inventory (COCI) (Repeat from 1st Breakout Sessions)[8]

The Chancellor's Office Curriculum Inventory (COCI) maintains all program and course elements that require Chancellor's Office approval. Although the guidelines for its use are documented in the Program and Course Approval Handbook (PCAH), veteran users are familiar with its quirks and perks, short-cuts and work-arounds, and know how to calm it down when it throws a tantrum. If you are one of these brave and often not-fully-appreciated souls, or you would like to learn from them, this session is for you

UC Transfer Pathways[9]

In 2015-16, the University of California announced the creation of new UC Transfer Pathways for each of UC's 21 most popular majors for transfer students. In April, a Memorandum of Understanding was signed by the UC Office of the President and the Community Colleges Chancellor's Office to develop criteria for students completing UC transfer pathways to be guaranteed admission to the UC system. This breakout will provide an overview of the UC Transfer Pathways and the progress towards achieving their intended goal of expanding access to the University to CCC students.

Saturday, July 14, 2018

7:30 AM – 8:30 AM: Breakfast

8:30 AM – 9:45 AM: 8th Breakout Sessions

Local Curriculum Approval Processes[1]

How many pages is your average course outline? When do you send CTE program proposals to the regional consortium? How many people have to approve a proposal? How long does it take? Given the potential number of entities that curriculum proposals must satisfy—college governance and planning groups, local boards, regional consortia, external accrediting agencies, the Chancellor's Office, etc.—the number of elements required in a proposal and the number of approvers at each step can make the approval process cumbersome or even ineffective. This session examines best practices in local curriculum approval processes: required vs. recommended (or not recommended) elements and approval steps, and methods of streamlining the process without sacrificing integrity.

Prerequisites[2]

Questions about prerequisites, co-requisites, and advisories are causing confusion at many colleges, as colleges that use content review to establish prerequisites in reading, written expression, and mathematics are required to develop an implementation plan that includes assessment of the impact on students, in particular whether or not disproportionate impacts on specific populations of students are observed. This breakout explores how the process is working in different settings, the critical steps necessary for local implementation, and tools and resources participants can take back to their campuses to begin the discussion locally.

SOC, CIP, TOP, SAM: Re-imagining Curriculum in Three-letter Words[3]

Do you want to maximize program funding and student financial aid eligibility? Do you want to improve the availability and accuracy of program-related data? Do you feel left out of the conversation because you don't speak the language of three-letter acronyms? If so, join this discussion on how coding affects programs and courses and how code alignment maximizes student success. This session will be particularly useful to new and experienced curriculum chairs, CTE faculty and administrators, researchers, curriculum specialists, and anyone who helps develop, maintain, or report curriculum data.

Incorporating Experiential Learning into Courses and Programs[4]

Participation in contextualized projects, paid and unpaid internships, cooperative education, service learning, and other active learning activities helps to bolster a student's application of skills and deepen their appreciation of course content. Faculty are now encouraged to intentionally embed into courses and programs measurable learning objectives that can be completed on the job or through special projects. This workshop will provide examples on how to incorporate applied/contextualized learning and practice formally into curriculum.

Noncredit Certificate Programs[5]

Two types of certificates are allowed in noncredit: certificates of competency and certificates of completion. Learn more about the two types of certificates, the focus of each, and the curriculum submission and approval process.

Impact of Curriculum Decisions Beyond the Classroom[6]

Many times, curriculum proposals are viewed only in terms of what will occur in the classroom. However, curricular changes may have unintended impacts on other programs or on the college as a whole, which can lead to disputes that adversely affect students and faculty. This breakout explores the importance of evaluating curriculum proposals through the lens of the entire institution.

Helping Students Choose a Major and Career[7]

Join this session as we discuss the process and complexities of helping students choose a personally motivating educational plan in college with a vision of employment opportunities upon completion.

Q&A with the Chancellor's Office[8]

Have a burning question that you want to ask a member of the Chancellor's Staff? The team from Academic Affairs and Student Services will be available to answer questions and field inquiries.

Options for Concurrent Support (Repeat from 4th Breakout Sessions)[9]

The passage of AB 705 (Irwin 2017) and the implementation guidance from the Chancellor's Office will dramatically increase the number of students being placed into transfer level English and math courses. Many of these students will benefit from some form of support, but which types of concurrent support make the most sense? Please join us for a discussion of the strengths and weaknesses of the different types of concurrent support and how your colleges can adopt these strategies locally.

10:00 AM – 11:45 AM: 4th General Session

Curriculum Streamlining and Training the Curriculum Committee

To access the automated approval in the Curriculum Inventory, colleges are required to train their curriculum committee each year. This closing session will update attendees on pending changes to the annual certification memo and provide a template for training curriculum committees on all of the requirements of local approval.

11:45 AM: Institute Ends

Academic Senate for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: May	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: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The AB 705 workgroup met on April 17th and May 9th to continue defining the parameters for the local implementation of AB 705. The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705.

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

Executive Committee Agenda Item

SUBJECT: Succession Planning		Month: May	Year: 2018
		Item No: IV. F.	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action	Urgent: Maybe	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the February Executive Committee meeting the general job description of the executive director was updated and approved. In March, the Executive Committee considered what an actual job announcement may contain and what kind of process would best serve the ASCCC. This discussion is intended to disseminate information and elicit dialog around what our actual process may be for the upcoming year regarding the search for a new Executive Director.

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

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
EXECUTIVE DIRECTOR JOB DESCRIPTION
(Approved at the March 2-3, 2018 Executive Committee meeting)

The Executive Director is the chief executive officer of the Academic Senate for California Community Colleges. The Academic Senate for California Community Colleges (ASCCC) fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The ASCCC strengthens and supports the local senates of all California community colleges in terms of leadership, empowerment and voice.

The Executive Director is responsible for overseeing the administration, programs, and strategic plan of ASCCC. Other key duties include marketing, community outreach, and ensuring the values of empowerment, inclusivity, and diversity are embodied in all aspects of the organization. The ASCCC Executive Committee, composed of 14 community college faculty elected to serve in specific positions, is the Governing Board of the ASCCC. The Executive Director position reports directly to the Executive Committee.

GENERAL RESPONSIBILITIES:
1) <u>Board Governance</u>: Works with the Board of Directors (i.e. Executive Committee) to assist in fulfilling the ASCCC's mission.

- Responsible for leading the ASCCC in a manner that supports and guides the organization's mission as defined by the Executive Committee.
- Responsible for communicating effectively with the Executive Committee and providing, in a timely and accurate manner, all information necessary for the Executive Committee to function properly and to make informed decisions.

2) <u>Financial Performance and Viability</u>: Manages resources sufficient to ensure the financial health of the organization.

- Responsible for the ASCCC's fiscal integrity, including submission to the Executive Committee of a proposed annual budget and regular financial statements which accurately reflect the financial condition of the organization.
- Responsible for fiscal management that generally anticipates operating within the approved budget, ensures maximum resource utilization, and manages grants and other sources of revenue.

- Maintains and oversees all financial documents associated with the ASCCC as a 501(c)(6) organization.

3) <u>Organization Mission and Strategy</u>: Works with Executive Committee and staff to ensure that the mission is fulfilled.

- Responsible for implementation of ASCCC's programs that carry out the organization's mission.
- Responsible for strategic planning to ensure that the ASCCC can successfully fulfill its mission into the future.
- Responsible for tracking and reporting measurable outcomes aligned with the strategic plan of the ASCCC.

4) <u>Organization Operations.</u> Oversees and implements appropriate resources to ensure that the operations of the organization are appropriate.

- Responsible effective administration of operations.
- Responsible for the hiring and retention of competent, qualified and diverse staff.
- Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

JOB DUTIES:

1. Report to and work closely with the President and the Executive Committee.
2. Protect resources of the ASCCC by establishing and ensuring appropriate policies for the organization.
3. Plan and operationalize the annual budget.
4. Establish employment and administrative policies and procedures for all functions and for the day-to-day operation of the ASCCC office.
5. Establish and maintain relationships with various organizations throughout the state and utilize those relationships to strategically enhance the ASCCC's mission.
6. Supervise and collaborate with organization staff.
7. Facilitate revisions to and implementation of the strategic plan.
8. Attend and contribute to meetings of the Executive Committee as an ex officio, non-voting member of the board.
9. Oversee marketing and other communications efforts.
10. Review and approve contracts for services.
11. Other duties as assigned by the Executive Committee and President.

PREFERRED QUALIFICATIONS:

- A master's degree in business, non-profit management, or related fields
- Five or more years of nonprofit management experience
- Certified Association Executive credential
- Transparent and high integrity leadership skills
- Strong oral and written communication, presentation, and relationship development skills to communicate with educators, politicians, and system partners
- Budget management skills, including budget preparation, analysis, decision-making and reporting for organizations with budgets of $1 million or more
- Strong organizational abilities including strategic planning, delegating, program development, and task facilitation
- Demonstrated ability to develop and implement successful strategic plans
- Ability to convey a vision of the Academic Senate for California Community Colleges strategic future to staff, board, and faculty volunteers
- Ability to collaborate, support, and energize board members and other volunteers
- Skills to interface and engage diverse volunteer groups
- Sensitivity to and appreciation of diversity
- Demonstrated ability to oversee and collaborate with staff
- Team player with ability to develop and maintain productive, professional relationships to work collaboratively on projects with various partner organizations
- Knowledge of educational law, regulation, and policy and governmental agencies

Salary and benefits commensurate with experience and other qualifications.

Executive Committee Agenda Item

SUBJECT: Updated Part-Time Faculty Leadership Institute Draft		Month: May	Year: 2018
		Item No: IV. G.	
		Attachment: Yes	
DESIRED OUTCOME:	Executive Committee will provide guidance as necessary and consider for approval the updated PT Institute Draft.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action Item	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

An initial draft of the Part-Time Faculty Institute program was presented at the March 2018 Executive Committee Meeting. The Part-Time faculty committee met along with members of 3CSN on April 16 to develop an updated draft incorporating the input from the Executive Committee The committee requests

The Executive Committee will provide feedback as necessary and approve the draft program.

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

Part Time Faculty Leadership Institute

August 2-4, 2018

Overview: Five general sessions and 4 breakout sessions (6 breakouts per session).

<u>Thursday</u>	
3:00-5:00	General Session 1
<u>Friday</u>	
9:00-10:30	General Session 2
10:45-12:00	Breakout Session 1
12:15-2:00	General Session 3
2:15-3:30	Breakout Session 2
3:45-5:00	Breakout Session 3
<u>Saturday</u>	
8:45-10:15	General Session 4
10:30-11:45	Breakout Session 4
12:00-1:30	General Session 5

Reception Thursday 5:30-6:30.

Friday: Dinner Signup for 6:30. Networking at restaurants in the area.

Additional Resources: Staffed tables for participants to have their resume or cv reviewed after third general session concurrent with 2nd and 3rd breakout sessions

General Sessions

1. The Hiring Process—From Job Announcement to Job Offer: Perspectives from A Human Resources, Administrators, Faculty and the CCC Registry--
2. 10+1 Governance and Union Issues: Similarities and Differences
3. State of the State: Initiatives, etc.
4. What's going on with the legislature
5. Mock Interviews: STEM and non-STEM

Breakout Strands (color coded):
Professional Development
Classroom Practices
Leadership
Equity

Draft Program

Thursday, August 2, 2018

General Session 1
3:00 pm – 5:00 pm

The Hiring Process—From Job Announcement to Job Offer: Perspectives from A Human Resources, Administrators, Faculty and the CCC Registry (Beth Au, *et al*).

Friday, August 3, 2018

General Session 2
9:00 am – 10:30 am

10+1 Governance and Union Issues: Similarities and Differences (Senate leadership?)

Breakout Session 1
10:45 am – 12:00 pm

Applying and Interviewing for a Full Time Position (Fenyx)

Building Capacity for Equity-Minded, Culturally Responsive, and Learning-Centered Online Classrooms (Arnita Porter/ Fabiola Torres)

This interactive session will introduce participants to Equity and Culturally Responsive Teaching and Learning (CRTL) pedagogy and practices to reduce achievement and opportunity gaps in the online learning environment. Utilizing an equity framework, participants will 1) be introduced to principles of Equity, CRTL, and Cultural Humility, (2) engage in discussions and guided activities to increase awareness and deepen their understanding of CRTL and the brain, and learning barriers, such as unconscious bias and stereotype threat, and (3) be provided with tools and strategies for embedding these high-impact practices that facilitate creating equity-minded online classrooms that are welcoming, supportive, and learning-centered.

Relationship with Faculty, Staff and Administrators (??)

Critical Conversations (??)

10+1 and Union Follow up (Senate Leadership?)

Here are the Keys. Now What? (??)

General Session 3
12:15 pm – 2:00 pm

State of the State: Initiatives, etc. (Senate Leadership?)

Breakout Session 2
2:15 pm – 3:30 pm

Professional Confidence (??)

Engaging in Student Centered Classroom (Fenyx)

Welcome to an interactive presentation and an open dialog about engaging students in the classroom. Faculty will leave knowing diverse methods of inclusion from group work to technological application.

Follow up for Initiatives (Senate leadership?)

Maintaining a Welcoming Environment for DACA Students (??)

Guided Pathways (??)

Schema Theory: Helping Us Help Learners (Kyle Hull/ Rebecca Moon-Stone)

This interactive session provides an introduction to Schema Theory with a minds-on activity designed to surface a reader's "schemata" (individual background knowledge used to understand what we read). Participants will leave with practical, schema-building tools that support academic and literacy development.

Breakout Session 3
3:45 pm - 5:00 pm

Navigating the College Culture (??)

The First Two Weeks: How You Can Foster Student Success (Dianna Bonilla / Joanna)

This session will explore ways that ALL faculty and staff can help students start off right as they transition to college. We will investigate some of the foundational research on this topic through interactive actives and discussion, and discuss key programs and services colleges offer to our new students. Participants will leave with a fresh understanding of the new student experience, and a treasure trove of practical tools that help foster student success early in the semester.

Other Opportunities Available for Part Time Faculty (Fenyx)

Building Equity-Minded Classrooms (Arnita Porter, Paula Brown, Jessica Cristo)

All faculty are striving to create equitable learning experiences for their students. Come to this session to learn about strategies that can help identify classroom and college needs and support students in their working using culturally responsive teaching and learning strategies.

Open Educational Resources (Senate or Committee leadership?)

Saturday, August 4, 2018

General Session 4
8:45am - 10:15 am

What's Going On with the Legislature (Senate Leadership, FACCC?)

Breakout Session 4
10:30 am -11:45 am

Student Services Session (??)

AB 705—Implications for Your Courses (Senate Leadership?)

Team Building and Leadership: I, Us, and Them (Mark Manasse)

This interactive session will focus on Social Identity Theory, Team Building, and an introduction on how to use something called "Four-Quadrant Thinking" to deepen our collective capacity to lead and participate in teams. Participants will be asked to reflect upon previous team experiences and set future intentions together.

Unique Challenges and Opportunities for Part Time Faculty of Color (Fenyx)

Literacy Learning Leadership (Nika Hogan)

I was an isolated instructor, bristling with untapped potential. I unexpectedly found myself a learner again after trying a "conference" that turned out to be substantive, research-based professional learning. I was hooked. I was a participant. Gradually (with much skeptical testing, processing, and reflecting) I let myself become part of a community. Inevitably, I started to take on leadership within that community . . . my department . . . my campus . . . beyond. In this session, explore why and how learning to support academic literacy development can be such a powerful impetus not only for transforming the way you teach, but for opening up new professional pathways. Participants will engage in guided inquiry around what it means to "lead for literacy" and will learn about open access, concrete ways to get involved in this work.

FACCC and Advocacy (FACCC?)

General Session 5

12:00 pm – 1:30 pm

Mock Interviews: STEM and Non-STEM Candidates

Breakouts at a glance on the following page.

	Professional Development	Classroom Practices	Leadership	Equity		
Friday 10:45-12:00	Applying and Interviewing—Fenyx	Building Capacity for Equity-Minded, Culturally Responsive, and Learning-Centered Online Classrooms—Arnita/Fabiola	Relationship with Faculty, Staff and Administrators	Critical Conversations	10+1 and Union Follow up	Here are the Keys. Now What?
Friday 2:15-3:30	Professional Confidence	Engaging in Student Centered Classroom—Fenyx	Initiatives	Maintaining a welcoming environment for DACA students	Guided Pathways	Schema Theory: Helping Us Help Learners—Kyle/Rebecca
Friday 3:45-5:00	Navigating the College Culture	The First Two Weeks: How You Can Foster Student Success—Dianna/Joanna	Other Opportunities Available for Part Time Faculty(Fenyx)	Building Equity-Minded Classrooms--Jessica	OER	
Saturday 10:30-11:45	Student Services Session	AB 705—Implications for Your Courses	Team Building and Leadership: I, Us, and Them--Mark	Unique Challenges and Opportunities for Part Time Faculty of Color—Fenyx	Literacy Learning Leadership—Nika	FACCC and Advocacy

Highlighted items are 3CSN breakouts.

Other Potential Topics:

- Mentoring Part-Time faculty at your college
- Caucus last breakout on Friday
- HR breakout session (repeat of some info from the first general session?)
- Portfolio review (hallway tables on Friday)
- Physical sciences portfolio review

Executive Committee Agenda Item

SUBJECT: Course Repeatability Survey		Month: May	Year: 2018
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	Executive Committee will consider for approval a survey on the impacts of changes in Title 5 concerning course repeatability and a request for local college's research on the same topic.	Urgent: No	
		Time Requested: 15 min	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In spring 2017, the body approved resolution SP17 9.03 "Addressing the Needs of Students Impacted by the Changes to Course Repetition" which called for the ASCCC to "work with the appropriate partners to collect relevant data and explore avenues for addressing the needs of lifelong learning students and other students impacted by the 2012 changes to Title 5 Regulations regarding course repetition." Knowing there is confusion over the difference between repeatability and repetition, Educational Policies determined that the intent of the resolution was to gather data on students who are unable to retake active participation courses to improve their skills (course repeatability, title 5 §55041) rather than a student's ability to retake a course after having dropped it or not passing it (course repetition, title 5 §55040). Educational Policies has reached out to partners in the system, such as the RP Group, to determine if any research has been done on this topic, but at this time none has been located. The committee would like to send a survey to the field on the impact of course repeatability on students and to request that if any local college that has conducted research on the topic, would it be willing to share its data with the committee. Educational Polices has created a draft of the survey and would like feedback from the executive committee and approval to disseminate.

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

Survey: Course Repetition for Courses Related in Content

Changes to course repeatability were approved by the Board of Governors of the California Community College in July of 2012. The changes impacted section 55040 (c) regarding courses related in content (aka families). It states:

The policies and procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

The Academic Senate for California Community Colleges (ASCCC) is collecting data to see the impact of the changes in regards to student preparedness and completion.

Below is a quick survey, please complete and return by ???

1. What is your position at your college? (check all that apply)
    a. Full time faculty
    b. part time faculty
    c. Academic administrator
    d. Classified administrator
    e. Research director or analyst
2. Approximately how many FTES does your college offer? (dropdown menu)
    a. 0-2,500
    b. 2,501-5,000
    c. 5,001-10,000
    d. 10,001-15,000
    e. 15,01-20,000]
    f. 20,001-25,000
    g. more than 25,000
3. Approximately how many of your college's FTES includes "active participatory courses" (physical education, visual arts, performing arts, etc.) as defined in section 55000? (dropdown menu)
    a. 0-2,500
    b. 2,501-5,000
    c. 5,001-10,000
    d. 10,001-15,000
    e. 15,01-20,000
    f. 20,001-25,000
    g. more than 25,000

4. Has there been a decline in the number of students who transfer to other institutions in programs that require "active participatory courses?" Provide any additional information you'd like in the text box below
   a. Yes
   b. No
   c. Not sure

[text box]

5. Has participation in extracurricular programs that are related to participation in "active participatory courses" (e.g. chorus, band, theater company) been impacted? Provide any additional information you'd like in the text box below
   a. Yes
   b. No
   c. Not sure
      [text box]

6. Has there been a decline in the number of students considered "lifelong learners" who participate in "active participatory courses?" For the purposes of this survey, lifelong learners are defined as students who take classes for personal improvement in the activity that is the focus of the class. Provide any additional information you'd like in the text box below.
   a. Yes
   b. No
   c. Not sure
      [text box]

7. The ASCCC would like to gauge the impact of course repeatability changes on colleges. If your college has conducted any data collection concerning the impact of changes in courses repeatability for active participation courses and is willing to share that research, please complete the field below and you will be contacted.
   a. Name
   b. Email address

Executive Committee Agenda Item

SUBJECT: Tentative 2018-2019 ASCCC Budget		Month: May	Year: 2018
		Item No: IV. I.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2018-2019 ASCCC budget.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets in May to prepare a tentative budget to bring to the Executive Committee for approval at its final meeting of the fiscal year, typically late May/early June. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee met on March 28 to review the tentative 2018-2019 budget. Funding recommendations were developed based on current trends such as protecting reassigned time for Executive Committee members due to increased workload, maintaining staff salaries and benefits and the additional salary for the incoming Executive Director, and uncertainty around funding for Guided Pathways, Open Educational Resources (OER), and C-ID. The tentative budget also assumes that the Career and Noncredit Institute will be held in 2018-2019, and that the Academic Academy will be fully funded by Guided Pathways.

With the inclusion of the recently approved 15% increase in membership dues, the tentative budget projects a deficit of $316,871, which will change once final proposals for Guided Pathways, C-ID, and OER are accepted and event contracts are finalized.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the tentative 2018-2019 budget.

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

Academic Senate for CA Community Colleges
Statement of Activities-Budget and Forecast
As of December 31, 2017

	07/01/2017 Through 12/31/2017	Year Ending 06/30/2018	FORECAST Year Ending 06/30/2019	
	Actual	Budget	Budget	
Income Statement Prof-Legal sep FYE 14-16				
Revenue				
Membership Dues	392,918.80	398,501.00	436,229.00	
Program Fees				
Fall Session	134,240.00	149,500.00	140,000.00	
Spring Session	0.00	134,360.00	140,000.00	
Accreditation	21,085.00	44,110.00	45,000.00	
Curriculum Institute	293,795.00	289,510.00	295,000.00	
Faculty Leadership Institute	0.00	45,625.00	40,000.00	
Academic Academy	0.00	0.00	0.00	GP Fall 2018 rev
CTE Institute	0.00	11,250.00	0.00	pending
Instructional Design & Innovation Institute	0.00	0.00	0.00	pending
Student Learning Outcomes Symposium (SLO)	9,800.00	11,000.00	0.00	pending
Collaborative-Noncredit Event spring 2019	225.00	162,500.00	35,000.00	poss rev LACCD Spring 2019 grant
PT Summer	0.00	0.00	0.00	LACCD Fall 2018 Rev
Total Program Fees	459,145.00	847,855.00	1,131,229.00	
Grant Revenue				
State Grants				
Governor's Grant	768,000.00	768,000.00	768,000.00	$1 million goal
C-ID	47,966.44	1,000,000.00	685,000.00	
SB70-SCP	0.00	0.00	0.00	
SB1070 CTE	0.00	0.00	0.00	
Perkins	0.00	0.00	0.00	requested 980,622.87
Guided Pathways	153,014.24	854,591.00	0.00	requested 1,201,397.20
Total State Grants	968,980.68	2,622,591.00	1,453,000.00	
District Grants				
NonCredit Taskforce	0.00	0.00	0.00	
ICAS Competency Statements	0.00	0.00	0.00	
IEPI Grant	58,000.00	126,000.00	132,000.00	
Butte-Glenn Initiative - CAI, EPI, OEI	47,713.01	284,801.00	0.00	
Irvine Foundation Grant	0.00	0.00	0.00	
LACCD - 3CSN	281,240.00	385,371.00	240,000.00	PT Summer, Regional Meetings
Total District Grants	386,953.01	796,172.00	372,000.00	
Total Grant Revenue	1,355,933.69	3,418,763.00	2,956,229.00	
Other Income				
In-Kind Income	0.00	20,000.00	20,000.00	
Foundation Reimbursement	16,972.96	34,197.00	34,000.00	
Interest Income	76.93	0.00	0.00	
Recovery of Bad Debt	345.00	0.00	0.00	
Technical Assist Revenue	5,000.00	0.00	10,000.00	
Professional Development College	0.00	0.00	0.00	
Other Income	11,827.26	0.00	6,000.00	Code Alignment
Returns and Refunds	(47.97)	0.00	0.00	
Total Other Income	34,174.18	54,197.00	70,000.00	
Total Revenue	2,242,171.67	4,719,316.00	3,026,229.00	
IS Expenses Prof-Legal sep FYE 14-16				
Executive				
Instructional Salaries				
Reassign Time				

Instructional Salaries	0.00	0.00	475,000.00	placeholder (includes C-ID)
Faculty Coordinator, C-ID	20,154.78	95,148.00	0.00	
Faculty Coordinator, SB70	0.00	0.00	0.00	
Executive Board, Senate	70,893.85	74,183.00	0.00	
Outside Faculty Expertise, Senate	17,103.88	43,143.00	0.00	
Committees, SB70	0.00	0.00	0.00	
Initiatives, IEPI	41,900.41	45,667.00	0.00	
Initiatives, Butte	22,429.05	18,769.00	0.00	
Initiatives LACCD	13,704.60	13,704.60	0.00	
Guided Pathways Expertise	107,668.08	425,036.00	0.00	
Total Reassign Time	456,726.16	871,964.60	475,000.00	
Stipends				
Stipends, Senate	0.00	0.00	0.00	
Stipends, C-ID	5,760.00	77,967.00	294,000.00	
Stipends, Common Assessment	0.00	0.00	0.00	
Stipends, SB70	0.00	0.00	0.00	
Stipends, CAI/OEI/EPI	1,700.00	137,231.00	0.00	
Stipends, Voc Leadership	0.00	0.00	0.00	
Faculty, OEI	0.00	0.00	0.00	
Faculty, EPI	0.00	0.00	0.00	
Stipends, IEPI	0.00	0.00	0.00	
Stipends, Guided Pathways	15,350.00	74,400.00	0.00	
Stipends, LACCD	12,000.00	0.00	0.00	
Stipends, Code Alignment Project	9,514.00	0.00	0.00	
Total Stipends	44,324.00	289,598.00	294,000.00	
Total Instructional Salaries	501,050.16	1,161,562.60	769,000.00	
Executive Activities				
Exec Meetings	41,476.04	95,000.00	95,000.00	
Orientation-DNU	0.00	0.00	0.00	
Technical Assistance	1,375.00	20,500.00	10,000.00	
Local Senate Visits	2,468.53	3,000.00	5,000.00	
Field Activities	100.81	5,000.00	5,000.00	
Strategic Planning-DNU	0.00	0.00	0.00	
Basic Skills-DNU	0.00	0.00	0.00	
Professional Development College	195.95	65,000.00	10,000.00	
Presentations-DNU	0.00	0.00	0.00	
Regional Meetings	8,203.28	15,000.00	20,000.00	separate line for GP regional
Area Meetings	1,205.39	3,500.00	3,500.00	
Committees	13,855.34	30,000.00	30,000.00	
CTE Leadership Committee-DNU See 4040 Comm	0.00	0.00	0.00	
Task Forces	420.91	5,000.00	5,000.00	
Travel LACCD Committee	6,395.01	30,000.00	17,500.00	
Travel Guided Pathways	16,307.93	63,400.00	0.00	
Travel Code Alignment Project	1,030.97	0.00	0.00	
Total Executive Activities	93,035.16	335,400.00	201,000.00	
Total Executive	594,085.32	1,496,962.60	970,000.00	
Liaison				
Chancellor's Office	27,678.77	75,000.00	73,500.00	
Groups	3,933.11	5,000.00	5,000.00	FACCC and ICAS
Conferences	14,423.08	20,000.00	32,000.00	
Total Liaison	46,034.96	100,000.00	110,500.00	
Programs				
Plenary Session				
Fall Session	105,499.46	122,261.00	115,000.00	
Spring Session	743.44	144,345.00	150,000.00	
Total Plenary Session	106,242.90	266,606.00	265,000.00	
Institutes				

Academic Academy	0.00	0.00	45,000.00	GP 2018-19 grant to cover
Accreditation Institute	1,783.84	35,945.00	40,000.00	
Curriculum Institute	147,931.82	170,086.00	160,000.00	
Faculty Leadership	194.34	34,699.00	40,000.00	
CTE Curriculum Academy Institute-DNU	0.00	20,000.00	0.00	
CTE Leadership Comm-DNU See 4040-Committee	0.00	0.00	0.00	
Instructional Design & Innovation Expense	0.00	0.00	0.00	
Student Learning Outcomes Symposium (SLO)	1,906.56	11,000.00	0.00	
Vocational Leadership	0.00	0.00	0.00	
Summer Part-Time Institute	105,485.41	150,700.00	160,000.00	LACCD 2018 grant to cover
Collaborative-Noncredit Event	120,575.42	149,313.00	140,000.00	poss LACCD 2019 grant?
Total Institutes	377,877.39	571,743.00	585,000.00	
Grant Meetings				
Grant Meetings, Senate	0.00	0.00	0.00	remove (DNU)
Grant Meetings, C-ID	44,895.59	85,600.00	133,600.00	
Grant Meetings, SCP - 5000	0.00	0.00	0.00	
Grant Meetings, Butte Initiative Support	0.00	59,752.00	0.00	
Grant Meetings, Noncredit TF	0.00	0.00	0.00	
Grant Meetings, Common Assessment	0.00	0.00	0.00	
Grant Meetings, Competency Statements	0.00	0.00	0.00	
Grant Meetings, Voc Leadership	0.00	0.00	0.00	
Grant Meetings, Irvine Foundation	0.00	0.00	0.00	
Grant Meetings, Guided Pathways	188.91	0.00	0.00	
Grant Meetings, IEPI	2,123.94	0.00	0.00	
Total Grant Meetings	47,208.44	145,352.00	133,600.00	
Advertising & Publications				
Website, Senate	2,984.82	10,000.00	10,000.00	
Website, C-ID	0.00	464,425.00	0.00	
Website, SCP - 4000	0.00	0.00	0.00	
Publications	13,471.76	20,000.00	28,000.00	
Marketing C-ID	0.00	0.00	0.00	
Total Advertising & Publications	16,456.58	494,425.00	38,000.00	
Total Programs	547,785.31	1,478,126.00	1,021,600.00	
Salaries and Benefits				
Staff Salaries	180,865.52	348,277.00	587,500.00	75000 JA payout
Staff Salaries, ASFCCC	13,788.45	26,500.00	0.00	
Staff Salaries, C-ID	72,566.62	199,346.00	145,000.00	
Staff Salaries, SCP - 2000	0.00	0.00	0.00	
Staff Salaries, IEPI	5,496.38	71,794.00	0.00	
Staff Salaries, Butte Support	16,588.29	42,745.00	0.00	
Staff Salaries, Voc Leadership	0.00	0.00	0.00	
Staff Salaries, LACCD	18,198.44	23,848.00	37,500.00	
Staff Salaries, Guided Pathways	34,995.37	83,016.00	0.00	
Benefits	49,716.78	94,584.00	150,000.00	167,000.00
Benefits, ASFCCC	2,984.57	7,088.00	0.00	
Benefits, C-ID	18,365.37	58,560.00	32,000.00	
Benefits, SCP - 3000	0.00	0.00	0.00	
Benefits, Butte	4,150.57	12,056.00	0.00	
Benefits, Perkins-Voc Lead	0.00	0.00	0.00	
Benefits, Guided Pathways	9,420.80	22,067.00	0.00	
Benefits, IEPI	1,384.96	17,206.92	0.00	
Benefits, LACCD	3,766.45	4,886.00	0.00	
Benefits - Flex	0.00	0.00	0.00	
Staff Training/Development	10,862.41	15,000.00	0.00	12,000.00
Payroll Processing	1,419.20	4,500.00	0.00	3,500.00
Payroll Taxes - Employer	7,163.16	18,996.00	0.00	18,200.00
Total Salaries and Benefits	451,733.34	1,050,469.92	952,000.00	

947,000 w/10% added for cushion

Nonpersonnel Prof Excluding Legal				1,102,000 w/ ED salary and benefit
Equipment and Furniture				
Furnishings	3,279.97	3,300.00	0.00	
Equipment Lease / Rental	6,021.30	10,000.00	14,000.00	
Equipment Purchase	2,444.42	0.00	3,000.00	
Maintenance	0.00	0.00	0.00	
Repairs	0.00	0.00	0.00	
Total Equipment and Furniture	11,745.69	13,300.00	17,000.00	
Office				
Insurance	6,767.00	10,000.00	0.00	
Phones - Office	897.19	3,000.00	0.00	
Phones - Remote	1,847.47	3,500.00	0.00	
Internet	1,375.98	3,500.00	0.00	
Postage / Shipping	240.18	750.00	0.00	
Subscriptions	2,203.11	4,500.00	0.00	
Rent / Lease	32,471.48	65,000.00	70,000.00	
Supplies	1,817.59	10,000.00	90,000.00	placeholder
Supplies, C-ID	595.27	0.00	0.00	
Supplies, SCP - 4000	0.00	0.00	0.00	
Supplies, Butte Support	161.63	0.00	0.00	
Supplies Perkins-Voc Lead	0.00	0.00	0.00	
Supplies, Guided Pathways	379.07	500.00	0.00	
Supplies, LACCD	4.13	0.00	0.00	
Supplies, IEPI	36.01	0.00	0.00	
Copying	0.00	20,000.00	20,000.00	
Other Operating	0.00	0.00	0.00	
Other Operating, C-ID	0.00	31,767.00	0.00	
Remote Office Space	1,200.00	3,000.00	0.00	
Other Operating, SCP - 5000	0.00	0.00	0.00	
Other Operating, Common Assessment	0.00	0.00	0.00	
Legal Services	0.00	0.00	0.00	
Moving Expense	0.00	0.00	0.00	
IT/Software	6,146.73	13,000.00	0.00	
Parking	4,591.00	9,000.00	0.00	
Total Office	60,733.84	177,517.00	180,000.00	
Professional Services Prof-Legal sep FYE 14-16	53,797.62	65,000.00	65,000.00	may change
Business Expenses				
Bad Debt Expense	0.00	0.00	0.00	
Bank / Finance Charges	801.51	0.00	0.00	
Depreciation Expense	0.00	0.00	0.00	
Travel Fees	93.00	0.00	0.00	
Credit Card Processing Fees	5,939.16	0.00	0.00	
Prior Year Adjustment	678.76	0.00	0.00	
Settlement Expense	0.00	0.00	0.00	
Uncategorized Expense	0.00	0.00	0.00	
Business Expense	0.00	16,000.00	16,000.00	
Total Business Expenses	7,512.43	16,000.00	16,000.00	
Total Nonpersonnel Prof Excluding Legal	133,789.58	271,817.00	213,000.00	
Total IS Expenses Prof-Legal sep FYE 14-16	1,773,428.51	4,397,375.52	3,343,100.00	
Total Income Statement Prof-Legal sep FYE 14-16	468,743.16	321,940.48	(316,871.00)	

Updated on: April 24, 2018 KM

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: May	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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	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.

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

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: May	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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Bruno and Vice President Stanskas will highlight the Board of Governors and Consultation meetings in April. 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

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

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: 2018 Faculty Leadership Institute		Month: May	Year: 2018
		Item No: V. C.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss the Faculty Leadership Institute Program.	Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

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.

---

[1] 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, basic skills reform 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, CCCCO
   Bonnie Ann Dowd, Executive Vice Chancellor, San Diego CCD

3:15 p.m. – 3:30 p.m. Break (Coffee and Cookies)

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

7:30 p.m. Fireside Chat

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)
John Stanskas, President (San Bernardino Valley College)
Dolores Davison, Vice President (Foothill College)
Craig Rutan, Secretary (Santiago Canyon College)
Ginni May, Treasurer (Sacramento City College)
Geoffrey Dyer, Area A Representative (Taft College)
Conan McKay, Area B Representative (Mendocino College)
Rebecca Eikey, Area C Representative (College of the Canyons)
Sam Foster, Area D Representative (Fullerton College)
Carrie Roberson, North Representative (Butte College)
Cheryl Aschenbach, North Representative (Lassen College)
LaTonya Parker, South Representative (Moreno Valley College)
Anna Bruzzese, South Representative (Pierce College)
Silvester Henderson, At Large Representative (Los Medanos College)
Mayra Cruz, At Large Representative (DeAnza College)

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: EEO and Diversity Advisory Committee Subgroup Update		Month: May	Year: 2018
		Item No: V. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss and provide feedback on a series of EEO webpages.	Urgent: Yes	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The EEO and Diversity Advisory Committee has assigned tasks to subgroups to increase diversity in hiring and provide information to the field. One project includes a series of EEO webpages that will include resources on diversity including hiring (see attached). Advice on ASCCC resources to include is requested.

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[1] Staff will review your item and provide additional resources to inform the Executive Committee discussion.
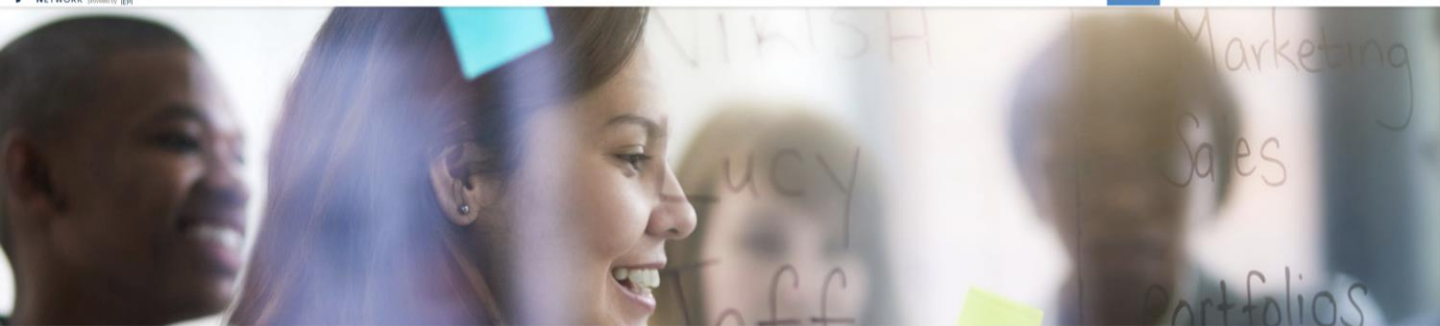
WELCOME TO THE HIRING COMMITTEE TOPIC PAGE

Title 5 Section 53003 requires that hiring committees be trained on the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee. **(Need better verbiage for this)**

Hiring Committee Effective Practices

Hiring Committees are at the heart of the equal employment hiring process. Following are resources on effective hiring practices:

- Selecting members for your hiring committee
- Training for hiring committee members
- How to include diversity
- How to eliminate implicit bias in the hiring process
- How to better interview candidates
- How to build a job announcement

Hiring Data

The California Community College systems is increasingly focused on collecting and reporting out on hiring practice data. This includes data on who gets what job:

Data Driven Analysis

Below are links to EEO data:
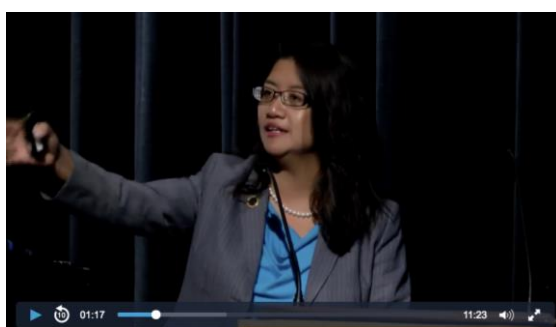
- CCC Registry
- Outreach?
- ?

Attend a Workshop

Upcoming Hiring Committee workshops:

📅 **Does this apply? I'm not sure if there are events specific to hiring committees. Maybe ACHRO events?**

CCC Hiring Committees – Intro Video

01:17   11:23

Have a Question?

Look through out frequently asked questions here:

- Hiring Committee FAQs

Need more information?

Reach out to the PD Community on the Hiring Committee Discussion Board

- Hiring Committee Discussion Board

EEO Data Tracking

You can track your own EEO/hiring data over time. Click on the link below and you will be guided through the process to track your campus/district data.

- Tracking Your EEO Data

WELCOME TO THE EQUAL EMPLOYMENT MONITOR TOPIC PAGE

EEO Monitors take the lead in ensuring campuses have a current EEO plan in place which outlines the campus' EEO program goals, reporting requirements and more. One this page you will find useful resources and links whether you are new to the position of EEO monitor or have been in this role for year. **Tweak this intro text?**

New EEO Monitor?

Start with this EEO Monitor Bootcamp presentation that will get you up to speed quickly!

What do EEO Monitors Do?

EEO Monitors serve a critical role on our campuses. Click on any topic below for more information on the role of EEO Monitors:

- Serve on hiring committees (this would link to HC subpage)
    - Provide input on the (hiring?) process
    - Anything else here?
- **Other EEO roles/responsibilities?**

EEO Monitor Training Resources

Placeholder - Not sure if we have anything to put here yet

Attend a Workshop

Upcoming EEO workshops:

TBD

Lunch and Learn with (e.g.) James Todd

One-hour virtual workshop with ??

Dates TBD

EEO Monitor Intro Video

EEO Monitor Resources

- Effective Practices Handbook for EEO Monitors
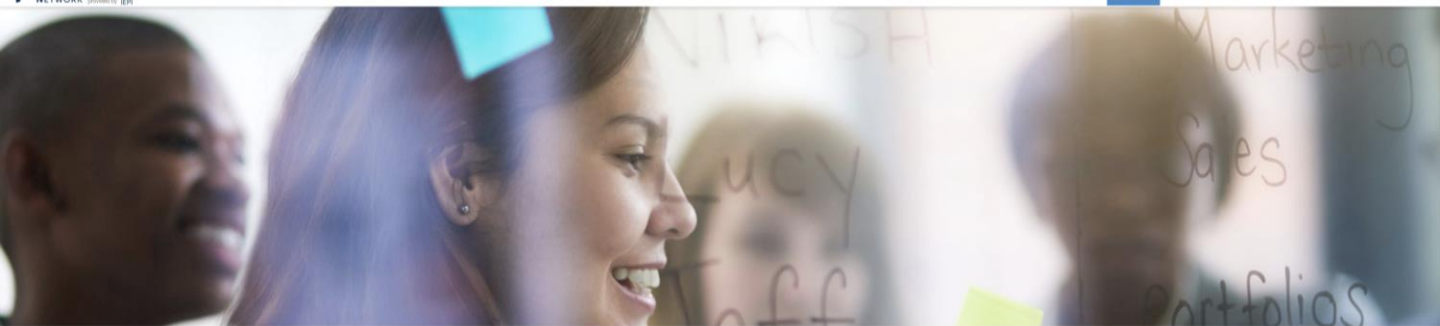- **What else should go here?**

Have a Question?

Look through out frequently asked questions here:

EEO Monitor FAQs

Need more information?

Reach out to the EEO Monitor Community

EEO Discussion Board

WELCOME TO THE EQUAL EMPLOYMENT OPPORTUNITY TOPIC PAGE

Equal Employment Opportunity intro text here take the lead in ensuring campuses have a current EEO plan in place which outlines the campus' EEO program goals, reporting requirements and more. One this page you will find useful EEO resources and links whether you are new to the position of EEO monitor or have been in this role for year.

EEO History

Learn more about the history of equal employment opportunity in the California Community Colleges.

- EEO History and legal authority
- Why diversity?

EEO Plan Development

All campuses should have a current EEO plan. If your campus does not have one or if yours needs updating, we can help!

- EEO plan template from State Chancellor's Office (could be basis for step-by-step plan building feature on this page)

Sample EEO Plans

These plans are examples of effective EEO plans.

- West Valley – Mission EEO Community College District Plan 2017-2020
- Mira Costa College EEO Plan 2017

Self-Guided Plan Creation

This is a self-guided option for creating a EEO plan from scratch or modifying your existing plan.

- Create or Modify A Plan

Attend a Workshop

Upcoming EEO workshops:

TBD

Lunch and Learn with (e.g.) James Todd

One-hour virtual workshop with ??

Dates TBD

EEO Monitor Intro Video

Have a Question?

Look through out frequently asked questions here:

- EEO Monitor FAQs

Need more information?

Reach out to the EEO Community

- EEO Discussion Board

EEO Resources

- Best Practices Handbook for Multiple Methods
- What is implicit bias and how to eliminate
- Examples of non-discrimination statements
- Grow you own program
- Pie with the multiple measures
- Case studies

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: May	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	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	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.

---

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

Meeting called to order at 10:00 am.

Attendance: Nili Kirschner, Tiffany Tran, Lorraine Slattery-Farrell, Jan Young, Craig Rutan, Ginni, Chauntée, Raul Arambula, Leandra Martin, Irene Malmgren, Marilyn Perry, LaTonya Parker (on phone), John Freitas, Erik Shearer, Kim Harrell (on phone)

0. Meeting started at 10:00.

1. Approval of minutes from February 2018 meeting – approved with edits

2. Credit for Prior Learning Advisory Committee
   The existing group for CPL was not notified about this new document. The existing group recommended some edits. This new group will have representatives from the field co-chairing the group and will send recommendations to 5C then to the CCCCO. This group will not be a Workgroup of 5C, yet their recommendations will come to 5C. The recommended name of CPL Advisory Group. This group was pulled together originally to address Holden's Bill on credit for military service. Additions to the group included additional faculty, CIO, CSSO, and others listed in the CPL Advisory Group document. It was noted that there is not a specific member representing veterans, so the committee will make sure that there is someone representing veterans.

3. Noncredit Workgroup
   The number of noncredit faculty that request to serve is limited, those interested in serving from ACCE are not necessarily faculty. A co-chair is from ACCE so that noncredit has a voice. It is important that noncredit representatives serve since there are many myths around noncredit coursework. For example: Noncredit courses are not repeatable, students may continue to take a course until course material is mastered. There is a difference.

4. Noncredit Streamlining
   At this time, there is not enough information to determine whether or not 5C can move forward with noncredit streamlining. Hopefully, more information will be available in April. It was stated that the queue for noncredit curriculum is growing.

5. Area of Emphasis Degrees FAQ
   The workgroup has drafted the initial document. A common question from the system is about documentation related to these degrees. A discussion took place regarding processes for selecting intent of degrees: local, transfer, and so on. Title 5 is clear about the definition of an "Area of Emphasis". For local degrees, guidance should be provided

to the colleges and then the colleges should be trusted to put the degrees together appropriately, not burden the CO with making a determination. If the goal of a degree is local, there is not the burden of showing 51% of courses are articulated for transfer. One way of meeting AOE is having courses in the same GE Area, but it is not the only way. The other ways are listed in the FAQ.

6. Articulation Documentation and Assist Next Gen Issues
   The ADT vs AA/AS programs must provide the 51% articulation or CTE. If there is a new course number, the course must be resubmitted – that is for C-ID. Assist is transitioning to NG, only the 2016-17 data is in the system. Current articulation information is not included in ASSIST yet, so the CO cannot verify articulation. Clarity is needed on what is acceptable to the CO for documentation of articulation agreements. A memo on alternative documentation may be needed for the field until these system updates are complete.

7. AB 705 Curriculum Survey
   An update regarding AB 705 was provided. Objective is to learn what colleges are working on to implement corequisite support. It was suggested to put a 4-question survey on a listserv, or to be sent to the curriculum chairs to share information about what their colleges are doing regarding corequisite support.

8. Corequisite Support Courses for AB 705
   These courses can take many different forms: SI, tutoring, lab, and so on. In the past, it was the student's choice, but it was not required for the student to be enrolled in the course. There are two bills out right now to allow tutoring apportionment at the transfer-level. Noncredit courses are not transferable. A discussion took place regarding the options for support/parent courses, course repetition, and noncredit courses. Concerns were addressed regarding faculty knowing students' placement levels. Support courses will go into college catalog.

9. Allowing Students to "Go Back" One Level in Math and English
   There was discussion about the implications and rights for students that choose to take courses at a lower level than placed.

10. Catalog Rights and Online Catalogs
    Colleges are no longer required to have printed copies of the catalog, and 5C is waiting for written confirmation from legal counsel.

11. Update on COCI
    There has been difficulty and significant issues with submitting programs into the system.

Future Meeting Dates:
- April 20, 2018
- May 17, 2018
- June 7, 2018