



Friday, June 1, 2018 to Sunday, June 3, 2018

Hotel Pacific

300 Pacific Street, Monterey, CA 93940

Meeting Room: LaPosada

Friday, June 1, 2018

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

12:30 p.m. – 5:30 p.m. Executive Meeting

7:00 p.m. Dinner – [The Sardine Factory](#)

Saturday, June 2, 2018

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

9:00 a.m. to 12:00 p.m. Orientation

12:00 p.m. – 12:30 p.m. Lunch

12:30 p.m. – 2:00 p.m. Orientation Continues

2:00 p.m. – 5:30 p.m. Off-site Afternoon Activity

7:00 p.m. Dinner – [Monterey Chart House](#)

Sunday, June 3, 2018

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

9:00 a.m. to 12:00 a.m. Cultural Competency Training

12:00 p.m. to 1:00 p.m. Debrief

1:00 p.m. Depart

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at info@asccc.org or contacting the Senate Office at (916) 445-4753 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 Accomplishments**

II. CONSENT CALENDAR

- A. May 10, 2018, Meeting Minutes, Davison, (forthcoming)**
- B. Resolution Assignments S2018, 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, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

- A. Legislation and Government Update – 40 mins., Stankas, pg. 23**
The Executive Committee will be updated on recent legislative activities, the ASCCC advocacy day, and consider for approval any action as necessary.
- B. Academic Academy 2018 – 10 mins., Roberson, pg. 93**
The Executive Committee will review, discuss, and consider for approval the program for the 2018 Academic Academy.
- C. Succession Planning – 60 mins., Stankas, pg. 95**
The Executive Committee will discuss and determine the Executive Director search process for the upcoming year.
- D. Leadership Academy – 15 mins., May, pg. 97**
The Executive Committee will discuss and consider the future of the Leadership Academy.
- E. Academic Senate Foundation – 15 mins., Rutan, pg. 107**
The Executive Committee will discuss the continued work of the Academic Senate Foundation.
- F. Career and Noncredit Education Institute – 15 mins., Aschenbach, pg. 109**
The Executive Committee will discuss and consider action on the path to take with the 2019 Career and Noncredit Education Institute.

G. SLO Symposium – 15 mins., Aschenbach, pg. 111

The Executive Committee will discuss and consider action on the path to take with the SLO Symposium in 2019.

H. Part-Time Faculty Regional Meetings – 15 mins., Foster, pg. 113

The Executive Committee will review and consider for approval an outline and dates for regional meetings for part-time faculty.

I. Part-Time Faculty Leadership Institute Program – 10 mins., Foster, pg. 115

The Executive Committee will review and consider for approval the Part-Time Faculty Institute Program.

V. DISCUSSION

A. Chancellor’s Office Liaison Report – 45 minutes, pg. 123 (*Time Certain: 1:00 p.m.*)

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 – 15mins., Bruno/Stanskas, pg. 125

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

C. Unofficial Guided Pathways Listserv – 5 mins., Roberson, pg. 127

The Executive Committee will discuss the generation of a Guided Pathways unofficial listserv.

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

A. Standing Committee and Task Force Minutes

- i. Educational Policies Committee, Beach, pg. 129
- ii. Part Time Faculty Committee, Foster, pg. 131
- iii. Transfer, Articulation and Student Services Committee, Beach, pg. 135

B. Liaison Reports

- i. Chancellor’s Office General Education Advisory Committee, May, pg. 143
- ii. Chancellor’s Office Metrics Simplification Project, Stanskas, pg. 145
- iii. IEPI Integrated Planning Workgroup Report, North, pg. 149
- iv. UC Office of the President Transfer Task Force Update, Stanskas, pg. 171

C. Senate and Grant Reports

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2017-2018 Events •Reminders/Due Dates •2018-19 Executive Committee Meeting Calendar		Month: June	Year: 2018
		Item No: I. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	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 Orientation** – San Diego – June 13, 2018

Please see the 2017-2018 Executive Committee Meeting Calendar on the next page for August 2018 – June 2019 ASCCC executive committee meetings and institutes.

Reminders/Due Dates

Faculty Leadership

1. Materials posted to ASCCC website June 4, 2018.

Curriculum

1. Final program descriptions to Krystinne by June 11, 2018.
2. Final program to printer June 18, 2018.
3. Final AV and event supply needs to Tonya by June 29, 2018
4. Materials posted to ASCCC website June 29, 2018.

Part-Time Institute

1. Final program descriptions to Krystinne by July 6, 2018.
2. Final program to printer by July 16, 2018
3. Final AV and event supply needs to Tonya by July 20, 2018.
4. Materials posted to ASCCC website July 20, 2018.

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

2018 - 2019

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 9 – 11, 2018	July 23, 2018	July 30, 2018
September 7 – 8, 2018	August 21, 2018	August 28, 2018
September 28 -29, 2018	September 11, 2018	September 18, 2018
October 31, 2018	October 12, 2018	October 19, 2018
December 7 – 8, 2018	November 20, 2018	November 27, 2018
January 11 – 12, 2019	December 14, 2018	December 21, 2018
February 1 – 2, 2019	January 15, 2019	January 22, 2019
March 1 – 2, 2019	February 12, 2019	February 19, 2019
April 10, 2019	March 22, 2019	March 29, 2019
June 7 – 9, 2019	May 21, 2019	May 28, 2019

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCC's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
	Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.		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	N/A			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	Completed			Adams will either implement or facilitate the actions as noted by the PRC
	Spring Session Resolutions	June	2017	II. H.	Chairs	September	Completed			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	Completed			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	Standards and Practices Committee	September	Assigned			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.
	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.	Standards and Practices Committee	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.	Rutan	November	Completed			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.	May/Aschenbach	January/February	Completed			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	Completed			The ASCCC and CMC3 North and South have formed the CCC Math and Quantitative Reasoning Committee.
	Revision of 2000 ASCCC Paper: Re-Examination of Faculty Hiring: Processes and Procedures	November 1	2017	IV. B.	Davison	Spring 2018	Completed			Make approved revisions and bring back for spring plenary session 2018.
	Executive Director Succession Planning	December 1-2	2017	IV. D.	Stanskas	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	Completed			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	In Progress			Work with CCLC and system partners to sponsor a bill regarding Open Educational Resources.
	Clarifications and Revisions to Local Senate Visits Policies	February	2018	IV. G.	Eikey	Summer 2018	Completed			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	Completed			Bring forward an agenda item to propose having the Academic Academy in late September 2018.

	Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
	"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	In Progress			The Part-time Committee will bring a complete program to the May Executive Committee meeting.
	Part Time Faculty Regional Meeting Planning	March	2018	IV. R.	Foster	May 2018	Assigned			The Part-time Committee will bring back a recommendation of dates, locations, and topics to the May Executive Committee meeting for approval.
	Revise Publication Policies	March	2018	IV. U.	Davison	Fall 2018	In Progress			Davison to revise the publication policies and bring forth to the Executive Committee meeting.
	Review and Revise Executive Committee Policy 40.00	March	2018	IV. W.	Eikey	Fall 2018	Assigned			The Standards and Practices Committee to review and revise Executive Committee Policy 40.00 for discussion at a future Executive Committee meeting.

LOCAL SENATE CAMPUS VISITS 2016 – 2018

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
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	Bruno	4/25/18			Collegiality in Action
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/Bru no/Roberson	10/13/17	1. 10+1 2. Area A Meeting
Siskiyou, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/ Adams	10/28/16	Beach/Parker Davison/Foster	02/10/18 04/06/18	1. MQ North Regional 2. TASC 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	Roberson, Eikey, Beach, May	5/12/18			Guided Pathways Regional Meeting
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-	12/21/16 3/10/17	May/Roberson	1/24/18	1. EDAC Strategic Plan Meeting 2. MQ

	Farrell/Foster		McKay	3/23/18	3. GP Resource Team 4. Area B Meeting
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16	John Stankas; McKay/Davison	1/25/17 10/13/17	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stankas/McKay/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/Stankas	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. TASC 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	Roberson, Beach, Eikey, May	5/11/18	1. Area C Meeting 2. Guided Pathways Regional 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/Stankas/ S. Foster/Beach/ Slattery-Farrell	3/25/17	Slattery- Farrell/Stankas	8/29/17	1. Area D Meeting 2. Technical Visit
Chaffey	Slattery- Farrell/Freitas/S. Foster	3/10/17	Slattery- Farrell/Aschenbach Beach/Eikey	10/21/17 12/13/17	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					
Crafton Hills			Rutan/Beach/Foster/ Parker/Slattery- Farrell/Stankas	03/24/18	Area D Meeting
Cuyamaca					
Cypress	Freitas/Stankas	1/20/17			
Desert, College of the					
Fullerton	Beach	9/20- 21/16	Davison/Foster	10/28/17	1. SLO Presentation 2. EDAC Regional
Golden West					
Grossmont	May/Eikey	4/30/18			Governance

Imperial Valley	Beach	4/7/17			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/17			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/17	Aschenbach/Rutan	11/18/17	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South 3. Guided Pathways
MiraCosta	Foster/Freitas	8/10/17	Beach/Pilati	03/23/18	Educational Policies
			May/Beach	9/28/16	
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	Rutan	5/11/18	2. AB 705 Implementation
San Diego City			Beach	1/19/18	FACCC Board
San Diego Cont. Ed.	Rutan/Slattery-Farrell	10/15/16	Stanskas/A. Foster	5/2/17	1. Area D Meeting

	Smith	11/19/16	Foster/Davison		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	Bruno	5/1/18			Collegiality in Action
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: Resolution Assignments S2018		Month: June	Year: 2018
		Item No: II.B.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2018 Spring Plenary Session.	Urgent: Yes	
		Time Requested:	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	Krystinne Mica	Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Number	Semester	Resolution	Committee
1.01	Spring 18	Adopt the 2018-2023 ASCCC Strategic Plan	Executive Committee, Executive Director
1.02	Spring 18	Resolution Honoring Rich Hansen	President, Done
3.01	Spring 18	Adopt the Paper A Re-examination of Faculty Hiring Processes and Procedures	Executive Director
4.01	Spring 18	Develop a Paper on Effective Transfer Practices	Transfer Articulation and Student Services Committee
5.01	Spring 18	Funding for Apprenticeship Courses	Legislative and Advocacy Committee/President
6.01	Spring 18	Oppose Proposed Consolidation of Categorical Program Funding	Legislative and Advocacy Committee/President
6.02	Spring 18	Opposition to the Proposed California Online Community College District	Legislative and Advocacy Committee/President
6.03	Spring 18	Support AB 2767 (Medina, as amended April 4, 2018) California Community Colleges Funding Formula Study	Legislative and Advocacy Committee/President
6.04	Spring 18	Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring	Legislative and Advocacy Committee/President
6.05	Spring 18	Oppose AB 2248 (McCarty, as of March 23, 2018)	Legislative and Advocacy Committee/President
6.06	Spring 18	Oppose AB 1786 (Cervantes, as of April 10, 2018)	Transfer Articulation and Student Services Committee, Hold
6.07	Spring 18	Support AB 2621 (Medina, as of April 10, 2018)	Legislative and Advocacy Committee/President
6.08	Spring 18	Support for Changes to Title 5 §§ 55200-55210	Executive Committee Online Education Committee
7.01	Spring 18	Support Equity-Minded Funding That Relies on Locally Identified Goals	President / Legislative and Advocacy / EDAC
7.02	Spring 18	Wrap-Around Services and Online Student Success	Transfer Articulation and Student Services Committee Online Education
7.03	Spring 18	Including Noncredit in All Student Success Statewide Initiatives	President
7.04	Spring 18	Identifying Appropriate Assessment Measures	AB 705 Task Force
7.05	Spring 18	Legal Interpretation of AB 705 (Irwin, 2017)	President
7.06	Spring 18	Support Students' Rights to Enroll in English as a Second Language (ESL) Coursework	Basic Skills Committee, AB705
7.07	Spring 18	Maintain Language Placement Tests as a Multiple Measure Option for English as a Second Language (ESL)	Basic Skills Committee, AB705
7.08	Spring 18	Local Determination of Degree Emphasis and Titles for ADT Social Justice Studies: General	C-ID
7.09	Spring 18	Small and Rural College Participation in Online Education Initiative Course Exchange	Online Education Committee
9.01	Spring 18	Adopt the Paper Effective Practices for Educational Program Development	Executive Director
9.02	Spring 18	Pathways to Meet General Education Requirements of Quantitative Reasoning	C-ID, MQRTF
9.03	Spring 18	Effective Practices in Online Communication Courses	Online Education Committee
9.04	Spring 18	Effective Practices in Online Lab Science Courses	Online Education Committee
10.01	Spring 18	Revise the Disciplines List Revision Process	Standards and Practices Committee
10.02	Spring 18	Endorse Proposed Revisions to Apprenticeship Minimum Qualifications	President
11.01	Spring 18	Adopt the Paper Ensuring Effective Online Education Programs: A Faculty Perspective	Executive Director
13.01	Spring 18	Expanding Competency-Based Instruction through an Online Consortium	President
13.02	Spring 18	Guided Pathways Handbook	Guided Pathways Task Force
13.03	Spring 18	Research on Guided Pathways Outcomes in California	Guided Pathways Task Force
13.04	Spring 18	Providing Educational Access and Adequate Support for California Community College Students with Disabilities	Transfer Articulation and Student Services Committee
13.05	Spring 18	Develop a Paper on Career and Technical Education, Cooperative Work Experience, Internship, and Apprenticeship Programs	CTE Leadership Committee
13.06	Spring 18	Using Data to Assess the Impact of AB 705 (Irwin, 2017)	Relations with Local Senates Committee
15.01	Spring 18	California State University Systemwide Credit Policy	Transfer Articulation and Student Services Committee
17.01	Spring 18	Noncredit Instruction in Guided Pathways Efforts	Guided Pathways Task Force
17.02	Spring 18	Increase Participatory Governance on Colleges' Satellite Campuses	Relations with Local Senates Committee
17.03	Spring 18	Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives	Legislative and Advocacy Committee Curriculum
19.01	Spring 18	Faculty Involvement in Responding to Litigation or Student Complaints	Relations with Local Senates Committee
19.02	Spring 18	Defining Collegiality in the Workplace	Relations with Local Senates Committee
19.03	Spring 18	Oppose Efforts to Permit Single-Course Equivalency	President, Standards and Practices



Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: June	Year: 2018
		Item No: IV. A.	
		Attachment: Yes (8)	
DESIRED OUTCOME:	Discussion and Action	Urgent: No	
		Time Requested: 40 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. 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 Governor released the May Revision on the 11th. The Executive Committee may wish to engage in further dialog regarding the budget process.
2. An update of current legislation is attached. The Executive Committee may wish to express its views on various proposed legislation.

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

ASCCC Legislative Report
May 15, 2018

Legislation with implications for academic and professional matters
Assembly Bills

ACA 14 (Melendez) Campus Free Speech Act

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

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

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

AB204 (Medina) Community colleges: waiver of enrollment fees

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

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

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

AB 227 (Mayes) CalWORKs: Education Incentives

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

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

This bill would also authorize CalWORKs recipients eligibility to apply for educational stipends totaling no more than \$2400 per year for enrollment in an associate's degree, CTE certificate, or bachelor's degree program. The bill appropriates \$20 million to partially restore funding to the California Community Colleges

CalWORKs program, which provides work-study slots, education and career counseling, and other services to CalWORKs recipients. [Amended 4/27/17](#)

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

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

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

Requires each community college district to report total part-time hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and posted each year on the district website. [Re-introduced 1/18/18. Non-substantive Amendments 5/7/18](#)

Status: Passed Senate Education. Assigned to Senate Appropriations 5/07/18

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. Referred to Senate 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 Experience**

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 to establish by March 31, 2019, an initiative to expand the use of course credit for students with prior learning.~~ ~~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 Amended 4/26/18

Status: Passed Appropriations. Referred to Assembly floor. 5/10/18

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.

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: Passed Assembly. Referred to Senate Education. 5/10/18

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 suspense file 5/02/18.

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 intimate partner~~ and dating violence. Amended 4/09/18

Status: Passed Assembly. In Senate for assignment. 5/10/18.

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 direct the statewide **Academic Senate for California Community Colleges** to engage in the Course Identification Numbering System process to explore the feasibility of developing a transfer model curricula for agriculture disciplines and a model curriculum in the subdiscipline of Agricultural Business and Technology Program or similar program that may be adopted by the community college districts and offered to its students, as specified. Amended 5/09/18

Status: Referred to Assembly Appropriations 5/10/18

ASCCC Positions/Resolutions: The ASCCC has no position regarding most of the content of this bill. The ASCCC appreciates the amendments.

***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 Amended 4/26/18

Status: Passed Appropriations. Ordered to Assembly floor. 5/10/18

ASCCC Positions/Resolutions: This bill has been modified to a version that is simply requiring information transmission.

***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: Referred to Committee on Higher Education. Hearing cancelled at request of the author. 4/24/18

ASCCC Positions/Resolutions: The ASCCC supports a feasibility study and passed a resolution at the spring plenary supporting this bill.

***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: Referred to Committee on Higher Education. Hearing cancelled at request of the author. 4/24/18

ASCCC Positions/Resolutions: The ASCCC supports gathering information and deliberative processes that will enable thoughtful and systemic action. The ASCCC supported this bill through resolution at the spring plenary.

***AB2894 (Gloria) Active Duty Military Students**

This bill would ~~make nonsubstantive changes in this provision.~~ provide that, **subject to applicable federal, state, and institutional refund and withdrawal policies**, 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~~ **4** 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. **Amended 5/09/18**

Status: Referred to Assembly Appropriations. 5/10/18

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: Passed Assembly. Referred to Senate for assignment. 5/10/18

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.

Senate Bills

SB15 (Leyva) Cal Grant C Awards – Urgent

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

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

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

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

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

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

Status: Held by Appropriations, 9/1/17

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

SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation.

AB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize up to five 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 ~~4,000~~ 1500 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. Amended 5/2/18

Status: In Appropriations Suspense file 5/14/18.

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: Referred to Appropriations Suspense file. 4/30/18

ASCCC Positions: The ASCCC supports allowing noncredit apportionment to be collected for supervised tutoring, regardless of student skill level (Resolution 18.02 F12). The ASCCC specifically supported this bill through resolution at the spring plenary.

***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 Appropriations Suspense file. 4/30/18

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 Higher Education. 4/30/18

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 **for the purposes of free expression legal analysis under the First Amendment to the U.S. Constitution.** 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 **lawfully**, 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.

Amended 5/1/18

Status: Referred to Appropriations Suspense file. 5/24/18.

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: Passed Senate. In Assembly Higher Education. 5/7/18

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

Budget Bills

AB 1806 (Ting) Budget Act of 2018

Status: Introduced. Referred to Committee on Budget.

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

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

SB 839 (Mitchell) Budget Act of 2018

Status: Introduced 1/10/2018

Bills of Interest

AB 1952 (Mayes) Social Services: Access to Food This bill addresses student food insecurity. It requests the UC Regents and directs the CSU Trustees and CCC Board of Governors to develop systems to allow students to use EBT cards on their campuses. Amended to request \$11.5 M to create local food hub efforts and establish criteria for "hunger free campus" designations.



May 2018

STATE POLICY AND ADVOCACY OVERVIEW

The California State Legislature will conclude its initial review of policy bills on May 11 and will have until May 25, 2018, for the Appropriations Committees to review costs associated with the proposals. The next major Legislative deadline is June 1, 2018, when each house must take action to pass bills out of the house of origin. Policy committee deadlines are the first major hurdle for new legislative proposals. As noted in the Matrix, a number of higher education related bills did not meet this deadline and will not be advancing this year.

In addition to monitoring policy, budget and appropriations committee hearings, the Governmental Relations Division (Division) has organized and participated in a number of events to advance the priorities of the Chancellor's Office, including:

- **Funding Formula** – The Chancellor's Office, the Education Trust-West, and Campaign for College Opportunity co-hosted a series of three "Invest in Success" convenings to discuss the Governor's proposal to establish a new funding formula. The events took place in Oakland on March 21, 2018, Sacramento on March 26, 2018, and Los Angeles on March 27, 2018.
- **Online College** – The Chancellor's Office hosted a policy briefing in the Capitol on the proposal to create the 115th Online California Community College on April 25, 2018. Legislative staff heard an overview of the proposal from Executive Vice Chancellor Van Ton Quinlivan, and representatives from online education leaders at Stanford University, Western Governors University; as well as, from a panel of working adults interested in the opportunity for advancement presented by the online college.
- **Gainful Employment** – Vice Chancellor Laura Metune participated in a Capitol Briefing organized by The Institute for College Access and Success on the shifting federal higher education regulations and California's response, on May 1, 2018. The discussion included information about opportunities for California to take action to protect students and taxpayers. Other speakers included Suzanne Martindale of Consumers Union, Bob Shireman of The Century Foundation, and Noah Zinner of Housing and Economic Rights Advocates.

LEGISLATIVE UPDATE

The Division's work advocating for legislative policies is guided by the goals outlined in the *Vision for Success*:

1. Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning an associate's degree, from approximately 87 total units (the most recent system-wide average) to 79 total units.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent.

5. Reduce equity gaps across all of the above measures by 40 percent within 5 years and closing those achievement gaps for good within 10 years.
6. Reduce regional achievement gaps across all of the above measures, with the ultimate goal of closing regional achievement gaps for good within 10 years.

SPONSORED BILLS

AB 1935 (Irwin) Community colleges: supervised tutoring. Increases student access to supervised tutoring by authorizing noncredit apportionment for supervised tutoring to assist students in degree-applicable and transfer-level courses. Recent amendments add basic skills to the types of courses eligible for supervised tutoring and establish a deadline of July 31, 2019 for the Board of Governors to adopt regulatory changes. *AB 1935 promotes Vision for Success goals 1, 2, 3, and 5.*

- Status: Passed the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee.

AB 2666 (Medina) DMV/CCC/CDE interagency agreement: data sharing. Requires the Department of Motor Vehicles to enter into an interagency agreement with the Department of Education, Employment Development Department, and the Chancellor's Office, to share data to facilitate matching wage outcomes to adult education students participating in career and technical education programs and K-12 students. *AB 2666 promotes Vision for Success goals 1 and 4.*

- Status: Passed the Assembly Committee on Transportation (9-2), passed the Assembly Committee on Higher Education (10-2), and sent to the Assembly Appropriations Committee.

AB 3255 (Assembly Higher Education Committee) Postsecondary Education: omnibus bill. Changes the July 1 annual reporting deadline for the Career Development and College Preparation Report to November 1, and changes the annual deadline for each community college to recommend their nonresident tuition fee rate from February 1 to March 1. AB 3255 would allow the Chancellor's Office to implement a system for residency determination across districts that would facilitate cross-college residency information sharing for all students. Finally, this bill would add a Homeless and Foster Student Liaison as an authorized individual who can verify a student's status as homeless for purposes determining eligibility for financial aid resources and other services. *AB 3255 is technical cleanup that supports the Chancellor's Office in implementing the Vision for Success.*

- Status: Passed the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee.

SUPPORTED BILLS

These bills were proposed and discussed for support at the March meeting of the Board of Governors. The Chancellor's Office has now taken an official position of support.

AB 1037 (Limón) Undocumented Student Financial Aid. Establishes a state work-study program available to California's AB 540 students who are ineligible for Federal Work Study programs. 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. This bill limits the number of eligible students simultaneously receiving grants under the program to 2,500 awards per term. *AB 1037 promotes Vision for Success goals 1, 2, and 5.*

- Status: Passed in the Assembly (52-23) and sent to the Senate Education Committee.

AB 2210 (McCarty) Resident tuition for holders of special immigrant visas. Technical clean-up to add a reference to a specific federal law to legislation enacted last year, which was supported by the CCCCO, that exempts a student who is a refugee or a special immigrant visa holder from Iraq and Afghanistan from paying nonresident

fees at a California Community College (CCC) up to the minimum time necessary to become a resident. *AB 2210 promotes Vision for Success goals 1, 2, and 6.*

- Status: Passed the Assembly (68-4) and sent to the Senate.

SB 940 (Beall) Cal Grant Program: foster youth. Extends the deadline for current and former foster youth submitting an application for a Cal Grant Entitlement award from the existing one year after high school graduation until the student reaches 26 years of age. Authorizes the renewal of Cal Grant A and B awards, for a current or former foster youth, for a total of the equivalent of 8 years of full-time attendance, provided minimum financial need continues to exist. *SB 940 promotes Vision for Success goal 5.*

- Status: Passed the Senate Education Committee (6-0) and sent to the Senate Appropriations Committee.

SB 1406 (Hill) Community College Baccalaureate Degree Pilot Program. Requires that a community college student participating in a Baccalaureate Degree Pilot Program commence his or her degree program by the beginning of the 2022–23 academic year. This bill would extend the inoperative and repeal dates for the authorization to establish pilot baccalaureate degree programs by 3 years. *SB 1406 is aligned to the baccalaureate attainment of goal 2 in the Vision for Success.*

- Status: Passed the Senate Education Committee (6-0) and sent to the Senate Floor Consent File.

SB 1471 (Hernandez) Cal Grant Program: Competitive Cal Grant A and B awards. Increases the annual Competitive Cal Grant A and B award limit from \$25,750 to \$30,000. *SB 1471 promotes Vision for Success goals 1, 2, 5, and 6.*

- Status: Passed the Senate Education Committee (6-0) and sent to the Senate Appropriations Committee Suspense File.

BILLS PROPOSED FOR SUPPORT

These bills were proposed and discussed for support at the April meeting of Consultation Council. The Chancellor's Office is now seeking Board of Governors feedback before taking an official position of support.

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

- Status: Passed the Assembly Committee on Higher Education (13-0) and sent to the Assembly Committee on Education.

AB 2933 (Medina) Public social services: county liaison for higher education. Requires a county human services agency to designate an agency liaison as a single point of contact within the agency for academic counselors and other professional staff at community colleges located within the county, and to provide resource and referral information regarding relevant programs under the agency's jurisdiction to students who have expressed a need that might be met by those services. *SB 2933 promotes Vision for Success goals 1, 2, 5, and 6.*

- Status: Passed the Assembly Committee on Higher Education (13-0) and the Assembly Committee on Human Resources (7-0) and sent to the Assembly Appropriations Committee.

AB 3153 (Levine) Student financial aid: Cal Grants: summer term students. Expands the total period of eligibility for a student to receive Cal Grant A or Cal Grant B awards, currently the equivalent of four years of full-time enrollment. Allowing the student to receive an additional Summer Cal Grant award for two summer terms of up to 9 units for purposes of timely completion of a baccalaureate degree program at a public postsecondary institution. *AB 2933 aligns to the baccalaureate completion goals contained in Vision for Success goal 2.*

- Status: Passed the Assembly Committee on Higher Education (13-0) and sent to the Assembly Appropriations Committee.

SB 1275 (Stern) Public Postsecondary Education: Hunger Act of 2018. Enacts the Plan Against College Hunger Act of 2018, under the administration of the California Student Aid Commission, for the purpose of, reimbursing public postsecondary educational institutions that provide student meals at no cost to students attending more than part time and who are Cal Grant B recipients. *SB 1275 promotes Vision for Success goals 1, 2, and 5.*

- Status: Passed the Senate Committee on Education (6-0) and sent to the Senate Appropriations Committee.

SB 1354 (Galgiani) California Apprenticeship Initiative. Codifies the existing California Apprenticeship Initiative, which was created in budget bill language, and increases the time available for a recipient to complete the program. CAI brings together employers, unions, community colleges, and the Division of Apprenticeship Standards to develop ways of supporting adult learners. This bill would also authorize three years, from one year, for program funds to be encumbered. *SB 1354 promotes Vision for Success goals 1 and 4.*

- Status: Passed the Senate Education Committee (6-0) and sent to the Senate Appropriations Committee.

BILLS REQUIRING ADDITIONAL REVIEW

These bills have been reviewed by the Division and discussed at Consultation Council. The Division has determined that additional review and discussion is necessary prior to taking a position.

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

- Status: Passed the Assembly Committee on Higher Education (13-0) and sent to Assembly Appropriations Committee.

AB 2306 (Santiago) Student financial aid: Cal Grant Program. Increases the Cal Grant period of eligibility for community college applicants to receive an award from four to six years of full-time attendance, and specifies that the six-year eligibility period carry over with Cal Grant recipients who transfer to four-year colleges and universities.

- Status: Passed the Assembly Committee on Higher Education (9-2) and sent to the Assembly Appropriations Committee.

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

- Status: Passed the Assembly Committee on Higher Education (11-1) and sent to the Assembly Appropriations Committee.

ADVOCATES LIST SERVE

If you have not already subscribed to the Government Relations listserv, where information is routinely distributed, you are welcome to join. To subscribe, send an e-mail to LISTSERV@LISTSERV.CCCNEXT.NET and put SUBSCRIBE ADVOCATES in the body of a BLANK, NON-HTML e-mail. NO SUBJECT OR SIGNATURES.



May 2018

FEDERAL POLICY AND ADVOCACY OVERVIEW

Under the direction of our new Federal Consulting Firm, Nelson Mullins Riley & Scarborough (NMRS), the Chancellor's Office has been able to enhance outreach and advocacy. The Government Relations Division was alerted that U.S. Department of Education received funding in the FY 2018 Omnibus Appropriation for two new higher education programs and the office is preparing to submit comments regarding development of these programs. On our behalf, NMRS urged Senator Feinstein to support an effort to expand the textbook pilot by \$10 million in the FY 2019 appropriation and NMRS will pursue expansion of the cybersecurity program. NMRS's relationship with national education associations based in DC has yielded engagement and opportunities to partner and position the Chancellor's Office and our *Vision for Success* in alignment with that of other organizations, in order to gain maximum success with our specific agenda.

NMRS Federal Consultant, Connie Myers, also attended the Reagan Institute Education Summit (RISE) – a daylong, bipartisan conference assessing the American education landscape –and used that opportunity to connect the California Community Colleges and our *Vision for Success* with many of our nation's leading education experts and funders, including Microsoft Philanthropies President, Mary Snapp, and Arizona State University President, Michael Crow. We have many mutual endeavors and look forward to pursuing and enhancing those partnerships. In April, the NMRS team met with Board Vice Chair, Tom Epstein, and Member Geoff Baum in Washington to determine their key areas of interest and to gain their insights for positioning our system in DC.

CONGRESSIONAL POLICY UPDATE

College Transparency Act – Senators Warren and Hatch have introduced a bill to overturn the federal ban on student unit records and allow a unit record data system in order to provide prospective students and policymakers with the information to make decisions about enrollment and federal funding. Such a federal system would allow community colleges to capture comprehensive, national data on student transfer, completion, and employment outcomes. National higher education associations, student groups and consumer advocates, support the legislation.

- *Position: Support*

Making Pell Non-Taxable – The American Opportunity Tax Credit provides a maximum tax credit of \$2,500 a year to college students and their parents. This covers “qualified tuition and related expenses” which includes tuition, required fees, and course materials for four years. Because community college tuition and fees are very low, the Pell Grant generally exceeds the qualified tuition and related expenses – meaning that the lowest income community college students often end up paying taxes on their Pell Grants. Bipartisan legislation introduced by Rep. DeSauliner would make the entire Pell Grant non-taxable and would provide an important benefit to the financially neediest college students. H.R. 3581 is supported by a broad coalition of students, institutions, and other stakeholders.

- *Position: Support*

GEAR Up for Success Act - Senators Cornyn (R-TX) and Harris (D-CA) have introduced the GEAR UP for Success Act. This bill would improve and strengthen the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP). A federal grant program that currently serves more than 635,000 students across the nation and helps empower local partnerships of K-12 schools, institutions of higher education, state agencies, and community organizations to increase post-secondary expectations and readiness, improve high school graduation rates and postsecondary enrollment rates, and raise awareness of postsecondary options among students and

families. This legislation amends Section 404 of the *Higher Education Opportunity Act* and would improve GEAR UP research and evaluation at the local and national levels; empower state and local leadership on the GEAR UP scholarship component; retain state and local flexibility in the design and implementation of programs; and, reduce administrative burden for GEAR UP grantees.

- *Position: Proposed Support*

Open College Textbooks – The FY 2018 Omnibus appropriations bill included \$5 million for a pilot program to support the creation and expansion of high quality, open college textbooks. In April, California Senators Harris and Feinstein signed a coalition letter to the Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies in support of an additional \$10 million in FY 2019 for the program.

- *Position: Support*

ADMINISTRATIVE UPDATE

Executive Order on Work Requirements - On April 10, President Trump signed an Executive Order (EO) titled “Reducing Poverty in America by Promoting Opportunity and Economic Mobility.” The EO orders Secretaries of various federal agencies to review their public assistance programs and guidance documents and to strengthen existing work requirements. Concerns have been raised that denying vital benefits does not promote employment and will ultimately make it more difficult for Americans to find economic security.

Disabled Veteran Loan Discharge - The Departments of Education and Veterans Affairs have announced that the Department of Education will begin matching borrowers on the National Student Loan Data System (NSLDS), who have federal student loans or aid through the Teacher Education Assistance for College and Higher Education (TEACH) Grant program, to the Veterans Affairs database. Borrowers identified in the match will be mailed a customized letter, explaining eligibility for loan discharge, and a total and permanent disability application. The Department has been encouraged by some in Congress to streamline this process and make debt relief automatic.

Higher Education Grant Projects – The FY 2018 appropriations bill included funding for two new higher education grant programs meant to support cybersecurity education (\$1 million) at community colleges and support open textbooks projects (\$5 million) through a competitive grant program to encourage colleges and universities to create free online textbooks.

Student Loan Servicing Preemption – In March, the U.S. Department of Education issued guidance indicating federal preemption of state laws regulating federal student loan servicers. California is among a handful of states that have enacted laws attempting to ensure students are provided with accurate and complete information from servicers regarding their student loan repayment options. In response, California Attorney General Xavier Becerra joined a coalition of 30 Attorneys Generals countering the Department’s assertion and urging Congress to reject changes to the Higher Education Act that would allow for federal preemption of state-level student protections. Even with the guidance, a number of additional states have introduced legislation to regulate loan servicers, including Washington, Colorado and Massachusetts.

DEFERRED ACTION FOR CHILDHOOD ARRIVALS

Judge Bates of the District Court for the District of Columbia ruled in favor of Microsoft, Princeton University, and a DACA recipient (all represented by Jenner & Block) in a challenge to the government’s rescission of DACA. Judge Bates ruled that the government violated the Administrative Procedure Act when it rescinded DACA because it failed to provide a reasoned basis for the rescission. Judge Bates thus ordered the rescission vacated in its entirety. This will require the government to accept new DACA applications and accept applications for advance parole in addition to renewing deferred status for existing DACA beneficiaries. However, Judge Bates stayed his decision for 90 days to allow the government an opportunity to provide a valid rationale for ending the program or to file an appeal to the D.C. Circuit.

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

				First House			Second House						
BILL		AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1													
AB	310	Medina	Part-Time Faculty Office Hours	N	x	x	x	x	x				Sen. Approps
AB	809	Quirk-Silva	Priority Registration for Veterans: Nursing Programs	N	x	x	x						Senate Rules
AB	1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	x	x	x						Senate Education
AB	1786	Cervantes	Community colleges: veterans	N	x	x							Assembly Floor
AB	1803	Choi	Postsecondary education: career placement and job search services	N	x								Asm.Approps.Suspense
AB	1805	Irwin	Community colleges: placement policies	N	x	x	x						Senate Rules
AB	1858	Calderon	Student financial aid: Financial Aid Shopping Sheet	N	x								Asm.Approps. Suspense
AB	1935	Irwin	Community colleges: tutoring	S	x								Asm. Approps.Suspense
AB	1936	Low	Office of Higher Education Performance and Accountability.	N	x								Asm.Approps. Suspense
AB	1952	Mayes	Student hunger plan - EBT cards on campus	N	x								Asm. Approps.
AB	1961	Choi	Postsecondary education: student housing and meal plans.	N	x								Asm.Approps.Suspense
AB	2070	Reyes	Postsecondary Education: domestic violence outreach program	N	x	x							Assembly Floor
AB	2081	Melendez	Postsecondary Education: Campus Free Speech Act	N									Asm. Higher Ed.
AB	2166	Caballero	Agricultural Business and Technology Program	N	x								Asm. Approps
AB	2210	McCarty	Public postsecondary education: holders of special immigrant visas.	N	x	x	x	x					Senate Education
AB	2248	McCarty	Student Financial Aid: Cal Grant Program: full time definition	N	x	x							Assembly Floor
AB	2306	Santiago	Student financial aid: Cal Grant Program: maximum amount	N	x								Asm.Approps.Suspense
AB	2351	Eggman	Higher Education Assistance Fund: personal income tax:additional tax	N									Asm. Rev. & Tax
AB	2374	Kiley	Free Speech on Campus Act of 2018	N	x								Asm. Approps.Suspense
AB	2391	Harper	Student identification cards: suicide prevention telephone numbers.	N	x	x	x						Senate Rules
AB	2477	Rubio	Student Support Services: Dream Recourse Liaisons	N	x								Asm. Approps.Suspense
AB	2554	Bonta	systemwide fee waiver: surviving child or spouse of a federal firefighter.	N	x	x	x						Senate Rules
AB	2563	Patterson	Cal Grant B and C awards: financial aid book advance program	N	x								Asm. Approps.Suspense
AB	2575	Santiago	dual enrollment:: charter schools and private schools	N									Asm. Education
AB	2621	Medina	online community college: LAO study	N									Asm. Higher Ed.
AB	2666	Medina	DMV-CCC data sharing agreement	S	x								Asm. Approps

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

				First House			Second House						
BILL		AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB	2767	Medina	California Community Colleges: funding formula: study.	N									Asm. Higher Ed.
AB	2776	Salas	Workforce Development: Workforce Diploma Program	N									Asm. Higher Ed.
AB	2891	Holden	High School and Community College Dual Enrollment	S	x								Asm. Approps Suspense
AB	2894	Gloria	students called to active military duty during an academic term.	N	x								Asm. Approps
AB	2933	Medina	county social services liaisons for community colleges	N	x								Asm. Approps Suspense
AB	2990	Low	exemption from tuition and fees: notice	N	x	x	x						Senate Rules
AB	3008	Burke	postsecondary education: exemption from paying nonresident tuition	N	x								Asm. Approps.Suspense
AB	3101	Carrillo	Community Colleges: CCC Apply	N	x	x							Asm. Floor
AB	3153	Levine	Student Financial Aid: Summer Term Students	S	x								Asm. Approps.Suspense
AB	3255	Asm. Higher Ed.	Postsecondary Education: Omnibus Bill	S	x	x							Assembly Floor
SB	183	Lara	State buildings: federal immigration agents	N	x	x	x						Assembly Rules
SB	691	Lara	Educational equity: immigration status.	N	x	x	x						Asm. Judiciary
SB	940	Beall	Cal Grant Program: foster youth.	S	x								Senate Approps.
SB	967	Berryhill	Foster Youth: California College Promise Grant	N	x								Sen AppropsSuspense
SB	968	Pan	Postsecondary education: mental health counselors	N	x								Senate Approps.
SB	972	Portantino	Student ID cards: suicide prevention hotline telephone number	N	x	o	x	x					Assembly Education
SB	1009	Wilk	Community colleges: tutoring	N	x								Sen. Approps.Suspense
SB	1071	Newman	California Community Colleges: course credit for military experience	N	x								Sen. Approps.Suspense
SB	1224	Glazer	Statewide longitudinal database K-16	N	x								Sen. Approps.Suspense
SB	1243	Portantino	California State Pathways in Technology Program	N	x								Senate Approps.
SB	1275	Stern	Public Postsecondary Education: Hunger Act Of 2018	N	x								Sen Approps Suspense
SB	1348	Pan	Postsecondary Education: Health Professional Program	N	x								Sen. Approps Suspense
SB	1354	Galgiani	California Apprenticeship Initiative	N	x	x	x	x					Asm. Higher Ed.
SB	1381	Nielsen	Campus Free Expression Act	N	x								Sen. Approps.
SB	1388	Anderson	Forming Open and Robust University Minds Act	N									Senate Education
SB	1406	Hill	Baccalaureate degree pilot program	S	x	x	x	x					Asm. Higher Ed.

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

				First House			Second House				
BILL		AUTHOR	SUBJECT	Position	First House			Second House			STATUS
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
SB	1471	Hernandez	Competitive Cal Grant A and B awards- limits	N	x						Sen Approps Suspense
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2											
AB	1766	Maienschein	Swimming Pools: Public Safety	N	x	x	x				Senate Rules
AB	1767	Cervantes	California Kickstart My Future Loan Forgiveness Program	N	x						Asm.Approps. Suspense
AB	1862	Santiago	Immigration service grants : El Salvador Temporary Protection Status	N	x						Asm. Approps.
AB	1887	Medina	Public education governance: service on boards	N	x	x	x				Senate Rules
AB	1937	Santiago	Public Employment: Payroll Deductions	N	x						Asm. Approps.
AB	1896	Cervantes	Sexual assault counselor-victim privilege	N	x						Asm. Approps.
AB	2012	Medina	School and community college employees: parental leave	N	x						Asm. Approps.
AB	2049	Gonzalez-Fletcher	Classified employees: payroll deduction for employee org dues.	N	x						Asm. Approps.
AB	2077	Limon	Electricity: Net Energy Metering: Eligible Customer	N	x						Asm. Approps.
AB	2134	Rubio	Cosmetology students: externships	N	x	x					Assembly Floor
AB	2160	Thurmond	school and community college districts: part-time playground positions	N	X						Asm Approps.Suspense
AB	2165	Low	Election day holiday	N	x	x					Asm Approps.Suspense
AB	2170	Choi	California State Approving Agency for Veterans Education	N							Asm. Higher Ed.
AB	2722	Medina	California Military Department GI Bill Award Program	N	x						Asm. Approps
AB	2449	Arambula	community college districts: governing boards: election dates	N	x	x	x				Senate Rules
AB	2700	Burke	tax credits: job development	N							Asm. Rev. & Tax
AB	2747	Holden	College Athletes - mandated reporter	N	x						Assembly Approps
AB	2759	Santiago	Clinics and Health Facilities: Nurses	N							Asm. Health
AB	2785	Rubio	Student Services Lactation Accommodation	N	x						Asm. Approps.
AB	2804	Waldron	Substance Use Disorder Treatment Workforce Expansion	N	x						Asm. Approps.Suspense
AB	2871	Garcia	Public Schools: College and Career Access Pathways	N							Asm. Higher Ed.
AB	3089	Thurmond	Student financial aid: Chafee grant awards.	N	x						Asm. Approps.Suspense
AB	3186	Medina	Public Postsecondary Education: Competitive Bidding	N	x						Asm. Approps.Suspense
AB	3192	O'Donnell	LEA Medi-Cal Billing Option: Audit Guide	N	x	x					Assembly Floor
SB	922	Nguyen	Surplus state property: affordable student housing	N							Introduced

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

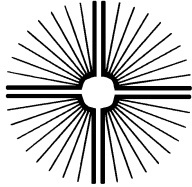
				First House			Second House								
BILL		AUTHOR	SUBJECT	Position										STATUS	
					Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
SB	1004	Wiener	Mental Health Services Act: prevention and early diagnosis.	N	x										Senate Approps
SB	1018	Allen	Elections: State and Local Reapportionment	N	x	x									Senate Floor
SB	1119	Newman	Low Carbon Transit Operations Program.	N	x	x	x								Assembly Rules
SB	1185	Hill	law enforcement agencies: agency firearm accounting	N	x										Sen. Approps. Suspense
SB	1186	Hill	Law enforcement agencies: surveillance: policies.	N	x										Sen. Approps. Suspense
SB	1193	Nguyen	Long Beach CCD: sale and lease of property	N											Senate Rules
SB	1227	Skinner	Density bonuses: student housing	N	x										Sen. Approps
SB	1233	McGuire	Sentencing: community service: education programs.	N	x										Sen. Approps. Suspense
SB	1344	Moorlach	Education Savings Account Act	N											Senate Education
SB	1356	Wilk	California Community Colleges: Antelope Valley Aerospace	N	x										Sen. Approps Suspense
ACA	21	Mayes	State infrastructure: funding: investment fund	N											Introduced
ACR	150	Limon	Dual Enrollment Week (March 18 - March 24)	N	x	o	x	x	o	x	x	x	x		Chaptered
SCA	16	Moorlach	Education Savings Accounts	N											Senate Education
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3															
AB	108	Budget Com.	Education: Child care: the Every Kid Counts (EKC) Act.	N	x	x	x	x	x	x	x	x	x	x	Enrollment
AB	1231	Weber	CSU: Salary Step Adjustments	N	x	x	x	x	x						Senate Approps
AB	1743	O'Donnell	California Career Technical Education Incentive Grant Program (K-12)	N											Assembly Rules
AB	1754	McCarty	Pre-K for All Act of 2018	N											Assembly Rules
AB	1763	Chu	high school graduation requirements: college/career prep education course	N	x										Asm. Approps Suspense
AB	1888	Salas	Peace officers: basic training requirements	N	x	x	x								Senate Public Safety
AB	1894	Weber	Postsecondary education: Restaurant Meals Program participation	N	x	x									Assembly Floor
AB	1895	Calderon	California DREAM Loan Program: Repayment	N	x										Asm. Approps.Suspense
AB	1972	Choi	Income Share Agreements: Postsecondary Training	N											Asm. Banking
AB	2015	Reyes	K-12 instruction: completion of applications for student financial aid	N	x										Asm Approps Suspense
AB	2018	Maienschein	Mental health workforce planning: loan forgiveness and scholarships	N	x	x	x								Senate Rules.
AB	2041	Caballero	University of California: Office of the Chief Investment Officer.	N	x										Asm. Approps.Suspense
AB	2361	Weber	University of California: outsource contracts.	N	x										Asm. Approps

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

				First House			Second House						
BILL		AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB	2385	Cunningham	Public postsecondary education: textbooks.	N	x	x							Asm. Floor
AB	2389	Harper	Discrimination: state employees: travel (CSU/UC)	N									Asm. Higher Ed.
AB	2408	Weber	California State University: Ethnic Studies	N									Asm. Higher Ed.
AB	2478	Voepel	Personal income tax: gross income: exclusion: student loan assistance	N	x								Asm. Approps. Suspense
AB	2479	Voepel	postsecondary education: income share agreement: pilot program.	N	x								Asm. Approps. Suspense
AB	2480	Voepel	Income taxes: credit: Scholarship Tax Credit Program Act	N									Asm. Rev. & Tax
AB	2505	Santiago	California State University: budget oversight policies.	N	x								Asm. Approps. Suspense
AB	2637	O'Donnell	CalWORKs: aid amounts: education support payments	N	x								Asm. Approps
AB	2771	Eggman	Higher Education Facilities (UC and CSU)	N	x								Asm. Approps Suspense
AB	2784	Caballero	California State University Emergency Student Housing	N	x								Asm. Approps. Suspense
AB	2905	Acosta	Foster Youth: Enrichment Activities	N	x								Asm. Approps.
AB	2991	Cervantes	UC Law School	N									Asm. Higher Ed.
AB	3110	Mullin	Athletic Trainers	N	x								Asm. Approps
AB	3213	Bonta	Postsecondary Education: Cost of Attendance (CSU)	N	x								Asm. Approps. Suspense
SB	320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x	x						Asm. Health
SB	816	Education Com.	Omnibus	N									Senate Education
SB	1219	Gaines	Law enforcement: sharing data.	N									Sen. Public Safety
SB	1225	Glazer	Higher Education Facilities Bond Act of 2018 (UC/CSU)	N	x								Sen. Approps. Suspense
SB	1271	Nielsen	Crime: Masks and Disguises	N									Sen. Public Safety
SB	1337	Vidak	Income Taxes: Credits: Student Intern	N	x								Senate Approps
SB	1351	Hernandez	California State University: reports.	N									Introduced
SB	1356	Wilk	Antelope Valley College: Aerospace Institute.	N	x								Sen Approps Suspense
SB	1470	Stern	Jobs for California Graduates Program	N	x								Sen. Approps. Suspense
ACA	26	Weber	University Of California: Suspension and Expulsion	N									Introduced
ACA	27	Quirk-Silva	University of California: Offices of the President	N									Introduced
SR	84	De Leon	California Dream Act	N									Introduced
SPOT BILLS TRACKED BY CCCCCO - (Placeholders that contain non-substantive changes/will likely be amended)													

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 5/10/2018**

				First House			Second House						
BILL		AUTHOR	SUBJECT	Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
AB	1978	Chavez	Cal Grant Program	N									Introduced
AB	2716	Nazarian	Postsecondary education: Every Kid Counts Act	N									Introduced
AB	2993	Baker	Community College Completion Grant Program	N									Introduced
AB	3071	Nazarian	Community Colleges: Community Service Classes	N									Introduced
SB	1066	Mendoza	Postsecondary education: Donahoe Higher Education Act.	N									Introduced
SB	1378	Nguyen	Postsecondary Education: Segments	N									Introduced
SB	1432	Fuller	School Districts and Community College Districts	N									Introduced
SB	1462	Newman	Youth Civic Engagement: California Youth	N									Introduced
SB	1472	Hernandez	Competitive Cal Grant A and B awards- annual amount	N									Introduced
Budget bills													
AB	1806	Ting	Budget Act of 2018	N									Introduced
SB	839	Mitchell	Budget Act of 2018	N									Introduced
Status													
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated													
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.													
Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547													
Copies of these bills and legislative committee analyses can be found at www.leginfo.legislature.ca.gov													



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA
2017 O STREET
Sacramento, CA 95811
(916) 444-8641
Website: www.ccleague.org

ADVISORY COMMITTEE ON LEGISLATION

A G E N D A

WEDNESDAY, MAY 16, 2018

10:00 A.M. – 12:00 P.M.

League Downtown Office

1121 L Street
Suite 700
Sacramento, CA 95814

Phone Number: 1-719-785-4469

Passcode: 182185

Call to Order and Introductions (Action) <i>The Chair will lead introductions and League Staff will provide an overview of the agenda.</i>	10:00-10:10 AM
Budget Update (Information) <i>League will provide an update and analysis of the Governor's 2018-19 May Revision for community colleges.</i>	10:10-10:45 AM
Federal Issues (Discussion) <i>The committee will hear an update on DACA, including the updated website, potential regulatory challenges impacting community colleges, and the status of the HEA reauthorization.</i>	10:45-11:10 AM
Legislative Update (Action) <i>The committee will review tracked bills and take positions on amended bills. League staff will provide an update on advocacy efforts.</i>	11:10-11:40 AM
Updated Meetings Calendar & Other	11:40-11:45 AM
Adjourn	11:45 AM

Legislative Update (Information/Action)

Legislative Context:

The League is tracking nearly 100 bills pertaining to community colleges. The majority of the bills of interest are in appropriations committees in either the Assembly or Senate. Bills with a fiscal impact higher than \$150,000 are placed in the "Suspense File". The appropriations committees will vote on all bills in the Suspense File in late May. Bills that pass will move to a floor vote and then head to the other house where the process begins again. By next month, we'll be half way through this year's legislative process.

League staff will provide a verbal update or request direction on several bills.

BILLS FOR POSITIONS:

Below is a list of bills tracked by the League. This list is generally for information, but staff is prepared to answer questions on any bills.

[AB 310](#)

([Medina D](#)) Part-time faculty office hours.

Current Analysis: 04/24/2018 [Senate Education \(text 2/6/2017\)](#)

Status: 5/7/2018-From committee chair, with author's amendments: Amend, and re-refer to committee. Read second time, amended, and re-referred to Com. on APPR.

Is Urgency: N

Is Fiscal: Y

Location: 4/25/2018-S. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Collective
Bargaining

CCLC Analysis: This bill would require each community college district to report the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

Memo

This is a reintroduction of last year's Assembly Bill 2069, which was vetoed by Governor Jerry Brown, who stated in part, "Although the bill's language is simple, gathering and reporting this information still has a real cost about 10% of the entire allocation of funding [in the State Budget] for part-time office hours. We would do better to spend the money on more office hours."

[AB 809](#)

([Quirk-Silva D](#)) Veterans: public postsecondary education: veterans' priority registration for enrollment.

Current Analysis: 01/12/2018 [Assembly Appropriations \(text 3/23/2017\)](#)

Status: 4/19/2018-Referred to Coms. on ED. and V.A.

Is Urgency: N

Is Fiscal: Y

Location: 4/19/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
LN

Subject
Veterans

CCLC Analysis: This bill clarifies that veterans are able to qualify for priority registration for programs that utilize

multi-criteria screening measures, such as nursing programs.
Memo

[AB 1037](#)

([Limón](#) D) Postsecondary education: student financial aid: Cal Grant B Service Incentive Grant Program.
Current Analysis: 01/24/2018 [Assembly Floor Analysis \(text 1/3/2018\)](#)
Status: 3/15/2018-Referred to Com. on ED.
Is Urgency: N
Is Fiscal: Y
Location: 3/15/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Calendar: 6/6/2018 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, ALLEN, Chair

Position
Support

Assigned
RM

Subject
Protecting
DREAM Act
Students

CCLC Analysis: Currently AB 540 students are ineligible to receive federal financial aid, preventing them from participating in federally funded work study programs. This lack of support for these students reduces their ability to support themselves while attending college and prevents them from obtaining valuable job skills. AB 1037 (Limón) would help alleviate this by providing 2,500 grants of up to \$1,500 each to AB 540 students in return for community service.
Memo

[AB 1468](#)

([Chiu](#) D) Community colleges: student equity plans.
Current Analysis: 08/21/2017 [Senate Appropriations \(text 7/12/2017\)](#)
Status: 9/1/2017-In committee: Held under submission.
Is Urgency: N
Is Fiscal: N
Location: 8/21/2017-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Student Services

CCLC Analysis: Would authorize up to \$25,000 per college of apportionment funds to be used for emergency grant aid for students experiencing unexpected financial trouble. The grants may be used to alleviate costs such as shelter, food or other living expenses that may decrease ability to focus on school.
Memo

While the League is not opposed since the bill is permissive, we do have concerns about the source of funds. Currently, colleges already have the authority to designate privately raised funds for the emergency grants or build it into student equity plans.

[AB 1754](#)

([McCarty](#) D) Pre-K for All Act of 2018.
Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/17/2018\)](#)
Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.
Is Urgency: N
Is Fiscal: Y
Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Academic Affairs

CCLC Analysis: Would require the state to provide all 4-year-old children coming from low income families with

access to early child care and education programs.

Memo

Staff Recommendation: Watch

A big priority of Assemblymember McCarty (a former pre-school advocate) has been to increase the availability of early education for all Californians, regardless of income. League staff will monitor this bill and SB 837 (Dodd) for their impact on community college early childhood education programs and centers.

[AB 1786](#)

([Cervantes D](#)) Community colleges: academic credit for prior military experience.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/26/2018\)](#)

Status: 5/10/2018-Read second time. Ordered to Consent Calendar.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-A. CONSENT CALENDAR

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Calendar: 5/14/2018 #114 ASSEMBLY CONSENT CALENDAR 1ST DAY-ASSEMBLY BILLS

Position Support

Assigned LN

Subject Veterans

CCLC Analysis: This bill would require the Chancellor's Office to establish an initiative to expand the use of course credit at the California Community Colleges for students with prior learning. The initiative would identify best practices for providing credit for prior learning, craft a professional development program and locate resources to help expand the use of credit for prior learning. The bill would require the chancellor to submit, by January 1, 2020, a report on the initiative to the Legislature.

Memo

[AB 1803](#)

([Choi R](#)) Postsecondary education: career placement and job search services for graduates.

Current Analysis: 04/09/2018 [Assembly Appropriations \(text 1/10/2018\)](#)

Status: 4/11/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/11/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position

Assigned LN

Subject Student Services

CCLC Analysis: Would require a public or private institution of higher education that offers a baccalaureate degree program to provide career placement and job search services to a person for five years after the person receives a baccalaureate degree at the institution at no cost to that person. While career counseling for this population may be beneficial, by creating an unfunded mandate this bill will increase the cost of offering these programs.

Memo

Staff Recommendation: Watch

This bill could impact the 15 community colleges that are participating in the applied baccalaureate degree pilot program.

[AB 1805](#)

([Irwin D](#)) Seymour-Campbell Student Success Act of 2012: matriculation: assessment and placement.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 4/5/2018\)](#)

Status: 5/10/2018-Referred to Com. on ED.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Calendar: 6/6/2018 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, ALLEN, Chair

Position

Assigned
LN

Subject
Academic Affairs

CCLC Analysis: Would require a community college district to provide public notice of its policies regarding the placement of students. The notice would be required to include:

- A) Inform students on how they will be placed into English and Math courses based on multiple measures.
- B) Report to the Chancellor's Office which measures a college is utilizing when determining placement, the number of students assessed and percentage of students placed into transfer level courses disaggregate by race and ethnicity.
- C) Publicly post the above data.

Memo

Staff Recommendation: Watch

While the current provisions of AB 1805 (Irwin) are relatively innocuous, this could be turned into a vehicle regarding remediation placement if Assemblymember Irwin believes that the implementation of AB 705 (Irwin) is going too slow.

[AB 1858](#)

([Calderon](#) D) Student financial aid: Financial Aid Shopping Sheet.

Current Analysis: 04/02/2018 [Assembly Appropriations \(text 1/10/2018\)](#)

Status: 4/4/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/4/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned

Subject
Financial Aid and Fees

Watch

RM

CCLC Analysis: Would require each campus of the University of California, the California State University, and the California Community Colleges, and each independent institution of higher education to use the Financial Aid Shopping Sheet as developed by the United States Department of Education or a successor document identified by the Student Aid Commission to inform students or potential students about financial aid award packages by 2020. While students could benefit from being able to more easily compare financial aid award packages from each college, there are some costs to a college implement the shopping sheet. Thus this bill could take away resources from already underfunded community college financial aid offices.

Memo

[AB 1887](#)

([Medina](#) D) Public education governance: service on boards and commissions.

Current Analysis: 04/27/2018 [Assembly Floor Analysis \(text 3/15/2018\)](#)

Status: 5/10/2018-Referred to Com. on ED.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Calendar: 6/6/2018 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, ALLEN, Chair

Position

Assigned

Subject
Protecting DREAM Act Students

Watch

RM

CCLC Analysis: Would permit AB 540 students to serve on any board or commission that includes student members at the University of California, State University or California Community Colleges. Additionally it would permit undocumented K-12 students to serve on any educational board or commission that includes pupils or minors.

Memo

[AB 1935](#)

([Irwin](#) D) Community colleges: tutoring.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 4/5/2018\)](#)

Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chapters
1st House				2nd House							

Position Support

Assigned RM

Subject Student Services

CCLC Analysis: Currently colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses. 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 to SB 1009 (Wilk), which has the same goal providing funding for supervised tutoring in in credit classes.

Memo

The League is working to reconcile the differences between the bills and have both work together to expand access to supervised tutoring for students in credit and non-creditcourses. Currently there are four differences between the bills:

Basic Skills: SB 1009 (Wilk) explicitly mentions student referral for basic skills tutoring, while AB 1935 (Irwin) does not.

Self Referral: SB 1009 (Wilk) explicitly mentions student referral for basic skills tutoring, while AB 1935 (Irwin) does not. The Chancellor’s Office has stated that they are planning on including self referral in regulations authorized under AB 1935 (Irwin).

Implementation Method: AB 1935 (Irwin) authorizes the BOG to create regulations, SB 1009 (Wilk) makes changes to statute.

Sponsorship: AB 1935 (Irwin) is sponsored by the California Community College Chancellor's Office while SB 1009 (Wilk) is sponsored by the College of the Canyons.

[AB 1936](#)

([Low](#) D) Postsecondary education: Office of Higher Education Performance and Accountability.

Current Analysis: 04/02/2018 [Assembly Appropriations \(text 1/25/2018\)](#)

Status: 4/4/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/4/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chapters
1st House				2nd House							

Position

Assigned LN

Subject Governance

CCLC Analysis: This bill would create the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity, similar to the former California Postsecondary Education Commission. The office would be run by an executive director appointed by the Governor and have an 8 member advisory board. Two of those members will be the Chair of the Assembly Committee on Higher Education and the Chair of the Senate Committee on Education, the other six would be public members with some experience in higher education. Representatives from each of the higher education segments will not have a specific spot reserved for them on the board.

The office would have the following functions and charges:

- A) Inform the identification and periodic revision of state goals and priorities for higher education.
- B) Review and make recommendations regarding cross-segmental and interagency initiatives in programs.
- C) Advise the legislature and Governor the need for and location of new institutions of campuses of higher education.
- D) Serve as a clearinghouse for postsecondary education information and data that will track students across segments.
- E) Review all proposals for changes in eligibility pools for admission to public institutions and make recommendations regarding those proposals.

F) The office would be able to require the governing boards of each higher education institution to submit data to the office on plans and programs, costs, selection and retention of students, enrollments, plant capacities and other matters.

Memo

Staff Recommendation: Oppose Unless Amended

This bill is similar in intent and function as previous failed legislation, which would have created a body similar to the California Postsecondary Education Commission. While there is nothing wrong regarding a coordinating body charged with gathering and reporting data about the higher education systems, it does need to have segmental representation within its advisory body to ensure that the views of educators are considered during its meetings. Thus staff recommends opposing this legislation unless provisions are added that reserve specific seats on the advisory body for representatives of the public and non-profit private higher education segments.

[AB 1961](#)

([Choi R](#)) Postsecondary education: student housing and meal plans.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 3/15/2018\)](#)

Status: 4/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/18/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Watch Assigned RM Subject

CCLC Analysis: Would require each institution of higher education whose students receive financial assistance from the State of California to provide separate lists of costs for both university operated housing and meal plans. Additionally it would prohibit institutions from requiring a student to purchase the meal plan on condition of living in university operated housing. While most community colleges do not have dorms, a few have built them via locally generated resources.

Memo

[AB 1978](#)

([Chávez R](#)) Cal Grant Program.

Status: 2/1/2018-From printer. May be heard in committee March 3.

Is Urgency: N

Is Fiscal: N

Location: 1/31/2018-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned RM Subject Financial Aid and Fees

CCLC Analysis: Spot bill related to financial aid.

Memo

Staff Recommendation: Watch

[AB 2012](#)

([Medina D](#)) School and community college employees: parental leave.

Current Analysis: 05/07/2018 [Assembly Education \(text 2/1/2018\)](#)

Status: 5/10/2018-From committee: Do pass. (Ayes 4. Noes 2.) (May 9).

Is Urgency: N

Is Fiscal: N

Location: 4/3/2018-A. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Calendar: 5/14/2018 #13 ASSEMBLY SECOND READING FILE -- ASSEMBLY BILLS

Position Assigned LN, RM Subject

CCLC Analysis: Would require school district and community college districts, to provide to either certificated or

academic employees and classified employees at least 50% of his or her regular salary for their 12-workweek period of parental leave.

Memo

Staff Recommendation: Watch

League staff is working with representatives from the community colleges' human resource organization to determine if this will increase costs, decrease staff flexibility or be disruptive to the classroom experience. If so, staff recommends taking an opposed position.

[AB 2015](#)

([Reyes D](#)) Pupil instruction: information about completion of applications for student financial aid.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 5/1/2018\)](#)

Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	LN	Financial Aid and Fees

CCLC Analysis: Would require high schools that offer economics to provide instruction, as part of that course, on how to complete financial aid forms. This would include both the FASFA and the California Dream Act Application. By mandating that these instructions take place as part of taking an economics class, this bill will likely result in students taking those classes being more knowledgeable regarding the financial aid process but could potentially reduce the amount of time within that class to teach about the subject of economics. Additionally this bill would limit exposure to instruction on applying for financial aid to those taking an economics class and thus exclude a significant number of students enrolled in high school.

Memo

[AB 2017](#)

([Chiu D](#)) Public employers: employee organizations.

Current Analysis: 04/20/2018 [Assembly Floor Analysis \(text 4/11/2018\)](#)

Status: 5/3/2018-Referred to Com. on P.E. & R.

Is Urgency: N

Is Fiscal: Y

Location: 5/3/2018-S. P.E. & R.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
	LN	Collective Bargaining

CCLC Analysis: Would prohibit a public employer from deterring or discouraging prospective public employees from becoming or remaining members of an employee organization. Currently public employers are prohibited from discouraging existing employees from joining an employee organization, this bill would extend the prohibition to potential employees.

Memo

Staff Recommendation: Watch

This piece of legislation was likely introduced in anticipation of a ruling against public employee unions in Janus vs. ASFCME, which would prohibit public employees from requiring members to pay fees for collective bargaining purposes.

[AB 2027](#)

([Fong R](#)) Career technical education.

Status: 2/6/2018-From printer. May be heard in committee March 8.

Is Urgency: N

Is Fiscal: N

Location: 2/5/2018-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch LN, RM Workforce/CTE

CCLC Analysis: Spot bill related to career technical education and community colleges.
Memo

[AB 2049](#)

([Gonzalez Fletcher D](#)) Classified school and community college employees: payroll deductions for employee organization dues.

Current Analysis: 04/23/2018 [Assembly Higher Education \(text 3/19/2018\)](#)

Status: 4/25/2018-From committee: Do pass and re-refer to Com. on APPR. (Ayes 9. Noes 3.) (April 24). Re-referred to Com. on APPR.

Is Urgency: N

Is Fiscal: Y

Location: 4/25/2018-A. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Calendar: 5/16/2018 9 a.m. - State Capitol, Room 4202 ASSEMBLY APPROPRIATIONS, GONZALEZ FLETCHER, Chair

Position Assigned Subject
Watch RM Collective Bargaining

CCLC Analysis: Current law permits school and community college districts to automatically deduct collective bargaining dues payments from the paychecks of classified employees. This bill sets out a process in which an employee may elect to not have their dues deducted from their paychecks. It would require a collective bargaining unit and the employees represented by that unit to set the terms in which an employee may decide to not pay dues, and require colleges to notify the collective bargaining unit that an employee as elected to not pay dues at least five business days before stopping the paycheck deduction. The collective bargaining unit may state that the this violates the terms of the agreement between the employee and the unit and if so, the college may continue to deduct dues from that employee. If a school or college district determines to follow the recommendation of the collective bargaining unit, the union would be required to indemnify and defend the school against any action by the employee.

Memo

[AB 2052](#)

([Bonta D](#)) State Teachers' Retirement System: contributions due to system: form.

Current Analysis: 04/02/2018 [Assembly Appropriations \(text 2/6/2018\)](#)

Status: 4/25/2018-Referred to Com. on P.E. & R.

Is Urgency: N

Is Fiscal: Y

Location: 4/25/2018-S. P.E. & R.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
LN Human Resources

CCLC Analysis: Under current law, a school employer may submit their employer contribution to CalSTRS via electronically or paper check. This bill would permit CalSTRS to require employer contributions under the Defined Benefit Program and the Cash Blanca Benefit Program to be paid by electronic transfer. An employer that is unable to transfer funds electronically may apply for waiver to be exempted from this requirement. By creating a more efficient fund transfer process this bill will save costs for CalSTRS but may increase costs for districts who might have to switch to a new contribution system.

Memo

Staff Recommendation: Watch

[AB 2067](#)₅₈

([Gallagher R](#)) School safety: armed school resource officers.

Current Analysis: 04/09/2018 [Assembly Appropriations \(text 4/3/2018\)](#)

Status: 4/11/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/11/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Public Safety

CCLC Analysis: Would require school districts, but currently not community college districts, to hire at least one armed security guard per campus.

Memo

[AB 2070](#)

([Reyes D](#)) Postsecondary education: sexual assault and sexual violence prevention training: intimate partner and dating violence.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 4/9/2018\)](#)

Status: 5/10/2018-Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-S. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position

Assigned
LN

Subject

CCLC Analysis: Current law requires colleges to provide information to students during their orientation relating to the schools sexual assault policy, the affirmative consent standard and the rights of students and responsibilities of students under that policy. This bill would further require that colleges add information relating to domestic violence to this orientation. A college would be required to provide a guide to recognizing the warning signs of domestic violence, campus policies and resources relating to domestic violence and information about off-campus resources and centers relating to domestic violence.

Memo

Staff Recommendation: Watch

The bill was likely introduced in anticipation of revised Title IX investigation guidelines that will be released by the Department of Education.

[AB 2081](#)

([Melendez R](#)) Postsecondary education: Campus Free Speech Act.

Current Analysis: 04/02/2018 [Assembly Higher Education \(text 2/7/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was HIGHER ED. on 4/3/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-A. DEAD

Desk	Dea d	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Oppose

Assigned
RM

Subject

CCLC Analysis: Introduced in response to controversy relating to free speech at various California colleges over the last several years, this bill would require the governing boards of each public higher education system and private Cal Grant eligible institutions to create a free speech policy that would:

A) Provide a statement that the primary function of the institution is to provide a space where open discussion is encouraged.

B) Permit students and faculty to engage in expressive activity if it is not unlawful and does not materially and substantially disrupt the operations of the colleges.

- C) Permit any person - regardless if they are affiliated with the college - to conduct a protest on campus.
- D) Prohibit counter protests of controversial speakers if they make it unable for those speakers to come onto campus.
- E) Require college to host any speaker whom students or faculty have invited.
- F) Prohibit institutions from charging student groups security fees for events that could potentially impact campus safety.
- G) Require institutions to make all reasonable efforts to ensure safety of speakers invited by students.
- H) Prohibit institutions from revoking an invitation made by students to a speaker based on the conclusion that the anticipation of the content of the speech may be considered offensive, immoral, indecent or objectionable.
- I) Prohibit institutions from confining a student's free speech rights to limited areas of campus.
- J) Create a range of sanctions including suspensions, firings and expulsions for anyone under the jurisdiction of the college who violates the above policies.
- K) Provides an exemption for an institution for complying with any of the above provisions if it contradicts with its religious mission.

Memo

[AB 2160](#)

([Thurmond](#) D) Classified employees: school and community college districts: part-time playground positions.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 2/12/2018\)](#)

Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position

Assigned

Subject

Watch

RM

Collective Bargaining

CCLC Analysis: Current law requires colleges and school districts to place most non academic employees into a classified service. There are a few exceptions to this rule, most for employees who are employed on a part time or consultative basis. This bill would require that all employees who are part time playground monitors, who currently are exempt from this rule, be placed into the classified service.

Memo

Staff Recommendation: Watch

League staff is working to determine the scope of impact of this bill on a community college district's workforce.

[AB 2220](#)

([Bonta](#) D) College Student Athlete Bill of Rights.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/10/2018\)](#)

Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position

Assigned

Subject

Watch

RM

CCLC Analysis: Currently the state mandates that all colleges that generate more than \$10 Million in revenue by selling media rights to their sports rights grant certain protections relating to scholarships and injury treatment to all of their collegiate athletes. These protections are currently only applicable to student athletes at UC Berkley, UCLA, Stanford, USC and San Diego State, this bill would expand on those provisions and extend the protections to any institution that grants scholarships to its student athletes.

Memo

[AB 2248](#)

([McCarty](#) D) Student financial aid: Cal Grant program.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/26/2018\)](#)

Status: 5/10/2018-Read second time. Ordered to Consent Calendar.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-A. CONSENT CALENDAR

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Calendar: 5/14/2018 #125 ASSEMBLY CONSENT CALENDAR 1ST DAY-ASSEMBLY BILLS

Position Assigned Subject
 Watch RM

CCLC Analysis: This bill would require the California Student Aid Commission and all Cal Grant qualifying institutions to notify recipients of Cal Grants that students must take at least 15 units a semester in order to graduate in four years. Each college would be required to notify the student in writing at their orientation, when they receive financial aid and in the class registration portal.

Memo

[AB 2261](#)

([Friedman D](#)) School employees: merit system: classified service: community representatives.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 3/20/2018\)](#)

Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Collective Bargaining

CCLC Analysis: This bill would require positions established for K-12 employment of community representatives in advisory or consulting capacities to be considered part of the classified service.

Memo

Staff Recommendation: Watch

[AB 2306](#)

([Santiago D](#)) Student financial aid: Cal Grant Program.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 2/13/2018\)](#)

Status: 4/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/18/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Support RM Financial Aid and Fees

CCLC Analysis: Currently students are only permitted to utilize a Cal Grant for the equivalent of four years of full time attendance. This results in community college students sometimes declining to utilize their Cal Grant Award for some portion of their time at a community college because the award is significantly more valuable at a four year institution and they anticipate it taking longer than four years to achieve their educational goals. This bill would help alleviate this by increasing the number of years a community college student is eligible for a Cal Grant to six years.

Memo

[AB 2351](#)

([Eggman D](#)) Higher Education Assistance Fund: personal income taxes: additional tax.

Current Analysis: 04/13/2018 [Assembly Revenue And Taxation \(text 3/19/2018\)](#)

Status: 4/16/2018-In committee: Set, first hearing. Hearing canceled at the request of author.

Is Urgency: N

Is Fiscal: Y

Location: 3/15/2018-A. REV. & TAX

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
RM Financial Aid and Fees

CCLC Analysis: Would implement a tax of one percent on all incomes over one million dollars to pay for student financial assistance at the University of California, California State University and California's community colleges.

[AB 2374](#)

([Kiley R](#)) Postsecondary education: Free Speech on Campus Act of 2018.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 3/15/2018\)](#)

Status: 4/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/18/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
LN, RM

CCLC Analysis: This bill would require a campus of the California Community Colleges or the California State University, and would request a campus of the University of California, to make and disseminate a free speech statement that affirms the campus's commitment to promoting, freedom of expression. The bill would require those campuses to supplement that statement with educational programming during orientation or other venues that will promote a better understanding of the First Amendment.

[AB 2385](#)

([Cunningham R](#)) Public postsecondary education: textbooks.

Current Analysis: 05/02/2018 [Assembly Floor Analysis \(text 4/26/2018\)](#)

Status: 5/10/2018-Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Is Fiscal: N

Location: 5/10/2018-S. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
LN Financial Aid and Fees

CCLC Analysis: This bill urges campus textbook publishers to post the prices of textbooks on their websites..

[AB 2389](#)

([Harper R](#)) Discrimination: state employees: travel.

Current Analysis: 03/29/2018 [Assembly Judiciary \(text 2/14/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was JUD. on 4/3/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-A. DEAD

Desk	Dea d	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch RM

CCLC Analysis: Currently, out of state travel for state funded agencies are prohibited to states that the Attorney General has determined that have passed laws that discriminates against a person based on their sexual orientation or gender identity. Thus, out of state travel for state employees is prohibited to Alabama, Kansas, Kentucky, Mississippi., North Carolina, South Dakota, Tennessee, Texas. This bill would exempt college student athletes or employees traveling out of state for an academic conference, athletic competition or recruiting a prospective athlete from the travel ban.

Memo

Staff Recommendation: Watch

[AB 2391](#)

([Harper R](#)) Student health: identification cards: suicide prevention telephone numbers.

Current Analysis: 04/23/2018 [Assembly Appropriations \(text 4/5/2018\)](#)

Status: 5/3/2018-Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Is Fiscal: N

Location: 5/3/2018-S. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	

CCLC Analysis: Would require the California community colleges and the California State University, and requests the University of California to include on the back of the student identification cards the telephone number for the National Suicide Prevention Lifeline, the Crisis Text Line, and the campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

Memo

[AB 2449](#)

([Arambula D](#)) School districts, county offices of education, and community college districts: governing boards: elections.

Current Analysis: 04/23/2018 [Assembly Appropriations \(text 2/14/2018\)](#)

Status: 5/3/2018-Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Is Fiscal: Y

Location: 5/3/2018-S. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
	LN	

CCLC Analysis: Sponsored by the Fresno County Office of Education, this bill would change the date in which the terms of an elected board member of a community college, school district or county board of education starts from the first week of December to the second week. Currently county election officials have until the first week of December to certify an election result, which means that under current law, a board could take office before the election results are certified. By moving the date back one week, this bill will fix this issue.

Memo

Staff Recommendation: Watch

[AB 2477](#)

([Rubio D](#)) Student support services: Dream Resource Liaisons.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 2/14/2018\)](#)

Status: 4/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/18/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Protecting DREAM Act Students

CCLC Analysis: This bill would require all high schools, community colleges, each campus of the California State University and requests the University of California to designate a Dream Resource Liaison. This liaison would have knowledge on services available for AB 540 students, such as financial aid, counseling and immigration legal defense support. Additionally it requests but does not require campuses to set up Dream Resource Centers, which would be space on campus that offer financial aid assistance, academic counseling, peer support services, psychological counseling, referral services and legal services.

[AB 2554](#)

([Bonta](#) D) Public postsecondary education: exemption from mandatory systemwide tuition and fees: surviving child or spouse of a federal firefighter.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 3/12/2018\)](#)

Status: 5/10/2018-Referred to Com. on ED.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Calendar: 6/6/2018 9 a.m. - John L. Burton Hearing Room (4203) SENATE EDUCATION, ALLEN, Chair

Position Watch Assigned RM Subject

CCLC Analysis: This bill would specify that the surviving child or spouse of a firefighter employed by the federal government whose duty assignment involved the performance of firefighting services in this state would also be eligible for exemption from mandatory systemwide tuition and fees at California's Community Colleges and the California State University.

Memo

[AB 2563](#)

([Patterson](#) R) Student financial aid: Cal Grant B and Cal Grant C awards: financial aid book advance program.

Current Analysis: 04/16/2018 [Assembly Appropriations \(text 3/23/2018\)](#)

Status: 4/18/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/18/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Watch Assigned RM Subject Financial Aid and Fees

CCLC Analysis: This bill would require each Cal Grant qualifying institution to provide credit at the colleges' bookstore for Cal Grant receiving students to utilize to purchase textbooks. If students utilize this credit, colleges will be able to automatically deduct the textbook purchases from the Cal Grant B or C access awards. Currently students typically receive their financial aid awards several weeks after the start of class, which is a potential barrier for students to purchasing student text book. By providing credit up front at college bookstores, this could alleviate this but at potentially significant costs to the institution.

Memo

[AB 2575](#)

([Santiago](#) D) High school and community college dual enrollment: College and Career Access Pathways partnerships: private schools.

Current Analysis: 04/23/2018 [Assembly Education \(text 4/5/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was ED. on 4/18/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-A. DEAD

Desk	Dea	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject

CCLC Analysis: Would authorize a charter school and private school to enter into a dual enrollment agreement with a community college district.

Memo

Staff Recommendation: Support

By expanding access to dual enrollment programs, this bill will increase student access, success and equity.

[AB 2621](#)

[\(Medina D\)](#) Postsecondary education: California Community Colleges.

Status: 4/24/2018-In committee: Set, first hearing. Hearing canceled at the request of author.

Is Urgency: N

Is Fiscal: N

Location: 4/2/2018-A. HIGHER ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned
LN

Subject
Governance

CCLC Analysis: 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.

[AB 2747](#)

[\(Holden D\)](#) Student Athlete Bill of Rights.

Current Analysis: 04/21/2018 [Assembly Judiciary \(text 4/18/2018\)](#)

Status: 4/30/2018-Re-referred to Com. on APPR.

Is Urgency: N

Is Fiscal: Y

Location: 4/26/2018-A. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
LN

Subject
Student Services

CCLC Analysis: This bill makes various changes to the Student Athlete Bill of Rights that would:

- A) Permit colleges to create a degree completion fund for their student athletes.
- B) Notify student athletes their rights pursuant to Title IX, the Student Athlete Bill of Rights, Clery Act and other protections provided either via the NCAA or the college's policies and procedures.
- C) Prohibits colleges from retaliating against an athlete that reports an infraction of the student's rights under any of the above bills.

The Student Athlete Bill of Rights does not apply to community colleges.

Memo

[AB 2767](#)

[\(Medina D\)](#) California Community Colleges: funding formula: study.

Status: 4/24/2018-In committee: Set, first hearing. Hearing canceled at the request of author.

Is Urgency: N

Is Fiscal: N

Location: 4/2/2018-A. HIGHER ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
LN

Subject
Budget

CCLC Analysis: 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.

[AB 2771](#)

([Eggman](#) D) Education finance: Higher Education Facilities Bond Act of 2018.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/26/2018\)](#)

Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: Y

Is Fiscal: Y

Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Bonds and Facilities

CCLC Analysis: Would enact the Higher Education Facilities Bond Act of 2018 which, upon approval by the state electorate, would authorize the issuance of state general obligation bonds in the total amount of \$7,000,000,000. The proceeds of the bonds issued and sold under the bill would be available for the construction, reconstruction, and remodeling of existing or new facilities, as specified, at the University of California, the Hastings College of the Law, and the California State University.

[AB 2785](#)

([Rubio](#) D) Student services: lactation accommodations.

Current Analysis: 04/23/2018 [Assembly Appropriations \(text 4/16/2018\)](#)

Status: 4/25/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/25/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 LN

CCLC Analysis: Would require California's Community Colleges and the California State University to provide various accommodations for a mother to breastfeed her child on campus. These accommodations are:

- A) A secure and private room, other than a restroom to breast feed a child.
- B) Permission to bring onto campus any equipment needed to facilitate breast feeding and access to a power outlet if needed.
- C) Campuses would be prohibited from assessing a penalty who access any of the above items.

Memo

Staff recommendation: Watch

League staff is analyzing the implications of the bill and will report back to the boards if the mandates contained within AB 2785 (Rubio) are cost-prohibitive.

[AB 2848](#)

([Obernolte](#) R) Local ballot measures: statement of the measure.

Status: 5/9/2018-In committee: Set, first hearing. Hearing canceled at the request of author.

Is Urgency: N

Is Fiscal: Y

Location: 3/22/2018-A. E. & R.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Support LN

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was HIGHER ED. on 3/8/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-A. DEAD

Desk	Dead	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Support

Assigned
LN

Subject
K-12 Partnerships

CCLC Analysis: Currently in order to enter into a dual enrollment agreement with a K-12 district, a community college must certify that the course is not oversubscribed or has a waiting list. This bill would specify that this requirement only applies when the number of high school pupils enrolling in the course would actually displace regular community college students who wish to enroll.

Memo

Staff Recommendation: Watch

Assemblymember Garcia's staff has stated that they are interested in dual enrollment, but may not be going forward with provisions contained within this bill.

[AB 2891](#)

(Holden D) High school and community college dual enrollment: College and Career Access Pathways partnerships: charter schools.

Current Analysis: 05/07/2018 [Assembly Appropriations \(text 3/19/2018\)](#)

Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned
LN

Subject
Academic Affairs

CCLC Analysis: Would permit community college districts to form a dual enrollment partnership with a charter school.

Memo

Staff Recommendation: Support

[AB 2894](#)

(Gloria D) Postsecondary education: students called to active military duty during an academic term.

Current Analysis: 04/23/2018 [Assembly Higher Education \(text 3/23/2018\)](#)

Status: 5/10/2018-Re-referred to Com. on APPR.

Is Urgency: N

Is Fiscal: Y

Location: 4/25/2018-A. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Calendar: 5/16/2018 9 a.m. - State Capitol, Room 4202 ASSEMBLY APPROPRIATIONS, GONZALEZ FLETCHER, Chair

Position

Assigned
RM

Subject
Veterans

CCLC Analysis: This bill provides various ways in which a student who must drop attendance at the college due to military service can obtain credit for their course work. Under the bill's provisions a student may:

- 1) If at least 75% of the academic term has been completed, a student may ask a faculty member to assign a grade based on prior coursework.
- 2) If a student receives an incomplete, that student shall have a minimum of four weeks after returning to the institution to complete the course requirements. Additional time may be granted at the discretion the faculty member.

Memo

[AB 2933](#)

([Medina](#) D) Public social services: county liaison for higher education.
Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/9/2018\)](#)
Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.
Is Urgency: N
Is Fiscal: Y
Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch LN, RM Student Services

CCLC Analysis: Would require a county human services agency to designate a liaison for higher education as a single point of contact in the agency for academic counselors and other staff and to provide resource and referral information regarding relevant programs.

Memo
Sponsored by FACCC.

[AB 2954](#)

([Bonta](#) D) School districts: special taxes: uniformity requirement: unimproved property.
Current Analysis: 04/20/2018 [Assembly Revenue And Taxation \(text 2/16/2018\)](#)
Status: 5/10/2018-Referred to Com. on GOV. & F.
Is Urgency: N
Is Fiscal: N
Location: 5/10/2018-S. GOV. & F.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch RM Fiscal and Funding, Taxes

CCLC Analysis: Would permit colleges to tax unimproved property at different rates than improved property when issuing special taxes.

[AB 2990](#)

([Low](#) D) Public postsecondary education: exemption from tuition and fees for qualifying survivors of deceased public safety and fire suppression personnel: notice.
Current Analysis: 04/16/2018 [Assembly Appropriations \(text 4/5/2018\)](#)
Status: 5/10/2018-Referred to Com. on ED.
Is Urgency: N
Is Fiscal: Y
Location: 5/10/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch RM Financial Aid and Fees

CCLC Analysis: Would require colleges to post policies regarding exemptions from paying tuition fees for dependents of law enforcement officers and firefighters who have deceased during the conduct of their official duties on various places throughout a college website.

[AB 2993](#)

([Baker](#) R) Community colleges: Community College Completion Grant Program.
Status: 2/17/2018-From printer. May be heard in committee March 19.
Is Urgency: N
Is Fiscal: N
Location: 2/16/2018-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Financial Aid and Fees

CCLC Analysis: Spot bill related to the California Completion Grant Program.

[AB 3008](#)

([Burke](#) D) Public postsecondary education: exemption from paying nonresident tuition.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 4/9/2018\)](#)

Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Financial Aid and Fees, Immigration

CCLC Analysis: Would permit students who are dependants of the recipients of E-2 immigrant visas and have met AB 540 requirements for attendance at a California educational institution to be exempt from paying out of state or international tuition. E-2 visas are typically for immigrants who move to this country to operate a business with at least \$200,000 in revenues each year and is renewed every five years. Currently their dependents qualify for instate tuition until the age of 21, after which they must obtain a student visa and pay out of state tuition. Primarily students impacted by this bill are at four year institutions.

Memo

[AB 3071](#)

([Nazarian](#) D) Community colleges: community service classes.

Status: 2/17/2018-From printer. May be heard in committee March 19.

Is Urgency: N

Is Fiscal: N

Location: 2/16/2018-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	

CCLC Analysis: Spot bill related to non-credit instruction at California's community colleges.

[AB 3101](#)

([Carrillo](#) D) Community colleges.

Current Analysis: 04/30/2018 [Assembly Appropriations \(text 2/16/2018\)](#)

Status: 5/10/2018-Read third time. Passed. Ordered to the Senate. In Senate. Read first time. To Com. on RLS. for assignment.

Is Urgency: N

Is Fiscal: Y

Location: 5/10/2018-S. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Support	LN	

CCLC Analysis: This bill would require CCCApply to be revised by 2019 to only collect student enrollment data that is required by the federal government. If the data can be collected at another time, CCCApply would be directed to collect that data after the time of enrollment.

Memo

Staff Recommendation: Watch

The current CCCApply process is long and potentially a significant number of students start the application but drop out during the process. The League had interns apply to community college utilizing CCCApply and it took them between 45 minutes and an hour. Thus, the process applying to community colleges could increase student access by being

simplified. However, many elements collected within CCCApply are essential to state's accountability structure and closing the achievement gap.

League staff will analyze exactly which data elements would be dropped from this bill and the simplification of the application process is worth the reduction in number of data points we collect from our students.

[AB 3153](#)

([Levine](#) D) Student financial aid: Cal Grants: summer term students.
 Current Analysis: 05/07/2018 [Assembly Appropriations \(text 4/12/2018\)](#)
 Status: 5/9/2018-In committee: Set, first hearing. Referred to APPR. suspense file.
 Is Urgency: N
 Is Fiscal: Y
 Location: 5/9/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Financial Aid and Fees

CCLC Analysis: Would expand Cal Grant eligibility to include two additional summer sessions, allowing students to receive a larger amount of financial aid.

Memo
 Staff Recommendation: Support

[AB 3186](#)

([Medina](#) D) Public postsecondary education: University of California: California Community Colleges: competitive bidding: best value.
 Current Analysis: 04/30/2018 [Assembly Appropriations \(text 2/16/2018\)](#)
 Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.
 Is Urgency: N
 Is Fiscal: Y
 Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Fiscal and Funding

CCLC Analysis: Currently the University of California and California's community colleges may determine bid selection and contracts by the best value, rather than the lowest responsible bidder standard. This permits both the University of California and community colleges to take into account elements contained within the bid other than amount a contractor has said he or she will provide a service or product for such as quality of services or prior performance. This bill would repeal a sunset date of January 1, 2019 and make provisions permitting the University of California and California's community colleges to utilize best value contracting permanent.

Memo
 Staff Recommendation: Watch

[AB 3213](#)

([Bonta](#) D) Postsecondary education: cost of attendance: fiscal matters.
 Current Analysis: 04/30/2018 [Assembly Appropriations \(text 4/9/2018\)](#)
 Status: 5/2/2018-In committee: Set, first hearing. Referred to APPR. suspense file.
 Is Urgency: N
 Is Fiscal: Y
 Location: 5/2/2018-A. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Financial Aid and Fees

CCLC Analysis: Would require the California State University and 4-year private postsecondary educational institutions and independent institutions of higher education to, and would request the University of California to, include at minimum items such as tuition, books, room and board, cost of computers, extracurricular activities and healthcare costs

in a calculation of a full-time student's cost of attendance at that institution.

Memo

Staff Recommendation: Watch

This bill currently does not apply to community colleges.

[ACA 6](#)

([Harper R](#)) School facilities: bonded indebtedness: vote requirement.

Status: 2/19/2017-From printer. May be heard in committee March 21.

Is Urgency:

Is Fiscal:

Location: 2/17/2017-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned

Subject

Oppose

LN

Bonds and Facilities

CCLC Analysis: Current law requires that at least 55% of voters approve a bond measure before a community college district is authorized to issue a bond. This bill would increase this threshold to two-thirds of the voters.

Memo

[ACA 14](#)

([Melendez R](#)) Postsecondary education: Campus Free Speech Act.

Status: 1/30/2018-In committee: Set, second hearing. Hearing canceled at the request of author.

Is Urgency:

Is Fiscal: Y

Location: 6/15/2017-A. JUD.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned

Subject

Oppose

RM

Campus Safety

CCLC Analysis: This measure would require the appropriate governing board or body of each higher education institution to develop and adopt a policy on free expression that, among other things contains the following:

A) Any person lawfully present on campus may conduct a protest or demonstration there.. Counter-protesters would be prohibited from infringe on the speaker's ability to speak or they will be subject to sanction.

B) The institution is open to any speaker whom the students, student groups or faculty have invited.

C) Any student who has been found twice of infringing the rights of others to speak, demonstrate or protest will be suspended for a minimum of one year or expelled.

D) A committee on each campus will be established to monitor the institution's compliance with the above provisions. The committee would submit a report to the governing body, state legislature and Governor each year.

E) A higher education institution may restrict expressive conduct in public areas only if it meets all of the following: necessary to achieve a compelling interest, least restive means of furthering that interest and provides opportunity for other expressive conduct.

A person who feels a college has violated any of the above items may sue for injunctive relief and attorney's fees.

Memo

[ACR 150](#)

([Limón D](#)) Dual Enrollment Week.

Current Analysis: 04/11/2018 [Senate Floor Analyses \(text 3/15/2018\)](#)

Status: 4/23/2018-Chaptered by Secretary of State- Chapter 46, Statutes of 2018

Is Urgency:

Is Fiscal: N

Location: 4/23/2018-A. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
LN

Subject
Academic Affairs

CCLC Analysis: Would recognize the week of March 18, 2018, to March 24, 2018 as Dual Enrollment Week in California and would encourage colleges and universities to visit high schools and take action to help pupils register in dual enrollment courses.
Memo

[ACR 164](#)

([Cunningham](#) R) Career Technical Education Month.
Current Analysis: 03/14/2018 [Senate Floor Analyses \(text 1/29/2018\)](#)
Status: 3/22/2018-Chaptered by Secretary of State- Chapter 26, Statutes of 2018
Is Urgency:
Is Fiscal: N
Location: 3/22/2018-A. CHAPTERED

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject

CCLC Analysis: Would declare the month of February as Career Technical Education Month in the State of California
Memo
Staff Recommendation: Watch

[ACR 167](#)

([Acosta](#) R) University of California: student tuition and fee increases.
Status: 1/31/2018-From printer.
Is Urgency:
Is Fiscal: Y
Location: 1/30/2018-A. PRINT

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Financial Aid and Fees

CCLC Analysis: Would urge the Regents of the University of California to reject specified tuition and fee increases for students at University of California campuses statewide.
Memo

[SB 183](#)

([Lara](#) D) State buildings: federal immigration agents.
Current Analysis: 01/24/2018 [Senate Floor Analyses \(text 1/22/2018\)](#)
Status: 1/30/2018-In Assembly. Read first time. Held at Desk.
Is Urgency: N
Is Fiscal: N
Location: 1/29/2018-A. DESK

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Protecting DREAM Act Students

CCLC Analysis: Would prohibit federal immigration officials from entering state owned buildings, including schools, universities and community colleges without a valid federal warrant.
Memo

[SB 320](#)

([Leyva](#) D) Public health: public postsecondary education: on-campus student health centers: abortion by medication techniques.

Current Analysis: 01/24/2018 [Senate Floor Analyses \(text 1/11/2018\)](#)

Status: 4/23/2018-Referred to Coms. on HEALTH and HIGHER ED.

Is Urgency: N

Is Fiscal: Y

Location: 4/23/2018-A. HEALTH

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Student Services

CCLC Analysis: Would require the University of California and California State University to provide access to medicated abortions, assuming enough private donations have been raised to pay for the costs of administering the services.

Memo

[SB 573](#)

([Lara](#) D) Student financial aid: student service programs.

Current Analysis: 09/06/2017 [Assembly Floor Analysis \(text 9/5/2017\)](#)

Status: 9/12/2017-Ordered to inactive file on request of Assembly Member Calderon.

Is Urgency: N

Is Fiscal: Y

Location: 9/12/2017-A. INACTIVE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Financial Aid and Fees

CCLC Analysis: Targeted towards California DREAM Act students who are not eligible for federal financial aid including work study programs, this bill would permit public universities and colleges to create service learning programs on each campus. These programs would be be part of a college's financial aid office and would be required to identify volunteer opportunities and make them eligible for existing state work study program funds.

Memo

[SB 691](#)

([Lara](#) D) Educational equity: immigration status.

Current Analysis: 01/24/2018 [Senate Floor Analyses \(text 1/12/2018\)](#)

Status: 4/23/2018-Referred to Com. on JUD.

Is Urgency: N

Is Fiscal: Y

Location: 4/23/2018-A. JUD.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Protecting DREAM Act Students

CCLC Analysis: Would prohibit all higher education institutions in the state of California from discriminating against a student based off of their immigration status.

Memo

[SB 837](#)

([Dodd](#) D) Transitional kindergarten: enrollment for 4-year-olds.

Current Analysis: 04/23/2018 [Senate Appropriations \(text 1/8/2018\)](#)

Status: 4/23/2018-April 23 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/23/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Watch
Assigned RM
Subject K-12 Partnerships

CCLC Analysis: Would require institutions that offer transitional kindergarten programs to admit progressively younger 4-year-old pupils starting in the 2020-21 school year. By the 2022-2023 all transitional kindergarten programs would be required to admit all four year olds, regardless of age.

Memo

[SB 940](#)

(Beall D) Student financial aid: Cal Grant Program: foster youth.

Current Analysis: 04/16/2018 [Senate Appropriations \(text 3/21/2018\)](#)

Status: 4/16/2018-April 16 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/16/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Support
Assigned RM
Subject Financial Aid and Fees

CCLC Analysis: Would strengthen the support the Cal Grant program provides for financially needy former foster youth. It would expand the length of time a former foster youth is able to receive a Cal Grant from the equivalent of five years of full time attendance to eight years and extend the period of time a former foster youth is eligible to apply for the entitlement grant from one year after graduation from high school to any time as long as they are under the age of 26.

Memo

[SB 1009](#)

(Wilk R) Community colleges: tutoring.

Current Analysis: 04/30/2018 [Senate Appropriations \(text 4/3/2018\)](#)

Status: 4/30/2018-April 30 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/30/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Support
Assigned RM
Subject Student Services

CCLC Analysis: Currently colleges are allowed to capture apportionment for supervised tutoring of students in basic skills or non-credit courses. 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 to AB 1935 (Irwin), which has the same goal providing funding for supervised tutoring in in credit classes.

Memo

The League is working to reconcile the differences between the bills and have both work together to expand access to supervised tutoring for students in credit and non-credit courses. Currently there are four differences between the bills:

Basic Skills: SB 1009 (Wilk) explicitly mentions student referral for basic skills tutoring, while AB 1935 (Irwin) does not.

Self Referral: SB 1009 (Wilk) explicitly mentions student referral for basic skills tutoring, while AB 1935 (Irwin) does not. The Chancellor’s Office has stated that they are planning on including self referral in regulations authorized under

AB 1935 (Irwin).

Implementation Method: AB 1935 (Irwin) authorizes the BOG to create regulations, SB 1009 (Wilk) makes changes to statute.

Sponsorship: AB 1935 (Irwin) is sponsored by the California Community College Chancellor's Office while SB 1009 (Wilk) is sponsored by the College of the Canyons.

[SB 1031](#)

([Moorlach](#) R) Public employees' retirement: cost-of-living adjustments: prohibitions.

Current Analysis: 04/24/2018 [Senate Public Employment And Retirement \(text 4/5/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was P.E. & R. on 4/23/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-S. DEAD

Desk	Dead	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Human Resources

CCLC Analysis: Would prohibit CalPRS and CalSTRS from providing a cost of living adjustment for any retired employees or their survivor that enrolled within the system after 2019 if either of those systems have more than a unfunded actuarial liability of 20%. As both CalPRS and CalSTRS are projected to have an unfounded actuarial greater than 20% for the next two decades, this bill could potentially result in pensions that do not keep up with the cost of inflation for beneficiaries. However it should be noted that both CalPRS and CalSTRS are projected to be fully funded roughly around when those enrolled in either system in 2019 will qualify for benefits. Thus, depending on how closely projections for both systems match reality, the results of this bill could be mitigated.

Memo

[SB 1032](#)

([Moorlach](#) R) California Public Employees' Retirement System: contract members: termination.

Current Analysis: 04/18/2018 [Senate Public Employment And Retirement \(text 2/8/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was P.E. & R. on 4/23/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-S. DEAD

Desk	Dead	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Human Resources

CCLC Analysis: This bill would authorize a public employer to terminate its contract with CalPERS without having to fully pay for agency's pension liability. Instead, CalPERS would be authorized to reduce member benefits in the terminated agency pool by the percentage of unfunded liability. It would also authorize the public employer to transfer the assets accumulated within the system to a pension provider designated by the contracting agency.

Memo

[SB 1033](#)

([Moorlach](#) R) Public employees' retirement: reciprocal benefits: actuarial liability.

Current Analysis: 04/18/2018 [Senate Public Employment And Retirement \(text 4/5/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was P.E. & R. on 4/24/2018)

Is Urgency: N

Is Fiscal: Y

Location: 4/27/2018-S. DEAD

Desk	Dead	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Human Resources

CCLC Analysis: This bill would require that an agency participating in PERS that increases the compensation of a member who was previously employed by a different agency to bear all actuarial liability for the action, if it results in an increased actuarial liability beyond what would have been reasonably expected for the member. The bill defines reasonably expected as reasonable compensation growth as could be expected as a that employee progresses in his or her career. If multiple public employers unreasonably increased the liability, the cost would be apportioned equitably among them.

Memo

[SB 1071](#)

([Newman](#) D) Public postsecondary education: Chancellor of the California Community Colleges: uniform policy to award course credit for prior military education, training, and service.

Current Analysis: 04/30/2018 [Senate Appropriations \(text 4/18/2018\)](#)

Status: 4/30/2018-April 30 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/30/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Academic Affairs

CCLC Analysis: Would require, commencing January 1, 2019, the office of the Chancellor of the California Community Colleges, 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.

Memo

[SB 1193](#)

([Nguyen](#) R) Community college districts: sale or lease of real property.

Status: 4/16/2018-April 18 set for first hearing canceled at the request of author.

Is Urgency: N

Is Fiscal: N

Location: 4/4/2018-S. ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned
RM

Subject

CCLC Analysis: Would permit the Long Beach Community College District to deposit proceeds of the sale of district property into an irrevocable trust for retiree benefits.

Memo

Sponsored by Long Beach City College.

[SB 1224](#)

([Glazer](#) D) Statewide longitudinal education and workforce data system.

Current Analysis: 04/30/2018 [Senate Appropriations \(text 4/18/2018\)](#)

Status: 4/30/2018-April 30 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/30/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position

Assigned
LN

Subject

CCLC Analysis: This bill would establish a statewide longitudinal education and workforce data system to include data on California students from enrollment in kindergarten to their entry into the workforce. The bill would require DOE, the Chancellor of the California Community Colleges, and the California State University, and would request the University of California, to set up a data collection system to track student data and would require the Labor and Workforce Development Agency to provide workforce program data for those students.

Memo

Staff Recommendation: Watch

[SB 1225](#)

([Glazer](#) D) Education finance: Higher Education Facilities Bond Act of 2018.

Current Analysis: 05/07/2018 [Senate Appropriations \(text 2/15/2018\)](#)

Status: 5/7/2018-May 7 hearing: Placed on APPR. suspense file.

Is Urgency: Y

Is Fiscal: Y

Location: 5/7/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Bonds and Facilities

CCLC Analysis: Would ask voters to authorize a \$4 billion general obligation bond to fund facility construction at the University of California and the California State University.

Memo

Staff Recommendation: Watch

[SB 1227](#)

([Skinner](#) D) Density bonuses.

Current Analysis: 04/20/2018 [Senate Transportation And Housing \(text 4/16/2018\)](#)

Status: 5/4/2018-Set for hearing May 14.

Is Urgency: N

Is Fiscal: Y

Location: 4/26/2018-S. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Support	RM	

CCLC Analysis: Would allow developers of housing projects to build additional housing units regardless of zoning rules if:

- A) At least 20% of those units are utilized by low income students, defined as Cal Grant A or B students, at affordable rates.
- B) Project is located within one mile of college accredited by the Western Association of Schools and Colleges or the Accrediting Commission for California and Junior Colleges.
- C) Provides priority for the affordable units for students experiencing homelessness.

Memo

Staff Recommendation: Support if Amended

[SB 1243](#)

([Portantino](#) D) Public postsecondary education: The California State Pathways in Technology Program.

Current Analysis: 04/30/2018 [Senate Appropriations \(text 4/18/2018\)](#)

Status: 4/30/2018-April 30 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/30/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position	Assigned	Subject
Watch	RM	Academic Affairs

CCLC Analysis: This bill establishes the California State Pathways in Technology (CA P-TECH) Program, a public-private partnership pathway program the starts in freshman year in high school and results in the opportunity to earn an

Associate of Applied Science degree. The goal of this program will be to provide workplace experience and seamless sequence of study in career technical education from grades 9-14.

Memo

Staff Recommendation: Watch

Staff will be working with Senator Portantino's office to determine what his goals are regarding this program.

[SB 1275](#)

([Stern](#) D) Public postsecondary education: Plan Against College Hunger Act of 2018.

Current Analysis: 04/23/2018 [Senate Appropriations \(text 4/11/2018\)](#)

Status: 4/23/2018-April 23 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/23/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Financial Aid and Fees

CCLC Analysis: Would establish a program under the Student Aid Commission that would provide grants to Cal Grant recipients equal to the cost of 10 meals per week at their campus cafeteria via a meal plan. The legislation stipulates that the program will not be operative unless the state legislature appropriates funding for the grants.

Memo

[SB 1348](#)

([Pan](#) D) Postsecondary education: allied health professional clinical programs: reporting.

Current Analysis: 04/16/2018 [Senate Appropriations \(text 3/22/2018\)](#)

Status: 4/16/2018-April 16 hearing: Placed on APPR. suspense file.

Is Urgency: N

Is Fiscal: Y

Location: 4/16/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Workforce/CTE

CCLC Analysis: Would require each California Community College District and private proprietary institution to collect and report out data relating to their allied health programs. Specifically it would require colleges to report:

- A) Name and address of clinical placement sites.
- B) Length and types of clinical rotations.
- C) Supervision ratios at each site.
- D) Demographics of students participating in clinical training, including race, ethnicity, gender and English as a second language status.
- E) Employment retention at each clinical placement site.

Memo

[SB 1354](#)

([Galgiani](#) D) Community colleges: California Apprenticeship Initiative (CAI) New and Innovative Grant Program.

Current Analysis: 04/18/2018 [Senate Floor Analyses \(text 2/16/2018\)](#)

Status: 4/30/2018-Referred to Com. on HIGHER ED.

Is Urgency: N

Is Fiscal: Y

Location: 4/30/2018-A. HIGHER ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
 Watch RM Workforce/CTE

CCLC Analysis: Upon appropriation by the state legislature, this bill would establish a competitive grant program within the Chancellor's Office to create new and innovative apprenticeship opportunities in priority or emerging sectors in which apprenticeships are not established.

Memo

[SB 1378](#)

([Nguyen R](#)) Postsecondary education: segments.

Status: 3/8/2018-Referred to Com. on RLS.

Is Urgency: N

Is Fiscal: N

Location: 2/16/2018-S. RLS.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject

CCLC Analysis: Spot bill related to the state's Master Plan for Higher Education.

[SB 1381](#)

([Nielsen R](#)) Public postsecondary education: Campus Free Expression Act.

Current Analysis: 04/23/2018 [Senate Judiciary \(text 2/16/2018\)](#)

Status: 5/4/2018-Set for hearing May 14.

Is Urgency: N

Is Fiscal: Y

Location: 5/1/2018-S. APPR.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Oppose

Assigned

Subject

CCLC Analysis: 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. A person who feels that their campus has violated any of the tenants contained within the bill's language can sue, with damages being capped at \$5,000.

Memo

Calendar: 5/14/2018 10 a.m. - John L. Burton Hearing Room (4203) SENATE APPROPRIATIONS, LARA, Chair

[SB 1388](#)

([Anderson R](#)) Postsecondary education: Forming Open and Robust University Minds Act.

Current Analysis: 04/03/2018 [Senate Education \(text 2/16/2018\)](#)

Status: 4/27/2018-Failed Deadline pursuant to Rule 61(b)(5). (Last location was ED. on 4/4/2018)

Is Urgency:

Is Fiscal: Y

Location: 4/27/2018-S. DEAD

Desk	Dea d	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoed	Chaptered
1st House				2nd House							

Position
Watch

Assigned
RM

Subject
Campus Safety

CCLC Analysis: 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. A person who feels that their campus have violated any of the tenets contained within the bill would be entitled to sue in federal court.

[SB 1406](#)

([Hill](#) D) Public postsecondary education: community college districts: baccalaureate degree pilot program.
 Current Analysis: 04/25/2018 [Senate Floor Analyses \(text 4/10/2018\)](#)
 Status: 5/7/2018-Referred to Com. on HIGHER ED.
 Is Urgency: N
 Is Fiscal: Y
 Location: 5/7/2018-A. HIGHER ED.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
LN

CCLC Analysis: Would extend the current baccalaureate degree granting program at California's community colleges by two years, permitting students to enroll in the existing 15 programs through 2022.

Memo

Staff Recommendation: Support

[SB 1471](#)

([Hernandez](#) D) Cal Grant Program: Competitive Cal Grant A and B awards.
 Current Analysis: 04/16/2018 [Senate Appropriations \(text 2/16/2018\)](#)
 Status: 4/16/2018-April 16 hearing: Placed on APPR. suspense file.
 Is Urgency: N
 Is Fiscal: Y
 Location: 4/16/2018-S. APPR. SUSPENSE FILE

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
Support RM

CCLC Analysis: Would increase the annual Competitive Cal Grant A and B award limit from 25,750 to 30,000. The competitive awards overwhelmingly go towards community college students and with currently over 300,000 qualified applicants for 25,750 awards, any increase in the number of awards will result in increased student access, success and equity.

Memo

[SCA 8](#)

([Moorlach](#) R) Public employee retirement benefits.
 Status: 6/20/2017-June 26 set for first hearing canceled at the request of author.
 Is Urgency:
 Is Fiscal: Y
 Location: 2/23/2017-S. P.E. & R.

Desk	Policy	Fiscal	Floor	Desk	Policy	Fiscal	Floor	Conf. Conc.	Enrolled	Vetoe d	Chaptered
1st House				2nd House							

Position Assigned Subject
Watch LN, RM Human Resources

CCLC Analysis: This measure would permit a government employer to reduce retirement benefits that are based on work not yet performed by an employee regardless of the date that the employee was first hired, notwithstanding other provisions of the California Constitution or any other law. The measure would prohibit it from being interpreted to permit the reduction of retirement benefits that a public employee has earned based on work that has been performed.

Memo

Total Measures: 87

Total Tracking Forms: 87



League 2018-19 Governor's May Revision Analysis

This morning, Governor Brown released the final May Revision of his tenure. In doing so, he emphasized his higher education priorities, including two signature proposals - a new fully online community college focused on innovations in online learning and a new *student-focused* funding formula – both of which maintained prominent investments in the 2018-19 May Revision.

The proposal includes an increase to the cost-of-living adjustment, increasing from 2.51% in January to 2.71% in the May Revision. This is welcome news for districts as they experience escalating operating costs simply to maintain quality programs for all students.

The 2018-19 May Revision retains a \$46 million allocation for College Promise programs to support local efforts to build a college-going culture with a focus on increasing first-time, full-time students and confronting students' growing non-tuition costs.

Economic Context: Governor Brown's budget reflects concern with appropriating one-time funds for ongoing purposes and emphasizes the inevitability of a state recession, stating that "I intend to leave the most responsible budget I can for the next Governor." While California – now the fifth largest economy in the world - is on pace to build an \$8 billion surplus by July 2019, the May Revision minimizes new spending in anticipation of increasing costs to address natural disasters, the next recession, inadequately funded pension obligations, and uncertainty about federally-funded programs.

Proposition 98 and Community Colleges: California's economic improvements brings the Proposition 98 K-14 guarantee for 2018-19 to an all-time high of \$78.4 billion. For community colleges, the Governor's 2018-19 proposal provides approximately \$800 million in new Proposition 98 resources – of which approximately \$300 million are in one-time funds. The Governor also honors the statutory split of 10.93%. As part of this budget, the Director of Finance, the Superintendent of Public Instruction, and the Chancellor will begin the process of certifying the data for the calculation of the Proposition 98 guarantee.

The Governor's budget summary is available [here](#). Below is a chart comparing the Governor's May Revision to the proposed budget for community colleges in January:

Major 2018-19 Budget Proposals for Community Colleges:

Proposal for a New Funding Formula – The Governor's Budget highlights the challenges of an enrollment-only formula, emphasizing that it fails to capture the comprehensive mission of CCCs and runs counter-cyclical to the economy. The need for a modification to the funding formula is exacerbated by the fact that of the 72 community college districts, 32 are in stability and 18 have not fully restored - indicating that many districts are expecting significant budget cuts in 2018-19 due to declining enrollments.

The Governor proposes several key adjustments to the funding formula framework that was released in January. Under the May Revision funding formula, \$175 million ongoing and \$104 million one-time would be allocated to both hold colleges harmless to 2017-18 levels and to build district capacity. This allocation recognizes this significant transition will require resources to enhance the quality of existing student programs and services. It also recognizes the importance of offering some measure of stability to colleges throughout California. General operating resources remain critical for maintaining faculty and staff talent, paying for



healthcare and pensions, and covering additional operating costs to serve our most vulnerable student populations.

The League will closely analyze forthcoming simulations as they will be crucial in evaluating any new funding formula. The Governor’s May Revision funding formula is structured as follows:

May Revision - Governor’s Proposed Funding Formula
<p>Base Grants (60% of formula) — District base grant calculated through FTES enrollment.</p> <ul style="list-style-type: none"> • Measures FTES enrollment based on a three-year average. • Consistently counts summer session enrollments in the fiscal year that follows the summer term. • Provides a rural allocation consistent with the current formula.
<p>Supplemental Grant (20% of formula) — Supplemental grants based on the number of low-income students that the district enrolls.</p> <ul style="list-style-type: none"> • Measures Three Factors: <ol style="list-style-type: none"> 1) Pell Grant headcount enrollment 2) Headcount enrollment of students 25 years and older who receive a College Promise Grant fee waiver (formerly known as the BOG Fee Waiver) 3) AB 540 students per the California Dream Grant application
<p>Student Success Incentive Grant (20% of formula) — Funding for student outcomes with additional funding for outcomes of low-income students:</p> <ul style="list-style-type: none"> • Progression <ul style="list-style-type: none"> ○ Completion of transfer-level mathematics and transfer-level English within the first year of enrollment. • Outcomes <ul style="list-style-type: none"> ○ Completion of an associate degree or California community colleges baccalaureate degree. ○ Transfer to <u>any</u> accredited 4-year institution ○ Completion of an ADT ○ Credit certificates 18 units or greater ○ Completion of 9 career technical education (CTE) units • Wages <ul style="list-style-type: none"> ○ Attainment of a regional living wage after one year of completion. • Provides districts with additional resources based on the number of Pell Grant students meeting any of the above outcomes.
<p>Hold Harmless Provision — Establishes a two-year hold harmless approach</p> <ul style="list-style-type: none"> • Districts would be held harmless to 2017-18 levels for two-years. • Formula metrics would be implemented in year three or fiscal year 2020-21.
<p>Noncredit & CDCP — Excludes noncredit and CDCP courses from the new funding formula and funds these programs at existing rates.</p>
<p>Technical Assistance — Authorizes the Chancellor to direct a district to use up to 1 percent of a district’s apportionment for assistance.</p>

In late January, Chancellor Oakley requested the Chief Executive Officers of California Community Colleges (CEOCC) Board convene a small group of CEOs to make recommendations for a new formula. After intensive review of the Governor’s January proposal and examination of the experiences of other state



systems with similar funding approaches, the Workgroup concluded that an essential component of a new funding formula is **building the institutional capacity of the 72 districts as a necessary condition of student success. This requires a significant infusion of base funding for California's 114 community colleges.**

The Governor's May Revision Funding Formula includes key concepts and recommendations of the CEO Funding Formula Workgroup, including: a two-year hold harmless, a significant increase to base funding, calculation of enrollment based on a three-year average, resources for the success of economically disadvantaged students, and recognition of transfer to any accredited four-year institution. The League is appreciative of the consideration and inclusion of some of these essential elements that build district capacity and increase funding predictability. However, several of the formula modifications are received with caution as the plan does not include a period for extensive research, simulations, or a thoughtful phase-in of the formula metrics.

In the final weeks of discussion, **we will continue to emphasize the importance of providing two years of 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.**

Online Education – The Governor continues the provocative discussion of enhancing affordable public online education options for Californians by allocating \$20 million ongoing and \$100 million one-time for the establishment of a new online entity. The May Revision proposal includes several modest modifications but continues its focus on serving 25-34 year olds with no degrees or credentials through a model that awards credit for prior-learning and utilizes competency-based education.

We appreciate the Governor's innovative vision to further expand online education for underserved Californians. We request the Governor also consider strengthening the existing online ecosystem of California community colleges that serve diverse students through an online format by empowering us to make the changes necessary to better meet the needs of these students. By transferring proposed innovations and advances to the existing online ecosystem and integrating systemwide efforts, colleges can reach more underserved students with quality online education. In the coming week, the Board will further explore the details of this proposal with the goal of serving more Californians with accessible quality online instruction.

Thoughtful Consolidation of Certain Categorical Programs – Consistent with the CEO Funding Formula Workgroup Recommendations, the Governor proposes the consolidation of the Student Success and Support Program (SSSP), the Student Success for Basic Skills Program, and the Student Equity Program, with a clear focus on equity and a thoughtful integration of deliverables and reporting requirements.

Funded League Priorities:

Financial Aid – The landscape of financial aid is changing rapidly at community colleges with increased responsibilities placed on financial aid offices for which they are unprepared to absorb. Unfortunately, support and efficiencies for financial aid offices have often been overlooked resulting in delays in the enrollment for thousands of students. **The Governor funds a League priority by providing an augmentation of \$5 million ongoing and \$13.5 million one-time for technology advancement and innovations to modernize our financial aid verification and processing systems.** An investment in technology advancements and innovations will allow colleges to provide awards based on units taken, to more quickly verify student information, and to substantially reduce aid processing time.



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

2017 O Street, Sacramento, CA 95811

(916) 444-8641

(916) 444-2954 fax

www.ccleague.org

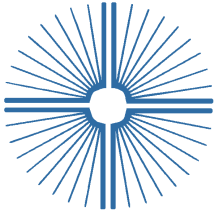
Open Educational Resources – We applaud the Governor’s investment of \$6 million in one-time funds in open educational resources (OER) as an important step to combating the high cost of textbooks. Today, textbooks comprise an estimated 40% of the total cost of attendance at community colleges.

Other Areas of Attention: The League has identified areas of concern within the 2018-19 budget proposal: the absence of 10 shovel-ready capital projects and a Cal Grant program that underserves community college students.

Bond and Capital Outlay – In 2016, California voters approved a facilities bond providing a \$2 billion infrastructure investment in California’s community colleges. The Governor’s proposed budget only funds five (5) of the 15 ready-to-go capital projects, thereby dismissing voter support for Prop 51 and disregarding an extensive facilities need of \$42 billion over the next 10 years, including \$29.9 billion in unmet capital facility needs identified in the current Five-Year Capital Outlay Plan.

Cal Grants – While we appreciate that the 2018-19 budget sets an expectation for private, non-profit institutions make commitments to increase transfers by leveraging Cal Grants, the budget still continues to distribute less than 10% of Cal Grant resources to California community college students despite the fact that our students comprise two-thirds of the higher education population.

Item	2018-19 Governor's January Proposal	2018-19 Governor's May Revision	Notes
Ongoing Funds			
Cost of Living Adjustment (COLA)	\$161.2 M (2.51%)	\$173.1 M (2.71%)	
Enrollment Growth	\$60 M (1%)	\$60 M (1%)	Allows the system to serve around 25,000 more students.
Base Funding for Transition to New Funding Formula	\$175 M	\$175 M (plus \$104 M one-time)	To support transition to a new equity and outcomes focused funding formula. Adds \$104 million one-time in 2018-19 to provide discretionary resources so that all districts receive, in 2018-19, total resources of at least their 2017-18 totals adjusted by 2.71 percent.
College Promise Programs	\$46 M	\$46 M	To implement AB 19 (Chpt. 735/Statutes of 2017)
COLA: Adult Education Block Grant	\$20.5 M	\$21.5 M	COLA for AEBG plus \$5 M for data collection



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

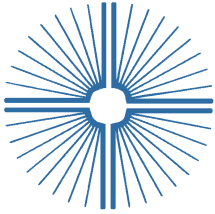
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Full-Time Student Success Grants	\$32.9 M	\$40.8 M	Consolidates the two categorical programs. Based on units taken by qualifying student .
Completion Incentive Grants			
Financial Aid Streamlining and Modernization	No allocation	\$5 M (\$13.5 M one-time)	For implementation of new financial aid system improvements at the colleges.
Chancellor's Office Operations	\$2 M	\$2 M	Non-98 for 15 vacant positions
Online College	\$20 M	\$20 M	\$20 M ongoing
One-Time Funds			
Online College	\$100 M	\$100 M	\$100 M one-time and One-time for the establishment of a new online colleges targeting 25-34 year olds with no degree.
Deferred Maintenance & Instructional Equipment	\$274.3 M	\$143.5 M	No matching funds required.
Open Educational Resources	No allocation	\$6 M	To expand open educational resources across colleges.
Innovation Awards	\$20 M	\$20 M	Focused on enhancing equity



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<p>Prop 51 Bond Projects</p>	<p>5 Projects</p>	<p>5 Projects</p>	<p>15 projects requested in the 2018-19 Capital Outlay Program. <u>Funds only:</u></p> <ul style="list-style-type: none"> • Redwood's Arts Building Replacement • Mt. San Antonio's New Physical Education Complex • Laney's Learning Resource Center • Merritt's Child Development Center • Golden West's Language Arts Complex Replacement • Imperial Valley College
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Over the next couple of weeks, it will be critical for community colleges to advocate with a unified voice as we respond to a complex budget that presents many opportunities.

CCC Funding Formula Projections

District	2017-18 General Apportionments	2018-19 New Formula ^{1, 2}	Difference from 2017-18	2019-20 New Formula ^{1, 2}	Difference from 2017-18	Contextual Descriptors Only ³			
						Pell Grant and AB 540 Students	Pell and AB 540 Students as Pct of Credit FTES	Associate Degree Awards	Associate Degrees as Pct of Credit FTES
Allan Hancock	\$58,411,385	\$62,958,421	\$4,547,036	\$65,235,303	\$6,823,918	3,782	50%	1,076	14%
Antelope	\$62,349,983	\$76,901,510	\$14,551,527	\$79,881,583	\$17,531,600	8,287	71%	1,303	11%
Barstow	\$18,677,674	\$22,255,207	\$3,577,533	\$22,576,151	\$3,898,477	2,231	91%	274	11%
Butte	\$57,709,394	\$64,942,574	\$7,233,180	\$67,067,148	\$9,357,754	5,849	61%	1,152	12%
Cabrillo	\$61,224,556	\$62,883,741	\$1,659,185	\$61,224,556	\$0	3,564	39%	1,035	11%
Cerritos	\$93,421,450	\$109,789,351	\$16,367,901	\$114,664,533	\$21,243,083	12,364	71%	1,090	6%
Chabot-Las Positas	\$100,588,882	\$103,314,841	\$2,725,959	\$100,588,882	\$0	5,148	29%	1,351	8%
Chaffey	\$93,661,793	\$105,166,578	\$11,504,785	\$109,245,698	\$15,583,905	9,382	61%	1,775	11%
Citrus	\$68,231,528	\$79,619,404	\$11,387,876	\$85,020,737	\$16,789,209	5,249	46%	2,170	19%
Coast	\$184,852,245	\$208,341,629	\$23,489,384	\$221,172,145	\$36,319,900	13,021	40%	4,212	13%
Compton ⁴	\$36,634,660	\$37,627,459	\$992,799	\$39,886,960	\$3,252,300	3,486	58%	493	8%
Contra Costa	\$166,240,061	\$170,745,167	\$4,505,106	\$173,105,937	\$6,865,876	11,104	38%	2,308	8%
Copper Mountain	\$12,714,309	\$14,373,124	\$1,658,815	\$14,885,372	\$2,171,063	1,115	80%	145	10%
Desert	\$57,689,085	\$62,013,493	\$4,324,408	\$68,528,807	\$10,839,722	5,610	67%	428	5%
El Camino	\$114,075,864	\$118,352,491	\$4,276,627	\$127,061,083	\$12,985,219	11,434	59%	2,434	13%
Feather River	\$13,507,838	\$14,634,631	\$1,126,793	\$15,159,279	\$1,651,441	438	28%	166	11%
Foothill	\$147,883,707	\$151,891,355	\$4,007,648	\$147,883,707	\$0	7,707	29%	2,085	8%
Gavilan	\$32,622,846	\$34,679,028	\$2,056,182	\$36,190,148	\$3,567,302	1,979	46%	365	9%
Glendale	\$88,201,770	\$92,224,316	\$4,022,546	\$94,995,046	\$6,793,276	6,955	62%	382	3%
Grossmont	\$109,366,314	\$118,496,869	\$9,130,555	\$121,700,943	\$12,334,629	9,253	49%	2,125	11%
Hartnell	\$43,047,457	\$47,776,792	\$4,729,335	\$49,650,138	\$6,602,681	3,788	52%	550	8%
Imperial	\$41,170,072	\$50,107,436	\$8,937,364	\$52,896,037	\$11,725,965	5,364	79%	952	14%
Kern	\$132,978,576	\$145,958,221	\$12,979,645	\$151,511,022	\$18,532,446	14,293	69%	1,329	6%
Lake Tahoe	\$14,309,803	\$16,858,633	\$2,548,830	\$17,180,172	\$2,870,369	805	50%	97	6%
Lassen	\$13,422,246	\$16,846,831	\$3,424,585	\$17,532,302	\$4,110,056	490	38%	206	16%
Long Beach	\$119,094,805	\$122,322,274	\$3,227,469	\$119,094,805	\$0	10,905	59%	749	4%
Los Angeles	\$605,758,759	\$677,477,450	\$71,718,691	\$702,443,385	\$96,684,626	56,349	56%	8,927	9%
Los Rios	\$303,898,408	\$312,134,055	\$8,235,647	\$316,819,845	\$12,921,437	22,948	48%	4,597	10%

CCC Funding Formula Projections

District	2017-18 General Apportionments	2018-19 New Formula ^{1,2}	Difference from 2017-18	2019-20 New Formula ^{1,2}	Difference from 2017-18	Contextual Descriptors Only ³			
						Pell Grant and AB 540 Students	Pell and AB 540 Students as Pct of Credit FTES	Associate Degree Awards	Associate Degrees as Pct of Credit FTES
Marin ⁵	\$25,602,279	\$25,602,279	\$0	\$25,602,279	\$0	1,323	37%	203	6%
Mendocino	\$22,134,847	\$24,072,961	\$1,938,114	\$25,107,093	\$2,972,246	1,456	58%	233	9%
Merced	\$56,484,964	\$61,882,822	\$5,397,858	\$63,639,265	\$7,154,301	5,580	68%	632	8%
MiraCosta ⁵	\$63,527,213	\$69,247,867	\$5,720,654	\$73,433,984	\$9,906,771	4,780	45%	928	9%
Monterey	\$38,872,008	\$39,925,439	\$1,053,431	\$38,872,008	\$0	2,025	35%	356	6%
Mt. San Antonio	\$177,811,661	\$182,810,875	\$4,999,214	\$195,974,884	\$18,163,223	12,933	52%	1,685	7%
Mt. San Jacinto	\$71,502,946	\$77,897,384	\$6,394,438	\$80,724,828	\$9,221,882	7,091	63%	1,668	15%
Napa	\$31,613,882	\$33,070,088	\$1,456,206	\$34,137,235	\$2,523,353	1,796	36%	521	10%
North Orange	\$202,015,331	\$207,489,946	\$5,474,615	\$202,015,331	\$0	13,809	46%	1,892	6%
Ohlone	\$48,754,594	\$50,075,843	\$1,321,249	\$48,754,594	\$0	1,767	25%	720	10%
Palo Verde	\$16,242,040	\$20,685,526	\$4,443,486	\$21,824,025	\$5,581,985	288	15%	133	7%
Palomar	\$103,569,866	\$106,376,609	\$2,806,743	\$103,569,866	\$0	5,350	34%	1,606	10%
Pasadena	\$135,681,648	\$143,920,717	\$8,239,069	\$151,598,660	\$15,917,012	10,619	48%	3,090	14%
Peralta	\$118,390,568	\$121,598,952	\$3,208,384	\$127,816,599	\$9,426,031	8,182	42%	1,278	7%
Rancho Santiago	\$163,128,127	\$176,229,607	\$13,101,480	\$184,214,857	\$21,086,730	7,748	35%	2,989	13%
Redwoods	\$26,892,157	\$28,567,151	\$1,674,994	\$28,652,653	\$1,760,496	2,410	69%	424	12%
Rio Hondo	\$74,378,241	\$76,393,891	\$2,015,650	\$79,168,103	\$4,789,862	5,466	44%	956	8%
Riverside	\$169,708,804	\$176,864,698	\$7,155,894	\$182,995,456	\$13,286,652	15,450	54%	3,477	12%
San Bernardino	\$88,599,228	\$97,525,790	\$8,926,562	\$103,805,982	\$15,206,754	7,085	46%	1,536	10%
San Diego	\$248,211,771	\$257,534,932	\$9,323,161	\$266,181,383	\$17,969,612	15,826	45%	2,010	6%
San Francisco ⁴	\$124,029,738	\$129,696,748	\$5,667,010	\$137,982,511	\$13,952,773	5,188	25%	1,116	5%
San Joaquin Delta	\$90,286,179	\$98,415,947	\$8,129,768	\$103,522,574	\$13,236,395	7,356	46%	2,631	16%
San Jose ⁵	\$71,024,603	\$72,802,419	\$1,777,816	\$75,692,552	\$4,667,949	5,487	48%	744	6%
San Luis Obispo	\$48,676,957	\$49,996,103	\$1,319,146	\$50,317,816	\$1,640,859	2,668	33%	674	8%
San Mateo ⁵	\$98,269,691	\$98,269,691	\$0	\$98,269,691	\$0	4,709	27%	1,375	8%
Santa Barbara	\$72,913,606	\$79,529,308	\$6,615,702	\$81,085,268	\$8,171,662	4,696	37%	1,984	16%
Santa Clarita	\$94,230,775	\$97,120,834	\$2,890,059	\$103,692,527	\$9,461,752	5,377	35%	1,395	9%

CCC Funding Formula Projections

District	2017-18 General Apportionments	2018-19 New Formula ^{1,2}	Difference from 2017-18	2019-20 New Formula ^{1,2}	Difference from 2017-18	Contextual Descriptors Only ³			
						Pell Grant and AB 540 Students	Pell and AB 540 Students as Pct of Credit FTES	Associate Degree Awards	Associate Degrees as Pct of Credit FTES
Santa Monica	\$129,892,581	\$133,412,670	\$3,520,089	\$131,179,776	\$1,287,195	9,408	44%	2,064	10%
Sequoias	\$60,049,359	\$69,487,821	\$9,438,462	\$73,377,418	\$13,328,059	6,252	70%	949	11%
Shasta Tehama	\$41,780,732	\$46,218,590	\$4,437,858	\$47,767,781	\$5,987,049	3,968	67%	616	10%
Sierra	\$84,769,405	\$88,351,087	\$3,581,682	\$93,340,208	\$8,570,803	6,568	45%	2,004	14%
Siskiyou	\$18,459,030	\$20,167,817	\$1,708,787	\$21,535,671	\$3,076,641	852	36%	223	9%
Solano	\$48,527,054	\$49,842,137	\$1,315,083	\$49,960,928	\$1,433,874	2,264	28%	1,153	14%
Sonoma	\$106,857,222	\$109,753,053	\$2,895,831	\$106,857,222	\$0	4,612	28%	1,522	9%
South Orange County ⁵	\$152,643,185	\$152,643,185	\$0	\$156,020,419	\$3,377,234	7,476	35%	2,010	9%
Southwestern	\$92,594,035	\$95,103,333	\$2,509,298	\$97,608,564	\$5,014,529	7,451	55%	1,043	8%
State Center	\$170,760,731	\$183,450,407	\$12,689,676	\$192,568,890	\$21,808,159	17,521	61%	1,304	5%
Ventura	\$151,132,746	\$163,507,587	\$12,374,841	\$170,478,600	\$19,345,854	10,484	40%	3,518	13%
Victor Valley	\$55,581,067	\$66,415,901	\$10,834,834	\$69,003,001	\$13,421,934	7,542	83%	968	11%
West Hills	\$36,928,292	\$43,394,317	\$6,466,025	\$45,319,546	\$8,391,254	3,599	73%	762	15%
West Kern	\$23,826,196	\$25,402,604	\$1,576,408	\$26,878,983	\$3,052,787	1,463	58%	360	14%
West Valley ⁵	\$75,117,119	\$75,117,119	\$0	\$75,117,119	\$0	3,177	26%	616	5%
Yosemite	\$95,601,426	\$102,609,748	\$7,008,322	\$107,120,988	\$11,519,562	9,725	60%	1,340	8%
Yuba	\$49,594,659	\$55,667,403	\$6,072,744	\$57,144,596	\$7,549,937	4,786	64%	1,061	14%
Statewide Total	\$6,728,414,033	\$7,184,842,088	\$456,428,055	\$7,403,133,461	\$674,719,428	516,513	48.04%	101,545	9.44%

Notes

¹ In 2018-19, districts that would grow less than 2.71% from 2017-18 to 2018-19 will receive one-time discretionary resources equal to a year-over-year growth of 2.71%. In 2019-20, districts will be held harmless to the level of funding the district received in 2017-18. In 2020-21 and each year thereafter, each district will be held harmless to their 2017-18 per-FTES rate multiplied by the district's new FTES.

² Projections are based on minor enrollment adjustments and the use of five-year averages to establish trends for supplemental and student success metrics.

³ Districts with high enrollment of Pell Grant and AB 540 students as a percent of credit FTES and associate degrees as a percent of credit FTES generally display higher allocations under the proposed new formula. This is for display purposes only intended to provide context for differences in growth between districts.

⁴ Until 2024-25, Compton CCD and San Francisco CCD will receive the greater of the revised funding formula or the 2017-18 general apportionment amount with COLA to reflect statutory provisions specific to these districts.

⁵ These are Basic Aid districts that are projected to have total revenue in each year that is in excess of what is displayed on this chart.



Executive Committee Agenda Item

SUBJECT: Academic Academy 2018		Month: June	Year: 2018
		Item No: IV. B.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The ASCCC Executive Committee will consider for approval the program for the 2018 Academic Academy.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson, Guided Pathways Task Force Chair	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2018 Academic Academy will take place on September 14 and 15, 2018 at the Embassy Suites South San Francisco Airport. At the March 2018 ASCCC Executive Committee meeting, a theme and focus on Guided Pathways was approved and it was determined that the Guided Pathways Task Force would coordinate the event.

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

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



Executive Committee Agenda Item

SUBJECT: Succession Planning		Month: June	Year: 2018
		Item No: IV. C.	
		Attachment: forthcoming	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the February Executive Committee meeting, the general job description of the Executive Director was updated and approved. During the March and May meetings, the Executive Committee considered what the 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.

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



Executive Committee Agenda Item

SUBJECT: Leadership Academy		Month: June	Year: 2018
		Item No: IV. D.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider the future of the Leadership Academy.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Leadership Academy has had participants in 2017-18 (2), 2016-17 (10), and 2015-16 (12). A description of the Leadership Academy can be found at: <https://asccc.org/content/leadership-academy>. The Executive Committee will discuss and consider the future of the Leadership Academy.

Leadership Academy

Category: Governance

Created on: Friday, February 24, 2017

[GET CONTRACT](#)

DESCRIPTION:

The Academic Senate for California Community College (ASCCC) Professional Development College Leadership Academy is intended for future California Community College faculty leaders so only current senate leaders or those who will become a senate leader within two years of attending the Academy can qualify participate in the academy. Participants in the Academy will explore various academic and professional leadership topics using cohort and mentoring models.

At the successful conclusion of the Academy, graduates will be able to:

- explain the process of transitioning into the role of a faculty leader,
- articulate the importance of and approaches to succession planning,
- discuss the roles of laws and regulations in the governance of the colleges,
- run effective meetings,
- describe the ASCCC resolution processes and the process employed at his or her college,
- explain his or her local procedure and policy development process,
- demonstrate a familiarity with academic senate resources and positions, and
- adapt to the many hats worn by the faculty leaders as they managing themselves and others in a changing organization.

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

In order to successfully graduate from the ASCCC Professional Development College Leadership Academy the following is required:

1. Attendance at:
 - a. The Faculty Leadership Institute
 - b. Area Meetings
 - c. Fall and Spring Plenary Sessions (all three days, including Saturday resolution voting)
 - d. One other ASCCC institute or similar event (Research and Planning Conference, League for Innovation in the Community College Conference, CCLC conference, etc. Note: costs for non-ASCCC events are not included in the \$2,000 fee.)
 - e. Subsequent Faculty Leadership Institute
 - f. Local board, Board of Governors, or Consultation Council meeting
 - g. One ASCCC Executive Committee meeting
2. Assessments of each of the above (minimum of 2 pages) reflecting on the events and specifics learned;
3. Participation in a discussion board with fellow cohort members as well as members of the Executive Committee and mentors;
4. Regular contact with the participant's mentor;
5. Participation in four check-in webinars;
6. Composition of a Rostrum article regarding the participant's experience in some aspect of the Academy;
7. Completion of survey at conclusion of Academy, as well as surveys after each ASCCC statewide event attended.

NOTE: The above contract will be completed once a mentor has been assigned.

Professional Development College Self-Assessment

This form is designed to be a self-assessment of your progress thus far and will be used by your mentor(s) in assessing your progress in the program. Please fill out this form as completely as possible.

Name: ----- Mentor: _____

Please rate your progress on the following items using the rating scale in each area of 1= Growth Opportunities to 5 = Strengths.

RATINGS: (If unsure of a category, leave blank)

1	2	3	4	5
Growth Opportunities		Competencies		Strengths

1. Participation Level in the Program	1	2	3	4	5
2. Communication with Mentor and Cohort	1	2	3	4	5
3. Understanding of Leadership Role	1	2	3	4	5
4. Contributions to Your College as a Faculty Leader	1	2	3	4	5
5. Overall Rating of Progress	1	2	3	4	5

6. Describe the areas in which you have experienced growth since beginning the Leadership Module of the Professional Development College.

7. Describe how the program has helped you contribute to your professional community. Provide specific examples of your contribution to your professional community.

8. Describe the areas in which you would like to continue to improve your performance in the program.

9. Describe how you plan to improve your performance (from #8 above) in the program. Include actions related to your individual performance and those related to your interaction with your mentor and cohort, if applicable.

ASCCC PROFESSIONAL DEVELOPMENT COLLEGE MENTOR AND MENTEE EXPECTATIONS

Mentor Expectations

1. Check in with mentee at each of the following events:
 - a. 2015 Faculty Leadership Institute
 - b. Area Meetings (October 2015/April 2016)
 - c. Fall and Spring Plenary Sessions (all three days, including Saturday resolution voting)
 - d. One other ASCCC institute or similar event (Student Success Conference, League for Innovation Conference, etc.)
 - e. 2016 Faculty Leadership Institute
 - f. Local board meeting, Board of Governors, or Consultation Council
 - g. ASCCC Executive Committee meeting

Suggestions for connecting include having coffee or meeting up prior to the general sessions, schedule time to meet them in the evening, sit with your mentee at lunch. At each event make an effort to “touch” your mentee just to check in. Give them at least ½ an hour or more to see where they are.

2. Assessments of each of the above (minimum of 2 pages) reflecting on the events and specifics learned;

The PDC Chair and ED will develop assessments that will be administered. The role of the mentor will be to discuss the assessment with the mentee in an effort to assist them to continue to grow.

3. Participation in a discussion board with fellow cohort members as well as members of the Executive Committee and mentors;

A blog has been developed for the PDC mentees. Mentors are asked to check the blog often to provide advice and experience to inform all mentees.

4. Regular contact with the participant’s mentor;

Mentees are asked to check in regularly via email or phone call just to see if there are follow up areas to be addressed. Feedback provided that the mentees felt as if the mentors were too busy and didn’t want to “bother them”. Check in and check often.

5. Participation in check in webinars;

The PDC Chair and ED will hold four webinars to check in, have participants provide feedback about events they have attended, and share advice about how mentees can put sessions they have attended to use at their campuses. Mentors will participate in the webinars to provide insight. A calendar of webinars will be provided at the beginning of the fall semester.

6. Composition of a *Rostrum* article regarding the participant’s experience in the module;

ASCCC PROFESSIONAL DEVELOPMENT COLLEGE MENTOR AND MENTEE EXPECTATIONS

Mentees will be encouraged to write a *Rostrum* article to share their experiences. Mentors will assist mentees in identifying a topic for the article, share their experience with the topic, and serve as an editor on their mentees article.

7. Completion of survey at conclusion of module, as well as surveys after each institute or plenary session.

Both mentees and mentors will complete a survey to improve the PDC mentor/mentee process.

Mentee Expectations

1. Attendance at the following:
 - h. 2015 Faculty Leadership Institute
 - i. Area Meetings (October 2015/April 2016)
 - j. Fall and Spring Plenary Sessions (all three days, including Saturday resolution voting)
 - k. One other ASCCC institute or similar event (Student Success Conference, League for Innovation Conference, etc.)
 - l. 2016 Faculty Leadership Institute
 - m. Local board meeting, Board of Governors, or Consultation Council
 - n. ASCCC Executive Committee meeting
2. Assessments of each of the above (minimum of 2 pages) reflecting on the events and specifics learned;
3. Participation in a discussion board with fellow cohort members as well as members of the Executive Committee and mentors;
4. Regular contact with the participant's mentor;
5. Participation in four check-in webinars;
6. Composition of a *Rostrum* article regarding the participant's experience in the module;
7. Completion of survey at conclusion of module, as well as surveys after each institute or plenary session.

ASCCC Professional Development College Leadership Academy Contract

Please develop your own individual objectives and goals, based on your professional development and career aspirations. Set deadlines or tentative dates for each objective, including participation in required ASCCC institutes and events, other leadership opportunities, and areas of particular interest. You may note “on-going” for activities that will continue throughout the year.

Mentor: _____

Mentee: _____

Description: The Academic Senate for California Community College (ASCCC) Professional Development College Leadership Academy is intended for future California Community College faculty leaders. Participants in the Academy will explore various academic and professional leadership topics using cohort and mentoring models.

At the successful conclusion of the Academy, graduates will be able to:

1. explain the process of transitioning into the role of a faculty leader,
2. articulate the importance of and approaches to succession planning,
3. discuss the roles of laws and regulations in the governance of the colleges,
4. run effective meetings,
5. describe the ASCCC resolution processes and the process employed at his or her college,
6. explain his or her local procedure and policy development process,
7. demonstrate a familiarity with academic senate resources and positions, and
8. adapt to the many hats worn by the faculty leaders as they manage themselves and others in a changing organization.

Requirements/Assessments: In order to successfully graduate from the ASCCC Professional Development College Leadership Academy the following is required:

1. Attendance at:
 - a. The Faculty Leadership Institute (June)
 - b. Area Meetings (October/April)
 - c. Fall and Spring Plenary Sessions (all three days, including Saturday resolution voting)
 - d. One other ASCCC institute or similar event (Research and Planning Conference, League for Innovation in the Community College Conference, CCLC conference, etc. Note: costs for non-ASCCC events are not included in the \$2,000 fee.)
 - e. Subsequent Faculty Leadership Institute (June)
 - f. Local board, Board of Governors, or Consultation Council meeting
 - g. One ASCCC Executive Committee meeting
2. Assessments of each of the above (minimum of 2 pages) reflecting on the events and specifics learned;

3. Participation in a discussion board with fellow cohort members as well as members of the Executive Committee and mentors;
4. Regular contact with the participant's mentor;
5. Participation in four check-in webinars;
6. Composition of a *Rostrum* article regarding the participant's experience in some aspect of the Academy;
7. Completion of survey at conclusion of Academy, as well as surveys after each ASCCC statewide event attended.

Objectives: Upon completion of the ASCCC Professional Development College Leadership Academy, graduates will be able to:

1: Identify challenges and techniques for making the transition to a faculty leader and plan for succession

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2: Define and emulate the roles of the successful senate leadership

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3: Identify legal implications of faculty leadership

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4: Identify effective meeting organization and resolution processes.

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5: Identify best practices in participatory governance including the revision or creation of procedures and policies.

-
-
-
-

6: Explain the role of the local senate and the role Academic Senate for California Community Colleges

-
-
-
-

Each of these goals statements should be completed by the participant with the assistance of his/her mentor as well as the Executive Director and the chair of the Professional Development College.

I understand the requirements and objectives as detailed above and agree to participate in the Professional Development College Leadership Academy.

I also understand that the costs of the Professional Develop College is \$1,800, which is a \$200 savings, does not include any CEUs, and includes the following events:

- Leadership Institute – (no room)
- Fall Plenary Session – (no room)
- Spring Plenary Session – (no room)
- Leadership Institute – (no room)
- And one other event

Since the Leadership Academy requires attendance at all events, if I am unable to attend any of the above events, my college or I will be responsible for the full registration costs of any of the events I have already participated in.

Mentor signature

Mentee signature

Date

Date



Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation		Month: June	Year: 2018
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will endorse the continued work of the Academic Senate Foundation.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

In March 2018, the Executive Committee approved revised Academic Senate Foundation Bylaws that reduced the number of Foundation Board members from 7 to 5, eliminated the annual election of Board members, and reduced the number of Board members from the field from 3 to 1 that would be appointed by the ASCCC President. Additionally, the Foundation Board decided to streamline the goals of the Foundation to focus on fundraising, sponsorships, and providing scholarships to attend ASCCC and ASCCC partner events.

In the past year, the Foundation had its most successful area competition ever (raising more than \$8,000), provided 2 scholarships to A²MEND, provided 3 scholarships to the Spring Plenary Session, shifted all Board meetings to Zoom, and did not receive any supplemental funds from ASCCC. Given that the Foundation is currently self-sufficient, the Foundation Board requests that the Executive Committee support their continued operation in the coming year to determine if this year’s improvements are sustainable.

Additionally, the Foundation Board recommends moving the Leadership Academy from the Foundation to ASCCC. This recommendation is based on the fact that mentors are current or former ASCCC Executive Committee members, the participants are attending ASCCC events, and the participants are recognized at the ASCCC Leadership Institute. The Foundation does not have a direct role in selecting participants, mentors, or evaluating any of the work done during the year.

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



Executive Committee Agenda Item

SUBJECT: Career and Noncredit Education Institute		Month: June	Year: 2018
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss and consider action on the path to take with the 2019 Career and Noncredit Education Institute.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Career and Noncredit Education Institute was held May 3-5 in Costa Mesa and had strands for CTE, noncredit, counseling/student services, and adult ed/AEBG. The event sold out with 400 attendees. Registration costs for participants were reduced with funds from 3CSN/CCCCO and Strong Work Force.

The Executive Committee is being asked to discuss and consider action on the implementation of the institute for 2019: hold a combined event again, plan separate institutes, or plan a combination of institutes & regional meetings. Other options may be considered as well.

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



Executive Committee Agenda Item

SUBJECT: SLO Symposium		Month: June	Year: 2018
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the SLO Symposium for 2019.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The SLO Symposium was held on February 9, 2018 at Orange Coast College. There were 200 attendees and feedback was generally positive. This was the second time ASCCC partnered with a specific event partner for the event, and the fifth time the event partner coordinated the SLO Symposium. Additionally, in 2010 and 2011, ASCCC held its own SLO Institutes.

The Executive Committee discussed possibilities at its meeting in March 2018 with the following noted in the minutes:

The committee discussed events held by the ASCCC and policies and practices related to the planning of events. It was suggested that Mica reach out to our event partner regarding next year's SLO Symposium.

Krystinne will provide an update of her conversation with our event partner. The Executive Committee will consider how to move forward with the event in 2019.

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



Executive Committee Agenda Item

SUBJECT: Part Time Faculty Regional Meeting		Month: June	Year: 2018
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the proposed guidelines for regional meetings for part-time faculty	Urgent: No	
		Time Requested: 15 mins	
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:

At its March 2018 Meeting the Executive Committee gave approval for the Part-Time Faculty Committee to develop a plan for having regional meetings for engaging part-time faculty in the fall of 2018.

The committee met in May 2018 and recommended the following for consideration:

- 1) The format should be one general session in the morning and 2 breakout sessions in the afternoon.
- 2) The content of the sessions should be based on the success of the institute in August rather than determining topics at this time
- 3) To maximize the number of part time faculty reached, more than two regionals should be considered.
- 4) Regional meetings would occur relatively early in the fall
- 5) We should explore alternative funding for additional regionals to serve part time faculty.

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

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



Executive Committee Agenda Item

SUBJECT: Part-Time Faculty Leadership Institute Program		Month: June	Year: 2018
		Item No: IV. I.	
		Attachment: Yes	
DESIRED OUTCOME:	Executive Committee will review and consider for approval the Part-Time Faculty Institute Program.	Urgent: No	
		Time Requested: 10 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:

The Part-Time Faculty Institute will take place August 2-4, 2018 at the Westin San Francisco Airport Hotel in Millbrae, California. The initial draft of the program was presented at the March 2018 Executive Committee Meeting for input. The updated program is presented here.

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 (20-30 minutes per person)

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 Happening with Guided Pathways
5. Mock Interviews:

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/Caron Lieber)

Student Learning Outcomes (Senate leadership?)

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

Navigating the College Culture (Caron Lieber)

Since each college and district has its own local culture including governance practices, board policies (BPs) and administrative procedures (APs), part-time faculty who teach in multiple locations are often confronted with the task of participating in multiple cultures at the same time. Understanding the differences among college cultures in general is important for success, however understanding local governance as well APs and BPs that affect hiring are an essential tool to have especially if one is applying for a full-time position. This session will examine aspects of local college cultures including governance and ways part-time faculty can understand and fit into them

Open Educational Resources (Senate or Committee leadership?)

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.

The Legislature: How It May Impact Your Interactions with Students (Senate Leadership/FACCC??)

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

Professional Confidence (??)

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 activities 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.

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.

Maintaining a Welcoming Environment for DACA Students (??)

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.

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

Saturday, August 4, 2018

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

What’s Happening with Guided Pathways (GP Leadership?)

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

Student Services Session (??)

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

Campus Engagement from the Perspective of Part-time Faculty (Caron Lieber)

Many part-time faculty hold positions at more than one institution or work-place, which can make engaging in college activities such as college governance a difficult task. In this breakout

session we will discuss ways that part-time faculty can get engaged on their campus. You will have an opportunity to share your personal experiences and hear from other part-time faculty regarding participation in governance and other leadership activities on campus.

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 within the 10+1 (FACCC)

General Session 5

12:00 pm – 1:30 pm

Mock Interviews

This session will focus on interview skills and provide an opportunity for interaction with the audience.

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 (Caron)	Student Learning Outcomes
Friday 2:15-3:30	Navigating the College Culture (Caron)	Open Educational Resources	Other Opportunities Available for Part Time Faculty(Fenyx)	Building Equity-Minded Classrooms—Jessica/Arnita	The Legislature: How It May Impact Your Interactions with Students	Schema Theory: Helping Us Help Learners—Kyle/Rebecca
Friday 3:45-5:00	Professional Confidence (Arnita)	The First Two Weeks: How You Can Foster Student Success—Dianna/Joanna	Team Building and Leadership: I, Us, and Them--Mark	Maintaining a welcoming environment for DACA students	Engaging in Student Centered Classroom—Fenyx	Here are the Keys. Now What? (Caron)
Saturday 10:30-11:45	Student Services Session	AB 705—Implications for Your Courses	Campus Engagement: A Part-Time Faculty Perspective (Caron)	Unique Challenges and Opportunities for Part Time Faculty of Color—Fenyx	Literacy Learning Leadership—Nika	FACCC and Advocacy (within the 10+1)

Highlighted items are 3CSN breakouts.

Additional Topics:

- Understanding Local Governance (including BPs and APs) and How It Affects Hiring Practices (Exec recommends inclusion)
- Expanding your view on Job prospects (Exec recommends including this)
- Portfolio review (hallway tables on Friday)



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: June	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 mins.	
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.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: June	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 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	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 Stankas will highlight the Board of Governors and Consultation meetings in May. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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



Executive Committee Agenda Item

SUBJECT: Unofficial Guided Pathways Listserv		Month: June	Year: 2018
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be informed about the generation of a Guided Pathways unofficial listserv.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson, Guided Pathways Task Force Chair	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Over the past year and during various institutes, meetings, and events related to Guided Pathways efforts, faculty participants and attendees have continuously requested that an unofficial listserv related to Guided Pathways be developed so colleagues can conduct unofficial business via a mechanism that allows sharing of information. Faculty have an interest in having a place for broad two-way communication, as is currently provided by the unofficial curriculum and senate listservs. The purpose of this agenda item is to inform the Executive Committee of the intent to establish this information-exchange opportunity and to ask for the endorsement permitting ASCCC to promote the listserv by providing a sign-up link on the Guided Pathways Taskforce website and distribution of a message via the Guided Pathways Liaison listserv.

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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Educational Policies Committee

February 5, 2018

5:00 PM - 6:00 PM

Dial your telephone conference line: 1-719-785-4469*

Participant Passcode: 354955

*Toll free number available: 888-450-4821

*6 - Mute/unmute your line

MINUTES

- I. Meeting called to order at 5:00PM. Present: Christopher Howerton, Holly Bailey-Hoffman, Rebecca Eikey. Andrea Dutton met with chair earlier in the day and provided input on the agenda.
- II. Chair Update
Final modifications to title 5§55023-55024 regarding the “Report Delayed” symbol will go back to the California Community Colleges Curriculum Committee at its February meeting. These revisions are offered in response to resolution S15 14.01 “Faculty to Submit the Report Delayed (RD) Symbol for Instances of Student Academic Dishonesty.” Also, the ASCCC Executive Committee approved the creation of a workgroup to address resolution F17 7.03 “Evaluation and Certification of Coursework from from Home Schools.” Randy will consult with the ASCCC president for workgroup members. Christopher and Randy worked on a survey to colleges to support resolution F17 13.01 “Recognition of Course Sections with Low-Cost Course Material Options,”; however, the survey has been put on hold until further consultation with the OER Task Force. Randy presented the proposal to the Executive Committee to make the theme of the 2019 Exemplary Award supportive of Resolution F17 13.02 Environmental Responsibility: College Campuses as Living/Learning Labs.” The Standards and Practices Committee will take the proposal under consideration.
- III. Resolutions for Spring Plenary
The committee members discussed potential resolutions for spring 2018 plenary. The committee brainstormed a potential resolution around the purview of faculty to make program changes in the wake of litigation. Randy will send a draft to the committee for review. The deadline for resolutions is February 13, 2018.
- IV. Resolution 14.01 “Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades.”
The committee briefly discussed the resolution and will discuss policies from colleges at its next meeting.
- V. The meeting adjourned at 5:55 PM



Academic Senate for California Community Colleges

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Part Time Faculty Committee Meeting

21 March, 2018, 11:00 a.m.-12:30 p.m.

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android:

Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 546 255 0600

Minutes

- I. Call to Order and Adoption of and the Agenda – add plenary discussion. Called to order at 10:08am
 - a. Members present: Sam Foster (chair); Dolores Davison (second); Caron Lieber, Guillermo Salazar, Feng X

- II. PT Faculty Institute Program (attached)
 - a. Strands and proposed breakout topics
 - i. Add Sixth strand
 1. Breakout on DACA
 2. Engaging students in the classroom
 3. Guided pathways
 4. FACCC and advocacy
 5. Open Educational Resources
 6. Applying and interview breakout is Making the Cut
 - ii. Letter to recruit potential presenters – hand out at plenary and have available at other events
 - b. General Sessions
 - i. Topics and Organization
 - ii. Potential Presenters
 - c. Executive Committee feedback
 - i. Lunch during final general session
 - ii. Guided pathways breakout – added
 - iii. Portfolio review—hallway tables – 10 minute appointments
 1. Multiple people at a time at the tables
 2. Sign up sheets on Thursday/Friday morning
 3. Recruit people at plenary and other events
 - d. Potential additional sponsors
 - i. FACCC?
 - ii. Others?

- III. Plenary Session
 - a. Focus on this year's institute and mentoring
 - b. Input on how mentoring is handled
 - c. Get volunteers for the tables at PT Institute in terms of resume building as well as potential presenters

- IV. Part Time Institute Registration and Attendance Executive Committee feedback
 - a. Number of free attendees per college
 - b. Additional attendees for a fee

- V. Networking Opportunities during the Institute
 - a. Thursday Reception
 - b. Dinner sign-up at area restaurants (Dine around)
 - c. Caucuses
 - d. others

- VI. Potential Regional Meetings in Fall 2018
 - a. Topics for Regionals – hiring, follow up to institute
 - b. Number of Regionals – at least four
 - c. Potential Dates – September/October
 - d. Potential Locations
 - i. Inland Empire/MSJC, LA. North Bay Area, Central Valley (Fresno?)

- VII. Potential Resolution (attached)
 - a. Dolores and Sam will work on and bring to area meetings

- VIII. Other items

- IX. Adjournment -- 12:45pm



Academic Senate for California Community Colleges

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Part Time Faculty Committee Meeting and Institute Planning

16 April 2018, 12:00 -2:00 p.m.

Zoom Teleconference Information

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/5462550600>
Or iPhone one-tap (US Toll): +14086380968,5462550600# or +16465588656,5462550600

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 546 255 0600

Minutes

-
- I. Call to Order and Adoption of and the Agenda – 12:05pm
 - a. Present: Sam Foster (chair), Dolores Davison (ASCCC second), Jessica Cristo, Fenyx, Arnita Porter

 - II. PT Faculty Institute Program (attached)
 - a. Strands identified in program?
 - i. Four identified strands and place everything within those four
 - ii. Sam will color code the graph
 - iii. Additional 3CSN breakout Online – equity minded classrooms – Arnita to send description
 - iv. Classroom Practices instead of Pedagogy for strand title
 - v. 3CSN breakouts (6 total)
 1. Team building and leadership – quadrant theory within leadership (L)
 2. Helping us help learners (PD)
 3. Fostering student success in the first two weeks/student services (E)
 4. Reading apprenticeship—literacy and learning (PD, E)
 5. Guided Pathways with ASCCC GP leads
 6. Online breakout from part iii above
 - b. Breakout topics and assignments – Sam will revise chart and send out; Jessica will send in breakout descriptions and titles for missing breakouts
 - c. General Sessions
 - i. Review Topics and Organization
 1. OEI sponsored WiFi?
 - ii. Potential Presenters
 1. HR = Registry (Beth Au), HR Professionals (Albert Moore?), panel of discipline experts about how to make the cut ; department chair, dean, and college president
 2. 10 + 1 – ASCCC folks
 3. State of the State = local leadership
 4. Legislative update = FACCC + Dolores + local leaders
 5. Mock Interview = multiple interviews, no teaching demo (maybe social sciences/humanities plus hard sciences?). Look for volunteers among registrants

- d. Additional Planning Details
 - i. Lunch during final general session (1.5 hours?)
 - ii. Portfolio review—identifying experts from Bay Area as reviewers
 - e. Potential additional sponsors
 - i. FACCC?
 - ii. Others? OEI for internet access?
 - f. Dinner sign up logistics—to be discussed at next meeting
 - g. Registration—check with ASCCC office to see if there can be some notification when a college has met its limit (5 registrants)
 - h. Other ideas?—Send list of committee members to the office for registration
- III. Potential Regional Meetings in Fall 2018—to be discussed later.
- a. Topics for Regionals
 - b. Number of Regionals
 - c. Potential Dates
 - d. Potential Locations
- IV. Other items
- V. Adjournment – 1:35pm



Academic Senate for California Community Colleges

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Transfer, Articulation and Student Services Committee

Tuesday, January 23, 2018

4:00 PM-5:00 PM

MINUTES

- I. Call to order and adoption of the agenda - 4:05. Members present: Randy Beach (chair), Dave DeGroot, Julie Land, and Jackie Stahlke

- II. Chair Update
The *Rostrum* article on the faculty role in determining Advanced Placement credit has been submitted for publication. Randy asked for committee members to begin thinking of *Rostrum* article ideas for discussion at the next meeting. Resolution S16 9.11 “Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer” has been declared completed by the ASCCC Executive Committee and will be updated on the website. Randy reported that the California Community Colleges Curriculum Committee’s (5C) Area of Emphasis Workgroup is proposing revisions to title 5 intended to clarify the intent and scope of area of emphasis degrees, and the workgroup is developing an FAQ for the field. Randy will share the proposed title 5 language with the committee. Also, after consultation with the faculty co-chair of the Common Assessment Initiative (Craig Rutan) the committee believes Resolution S16 18.01 “[Develop Retesting Guidelines for the Common Assessment](#)” is no longer necessary and infeasible.

- III. TASSC In-Person Meeting.
The committee will meet at Woodland College on February 10, 2018 from 10-3 PM. Committee members were advised to make their final travel arrangements.

- IV. New Resolutions Assignments
The committee briefly reviewed those resolutions approved at the fall 2017 plenary that have been assigned to TASSC. These will be discussed in further detail and a work plan developed at the committee’s next meeting in February.

- V. Ideas for Resolutions and Breakouts for Spring Plenary
The committee discussed resolution and breakout topics for the spring plenary. The Executive Committee has requested a resolution calling for a paper on transfer and articulation issues between CCC, CSU, and UC. The committee also discussed bringing forth a resolution for the Executive Committee on the proposed funding formula for the California Foster Youth Educational Support Program’s Next Up initiative.

- VI. TASSC Regional Meetings
The chair updated the committee on presenters and logistics for the regional meetings.

- VII. [Effective Practices for Online Tutoring Paper](#)

The committee will develop an outline for the paper at its February meeting. Randy will send a link to the committee to the portion of the proposed online education paper that addresses online tutoring.

The meeting adjourned at 5:00 PM.

TASSC Resources

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms: http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf



Academic Senate for California Community Colleges

Transfer, LEADERSHIP. EMPOWERMENT. VOICE · Articulation and

Student Services Committee

February 10, 2018

10:00 AM-3:00 PM

Woodland Community College

2300 E. Gibson Rd., Woodland, CA 95776

Administration Building Room 113

Campus Map

MINUTES

I. Call to order at 10:02 AM

II. Effective Practices for Online Tutoring Paper

Resolution SP 08 13.4 calls on the ASCCC to prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs. The committee drafted an outline for a paper on effective practices for online tutoring services. The chair will take the outline to the next ASCCC Executive Committee meeting.

III. Resolutions Assignments

The committee discussed resolutions assigned to it after the fall 2017 plenary session.

- F17 4.01 [Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions](#). The committee directed the chair to consult with the CCCCO regarding ways to partner in order to address needs of transfer students. Ideas include working more closely with the Umoja programs to support transfer rates for students transferring to Historically Black Colleges and Universities (HBCUs). The committee would also like to explore ways to build relationships with independent colleges and universities and HBCUs to encourage them to accept the CSU General Education Breadth pattern or IGETC general education pattern as adequate transfer preparation for transfer students.
- F17 7.01 [Creating Guidelines for Veteran Resource Centers](#). The committee discussed whether it should create resolutions in support of AB 2494 and SB 694, both of which are related to Veterans Resource Centers (VRC) and funding for VRCs. The committee directed the chair to determine where these bills are in the process by contacting the chair of the Legislative Action Committee for an update. The committee noted that the Chancellor's Office currently has guidelines and characteristics around creating Veterans Resource Centers that could be used in creating a Rostrum article, possibly in spring, and breakouts in the fall semester at an appropriate senate event. The committee recommended working with Chancellor's Office staff on any breakouts.
- F17 11.01 [Support for Educational Planning Initiative's Suite of Tools](#). The committee noted that the ASCCC has provided breakouts to the field at past plenary sessions on the Educational Planning Initiative (EPI) and will offer breakouts on the EPI at the TASSC Regional Meetings planned for March 8, 2018 and March 9. The committee believes the resolution has been completed but deems support for the EPI as an ongoing concern.
- F17 16.01 [Updating of ASCCC Papers on Library Faculty and Libraries in the California](#)

Community Colleges. The committee reviewed the the paper *Standards of Practice for California Community College Library Faculty and Programs* and agreed to provide comment on what areas of the paper need to be updated by its April meeting. Regarding the paper *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* (adopted Spring 1996) the committee agreed the paper needed to be updated for technology advances and changes in minimum qualifications for librarians. The chair will create a working outline for the committee to consider at the next meeting in April.

IV. Ideas for Resolutions and Breakouts for Spring Plenary

The committee drafted a resolution calling for a paper on the transfer process. The committee discussed a possible resolution in response to SB 968, which calls for colleges to maintain a ratio of one mental health counselor for every 1,000 students. The committee agreed that it would not put forth a resolution at this time but will watch closely the progress of the bill.

V. TASSC Regional Meetings

The committee discussed logistics for the upcoming regional meetings and finalized the agenda.

VI. PowerPoint for Regional Meeting

The committee reviewed the draft of the powerpoint that will be used at the regional meeting regarding general education and made edits. LaTonya will lead the groups in presenting the powerpoint at the regional meetings.

VII. The meeting adjourned at 2:48 PM

TASSC Resources

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms: http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

[ASCCC Paper Publication Guidelines](#)



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Transfer, Articulation and Student Services Committee

Tuesday, April 10, 2018

4:00 PM-5:00 PM

Dial your telephone conference line: 1-719-785-4469*

Participant Passcode: 194259

*Toll free number available: 888-450-4821

AGENDA

- I. Randy called the meeting to order at 4:03 PM. Present: Dave DeGroot, Clarissa Veras, Jackie Stahlke, Julie Land. Guest; Van Rider, Librarian and Academic Senate President Antelope Valley College

II. Updating Library Papers:

The committee was joined by Van Rider and discussed plans for updating the ASCCC Papers on library faculty and libraries in the California community colleges. The two papers are *Library Faculty In California Community College Libraries: Qualifications, Roles, & Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs*. Randy will provide versions of the papers Van can use to collect comments from his colleagues in the Council of Chief Librarians and Van, Julie and Randy will meet to discuss those comments prior to the next TASSC meeting.

III. Chair Update

Jackie, Dave, and Randy's *Rostrum* article "[Faculty Primacy and AP Credit](#)" was published in the February 2018 edition. Randy updated the committee on the status of the Area of Emphasis Workgroup for 5C. The workgroup has developed an FAQ that 5C will review at its April 20, 2018 meeting. There has been no new action on expanding the Report Delayed (RD) symbol to be used with students accused of academic misconduct. 5C is awaiting a legal opinion. Randy provided some information around the AB 705 implementation workgroup. The workgroup has released preliminary guidelines for EGL placement practices and will continue working on math placement in April.

IV. Effective Practices for Online Tutoring Paper (Resolution SP 08 13.04)

The committee was informed that the ASCCC Executive Committee believes another type of resource, rather than a paper, is needed since online tutoring is heavily influenced by technology which changes frequently. A paper would not be as flexible as other resources.

V. ASCCC Plenary Resolutions to Watch

The committee discussed upcoming resolutions at the spring pleary relevant to TASSC.

VI. F17 7.01 Creating Guidelines for Veteran Resource Centers

No action. Bring back next time.

VII. Adjournment 4:58 PM

Announcements and Events

- Spring Plenary Session, April 12-14, 2018, San Mateo Marriott
- NEW! 2018 Career and Noncredit Education Institute, May 3-5, 2018, The Westin South Coast Plaza
- Faculty Leadership Institute, June 14-16, 2018, Sheraton San Diego Hotel & Marina
- Curriculum Institute, July 11-14, 2018, Riverside Convention Center

TASSC Resources

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms:

http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf



Academic Senate for California Community Colleges

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Transfer, Articulation and Student Services Committee

Tuesday, May 8, 2018

4:15 PM-5:00 PM

MINUTES

- I. Call to order and adoption of the agenda: Dave DeGroot (Allan Hancock), Maurice Geddis (Los Rios), Julie Land (El Camino), Jackie Stahlke (Victor Valley), Clarisa Veras (Los Rios)

- II. Chair Update
Randy informed the committee that Van Rider with the Council of Chief Librarians (CCL) is working with his organization to provide comment and suggestions for the two paper revisions: “Standards of Practice for California Community College Library Faculty and Programs” and “Library Faculty in California Community College Libraries: Qualifications, Roles, & Responsibilities.” CCL will continue to review the documents over the summer. The next TASSC committee chair will coordinate those efforts. Randy also thanked the committee members for their service and reminded them to complete the [Application for Statewide Service](#) if they would like to be considered for appointment to another ASCCC committee in 18-19.

- III. ASCCC Plenary Resolutions
The committee discussed resolutions relevant to TASSC that were passed at the spring 2018 plenary session April 12-14, 2018. The committee discussed Resolution 4.01 S18 “Develop a Paper on Effective Transfer Practices” which calls for a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 plenary for adoption. The committee recommend having a faculty transfer center director work on the paper with the committee and emphasized the importance of having an articulation officer involved. Also, the committee recommended pulling resources from CIAC, transfer center directors, and other resources that are already available. The committee also discussed Resolution 15.01 S18 “California State University Systemwide Credit Policy” and Dave gave an explanation. Dave explained that the CSU Coded Memorandum ASA-2018-06 Systemwide Credit for External Examination from April 11, 2018 removed CSU’s system-wide policies on the number of units a CSU can grant for AP credit. CSUs will now be able to set their own unit values for AP credit exams. The change may cause some students hoping to use AP credit to enter a CSU to have the required number of units for one CSU, but not have the required number for another depending on that CSUs policy on minimum units for AP. Dave mentioned that there are discussions around the impact of this change and there may be changes to the policy in the future. Per the CSU, the old policy is still posted and that we should operate from that for now. The 18-19 implementation of the new policy is expected to be amended.

- IV. The meeting adjourned at 5:02 PM

Announcements and Events

- Faculty Leadership Institute, June 14-16, 2018, Sheraton San Diego Hotel & Marina
- Curriculum Institute, July 11-14, 2018, Riverside Convention Center

TASSC Resources

[17-18 Meeting Schedule](#)

[Committee Membership](#)

Travel form: <http://www.asccc.org/content/flight-and-travel-request>

Reimbursement forms: http://www.asccc.org/sites/default/files/SenateReimbursementForm2016_1.pdf

Chancellor's General Education Advisory Committee

Tuesday, March 13, 2018

Minutes

- 1. Introduction of Alice Perez, Vice Chancellor of Academic Affairs, and representative from the CCC Chancellor's Office.**
- 2. Minutes approved with minor changes.**
- 3. Agenda approved.**
- 4. A. Report of the Chair: Two new student members have been appointed, but have not yet contacted Chair Baaske. Chair Baaske is still working on contacting campuses about their GE assessment.**
B. CO update from Alison Wrynn, State University Associate Dean, Academic Programs: CO is still working on course review, with math courses predominating. Hopes to be done by the May meeting. Hope that good guidelines for B4 can result from the review. DLI has not yet been notified about the approval for GE foreign language; Alison will inform Patrick O'Rourke.
C. Report from Jodie Ullman, Co-Chair of GE Task Force: The Task Force has worked broadly to first define the best characteristics of GE. Now discussing the organization and structure of GE, partly based on input from CSSA. Current topics of discussion also include American Institutions, upper division GE, and the A-E categories. Nicolas Lemann, author of an essay on revising the GE structure, will visit the Task Force on April 23. The Task Force will continue working into the next academic year.
- 5. Work on revising CSU General Education Guiding Notes: The committee worked together to review and revise Area E and Area A3, and began discussion of B4, A1, and A2 Guiding Notes. Future work will be done in pairs as follows: B1-3 work done by Mark Van Selst, Tiffany Tran, and Ginny May; C1-2 work done by Kris Roney and Alice Perez; Area D work done by Paula Selvester and Jodie Ullman.**

Meeting adjourned at 4 p.m. Next meeting, Tuesday, May 8, CSU Chancellor's Office.



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Metrics Simplification Project		Month: June	Year: 2018
		Item No: VI. B. ii.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Information	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upon the advice of the IEPI Indicators Workgroup, the Chancellor’s Office created a Metrics Simplification Task Force to consider the consolidation of all the various metrics required by the system through legislation or regulation, approximately 86 individual indicators. The project did have a difficult time completing the effort in the three meetings determined by the Chancellor’s Office and became deeply concerned with this project, initially intended to guide college planning and goal setting activities, with the metrics system attached to the Funding Formula debate. Attached is the last update to the Chancellor’s Office from the Task Force.

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

Simplified Metrics Initiative
Recommended Metrics
Tuesday, May 1, 2018

Approach

- 1) The **focus will be strictly on students and their educational journeys** from recruitment to completion, not on functional divisions, grants, funding sources, etc.
- 2) The outcome will be a simplified set of metrics drillable for details. **This set of metrics will displace all other student-specific metrics** (excludes non-CCC controlled metrics such as Perkins and ACCJC).
- 3) **Equity** will not be viewed as a separate activity, instead it **will be observed across all metrics**. Therefore each metric will be drillable by gender, age, ethnicity, first-gen, SES, etc.
- 4) Alignment with Guided Pathways and Completion by Design frameworks will also be considered.
- 5) Number of recommended metrics will be limited to ensure that we focus only on critical measures.
- 6) Each metric will be closely reviewed to ensure it is valid, viable, drillable, measurable, and critical.
- 7) **An implementation/transition plan will be created for when each metric in the set can be put into production and which ones need legislative work.**

Completed Activities

- February 2nd – The first whitepaper was shared with the statewide working group
- February 12th – 1st meeting with the statewide working group
- February 26th at 10:00 AM – 1st statewide webinar
- March 12th– 2nd meeting with the statewide working group
- March 26th at 10:00 AM – 2nd statewide webinar
- April 23rd– Final meeting with the statewide working group
- April 30th at 10:00 AM – 3rd statewide webinar
- ~~April 30th~~ May 1st – “Final report” delivered to the Chancellor’s Cabinet

Recommended Metrics

Focused on three primary Student Journeys based on informed educational goals:

1. Adult education/ESL
2. Short-term CTE/skills-builders
3. Award/transfer

Across seven themes:

1. Equitable access compared to service area (headcount) - race/ethnicity and economically disadvantaged
2. Enrolled after application – Percentage enrolled in same CCC, different CCC, 4-year college, no college
3. Momentum – Skills-gain, fall to spring retention, first term unit attainment
4. Foundational coursework – workforce/ESL prep, college-level Math and English for non-transfer students, transfer-level Math and English for transfer students
5. Completion/transfer – GED, CDCP cert, non-credit move to credit, earned an award, transferred, apprenticeship
6. Employment – unemployed to employed, job related to major
7. Earnings- % increase in hourly wage, annual earnings, regional living wage

With multiple disaggregations and views:

1. Additional student characteristics: age group, gender
2. Factors that are associated with lower success rates: Foster youth, veterans, first generation, disabled, part-time,
3. Factors that are associated with higher success rates: completed comprehensive education plan, attempted 30 units in first year, participated in support services,
4. Comparison values: time trends, regional median, state median, peer group, top in state

Next Steps

- Ensure that the Simplified Metrics encompass the final set of Funding Formula metrics.
- Acquire approval from the CCC Chancellor for the proposed Simplified Metrics
- Prepare and execute to an implementation plan that may include:
 - Create the data model and presentation of the new metrics: simplifying/unifying the data portals and presentation dashboards.
 - Outline how/when existing student-centered metrics will be confirmed/modified/replaced with existing metrics for existing funding streams such as SSSP, Equity, Basic Skills, Strong Workforce, Adult Ed, and Guided Pathways. Also, clarify how the new metrics will be aligned/combined with other required metrics such as Perkins and Accreditation.
 - Identify where legislative work may be required to retire or change current metrics.
 - Determine how the various metric advisory groups and future initiatives align around the Simplified Metrics.
 - Prepare resources, training, and technical assistance to help practitioners use the Simplified Metrics to support local planning, learn about effective practices, and address equity gaps.

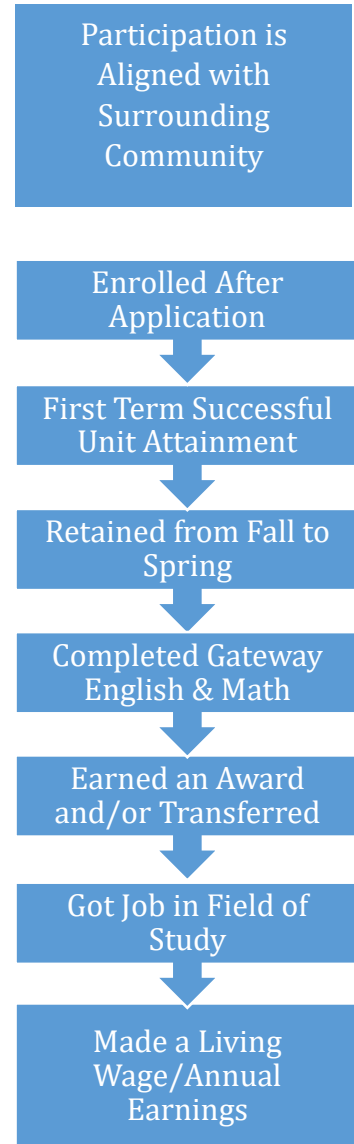
**Adult Ed Basic,
Secondary & ESL
Students**



**Short-Term CTE &
Skills-BUILDER
Students**



**Award & Transfer
Students**





Executive Committee Agenda Item

SUBJECT: IEPI Integrated Planning Workgroup Report		Month: June	Year: 2018
		Item No: VI. B. iii.	
		Attachment: Yes	
DESIRED OUTCOME:	Inform ASCCC Exec of the activities of the IEPI Integrated Planning Workgroup for Phase III.	Urgent: No	
		Time Requested: 10 mins	
CATEGORY:	Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Wheeler North	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As a part of the IEPI effort a workgroup was formed at the onset of IEPI to develop Integrated Planning tools for colleges and stakeholders. The attached documents reflect the tools completed or being finalized by the workgroup for Phase III, 2017-18.

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

IP ASK Tool/Resource Inventory (All Tools/Resources)

This document includes all tools/resources that have been created since IP Phase I.

Total: 29

Tools on ASK are in **red**

Tool/Resource:	Description:	Phase of IP Model:	Tool or Resource?
<p>1. Integrated Planning Model</p>	<p>The IP Model was developed for colleges to use as a guide for their planning purposes. The model includes five components (Discover, Develop, Implement, Evaluate, and Report) that individually and collectively contribute to an effective process. Each component asks specific questions for colleges to consider. A continued work in progress, recommended resources are suggested for each component.</p>	<p>Discover, Develop, Implement, Evaluate, Report</p>	<p>Resource</p>
<p>2. IP Process Improvement Guide</p>	<p>This guide is composed of five process elements for colleges to consider when planning initiatives, including if the initiative itself is integrated planning. The five process elements include:</p> <ol style="list-style-type: none"> 1. Purpose: Why should we pursue this initiative? 2. Evaluation: What makes the initiative planning process successful? 	<p>Discover, Implement</p>	<p>Resource</p>

IP ASK Tool/Resource Inventory – May 2018

	<p>3. Leadership: Who is the champion for the initiative planning process?</p> <p>4. Expertise: What type of expertise is needed?</p> <p>5. Impactful Meetings: How do you make the best use of meeting time?</p> <p>The process elements are agnostic and meant to be used for the college’s context.</p>		
<p>3. Logic Model Examples (Strategic Plan & Integrated Planning)</p>		<p>Develop</p>	<p>Resource</p>
<p>4. Committee Reporting Out Template</p>	<p>The purpose of this template is to help representatives report back to their group about what happened at a committee meeting. This is not meant to replace the minutes (which are often not available until the next meeting), but rather to quickly disseminate information, especially if there are items of special concern to the group. The reporting out period should be within a week of the meeting, so that the representative can gather feedback, if needed, to bring to the next meeting.</p>	<p>Report</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

<p>5. Community College Planning & Governance Documents</p>	<p>Twenty community college planning and governance documents were compiled as resources for colleges to review in order to assess elements of planning and/or integrated planning that could be leveraged at their campus.</p>	<p>Discover</p>	<p>Resource</p>
<p>6. Logic Model (Blank) (Materials to Build a Logic Model)</p>	<p>This is a basic logic model that can be used to visualize college integrated planning goals and activities that will support a college’s goals/outcomes. Consider “working backwards” with the Logic Model. Begin with your college’s outcomes (long term, medium term, short term), plan the deliverables (measurable outputs), and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities. (The following materials are meant to help colleges complete key sections of the Logic Model.)</p>	<p>Develop</p>	<p>Tool</p>
<p>Integrated Planning Crosswalk & Crosswalk Worksheet (Materials to Build a Logic Model)</p>	<p>The IP Crosswalk provides an example of major initiatives such as the Student Success & Support Program, Student Equity Plan, Basic Skills Initiative, and Basic Skills Transformation. The legislation language for each initiative is provided. The IP Crosswalk</p>	<p>Develop</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

	<p>Worksheet is a tool to help colleges identify overlapping initiative goals (<i>convergent goals</i>). These goals become the outcomes of the Logic Model.</p> <p>Colleges can add initiatives of their own. The initiatives provided are examples only. Nevertheless, they are examples that many community colleges struggle to implement with coherence.</p>		
<p>Johari Windows & Who/What Mapping (Materials to Build a Logic Model)</p>	<p>Colleges can leverage the crosswalk tools to generated outcomes in the Logic Model. Johari Windows and Who What Mapping worksheets help colleges identify inputs/resources and activities of the Logic Model that can be leveraged to achieve the college’s stated outcomes.</p>	<p>Develop</p>	<p>Tool</p>
<p>Logic Model Example (Gavilan College) & IP Graphic (Pierce College) (Materials to Build a Logic Model)</p>	<p>The logic model provided is an example from Gavilan College for a professional learning hub. This logic model is a <u>draft</u> that was created during BSILI (Basic Skills Initiative Leadership Institute); it was later taken to their campus for review.</p> <p>Los Angeles Pierce College’s Integrated Planning graphic is a culminating visual representation of</p>	<p>Develop</p>	<p>Resource</p>

IP ASK Tool/Resource Inventory – May 2018

	<p>their work as a result of integrated planning that used many of the materials that are provided here. The top row represents the college’s priorities. The initiative/framework and programs/services rows feed into the priorities row, which maintains the campuses commitment to its student success goals. The visual is color coded.</p>		
<p>7. IP Literature Review Themes <i>*not on ASK – redundant with other document</i></p>	<p>Integrated planning is essential to a thriving community college. As such, the Research and Planning Group for California Community Colleges (RP Group) conducted an extensive literature review in an effort to identify key themes with respect to this topic. From a broad array of resources, the RP Group was able to identify components that are central to various applications of integrated planning. This document showcases these components and provides a description of them. In addition, this document reveals which themes can be readily implemented by two helpful planning approaches.</p>	<p>Discover</p>	<p>Resource</p>

<p>8. Scenario Planning</p>	<p>Scenario Planning is an intentional and organized method for considering and incorporating “what if’s” into the planning framework. Scenario planning has been used in an array of settings and is becoming increasingly common for strategic planning purposes in higher education (Sayers, 2010). As such, the RP Group and the IEPI Integrated Planning team streamlined information from the literature review to develop a tool that helps facilitate scenario planning at local institutions. This document was intended to provide simple, step-by-step instructions and illustrations to help colleges understand how scenario planning works and what it is used for, as well as encourage colleges to adopt these steps to bolster their plans.</p>	<p>Discover</p>	<p>Resource</p>
<p>9. Appreciative Inquiry</p>	<p>Appreciative Inquiry (AI) is an approach to organizational development that takes on a very different form than its traditional counterparts. AI deviates from the norm in several instances, and this is most notable in the shift from focusing on extant problems and issues to past success and victories—subjecting a different</p>	<p>Discover, Develop</p>	<p>Resource</p>

IP ASK Tool/Resource Inventory – May 2018

	<p>object to scrutiny. As such, AI has shown to lend itself well to community college planning efforts through identifying and emphasizing the significance of the “positive core” (the conditions or factors) that have been identified as determinants of success, and appropriating this for a positive future. This document is intended to introduce the concept of AI and showcase an actual case study of its application and utility for community college strategic planning.</p>		
<p>10. SWOT Analysis</p>	<p>The SWOT analysis is a useful tool to determine <u>S</u>trengths, <u>W</u>eaknesses, <u>O</u>pportunities and <u>T</u>hreats of an institution, group, department, etc. The internal aspects of the organization are addressed in Strengths and Weaknesses. Areas to explore include staffing, finances, processes, technology, etc. Meanwhile, Opportunities and Threats address external forces beyond the organization’s control, such as changing demographics, state or federal legislation, trends, etc. In an integrated planning process, the SWOT analysis is often used as</p>	<p>Discover, Develop, Implement, Evaluate, Report</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

	<p>part of the development of the plan to set goals and objectives. However, it can also be utilized in the evaluation of the planning process itself, as the plan moves through each component of the IP Model. Using a SWOT analysis in this manner affords the institution a “snapshot” of the planning process as it is happening. Some colleges may already have a similar evaluation process in place, although it may not be specifically a SWOT analysis.</p> <p>Since a planning cycle spans many years, the people tasked with evaluating the planning process at the end of the cycle may not all be the same group of people who were involved in the development of the plan. A snapshot SWOT analysis provides background for the new people, while refreshing the memories of those who were present at the beginning of the process.</p>		
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<p>11. Accreditation Crosswalk</p>	<p>This crosswalk is a tool to assist colleges to identify linkages between their plans and the accreditation standards. This tool provides examples of some of the common plans at colleges. This tool could be one of many processes colleges use to help identify gaps in meeting the accreditation standards as well as celebrate how they are meeting the standards.</p>	<p>Discover, Report</p>	<p>Tool</p>
<p>12. Evaluation Monitoring Systems</p>	<p>The IP Model has five steps: 1) Discover, 2) Develop, 3) Implement, 4) Evaluate, and 5) Report. Here, evaluation can encompass a broad set of activities or things to evaluate, and these are highly contingent on the year or development of the plan/project that is underway; this document intends to clarify the utility of monitoring systems for evaluation purposes.</p>	<p>Evaluate</p>	<p>Resource</p>
<p>13. Program Development and Evaluation</p>	<p>This document intends to help illustrate the “life-cycle” of a program while showing how evaluation can be used to nurture this development at each stage in the cycle.</p>	<p>Develop</p>	<p>Resource</p>

<p>14. Planning for Causality <i>*not on ASK until Gabe produces companion tool</i></p>	<p>We all want to know what is working for our students, and we need data and evidence to show it. But exactly how to secure the right evidence amidst the torrent of reports and statistics can be daunting. Perhaps most of us have heard of the randomized control trial (RCT)—that “gold standard” evaluation design for establishing causal claims; however, we must face it: the RCT is extremely difficult to implement in the community college setting. This doesn’t mean it can’t be done, just that it is highly unlikely. Suppose this ideal doesn’t manifest into reality, what does this mean for those program implementers, overseers, administrators and staff who need concrete answers to best serve their students? How do we answer that perennial question, “did it work?”</p>	<p>Evaluate</p>	<p>Resource</p>
<p>15. Gantt Chart</p>	<p>A Gantt chart is a useful way of showing activities, tasks, or events across time. The position and length of a bar reflects the start date, duration and end date of the activity and activity overlap with one quick glance. Gantt charts can be used for an individual project or to lay out multiple projects across campus.</p>	<p>Implement</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

<p>16. Process Evaluation Worksheet</p>	<p>The Process Evaluation worksheet to helps a college/program/department plan out a process evaluation. Evaluations come in many shapes and sizes and can measure more than whether or not a program worked, but how it worked and what parts of a program worked or did not work. Sometimes a program or aspects of a program may adapt from the original concept to fit the resources/culture/needs at a college or a programs design may work but is not reaching the intended audience. A process Evaluation can inform the goings on of a program.</p>	<p>Evaluate</p>	<p>Tool</p>
<p>17. Initiative Planning Workbook</p>	<p>This workbook is designed to help institutions plan for new student-centric programs, services, projects, and grants (i.e., initiatives). The steps in this workbook allows institutions to thoughtfully plan the needs, strategies, objectives, and budgets so that most of the information is compiled to create a larger plan (e.g., grant RFP, state-mandated planning forms, etc.) or use the workbook as the plan itself.</p>	<p>Develop</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

<p>18. Using Dashboards for Integrated Planning</p>	<p>Demonstrates how dashboards can be used as tools for Integrated Planning.</p>	<p>Report</p>	<p>Resource</p>
<p>19. Goal Progress Tracker (Generic)</p>	<p>The purpose of the Goal Progress Tracker is to help the college monitor its progress on these goals on a regular and systematic basis. The tool can be used for any plan at the institution, program or department level.</p>	<p>Develop, Report</p>	<p>Tool</p>
<p>20. Goal Progress Tracker (Guided Pathways)</p>	<p>The Goal Progress Tracker was developed to provide colleges a means to track their progress towards achieving the goals associated with the Guided Pathways Key Elements. This document is a complement to the <i>CCC GP Action Plan, Timeline, and Allocation Summary</i>.</p>	<p>Develop, Report</p>	<p>Tool</p>
<p>21. Leading with Inclusivity at all Levels</p>	<p>Explains the importance of Inclusive Leadership and how it aligns with Integrated Planning</p>	<p>TBD</p>	<p>Resource</p>
<p>22. Planning calendars from master plans (template & 3 examples)</p>	<p>See title</p>	<p>TBD</p>	<p>Tool</p>

<p>23. Activity by date planning calendars (template & 2 examples)</p>	<p>See title</p>	<p>TBD</p>	<p>Tool</p>
<p>24. Goal Planning Calendar (template & 4 examples)</p>	<p>See title</p>	<p>TBD</p>	<p>Tool</p>
<p>25. Master Plan Timeline (template & 4 examples)</p>	<p>See title</p>	<p>TBD</p>	<p>Tool</p>
<p>26. Program and Budget Timeline (2 templates & 2 examples)</p>	<p>See title</p>	<p>TBD</p>	<p>Tool</p>
<p>27. Collaborative Guide: An Inclusive Leadership Perspective</p>	<p>This collaboration guiding tool is intended for any individual whose desire is to strengthen their own collaboration skills, or help a team or group develop those skills together. The purpose of this tool then is to help</p>	<p>TBD</p>	<p>Tool</p>

IP ASK Tool/Resource Inventory – May 2018

	individuals adopt and employ a set of Inclusive Leadership behaviors to better mitigate resistance and improve a free flow of collaboration practices.		
28. How To Plan An Evaluation	See title	Evaluate	Tool
29. Program Evaluation Worksheet	See title	Evaluate	Tool

Integrated Planning ASK – Phase III (July 1, 2017-June 30, 2018) Summary

Integrated Planning Phase III: Tools & Resources

1. Leading with Inclusivity at all Levels Tool (*completed*)
2. Goal Progress Tracker Tool (*completed*)
3. Goal Progress Tracker Tool (Guided Pathways version) (*completed*)
4. Initiative Planning Workbook Tool (*completed*)
5. Collaborative Guide: An Inclusive Leadership Perspective Tool (*completed*)
6. How To Plan an Evaluation Tool/Resource (*completed*)
7. Program Evaluation Worksheet Tool (*completed*)
8. Developing Evaluation Questions Tool (*in-progress*)
9. Committee Inventory Tool (*in-progress*)
10. Reporting Loop Tool (*in-progress*)
11. Reporting/Communication Resource (*in-progress*)
12. Analysis of Evaluation Tool (*in-progress*)
13. Evaluation Tool/Resource (*in-progress*)
14. Encompassing Inclusive Leadership document/video tool (*in-progress*)
15. Planning for Causality Tool (*in-progress*)
16. Evaluation Monitoring Systems Tool (*in-progress*)
17. Additional Report tool (*in-progress*)
18. IP Model Self-Assessment Tool (*in-progress*)

Integrated Planning Phase III: Trainings, Presentations & Retreats

1. Strengthening Student Success Conference (October 11-13, 2017)
2. Diablo Valley College Customized Integrated Planning Training (October 21, 2017)
3. Southwestern College Customized Integrated Planning Training (March 2, 2018)
4. California Community College Association for Occupational Education Presentation (March 9, 2018)

Integrated Planning Phase III: The ASK Website

- The Integrated Planning team is working with Design Media to create a user-friendly platform where all Integrated Planning tools are easily accessible to colleges:
<https://prolearningnetwork.cccco.edu/ask/topic/integrated-planning>
- The IP team is currently developing the following “task paths” which will allow ASK website visitors search for and accomplish specific tasks:
 1. Accreditation Task Path
 2. Evaluation Task Path

IP ASK Tool/Resource Inventory – PHASE III

May 2018

This document includes all tools/resources that have been and will be created in IP Phase III

Completed: 7

Pending: 11

Tool/Resource:	Description:	Phase of IP Model	Tool or Resource?	Status:
1. Leading with Inclusivity At All Levels	Explains the importance of Inclusive Leadership and how it aligns with Integrated Planning	TBD	Tool	Completed
2. Goal Progress Tracker (Generic)	The purpose of the Goal Progress Tracker is to help the college monitor its progress on these goals on a regular and systematic basis. The tool can be used for any plan at the institution, program or department level.	Develop, Report	Tool	Completed
3. Goal Progress Tracker (Guided Pathways)	The Goal Progress Tracker was developed to provide colleges a means to track their progress towards achieving the goals associated with the Guided Pathways Key Elements. This document is a	Develop, Report	Tool	Completed

Tool/Resource:	Description:	Phase of IP Model	Tool or Resource?	Status:
	complement to the <i>CCC GP Action Plan, Timeline, and Allocation Summary</i> .			
4. Initiative Planning Workbook	This workbook is designed to help institutions plan for new student-centric programs, services, projects, and grants (i.e., initiatives). The steps in this workbook allows institutions to thoughtfully plan the needs, strategies, objectives, and budgets so that most of the information is compiled to create a larger plan (e.g., grant RFP, state-mandated planning forms, etc.) or use the workbook as the plan itself.	Develop	Tool	Completed
5. Collaborative Guide: An Inclusive Leadership Perspective	This collaboration guiding tool is intended for any individual whose desire is to strengthen their own collaboration skills, or help a team or group	TBD	Tool	Completed

Tool/Resource:	Description:	Phase of IP Model	Tool or Resource?	Status:
	develop those skills together. The purpose of this tool then is to help individuals adopt and employ a set of Inclusive Leadership behaviors to better mitigate resistance and improve a free flow of collaboration practices.			
6. How To Plan An Evaluation	Planning a program evaluation on your campus: What are the must haves and nice to haves in a program evaluation?	Evaluate	Resource	Completed
7. Program Evaluation Worksheet	TBD	Evaluate	Tool	Completed
8. Planning for Causality Tool	TBD	TBD	Tool	In-Progress
9. Evaluation Monitoring Systems Tool	TBD	Evaluate	Tool	In-Progress
10. TBD “Report” Tool	TBD	Report	Tool	In-Progress

Tool/Resource:	Description:	Phase of IP Model	Tool or Resource?	Status:
11. “Reporting Out Guide”	Document informing user ‘how’ and ‘who’ to disseminate the results or outcomes of the initiative/project at hand	Report	Resource	In-Progress
12. Encompassing Inclusive Leadership document/video	A document or video that ties in all three of Jose’s Inclusive Leadership styles	TBD	Resource	In-Progress
13. Evaluation Tool/Resource	TBD	Evaluate		In-Progress
14. Developing Evaluation Questions Tool	TBD	Evaluate	Tool	In-Progress
15. Reporting Loop Tool	TBD	Report	Tool	In-Progress
16. Reporting/Communication Resource	TBD	Report	Resource	In-Progress

Tool/Resource:	Description:	Phase of IP Model	Tool or Resource?	Status:
17. Analysis of Evaluation Tool	TBD	Evaluate	Tool	In-Progress
18. IP Model Self-Assessment Tool	TBD	TBD	Tool	In-Progress



Executive Committee Agenda Item

SUBJECT: UC Office of the President Transfer Task Force Update		Month: June	Year: 2018
		Item No: VI. B. iv.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Information	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Reports	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Ashley Fisher	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The University of California Office of the President formed a Transfer Task Force during this academic year to evaluate transfer from the California Community Colleges to the UC system. This task force looked at outreach, admission, curricular alignment, and UC policy and included representation from the community colleges and CSU faculty. The final report is attached.

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

Enhancing the Student Transfer Pathway

**A Report of the President's
Transfer Task Force**

**University of California
Office of the President
May 9, 2018**

Enhancing the Student Transfer Pathway: A Report of the President's Transfer Task Force

Background

The 2013-14 President's Transfer Action Team, in its report, [*Preparing California for Its Future: Enhancing Community College Student Transfer to UC*](#), identified a key priority to streamline the transfer process for prospective University of California (UC) students. To that end, the UC Transfer Pathways initiative set out to identify a common set of lower-division preparatory courses as appropriate preparation for each of UC's 21 most popular majors among transfer applicants. These new Transfer Pathways indicate to prospective transfers the community college courses they should take to prepare for their desired major, without having to be concerned about UC campus differences in course expectations. The Pathways embody the recommendations of faculty from the 21 majors across UC's nine undergraduate campuses: students completing a Pathway before transfer will have met the course requirements for admission at any UC campus, and should be well-positioned to successfully complete their degree within two years.

The 21 Pathways¹ were developed in 2015 under joint leadership of the UC Academic Senate and the Provost, and in collaboration with UC Office of the President's (UCOP) Office of Undergraduate Admissions and the California Community Colleges (CCC). UC faculty in Phase 1 of the initiative defined the sets of courses for CCC students that would prepare them for transfer admission to any UC campus for these 21 majors (see *Appendix 1* for the complete list).

In Phase 2, UCOP's Office of Undergraduate Admissions coordinated the efforts with UC campuses and community colleges to align 115,000 CCC courses with Pathway course expectations—a critical step toward achieving full Pathways for transfer applicants from the CCC system. The current listings of existing Pathways appear on the *UC Transfer Pathways Guide* website: <https://pathwaysguide.universityofcalifornia.edu/>

¹ Any reference to a pathway in this report refers specifically to one of the 21 Pathways, and the sets of courses they comprise; we avoid using the term transfer pathway in the generic sense, as in “there are several different transfer pathways available” and instead use terms like “transfer routes” to avoid confusion.

Major Milestones

May 2014	President’s Transfer Action Team of faculty, staff, and students presented recommendations to the UC Regents.
Spring / Fall 2015	UC faculty convened in discipline-based workgroups to develop 21 new Transfer Pathways, covering the proposed areas of study for approximately 60% of transfer applicants each year. Each workgroup began with reference to the California State University’s (CSU) Transfer Model Curricula (TMCs), which serve as the template for major preparation courses in the Associate Degrees for Transfer developed by individual CCCs.
Spring 2016	Began UC Transfer Pathways implementation for first 10 majors.
Fall 2016	Began UC Transfer Pathways implementation for next 11 majors.
December 2016	Launched <i>UC Transfer Pathways (UCTP) Guide</i> website: https://pathwaysguide.universityofcalifornia.edu/
March 2017	Released <i>Pathways Course Finder</i> tool on the <i>UCTP Guide</i> website.

Task Force Charge & Membership

The Transfer Task Force emerged from two separate processes. The UC Academic Senate, working in partnership with the leadership of the Academic Senate of the CCCs, proposed exploring the creation of associate of science degrees for two majors, Chemistry and Physics. These degrees would be based on the UC Transfer Pathways. The creation of degrees and the definition of Pathways represent activities that the two Senates can do on their own, but consideration of how to recognize these degrees in transfer admissions, and particularly, whether students can be guaranteed admission after completing the degrees with a GPA above some minimum threshold, involves many administrative functions. At the same time, UCOP had been developing new ways to enhance the transfer route to a UC degree, building on past intersegmental efforts.

Recognizing the need for expanded collaborative effort between the Academic Senates and the administrations from the public higher education segments, President Napolitano established the Transfer Task Force to assess UC’s transfer admission policies and practices, advance intersegmental collaborations in support of transfer, and issue recommendations for next steps. We were encouraged to think and act boldly. *Appendix 2* contains the detailed Task Force charge. The participation of the CCC administration was delayed but, going forward, will be reflected in the future UC Transfer Work Group membership.

Provost and Executive Vice President Michael T. Brown, and Immediate Past UC Academic Senate Chair Professor Jim Chalfant co-chaired the Task Force, which extended its work through three subcommittees:

- ***UC/CCC A.S. Degrees & Transfer Guarantees***—Subcommittee 1 considered both the proposed A.S. degrees and the benefits and challenges of transforming all 21 of the UC Transfer Pathways into the foundation for new avenues of guaranteed transfer admission to UC.
- ***Transfer Pathways & Beyond***—Subcommittee 2 assessed whether there are ways to build upon the Pathways to further simplify and enhance the CCC-UC transfer process.
- ***Transfer Advising Innovations & Communications***—Subcommittee 3 recommended strategies to strengthen pre-transfer advising and UC transfer communications.

The Task Force and subcommittees included members from all UC campuses, as well as advisory members external to UC (see *Appendices 3-6* for membership rosters).

The Task Force met monthly from December 2017 through April 2018, with subcommittees convening as needed to inform the Task Force’s work in progress. During the course of its deliberations, the Task Force:

- Identified and evaluated the current mechanisms for transfer to UC, including the likelihood of admissions and yield for each option;
- Assessed the needs of UC campuses and the system to improve the articulation process (i.e., decisions on the transfer of course credit from CCC to UC based on curriculum offerings and degree requirements), and to recommend a process for periodic re-evaluation of Transfer Pathways; and
- Reviewed the benefits and challenges of transforming the UC Transfer Pathways into new guarantees of transfer admission into the UC system;
- Addressed how the Transfer Pathways in Chemistry and Physics can be piloted for new associate’s degrees for guaranteed UC transfer; and
- Examined the most pressing needs and areas of improvement for pre-transfer advising and UC transfer admission communications.

The Task Force reviewed UC campus and systemwide materials that provided background and also pointed to focused areas of interest regarding existing and potential new opportunities for transfer to UC. These included: relevant UC policies, guidelines, and campus transfer admission agreements; briefings on UC transfer admissions and the Transfer Pathways initiative; related data on transfer applicants, admits, and enrollees for the system and by UC campus; draft proposals for expanded UC transfer guarantees; and the final report from the 2013-14 President's Transfer Action Team.

To guide both the overall work and deeper-level analyses of the subcommittees, the Task Force developed the following ***Transfer Principles*** that underscore the most important outcomes for UC transfer:

- *UC is committed to transfer as a vital path leading to students' UC degree attainment.*
- *UC is committed to enhancing and incentivizing transfer students' strong academic preparation.*
- *UC is committed to defining a UC-specific guarantee of transfer student admission.*

The Task Force's work yielded nine findings and five recommendations² to enhance the effectiveness of the student transfer route to UC. Two beliefs provide the foundation for each finding or recommendation. The first is that UC will continue to accommodate all California resident undergraduates for whom the state provides enrollment funding. The second is that UC as a system, and each UC campus, will continue to use the ratio of 1 transfer enrollee for each 2 freshman enrollees (commonly termed "two to one" and written as 2:1) as the University's obligation under both the California Master Plan for Higher Education and the more recent agreement with the State. The Task Force acknowledges that any increased numbers of students due to enhanced freshman and transfer enrollments appropriately require State funding; infrastructure investments (including physical plant, administrative supports, and academic supports) are critically needed to sustain even current enrollments.

² During the Transfer Task Force deliberations, CCC Chancellor Eloy Ortiz Oakley and UC President Janet Napolitano agreed to a Memorandum of Understanding that aligns with the recommendations in this report.

Task Force Outcomes

Findings

- 1. In order to further enhance transfer admissions and enrollment successes, UC should eliminate as many layers of complexity and obstacles to transfer as it can. This includes enhancing the quality of counseling and advising for prospective transfer students.***

In the last two years, UC has enrolled more transfer students than at any other time in the institution's 150-year history. This follows the trend over the last decade of a 28% increase in the number of transfer students enrolling at UC. In fact, the most selective and popular campuses (Berkeley, Davis, UCLA, and San Diego) have historically enrolled the greatest number of transfer students. As a system, the University has met the 2 to 1 ratio, as stipulated in the Master Plan, which prescribes that the institution enrolls two freshman students for every transfer student. Retention and graduation rates have similarly been rising steadily for CCC transfer students and are comparable to the rates for students who begin as first-year students at UC.

This snapshot of UC not only reflects a record of transfer student success (matriculation and graduation) but also serves as a challenge—to achieve greater growth in UC's transfer applicant pool while strengthening the academic preparation of incoming transfer students. Otherwise, it will be impossible to meet the 2:1 standard on some campuses while simultaneously expanding total enrollment. Essential to reaching out to prospective transfers—especially early in, or even before, their CCC careers—is the quality and frequency of counseling and advising support that can help guide students' transfer preparation and planning.

The adoption of any recommendations in this report will bring new challenges for advising and outreach. It will be critical, for instance, to communicate effectively concerning the multiple important routes for transfer to UC, as well as concerning any new guarantees of admission that are created. Even the best reforms will fall short of their objectives if the routes are not understandable to students. The Task Force anticipates that the subcommittee dealing with these issues will continue its work, as needed, as new policies are developed.

2. *CCC students are from an incredibly diverse higher education segment in California, yet the students successfully transferring to UC do not represent the full spectrum of that diversity.*

The transfer experience is not uniform across the 114 community colleges. There are a few “high-sending” colleges and many others where relatively few students transfer to UC. Currently, the top 10 CCCs by transfer numbers represent 36% of total transfer applications and 37% of transfer admissions. Where this is a function of a local district and campus identifying different priorities, such an outcome is expected. Our belief, though, is that UC can better signal to students who have intentions to transfer that the University is indeed interested in them.

The opportunities foregone by potential students and UC campuses are enough reason for concern, but the geographic pattern of high-sending/low-sending campuses suggests that there are consequences for the diversity of the applicant pool and the regional pattern of transfers to UC. Campuses in the CCC system located in the San Joaquin Valley, particularly, seem underserved by UC. The Task Force takes it as a given that UC campuses are committed to the transfer route to a UC degree and that they recognize benefits from the diversity of experiences and perspectives that transfer students bring. We also acknowledge the significant investments and efforts already underway to build relationships geographically, recognizing that some transfer students are more bound by geography, resources, and social circumstances than are many freshmen, including efforts by UC’s three campuses not yet achieving the 2:1 ratio.

Still, more can be done. Where there may be existing or expanded opportunities for more effective transfer student outreach, UC should capitalize on them, and ideally in collaboration with the other segments. A good example of this is the UC-CCC Partnership Grant that targeted outreach to 39 additional CCCs serving historically underrepresented students and low-income students. UC should also forge new avenues to engage a broadened prospective transfer pool, and especially aim to attract students who do not present the typical UC transfer profile.

3. *Given that student access and success are not mutually exclusive, transfer strategies should focus on preparing students to continue performing well academically after they transfer to UC.*

Transfer covers a student’s educational journey as they transition from one segment to another, but the fundamental goal of supporting students in their academic achievements remains the same in this process. As such, strategies to increase CCC-UC transfer need to

incorporate intentional support structures to help ensure students are prepared to do well academically after they transfer. Access is an empty promise without also considering the importance of maximizing the probability of students' success in earning a four-year degree. Most important, any route for transfer to UC should emphasize students' academic preparation. It is unconscionable to admit students who are not prepared to graduate in two additional years, especially when it comes as a surprise to the student after transfer.

4. *Transparent and effective transfer routes are key for student access and success, and because each student comes from unique circumstances, a single route may not work for every student: providing multiple routes designed to complement each other can do more to enhance transfer than complicate it.*

A primary goal of the Task Force was to develop strategies that help support CCC students by providing clear and stable bridges to four-year institutions and degrees. This goal raised questions about the extent to which prospective transfer students know about and/or understand the UC Transfer Pathways and the existing Transfer Admission Guarantee (TAG) programs offered at six UC campuses³ (Davis, Irvine, Merced, Riverside, Santa Barbara, Santa Cruz), and how those transfer options compare to the general transfer route to UC based on systemwide and campus-specific transfer admission requirements.

Especially if new guarantees of admission are created, as this Task Force recommends, there may be confusion regarding the various options to transfer to UC. It is easy to criticize the University for making the transfer process confusing. At the same time, it should be kept in mind that there are benefits to being able to determine the best path for an individual student.

In short, the different admissions procedures were designed to accommodate students with different goals. Students who know what UC campus they want to attend might well be advised to look into the campus-specific requirements. Such students may want to take advantage of campus-specific guarantees concerning admission, when these are offered. They might even benefit if the current limitation allowing only one TAG agreement per student is relaxed; our Task Force sees no reason not to consider expanding the number allowed. For students who are not focused on a particular UC campus, the Transfer Pathways were created to ensure that they are taking courses to prepare for any of our campuses. Regardless of their preferred path, students should be provided with clear

³ Notably, five of the UC campuses with existing TAG programs are Hispanic-Serving Institutions: Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz.

information explaining the various routes to transfer and the requirements they must fulfill for UC transfer admission.

It is incumbent upon UC, in turn, to ensure that any differences in transfer routes serve campuses well. For instance, the Task Force recognizes the current existence and value of the TAG agreements. Our recommendations add a new set of transfer options, via the systemwide guarantee, and they do not require campuses make any changes regarding TAGs.

However, our Task Force does not want to advocate strongly for preserving existing rules for TAG agreements. That the agreements themselves are valuable seems beyond debate, but by definition, if the Pathways are considered the best preparation for UC campuses, the requirements for existing TAGs may fall short. It is hard to see why that is sustainable in the long run. If we consider the goal of ensuring good preparation for transfer students, then it seems to follow that TAGs should evolve into guarantees that remain campus-specific, but which require the Pathway courses, *or at least the subset of Pathway courses that the particular campus deems essential*.⁴ While we anticipate that faculty on the campuses with TAGs will reach this same conclusion, we felt it was getting too far out in front of campus discussions to propose that TAGs be aligned to such an extent. Instead, we simply propose that each campus consider this point. Adjusting the requirements for a TAG agreement to coincide with the Pathway recommendations makes sense, but the successful implementation of our proposals and the systemwide guarantee does not require that any changes be made to the existing arrangements for TAGs.

5. UC's Transfer Pathways are the most suitable foundation for the CCC-UC transfer process.

The development of Transfer Pathways was a significant accomplishment because there had not previously been any UC systemwide agreement on very specific course expectations for 21 of the most popular majors for UC transfer students. The definition of the Pathways and the guidance on the courses that students can take in the CCC system to complete a Pathway bring a lot more clarity to the course requirements for transfer admissions. However, we are aware that we are contemplating basing quite a bit more on the Pathways, so the faculty will want to ensure that the Pathway requirements are exactly what is needed. Given their construction as a superset of courses used in selection by any of the undergraduate campuses, there is a risk that Pathways could be too burdensome to

⁴ There is no reason for the requirements for TAG agreements to expand beyond what the faculty in the major consider necessary, but our point is that if a TAG agreement requires less than the Pathway courses the faculty consider necessary, that is not sustainable.

some applicants. It is important that any course included play a vital role in students' academic preparation. However, there currently is no mechanism in place to update the Pathways as needed or to fill gaps in articulation or in Pathway course offerings, on a systemwide basis.

The University needs to create a systemwide structure to facilitate the ability for Transfer Pathways to evolve and expand while respecting the autonomy of individual UC campuses. Faculty representatives for the 21 majors should be reconvened, along with colleagues from the CCC and CSU systems, to address whether the most relevant courses have been identified for each Pathway and whether the courses with articulation are successful in preparing transfers to UC. Improvements in articulation are logically a separate topic from defining Pathway requirements, but the faculty involved and the ultimate goals are the same, so the Task Force sees significant benefits from combining these topics.

6. *There may be significant value in providing a transfer admission guarantee because it presents students with a specific goal to guide their pre-transfer course selection and preparation.*

About one-third of transfer enrollment is through existing guarantees—the aforementioned TAG programs. Data from UCOP show that 60% of the students with these guarantees finish their degrees within two additional years of study. Moreover, there appears to be steady growth in students' interest and participation in TAG. For example, over 3,100 students completed TAG requirements and enrolled at a UC campus for fall 2016.

We identify at least two benefits from offering guarantees. First, there is the obvious “certainty effect.” A student who can count on admission to a particular campus may still pursue other options, including other UC campuses, but without any anxiety about not finding a place at UC. Second, linking guarantees to specific course plans seems like a “best practice” in academic advising that ensures students will take the right courses in the right order. Flexibility is obviously a benefit for students who want to explore, but many students are likely to gain from following a roadmap that leads to a guarantee. Both better success and improved time-to-degree seem likely to follow.

That said, UC's current system of guarantees risks falling short of providing such complete academic preparation. If we stipulate that the UC Transfer Pathways represent the faculty's best thinking about good preparation, it follows that any TAG agreements currently offered but not linked to the courses the faculty consider essential may fall short, while three campuses offer no guarantees at all. We see no reason why students should have to choose between guarantees and the best preparation. Our recommendations concerning transfer

guarantees to the entire UC system therefore are based on the UC Transfer Pathways, which were conceived with systemwide agreement on the course requirements.

The goals of newly proposed transfer admission guarantees to UC may be multifold: to attract more and better-prepared students; to improve student persistence rates; or to broaden the enrollment of students from diverse populations—all of which would be benefits for the applicants themselves as well as the University. In addition, UC transfer guarantees would signal to CCCs what they need to do to prepare students, and would signal to policymakers what they need to do to support those sending institutions. Guarantees based on the Transfer Pathways seem like the best way to achieve all of these goals.

7. *UC campuses may have unique needs to address while also striving to leverage the rewards of new or existing transfer initiatives.*

UC campuses are far more alike than they are different, but it is still the case that each campus has unique sets of opportunities regarding transfer, and also unique sets of challenges. Three highly selective campuses are able to achieve the 2:1 target without offering guaranteed admission, for instance.⁵ Three other campuses are still trying to achieve the 2:1 ratio. They and the three remaining campuses have presumably found TAG agreements beneficial in building early relationships with transfer students and in increasing the number of transfer applicants.

TAG agreements also offer the possibility for individual majors on the campus to communicate requirements that differ from the Pathways. By agreement, the majors should not be adding course requirements, but some majors do not require the full set of Pathway courses. For a student who is interested only in that particular campus (e.g., due to limitations of geography), and that major, this is valuable information that is not readily available at the systemwide level. It is worth considering whether the goal of simplification that the Pathways brought can still be achieved while also serving students with this additional information about campus differences.

A systemwide guarantee should, by definition, involve cooperation and uniformity for all nine undergraduate campuses. That does not mean that the competitiveness of the admissions process will be the same across all UC campuses. A student who completes a Pathway with a GPA above the minimum required for the system may not be competitive

⁵ There are students with TAG agreements from other UC campuses who decline the guarantee of admission and end up enrolling at one of the “non-TAG” UC campuses (Berkeley, UCLA, or San Diego).

for their major of choice at every UC campus. That will depend on the entire applicant pool, space in the major, and campus resources.

The systemwide guarantee also cannot ignore the campuses' differences. There are other campus goals addressed in admissions, and it is important to emphasize this Task Force's expectation that campuses will admit many students without systemwide guarantees. Some will be based on campus-specific TAG agreements, but all admissions should still be based on Comprehensive Review, assuming that the UC faculty Board of Admissions and Relations with Schools (BOARS), the Academic Senate, and ultimately The Regents maintain that policy.⁶

8. *To inform ongoing and new transfer initiatives, UC needs to better understand the complete trajectory of transfer admissions through post-transfer graduation from UC.*

From pre-transfer counseling and advising, to engaging transfer students so that they can thrive at UC, UC stands to gain from understanding each and every stage of the transfer student journey, all the way through UC graduation. For example, as UC explores the best mechanisms for expanding the UC Transfer Pathways and transforming them into transfer admission guarantees, some unknowns are expected to arise. There may be unintended consequences of a guarantee based solely on academic factors. If more students are admitted through a guarantee route, what happens to those students who are denied admission as a result of limited capacity? UC's Comprehensive Review allows for a diverse incoming class, but a guarantee may affect the pool of students offered admission.

UC will want to conduct research studies alongside offering relevant student support programs and services to study the diversity impact of its transfer initiatives. In addition, UC should contact a full landscape assessment of all resources currently available, and existing resource gaps, to inform a systemwide strategy to communicate UC transfer options more clearly and widely so that prospective transfers have even better guidance. Through visible and collective action in partnership with the CCC system, as well as with additional funding resources, UC will be better positioned to reach prospective transfer students.

9. *There is value in an associate's degree.*

While the Transfer Pathways solved one particular problem—the difficulty in determining the right courses to take for transfer—without knowing which campus recommendations to

⁶ Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions: <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

follow, their development reflects one view of the transfer route to a UC degree. They seem to work best for a student who is familiar with how to navigate the various processes characterizing higher education everywhere, not just at UC, and for the student who fits the traditional model of two years at a CCC, then two years at UC.

There are many more part-time and first-generation students in the CCC system than UC is used to serving. These students may benefit more from the academic planning that comes from completing requirements for an associate's degree. UC's transfer requirements are more based on total units and meeting certain requirements, but not on earning an associate's degree. However, it would be easy to guarantee that requirements are met, if they are reflected in such a degree.

Moreover, an associate's degree represents a significant achievement and milestone for all students, but that may be particularly true for first-generation attendees. The degree is important for what it signifies, and it could bring advantages on the job market, for students who want to transfer but not right away, or for those for whom continuing in a job is necessary while studying at UC.

It is also the case that the Task Force thinks UC can learn from the experience of the CSU system and the ADTs that they created in partnership with the CCC system. It may be that labeling a degree as designed for transfer to UC would represent a signal to students that goes beyond our public statements and outreach concerning 2:1, the UC Transfer Pathways, and other current efforts. We see no downside and plenty of merits in signaling UC's commitment to transfers from assisting the CCC system in creating associate's degrees. Our specific recommendations that follow are limited to guarantees based on the Pathways and a pilot study based on the proposed associate's degree for just two majors, but a successful outcome from the pilot certainly should be taken as evidence that more such degrees could be developed.

Anticipating one criticism: why would UC develop our own degrees? UC's requirements are different, for many majors, and the existing ADTs were developed by agreements between the other two segments of California's higher education system. The UC Academic Senate's guidelines for Comprehensive Review state that the completion of an ADT should be factored into the overall evaluation UC applicants receive. However, in some cases, the ADTs specify preparation that does not completely support a student's preparation for and eventual success in majors at UC; in other cases, ADTs require coursework that is not necessary for transfer to UC.

Therefore, the Task Force does not recommend that the University simply use the ADTs for offering guaranteed admissions to UC. At the same time, we anticipate that this will remain information used in Comprehensive Review, and moreover, consideration of how well each ADT might work for majors at UC is appropriate, keeping in mind that there should be ongoing research to identify what will be best for students transferring to UC. We assume that UC will continue to admit students with ADTs, just as we assume that the CSU will end up admitting some students who followed the UC Transfer Pathways. Our Task Force thus recommends that the ADTs, and this potential criticism of our recommendations, be kept in mind—nothing should be created that differs solely to be different—but that UC first do what it can, borrowing ideas from others’ successful innovations before intruding on their processes.

Core Recommendations

The Transfer Task Force was to analyze the current scope of transfer admission options for prospective UC applicants, with a goal of increasing the number of well-prepared transfer students by ensuring greater transparency of UC’s requirements for successful transfer. Based on its findings, the Task Force presents the following five recommendations that advise the UC Academic Senate and UCOP leadership on new or existing policies. These recommendations are intended both to improve the preparation of all transfer students and to increase the number of CCC students who prepare for and apply for admission to the University. The Task Force recognizes the need for additional resources to support any enrollment growth, and took two conditions as givens: first, that UC would continue to seek the 2:1 enrollment ratio on every undergraduate campus, and second, that enrollment growth could occur only with the necessary funding.

1. UC systemwide transfer admission guarantee

Guarantee a place in the UC system to all CCC transfer applicants who complete a UC Transfer Pathway with a GPA above the minimum GPA in the Pathway courses and an overall GPA exceeding the minimum overall GPA required. Preliminary planning and subsequent implementation should include examinations of potential enrollment demand and the impact on student diversity. Students will continue to be encouraged to apply to multiple UC campuses, as is currently the case. Any student who meets the requirements for a systemwide guarantee but is not accepted by any campus to which he or she applies will be referred to campuses participating in a systemwide transfer guarantee pool.

Assuming that the UC Academic Senate adopts this recommendation, the relevant Senate committees should also consider whether guarantees can be provided for students

interested in other majors. In some instances, there will be majors where the lower-division requirements match the ones in a particular Pathway. Presumably, there would be nothing controversial about identifying such majors, as has already been done to a limited extent, most notably in the Life Sciences and Economics. But the Senate should consider whether UC would be remiss in limiting guarantees to only these majors; perhaps one more Pathway Guarantee could be developed, i.e., for all majors that do not require any particular lower-division preparatory courses.

2. Expansion of UC Transfer Pathways

Through UC Academic Senate leadership, regularly convene discipline-specific UC faculty in partnership with the CCC and CSU Academic Senates to consider changes to the Pathway requirements, when deemed appropriate, and to explore ways to improve articulation of courses between segments. In addition, such groups should examine any differences between UC Transfer Pathways and the major preparation in the CCC/CSU Associate Degrees for Transfer (ADTs), with the aim of eliminating differences where the improvements in transfer students' academic preparation for UC do not seem sufficient to justify maintaining separate sets of requirements. Such groups could recommend greater alignment of curriculum between segments, if they would increase the compatibility of ADTs with preparation for UC, for instance, without compromising students' preparation for transfer to UC. When a particular ADT includes all of the requirements for a UC Transfer Pathway, UC would very likely treat the ADT as equivalent, but such groups still have a role to play in monitoring the quality of transfer students' academic preparation and recommending changes when they seem appropriate.

3. Associate of science (A.S.) degrees for guaranteed admission pilot

Collaborate with CCCs in a pilot project to create two new associate of science (A.S.) degrees that provide sufficient pre-major preparation and are based on UC Transfer Pathways in Chemistry and in Physics. Students completing the Chemistry or Physics Pathways with above the minimum GPA expected would already be guaranteed admission to UC, under the proposed systemwide guarantees. This recommendation combines the benefits from a guarantee with the additional benefits of an associate's degree. Such degrees are important milestones for students and their families, and they provide further guidance in students' academic planning. The Task Force recommends that additional degrees be developed, as needed, if the pilot is deemed successful, and where the ADTs do not fully prepare students for transfer to UC.

4. Comprehensive research on UC transfer preparation, advising & communications

Conduct a thorough research initiative grounded in quantitative and qualitative design—from UC systemwide and intersegmental studies to market research—to identify opportunities for new transfer advising innovations, clarify how UC can better serve the needs of prospective and incoming transfer students, inform a strategic UC transfer communications plan, and ultimately develop a culture of ongoing research to inform policy.

5. UC Transfer Work Group

Establish a Transfer Work Group jointly led by the UC Academic Senate and UCOP, including intersegmental representation and relevant subcommittees, to monitor and report on ongoing efforts and success of the President’s Transfer Initiative. The achievement of short- and long-term goals to streamline and enhance UC transfer depends on sustained progress on several fronts, including admissions policymaking, identifying new best practices, systemwide/campus-specific evaluations (e.g., documented in annual reports of Comprehensive Review outcomes), and subsequent recalibration, as needed.

Looking Forward

Because California’s four-year institutions and community colleges are critical avenues of opportunity for all students to meet their educational goals, it is imperative that UC collaborate with the CCC and CSU systems to address how the transfer process can be further enhanced, especially through continuous improvement cycles involving thorough self-study. As the University turns its focus to more detailed planning and implementation of recommended UC transfer initiatives, the Transfer Task Force expects that ongoing efforts to improve student transfer will benefit from solid intersegmental partnerships.

APPENDIX 1

UC Transfer Pathways: 21 Most Popular Majors for Transfer Applicants

- Anthropology
- Biochemistry
- Biological Sciences
- Business Administration
- Cell Biology
- Chemistry
- Communication Studies
- Computer Science
- Economics
- Electrical Engineering
- English
- Film Studies
- History
- Mathematics
- Mechanical Engineering
- Molecular Biology
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology

APPENDIX 2

Charge: Transfer Task Force Reviewing the Effectiveness of the Student Transfer Pathway

In December 2018, President Napolitano established a Transfer Task Force to assess UC's transfer admission policies and practices, advance intersegmental collaborations in support of transfer, and issue recommendations for next steps.

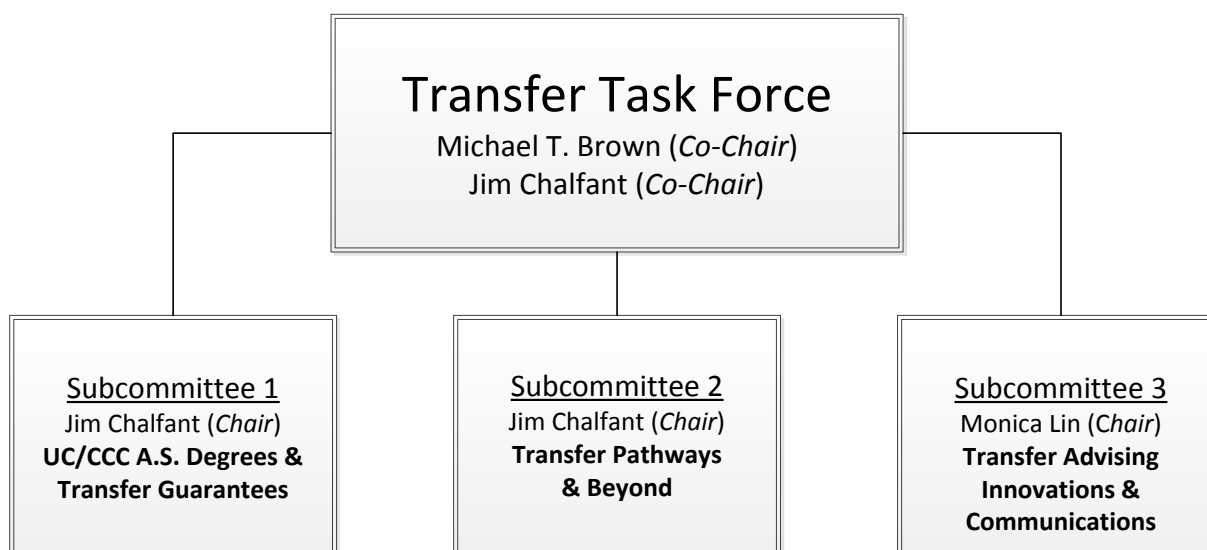
Charge

The charge of the President's Transfer Task Force is to:

- 1) Analyze the current scope of transfer admission options for prospective UC applicants, with a goal of attaining more and better-prepared transfer students by ensuring greater transparency of UC's requirements for successful transfer;
- 2) Advise the UC Academic Senate and UCOP leadership on new or existing policies for both increased numbers of transfers and heightened CCC-UC transfer success; and
- 3) Review and identify the most pressing needs and areas of improvement for pre-transfer advising and communications to bolster UC's efforts to be a more prominent and sustained force for advising prospective students about UC transfer opportunities.

Structure

In developing its final recommendations, the Transfer Task Force will be advised by three subcommittees with a designated focus on the following key areas:



Timeline

The Task Force will adhere to a focused timeline of analysis, assessment, and consultation with three subcommittees to present a final report and a set of recommendations to be considered by the President before the May 2018 meeting of the Board of Regents.

Transfer Task Force

Meeting Dates	Time
December 7, 2017	1:00pm - 3:00pm
January 31, 2018	2:00pm - 4:00pm
February 28, 2018	3:00pm - 5:00pm
March 20, 2018	2:00pm - 4:00pm
April 19, 2018	9:00am - 11:00am

Subcommittee 1: UC/CCC A.S. Degrees & Transfer Guarantees

Meeting Dates	Time
December 8, 2017	9:00am - 12:00pm
January 8, 2018	3:00pm - 5:00pm
February 15, 2018	3:00pm - 5:00pm
March 16, 2018	10:00am - 12:00pm
April 9, 2018	10:00am - 11:00am

Subcommittee 2: Transfer Pathways & Beyond

Meeting Dates	Time
February 26, 2018	10:00am - 12:00pm
March 22, 2018	2:00pm - 4:00pm

Subcommittee 3: Transfer Advising Innovations & Communications

Meeting Dates	Time
January 18, 2018	2:30pm - 4:00pm
February 20, 2018	1:30pm - 3:00pm
March 13, 2018	2:00pm - 3:30pm

APPENDIX 3

Transfer Task Force Members

UC Members

Michael T. Brown (Co-Chair)	Provost and Executive Vice President, UC Office of the President (UCOP)
Jim Chalfant (Co-Chair)	Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis
Gary Clark	Admissions Director, UCLA
Eddie Comeaux	Associate Professor, Higher Education, UC Riverside Board of Admissions and Relations with Schools (BOARS) Representative
Yvette Gullatt	Vice Provost, Diversity and Engagement, UCOP
Carmel Gutherz	Sociology Major, UC Berkeley UC Student Association (UCSA) Representative
Stephen Handel	Associate Vice President, Undergraduate Admissions, UCOP
Robin Holmes-Sullivan	Vice President, Student Affairs, UCOP
Richard Hughey	Vice Provost and Dean of Undergraduate Education, UC Santa Cruz
Jenny Kao	Chief Policy Advisor, President's Executive Office, UCOP
Robert May	Vice Chair, UC Academic Senate
Mike Miller	Interim AVC of Enrollment Management, UC Santa Barbara
Thomas Parham	Vice Chancellor, Student Affairs, UC Irvine
Shane White	Chair, UC Academic Senate
Anne Zanzucchi	LSOE & Interim Director of the Merritt Writing Program, UC Merced University Committee on Educational Policy (UCEP) Representative

Advisory Members

Nathan Evans	Chief of Staff, Academic & Student Affairs, California State University Chancellor's Office Representative
Jeffrey Reeder	Professor, Spanish, Sonoma State University California State University Faculty Representative
Fred Ruiz	Former UC Regent
Michele Siqueiros	President, The Campaign for College Opportunity Community Representative
John Stankas	Vice President, Academic Senate for California Community Colleges

Staff Consultants

Tuanh Do	Director of Operations and Special Initiatives, Student Affairs, UCOP
Monica Lin	Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP

APPENDIX 4
UC/CCC A.S. Degrees & Transfer Guarantees
Subcommittee Members

Members

Jim Chalfant <i>(Chair)</i>	Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis
Ken Barish	Professor & Chair, Physics & Astronomy, UC Riverside
Claudio Campagnari	Professor, Physics, UC Santa Barbara
Gary Clark	Admissions Director, UCLA
Eddie Comeaux	Associate Professor, Higher Education, UC Riverside Board of Admissions and Relations with Schools (BOARS) Representative
Peggy Delaney	Vice Chancellor of Planning & Budget, UC Santa Cruz
Carmel Guthertz	Sociology Major, UC Berkeley UC Student Association (UCSA) Representative
Stephen Handel	Associate Vice President, Undergraduate Admissions, UCOP
Scott Oliver	Professor, Chemistry & Biochemistry, UC Santa Cruz
Jim Postma	Professor, Chemistry & Biochemistry, California State University, Chico CSU Faculty Representative
John Stankas	Vice President, Academic Senate for California Community Colleges
Anne Zanzucchi	LSOE & Interim Director of the Merritt Writing Program, UC Merced University Committee on Educational Policy (UCEP) Representative

Staff Consultants

Monica Lin	Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP
Liz Terry	Policy and Program Analyst, Undergraduate Admissions, UCOP

APPENDIX 5
Transfer Pathways & Beyond
Subcommittee Members

Members

Jim Chalfant (Chair)	Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis
Chelsea Davenport	Ancient Civilizations/Languages & Literatures Major, UC Riverside UC Student Association (UCSA) Representative
Joel Fajans	Professor, Physics, UC Berkeley
Stephen Handel	Associate Vice President, Undergraduate Admissions, UCOP
Ebony Lewis	Executive Director, Undergraduate Admissions, UC Davis
Robert May	Vice Chair, UC Academic Senate
Onuttom Narayan	Professor, Physics, UC Santa Cruz University Committee on Educational Policy (UCEP) Representative
Thomas Norman	Associate Professor, Management, California State University, Dominguez Hills CSU Faculty Representative
David Smith	Professor, Physics, UC Santa Cruz Board of Admissions and Relations with Schools (BOARS) Representative
Sam Zia	Articulation Officer, UC San Diego

Staff Consultants

Monica Lin	Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP
Nancy Purcille	Transfer Articulation Coordinator, Undergraduate Admissions, UCOP

APPENDIX 6
Transfer Advising Innovations & Communications
Subcommittee Members

Members

Monica Lin (Chair)	Director of Academic Preparation and Relations with Schools & Colleges, Undergraduate Admissions, UCOP
Jim Chalfant	Immediate Past Chair, UC Academic Senate Professor, Agricultural & Resource Economics, UC Davis
Vanessa Correa	Acting Director, Marketing Communications, UCOP
Emily Engelschall	Admissions Director, UC Riverside
Erin Greenfield	Communications Strategist, Marketing Communications, UCOP
Carmel Gutherz	Sociology Major, UC Berkeley UC Student Association (UCSA) Representative
Stephen Handel	Associate Vice President, Undergraduate Admissions, UCOP
Kory Hawkins	Deputy Director of Education Pipeline Programs, Diversity & Engagement, UCOP
Alfred Herrera	Assistant Vice Provost for Academic Partnerships, UCLA
Nancy Purcille	Transfer Articulation Coordinator, Undergraduate Admissions, UCOP
Henry Sánchez	Professor, Clinical Pathology, UC San Francisco Board of Admissions and Relations with Schools (BOARS) Representative
Evera Spears	Associate Director of Advocacy and Partnerships, Undergraduate Admissions, UCOP
Kari Stewart	Executive Director of Education Pipeline Programs, Diversity & Engagement, UCOP
Han Mi Yoon-Wu	Director, Undergraduate Admissions, UCOP