![Academic Senate for California Community Colleges — LEADERSHIP. EMPOWERMENT. VOICE.]

EXECUTIVE COMMITTEE MEETING

Thursday, August 9, 2018 to Saturday, August 11, 2018

The Mission Inn Hotel & Spa
3649 Mission Inn Avenue, Riverside, CA 92501
Meeting Room: Renaissance Salon

Thursday, August 9, 2018
11:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:00 p.m. Executive Committee Meeting
6:00 p.m. to 8:00 p.m. Dinner
Mario's Place
3646 Mission Inn Ave, Riverside, CA 92501

Friday, August 10, 2018
8:00 a.m. to 9:00 a.m. Breakfast in Meeting Room
9:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 3:00 p.m. Executive Committee Meeting
3:00 p.m. to 5:00 p.m. Meeting Debrief
6:00 p.m. to 8:00 p.m. Dinner
Las Campanas
3649 Mission Inn Ave Riverside, CA 92501

Saturday, August 11, 2018
8:00 a.m. to 9:00 a.m. Breakfast in Meeting Room
9:00 a.m. to 1:00 p.m. Cultural Competency Training
1:00 p.m. to 2:00 p.m. Debrief

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

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

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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 <u>not</u> 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. 13**
    G. **Local Senate Visits, pg. 15**
    H. **Dinner Arrangements**
    I. **One Minute Check-In**

II. **CONSENT CALENDAR**
    A. **June 1, 2018 Meeting Minutes, Rutan, pg. 23**

III. **REPORTS**
    A. **President's Report – 20 mins., Stanskas, pg. 31**
    B. **Foundation President's Report – 10 mins., Aschenbach**
    C. **Liaison Oral Reports** *(please keep report to 5 mins., each)*
        Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

IV. **ACTION ITEMS**
    A. **Legislation and Government Update – 30 mins., Davison, pg. 33**
        The Executive Committee will be updated on recent budget and legislative activities and consider for approval any action as necessary.
    B. **2018-2019 ASCCC Budget – 20 mins., May/Stanskas, pg. 61**
        The Executive Committee will consider for approval the annual budget for 2018-2019.
    C. **Fall 2018 Plenary Session Planning – 15 mins., Stanskas, pg. 65**
        The Executive Committee will consider for approval the theme for the 2018 Fall Plenary Session.
    D. **CCC Guided Pathways Award Program – 20 mins., Stanskas, pg. 67**
        The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
    E. **AB 705 Update – 20 mins., Stanskas, pg. 85**
        The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
    F. **Faculty Diversification – 20 mins., Stanskas, pg. 99**
        The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
    G. **Strong Workforce Program Recommendations – 20 mins., Stanskas, pg. 159**
        The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
    H. **Exemplary Award Theme – 10 mins., Eikey, pg. 161**

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The Executive Committee will consider for approval the theme for the 2018-2019 Exemplary Awards.

I. Awards Handbook – 15 mins., Eikey, pg. 163
The Executive Committee will consider for approval the updated Awards Handbook.

J. Simplified Metrics and the Funding Formula – 30 mins., Stanskas, pg. 173
The Executive Committee will discuss the considerations of the Simplified Metrics Workgroup regarding the changed funding formula.

K. Strategic Plan Priorities 2018-2019 – 20 mins., Stanskas, pg. 235
The Executive Committee will discuss and consider for approval the 2018-2019 strategic plan priorities.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. pg. 247 *(Date certain: Friday August 10th.)*
A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

B. Board of Governors/Consultation Council – 15 mins., Stanskas/Davison, pg. 249
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. Credit For Prior Learning Information – 45 mins., Davison, pg. 251 *(Time certain: Friday, August 10 at 9:30 a.m.)*
The Executive Committee will receive an update on current efforts around credit for prior learning and military credit.

D. Open Educational Resources Initiative and C-ID – 15 mins., Stanskas, pg. 253
The Executive Committee will discuss the Open Educational Resources Initiative and C-ID work plans.

E. Meeting Debrief – 120 mins., Stanskas, pg. 275
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

F. Committee Assignments – 30 mins., Stanskas, pg. 277
The Executive Committee will discuss Committee Assignments for 2018-2019.

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

A. Standing Committee Minutes
　　i. Open Education Resources Task Force, Dillon, pg. 279

B. Liaison Reports

C. Senate and Grant Reports
　　i. C-ID Advisory Minutes, Mica, pg. 283
　　ii. Intersegmental Curriculum Workgroup (ICW) Minutes , Mica, pg. 289

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms
Approved February 2-3, 2018

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

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

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

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

Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2018-2019 Events •Reminders/Due Dates •2018-19 Executive Committee Meeting Calendar		Month: August	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:	April Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings
- **Executive Committee Meeting** – Gavilan College, Gilroy/San Jose – September 7-8, 2018
- **Academic Academy** – San Francisco – September 14-15, 2018
- **Executive Committee Meeting** – San Diego – September 28-29, 2018
- **Executive Committee Meeting** – Irvine – October 31, 2018
- **Fall Plenary Session** – Irvine –November 1-3, 2018

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

Reminders/Due Dates

August 21, 2018
- Agenda items for September 7-8 meeting
- Reports
- Action Tracking Updates

September 11, 2018
- Agenda items for September 28-29 meeting
- Reports
- Action Tracking Updates

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

Rostrum Timeline

To Krystinne	To David	To John	To Rita	To the Field
September 21 (GP focus?)	September 28	October 8	October 15	October 31
January 7	January 14	January 21	January 28	February 15
March 4	March 11	March 18	March 25	April 10

Academic Academy
August 13, 2018
- Program due to Krystinne.

August 20, 2018
- Program due to printer.

August 27, 2018
- Materials posted to ASCCC website.
- AV and Event Supply needs to Office Manager by August 27, 2018.

Fall Plenary Session
August 21, 2018
- Draft papers due for first reading at September 7 – 8, 2018, Executive Committee Meeting.
- Breakout topics due to John for approval at September 7 – 8, 2018 Executive Committee meeting.
- Area Representatives update Area Meetings page (include maps and parking permits if needed).

September 11, 2018
- Draft papers due for second reading at September 28 – 29 Executive Committee Meeting.
- Pre-Session resolutions due to Resolutions chair.

October 1, 2018
- Final resolutions due to Krystinne for circulation to Area Meetings.

October 6, 20183
- Presenter list and breakout session descriptions due to Krystinne.

October 12, 2018
- Final Program to Krystinne.

October 22, 2018
- Final program to printer.

October 26, 2018
- Materials posted to ASCCC website.

2018-2019 EXECUTIVE COMMITTEE
MEETING DATES

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 9 – 11, 2018		Mission Inn, Riverside CA	July 23, 2018
Executive Meeting	September 7-8, 2018	Area B Gavilan College	Residence Inn San Jose Airport, San Jose CA	August 21, 2018
Executive Meeting	September 28 – 29, 2018		Sheraton San Diego Mission Valley, San Diego CA	September 11, 2018
Area Meetings	October 12 -13, 2018		Various Locations	
Executive Meeting	October 31, 2018		Irvine Marriott	October 12, 2018
Fall Plenary Session	November 1 – 3, 2018		Irvine Marriott	
Executive Meeting	December 7 – 8, 2018		Residence Inn Sacramento Downtown, Sacramento CA	November 20, 2018
Executive Meeting	January 11 – 12, 2019		Mission Inn, Riverside CA	December 14, 2018
Executive Meeting	February 1 - 2, 2019		Oakland Marriott City Center, Oakland CA	January 15, 2019
Executive Meeting	March 1 -2, 2019	Area C LA Southwest	DoubleTree Hotel LAX – EL Segundo	February 12. 2019
Area Meetings	March 22 – 23, 2019		Various Locations	
Executive Meeting	April 10, 2019		Westin San Francisco Airport, Millbrae CA	March 22, 2019
Spring Plenary Session	April 11 – 13, 2019		Westin San Francisco Airport, Millbrae CA	
Executive Committee/Orientation	June 7-9, 2019		The Pines Resort, Bass Lake CA	May 21, 2019
EVENTS				
Event Type[2]	**Date**		**Hotel Location**+	
Part-Time Faculty Symposium	August 2 – 4, 2018		Westin San Francisco Airport	
Academic Academy	September 14-15, 2018		Embassy Suites South San Francisco	
Fall Plenary Session	November 1-3, 2018		Irvine Marriott	
Spring Plenary Session	April 11-13, 2019		Westin San Francisco Airport	
Accreditation Institute (with ACCJC Conference)	April 29 – May 3, 2019		Hyatt San Francisco Airport	
Career and Noncredit Institute	April 25-27 or May 2-4, 2019		Southern California TBD	
Faculty Leadership Institute	June 13-15, 2019		Northern California TBD	Sacramento
Curriculum Institute	July 10-13, 2019		Hyatt San Francisco Airport	

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

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

[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute.

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/Incomplete	Month Complete	Year Complete	Status/Notes
SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Davison	December	In Progress			The committee has identified a contact in the CCCCO's Legal Affairs office to work on this item. The current EDAC chair will pass this information on to the next EDAC chair.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.		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.
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.
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.
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.
"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.	Davision	Fall 2018	In Progress			Davison to revise the publication policies and bring forth to the Executive Commit
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.
Leadership Academy	June	2018	IV. D.	Standing Committee	Spring 2019	Assigned			The Committee is to bring recommendation regarding the Leadership Academy.
SLO Symposium	June	2018	IV. G.	Ad Hoc Committee	Spring 2019	Assigned			The Ad Hoc Comittee will develop the SLO Syposium with the current event partner.

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	9/30/2016			
Bakersfield	Bruno	11/28/2017			Collegiality in Action
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/2016	Davison; Executive Committee	05/12/2017 03/02/2018	1. Butte Chico Center/ Curriculum Streamlining Workshop 2. Executive Committee Meeting
Cerro Coso					
Clovis	Davison	8/29/2016	Davison	05/3/2017	1. IEPI PRT 2. Member/Curriculum Streamlining Workshop
Columbia					
Cosumnes River			Beach/Parker	03/08/2018	TASCC Regional
Feather River			Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/2016 11/22/2016	Aschenbach/Rutan	11/17/2017	1. Area A meeting 2. Discipline Conversation 3. Curriculum Regional – North
Fresno					
Lake Tahoe					
Lassen	Bruno	4/25/2018			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	2/19/2017	Freitas/Slattery-Farrell/Stanskas	04/03/2018	1. Diversity in Hiring Regional Meeting

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					2. CTE MQ Workgroup Faculty Meeting
San Joaquin Delta	Smith	11/18/2016	Rutan	1/29-30/2018	1. Formerly Incarcerated Regional Mtg. 2. Curriculum Visit
Sequoias, College of the					
Shasta					
Sierra	Freitas/May	10/4/2017	May/Aschenbach/Bruno/Roberson	10/13/2017	1. 10+1 2. Area A Meeting
Siskiyous, College of the					
Taft					
West Hills Coalinga					
West Hills Lemoore					
Woodland College	Freitas/Rutan/Foster/Adams	10/28/2016	Beach/Parker Davison/Foster May	02/10/2018 04/06/2018 5/30/2018	1. MQ North Regional 2. TASCC Committee Meeting 3. EDAC Regionals 4. MQRFT Meeting
Yuba					
AREA B					
Alameda, College of	Bruno	11/21/2016	Aschenbach	10/20/2017	Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison	4/28/2017	Bruno	2/5/2018	1. Curriculum Streamlining Workshop 2. Collegiality in Action
Cañada	Rutan	02/09/2018			Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Bruno/Davison		Area B Meeting
Chabot – Las Positas District	Davison	5/23/2017			Curriculum Streamlining Workshop
Contra Costa					
DeAnza					
Diablo Valley					
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018			Guided Pathways Regional Meeting
Foothill	Executive Committee Meeting	3/3/2017			

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Gavilan					
Hartnell					
Laney	May	3/6/2017	Corrina Evett		District (PCCD) Enrollment Mgmt.
Las Positas	May	9/16/2016			SLO vs. Objectives
Los Medanos					
Marin, College of	Davison	3/17/2017	Davison	9/15/2017	1. Curriculum Streamlining 2. OER Regional
Mendocino	Bruno	9/22/2017			Collegiality in Action
Merritt	Davison	3/17/2017			Curriculum Streamlining
Mission	Davison/Freitas	12/08/2016			Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/2016	McKay	02/07/2018	1. Local Visit 2. IEPI PRT
Napa Valley	Beach	11/14/2016			IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/2017			Local Senate Visit
San Francisco, City College of	Davison	3/8/2017			Technical Curriculum
San José City	Davison	5/24/2017	Rutan/May	5/18/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional
San Mateo, College of					
Santa Rosa Junior	Beach Slattery-Farrell/Foster	12/21/2016 3/10/2017	May/Roberson McKay	1/24/2018 3/23/2018	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team 4. Area B Meeting
Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/2016	John Stanskas; McKay/Davison	1/25/2017 10/13/2017	1. Curriculum Regional Meeting 2. BDP Articulation 3. Area B Meeting
Solano	Stanskas/McKay/Smith/Davison	10/14/2016	Rutan; Foster/Davison	2/16/2017 10/27/2017	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach	11/8/2016 12/07/2016	Bruno	2/6/2018	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action

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AREA C					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/2016			Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas	10/21/2016	Davison May/Roberson/Eikey	10/5-6/2017 12/18/2017	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg.
Cerritos	Rutan/May	5/19/2018			Curriculum Regional
Citrus					
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/2017	Davison		1. Area C 2. Mini PRT
El Camino	Executive Committee Meeting	2/3/2017	Freitas May/Roberson	10/20/2017 1/18/2018	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting 3. GP Resource Team
Compton College	May/Roberson	8/25/2017			Guided Pathways
Glendale	Rutan/Foster Aschenbach	9/24/2016 12/08/2016	Freitas/Slattery-Farrell/Stanskas Freitas/Eikey/Bruno	6/9/2017 3/24/2018	1. Accreditation Committee Mtg. 2. Noncredit Committee Mtg. 3. Area C Meeting
LA District	Davison	3/10/2017			Curriculum Workshop
LA City	Rutan	9/22/2017	McKay/Freitas Beach	1/5/2018 3/9/2018	1. LACCD District Academic Senate Summit 2. Online Education Committee Mtg. 3. TASCC Regional
LA Harbor	Rutan	5/5/2017			TOP Code Alignment
LA Mission					
LA Pierce					
LA Southwest					

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LA Trade-Technical	Smith	10/21/2016			Formerly Incarcerated Regional Meeting
LA Valley	Rutan/Aschenbach	12/9/2017	Rutan/Aschenbach	3/17/2018	1. Curriculum Committee Meeting 2. Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/Eikey	10/14/2017			Area C Meeting
Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison	10/22/2016 2/23/2017	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/2017	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance
Oxnard					
Pasadena City	Foster/Freitas	11/15/2016	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	1/18/2018	1. Area C Meeting 2. Noncredit Presentation
West LA					

AREA D					
Barstow	Rutan/Stanskas/ S. Foster/Beach/ Slattery-Farrell	3/25/2017	Slattery-Farrell/Stanskas	8/29/2017	1. Area D Meeting 2. Technical Visit
Chaffey	Slattery-Farrell/Freitas/S. Foster	3/10/2017	Slattery-Farrell/Aschenbach Beach/Eikey	10/21/2017 12/13/2017	1. MQ Regional 2. CTE Regional 3. Educational Policies Committee Mtg.
Coastline					
Copper Mountain					

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College	Visitor(s)	Date	Visitor(s)	Date	Activities
Crafton Hills			Rutan/Beach/Foster/ Parker/Slattery-Farrell/Stanskas	03/24/2018	Area D Meeting
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/2017			
Desert, College of the					
Fullerton	Beach	9/20-21/2016	Davison/Foster	10/28/2017	1. SLO Presentation 2. EDAC Regional
Golden West					
Grossmont	May/Eikey	4/30/2018			Governance
Imperial Valley	Beach	4/7/2017			Governance Presentation
Irvine Valley	Davison/Rutan	5/15/2017			Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan	4/26/2017	Aschenbach/Rutan Beach/Pilati	11/18/2017 03/23/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South 3. Guided Pathways
MiraCosta	Foster/Freitas	8/10/2017	May/Beach	9/28/2016	Educational Policies
Moreno Valley	McKay/Stanskas	1/27/2017	Executive Committee	9/29-30/2017	1. Online Education Committee 2. Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/2017			SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/2018			RwLS Meeting
North Orange - Noncredit					
Orange Coast	Aschenbach	02/09/2018	Beach/Pilati	03/16/2018	1. SLO Symposium 2. Guided Pathways
Palo Verde	Rutan	8/31/2017			Top Code Alignment
Palomar	Aschenbach/McKay	12/03/2016			Noncredit South Regional Meeting
Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/2016	Davison/Rutan	5/30/2017	1. MQ South Regional Meeting 2. Curriculum Streamlining Workshop

Saddleback	Davison	3/15/2017			Curriculum Tech Visit
San Bernardino Valley	Executive Committee Meeting	9/9/2016	Rutan	5/11/2018	2. AB 705 Implementation
San Diego City			Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/2016 11/19/2016	Stanskas/A. Foster Foster/Davison	5/2/2017	1. Area D Meeting 2. Top Code Alignment 3. Tech. Visit 4. PT Faculty Meeting
San Diego Mesa	Davison/Rutan	5/22/2017			Curriculum Streamlining Workshop
San Diego Miramar	Bruno	5/1/2018			Collegiality in Action
Santa Ana	Beach	8/23/2017			Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon	Davison/Beach/Rutan	12/8/2017			Basic Skills Committee Meeting
Southwestern	Rutan	12/12/2016	Beach/A.Foster/Smith Davison/Foster/Beach	2/10/2017 04/07/2018	1. TOP Code Alignment 2. Diversity in Faculty Hiring Regional Mtg. 3. EDAC Regional
Victor Valley					

EXECUTIVE COMMITTEE MEETING
June 1, 2018
Hotel Pacific, Monterey, CA

I.   ORDER OF BUSINESS
A. Roll Call

President Bruno called the meeting to order at 12:30, and welcomed members and guests.

C. Aschenbach, R. Beach, D. Davison, R. Eikey, S. Foster, G. May, L. Parker, C. McKay, C. Roberson, C. Rutan, and J. Stanskas.

Guests: Anna Bruzzese, incoming South Representative (Los Angeles Pierce College); Dan Crump, Council of Chief Librarians Liaison; Geoffrey Dyer, incoming Area A Representative (Taft College); Mary Ellen Goodwin, FACCC Liaison; Silvester Henderson, incoming Representative at Large (Los Medanos College); Alice Perez, Vice Chancellor of Academic Affairs; and Pam Walker, Educational Consultant.

Staff: April Lonero, Executive Assistant.

B. Approval of the Agenda
MSC (Eikey/McKay) to approve the agenda as presented.

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
Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 7
Members were updated on deadlines.

F. Action Tracking, pg. 11
Members reviewed the Action Tracking and updated the document as necessary.

G. Local Senate Visits, pg. 13
Members updated the Local Senate Visits table.

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H. Dinner Arrangements
Members were informed of dinner arrangements.

I. One Minute Accomplishment
Members shared a one minute accomplishment.

II. **CONSENT CALENDAR**
   A. May 10, 2018, Meeting Minutes, Davison
   B. Resolution Assignments S2018, Mica, pg. 21

   MSC (Eikey/Aschenbach) to approve the consent calendar as presented.

III. **REPORTS**
   A. President's Report – 20 mins., Bruno
   Bruno attended the Community College League of California's Advisory Committee on Legislation in May; she reported that they are in support of the ASCCC Open Education Resource Initiative (OERI) proposal. The funding request for OERI was approved by the legislature, however the specific wording needs to be finalized. Bruno noted that the Guided Pathways Advisory Committee is restructuring to include more faculty and practitioners.

   The Intersegmental Committee of the Academic Senates (ICAS) met on May 21st and discussed faculty diversity, credit for prior learning, and improving their legislative advocacy efforts.

   Bruno and Stanskas presented on collegial consultation and the 10+1 Academic and Professional matters at the Association of Chief Business Officials Conference (ACBO) on May 22nd. Bruno also attended the Community College Advocacy Day, held May 30th along with approximately 50 faculty members from organizations such as California Community College Independents (CCCI), California Federation of Teachers (CFT), and the Faculty Association of California Community College (FACCC).

   B. Foundation President's Report – 10 mins., Rutan
   A Foundation President Report was not provided.

   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.

   Mary Ellen Goodwin, Faculty Association of California Community College (FACCC) Part-Time Faculty Officer, provided an oral report. Goodwin stated that the annual retreat and planning session is in June. Goodwin informed the group that Debbie Klein is the President-Elect and shared that Jonathan Lightman is

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retiring from FACCC in September. Evan Hawkins, Associate Director, and Rich Hansen, Past President, will share his duties until a new Executive Director is hired. Goodwin noted the success of the Community College Advocacy Day, held on May 30th. The FACCC Education Institute is partnering with the American Association of University Professors Foundation (AAUP) to hold the Academic Freedom Conference September 28th, 2018 at Berkeley City College.

Goodwin gave a report on FACCC sponsored legislation: AB 2933 (Medina) Public social services: county liaison for higher education, passed the Assembly; and SB 1348 (Pan) Postsecondary education: allied health professional clinical programs: reporting, passed the Senate.

Dan Crump, Council of Chief Librarians (CCL) Liaison, provided an oral report. The Board Retreat is July 16th-17th where they will develop a strategic plan. Crump reported that the funding for the implementation and one year of operation for the new Library Services Platform (LSP) was approved. The annual library data survey will be sent out in June and is due in October.

IV. ACTION ITEMS

A. Legislation and Government Update – 40 mins., Stanskas, pg. 23

The Executive Committee was updated on recent legislative activities. The committee discussed the May Revise of the Governor's budget. The Academic Senate's fiscal request to increase the base grant permanently was included in both the Senate and Assembly recommendations for the budget, along with the on-going funding request for C-ID and the five-year request for OERI. The specific language for C-ID and OERI items needs to be finalized. The proposed changes to the funding formula and the funding for the fully online college are not finalized and are still under negotiation by the legislature.

The committee discussed current bills of interest: AB 310 (Medina) Part-time faculty office hours, passed the Assembly; AB 1786 (Cervantes) Community colleges: academic credit for prior military experience, was amended to remove the creation of a statewide articulation officer; AB 1805 (Irwin) Seymour-Campbell Student Success Act of 2012: matriculation: assessment and placement, passed the Assembly; AB 1935 (Irwin) Community colleges: tutoring, passed the Assembly; and AB 2166 (Caballero) California Farm Bill: agricultural technology, was amended to include the Academic Senate and C-ID participation.

The committee was updated on the Chancellor's Office progress in Credit for Prior Learning. The Chancellor's Office is working with the American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) to develop streamlined prior learning assessment tools. The first Credit for Prior Learning advisory committee meeting will be held June 28, 2018.

No action by motion was taken on this item.

B. Academic Academy 2018 – 10 mins., Roberson, pg. 93

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The Executive Committee reviewed the program for the 2018 Academic Academy. Roberson explained that the workshops are intended to be hands-on to give faculty tangible ideas they can bring to their campuses, and attendees will be asked to bring their campus work plans. Roberson noted the potential of adding a pre-session for Guided Pathways Liaisons and that they are seeking sponsors for the event. The committee discussed the composition of the presenters and gave input on the breakout regarding student voice. A lunchtime session or extending past lunch on Saturday was suggested to increase engagement in the second day.

MSC (May/Eikey) to approve the 2018 Academic Academy program.

C. **Succession Planning – 60 mins., Stanskas, pg. 95**
The Executive Committee discussed the Executive Director Search process. The committee reviewed a timeline for the Executive Director Search with a projected start date of January 2019. Walker recommended identifying a staff member to facilitate the hiring process and recommended that the position be distributed to a broad audience. The members discussed conducting the first round of interviews in October by a screening committee, including one or two members of the office. Finalists will be interviewed in November by the whole Executive Committee. Questions were raised about the timeline's flexibility, based upon a candidate's needs. Stanskas will meet with the ASCCC lawyer Mark Alcorn regarding the search and contract. The committee discussed the additional work the office staff has taken on to fill the duties of the Executive Director. The committee expressed the need for an evaluation of the search and the ability to consider a search firm in in the future. The committee members discussed the merits of attempting a traditional search first and the potential challenges of using a search firm. The committee asked for regular updates on the search process and an evaluation date.

MSC (Foster/Rutan) to approve proceeding with the timeline presented, receiving updates at the August and September Executive Committee Meeting, with an evaluation of progress at the September 28-29th Executive Committee Meeting.

D. **Leadership Academy – 15 mins., May, pg. 97**
The Executive Committee discussed the future of the Leadership Academy. The committee acknowledged the benefit the participants received and the time commitment challenges of mentors. Members discussed potential changes to the structure including increasing the mentor pool, modifying requirements, and developing a cohort of participants. Members also expressed concern regarding event requirements duplicating each other and the financial barrier to accessing the Leadership Academy. It was suggested that the Leadership Academy is not held during the 2018-2019 academic year and task a committee to evaluate its effective practices and make a recommendation on its continuation.

MSC (May/McKay) to approve postponing the Leadership Academy for the 2018-2019 year and tasking a standing committee to bring recommendations

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in Spring 2019.

E. **Academic Senate Foundation – 15 mins., Rutan, pg. 107**
The Executive Committee discussed the continued work of the Academic Senate Foundation. Rutan explained that Academic Senate Foundation was able to operate the last year without fiscal augmentation from the Academic Senate and that the work the Foundation is doing is also work that the Academic Senate can do (e.g. fundraising). The committee expressed interest in the Foundation finding a focus that is distinct from the Academic Senate's purview. It was suggested that distinction may need the guidance of an Executive Director. It was noted that the Foundation is a 501(c)(3) and the Academic Senate is a 501(c)(6), and there are tax implications for donating agencies. The Foundation Board recommends moving the Leadership Academy to the Academic Senate as the Foundation does not serve a direct role in the Leadership Academy.

MSC (Aschenbach/Parker) to accept the recommendations presented by the Foundation Board.

F. **Career and Noncredit Education Institute – 15 mins., Aschenbach, pg. 109**
The Executive Committee discussed the focus of the 2019 Career and Noncredit Education Institute. Aschenbach reported positive feedback from the event held in May 2018. The committee discussed separating the Career Technical Education (CTE) and Noncredit Education components into two events for 2019. Members expressed concern over the resource and calendar challenges of holding two events. It was noted hosting the groups together fosters a sense of unity.

MSC (Aschenbach/Rutan) to approve holding the 2019 Career and Noncredit Education Institute with CTE and Noncredit components.

By consensus the committee agreed that the Officers and office staff can determine a date, with a preference for late April or early May, based on hotel availability.

Follow Up: The office staff and officers to determine a date and location for the 2019 Career and Noncredit Education Institute.

G. **SLO Symposium – 15 mins., Aschenbach, pg. 111**
The Executive Committee discussed the path to take with the SLO Symposium in 2019. Aschenbach updated the group on the conversation Krystinne Mica had with the event partner. The event partner expressed interest in continuing to work with the Academic Senate on this event. The committee proposed the creation of an Ad Hoc Committee to collaborate with the event partner and inviting the event partner to the Events Committee meeting to facilitate communication and expectations.

MSC (Aschenbach/Davison) to approve holding the SLO Symposium in 2019

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with our current event partner and the program will be developed by an Ad Hoc Committee.

H. Part-Time Faculty Regional Meetings – 15 mins., Foster, pg. 113
The Executive Committee discussed the regional meetings for part-time faculty. Foster reported that the Part-Time Faculty Committee recommends using feedback from the Part-Time Faculty Leadership Institute to create the agenda for the regional meetings. It was suggested that holding more than two regionals will promote statewide attendance. The members discussed the possibility and benefit of hosting webinars. The Part-Time Faculty Committee was tasked with bringing proposed dates to the August Executive Committee Meeting and bringing a basic structure to the August or September Executive Committee Meeting.

No action by motion was taken on this item.

Follow Up: The Part-Time Faculty Committee is to bring proposed dates to the August Executive Committee Meeting and a basic structure to the August or September Executive Committee Meeting.

I. Part-Time Faculty Leadership Institute Program – 10 mins., Foster, pg. 115
The Executive Committee reviewed and provided feedback Part-Time Faculty Leadership Institute Program. Foster noted he is seeking and confirming presenters for breakouts and general sessions.

MSC (Stanskas/Aschenbach) to approve the Part-Time Faculty Leadership Institute Program, with a final version due to the ASCCC President and Vice President by June 13th.

V. DISCUSSION
A. Chancellor's Office Liaison Report – 45 minutes, pg. 123 *(Time Certain: 1:00 p.m.)*
Alice Perez, Vice Chancellor for Academic Affairs provided an oral report. Perez reported that the Chancellor's Offices of the California Community College and California State University systems, and the University of California Office of the President met recently to discuss the major initiatives among each segment. The CSU system is moving forward with Graduation Initiative 2025, their initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. The new CSU Transfer level English and Mathematics guidelines go into effect Fall 2018. The UC initiatives are centered on access, completion, and affordability. Perez informed the group that there will be an Intersegmental Basic Needs convening with community partners present.

Perez reported that the Chancellor's Office Curriculum Inventory (COCI) has over 1,000 courses waiting for approval. Perez specified that the California Community College Tech Center (CCCTC) is identifying three top priorities to have completed by the Curriculum Institute. Perez noted that the AB 705

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guidance for statistics and the initial guidance for English as Second Language will be released in June. She mentioned that the Chancellor's Office will focus on staff development, and is looking for funding to fill 11 student services and 5 academic affairs positions.

B. Board of Governors/Consultation Council – 15mins., Bruno/Stanskas, pg. 125
The Executive Committee was updated on the recent Board of Governors meeting. Bruno reported that a report was provided on how the Fully Online Community College could serve students. An update on the Equal Employment Opportunity Longitudinal Data Guide and Program was provided.

C. Unofficial Guided Pathways Listserv – 5 mins., Roberson, pg. 127
The Executive Committee discussed the generation of a Guided Pathways unofficial listserv. Roberson noted this is a two-way communication to allow faculty to discuss Guided Pathways topics. It was shared that Executive Committee Members do not post on the listserv unless it is approved by the committee and president. It was suggested to have the listserv ready before the Curriculum Institute to allow communication about it at the event.

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
   iv.   OER Minutes
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
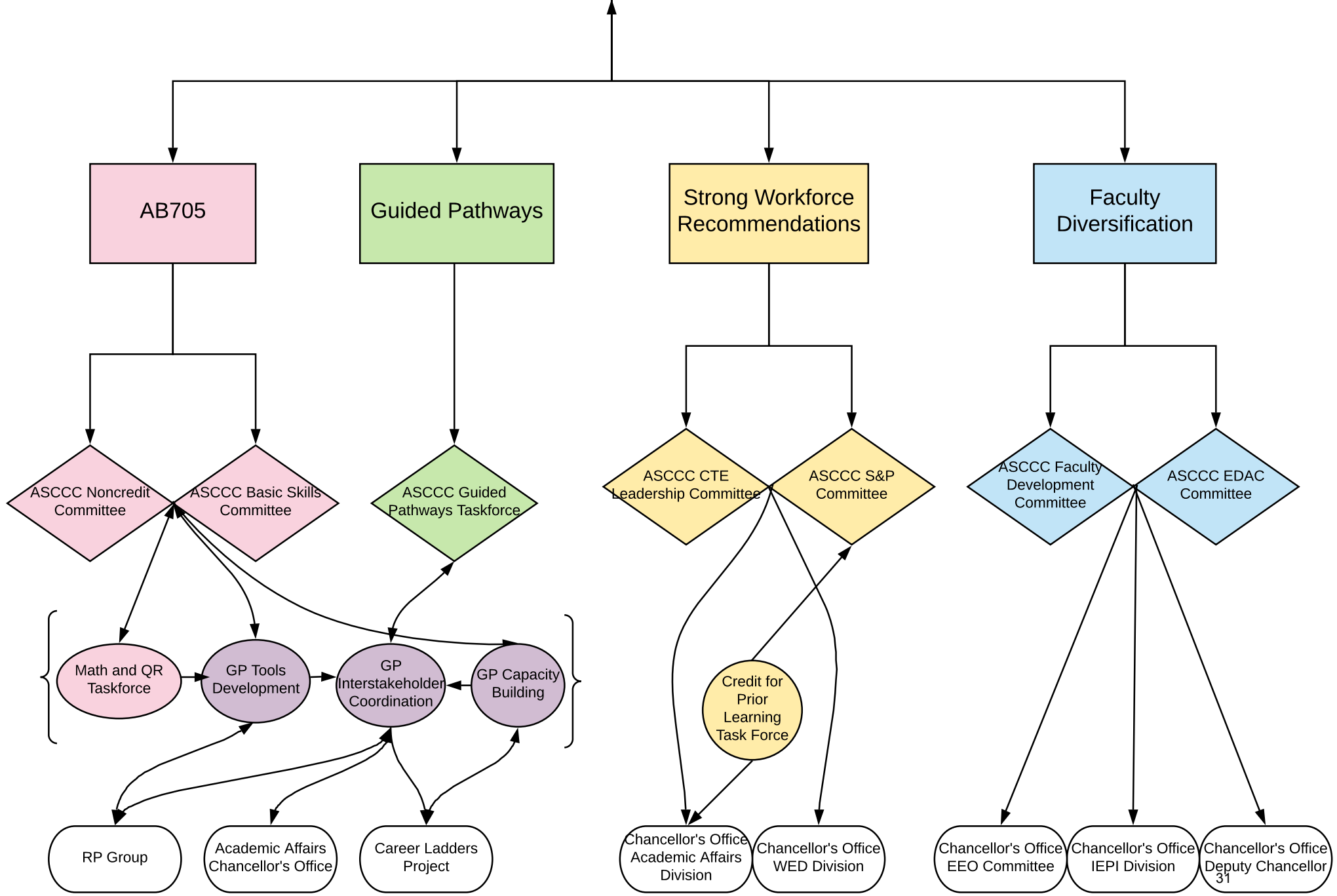   iv.   UC Office of the President Transfer Task Force Update, Stanskas, pg. 171
C. Senate and Grant Reports

VII.   ADJOURNMENT

The Executive Committee Adjourned 5:55 p.m.

Respectfully submitted by:
Craig Rutan, Secretary
April Lonero, Executive Assistant

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ASCCC Executive Committee

AB705
- ASCCC Noncredit Committee
- ASCCC Basic Skills Committee
  - Math and QR Taskforce
  - GP Tools Development
  - GP Interstakeholder Coordination
  - GP Capacity Building
  - RP Group
  - Academic Affairs Chancellor's Office
  - Career Ladders Project

Guided Pathways
- ASCCC Guided Pathways Taskforce

Strong Workforce Recommendations
- ASCCC CTE Leadership Committee
- ASCCC S&P Committee
  - Credit for Prior Learning Task Force
  - Chancellor's Office Academic Affairs Division
  - Chancellor's Office WED Division

Faculty Diversification
- ASCCC Faculty Development Committee
- ASCCC EDAC Committee
  - Chancellor's Office EEO Committee
  - Chancellor's Office IEPI Division
  - Chancellor's Office Deputy Chancellor

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Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: August	2018
		Item No: IV. A.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will be updated on recent budget and legislative activities and consider for approval any action as necessary.	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The California state budget was enacted on 27 June 2018. A summary is included. The full education budget can be found here: http://ebudget.ca.gov/2018-19/pdf/Enacted/GovernorsBudget/6000.pdf with the CCC's budget beginning on page 101. A separate file of just the CCC budget is available here: http://ebudget.ca.gov/2018-19/pdf/Enacted/GovernorsBudget/6000/6870.pdf

Many bills were handled through the budget process for the state of California. Of those remaining, July 17 was the last day to exit the policy committee and be referred to the Appropriations Committee of the opposite chamber of origin for consideration this year. Appropriation Committee hearings are scheduled to begin the week of August 20.

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

ASCCC Legislative Report
23 July 2018

Legislation with implications for academic and professional matters
Changed since 1 June 2018 meeting = <mark>highlighted</mark>
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. In committee: Referred to APPR. suspense file. 6/25/18

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

*AB 809 (Quirk-Silva) ~~Veterans: public postsecondary education: veterans' priority registration for enrollment.~~ Pupil instruction: Cyber Secure Youth Act.

Completely rewritten bill providing technology instruction, including "instruction in cyber hygiene education, as specified, to be provided by school districts and county offices of

education to pupils at least once during kindergarten and grades 1 to 6, inclusive, and at least once during grades 7 to 12, inclusive."

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. Amended 6/18/18. Referred to committee and hearing canceled at author's request. 6/25/18

> **ASCCC Position/Resolutions**: NA 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 a grant is provided. The student shall perform at least 100 hours of community service or volunteer work per quarter or at least 150 hours of community service or volunteer work per semester, per quarter or 150 hours per semester of community or volunteer service,

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. Amended 6/13/18. In committee: Referred to APPR. suspense file. 6/25/18

> **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 Assembly. Referred to Senate Education. 5/30/18. In committee: Referred to APPR. suspense file 6/25/18

> **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. Held in Assembly Appropriations Suspense file 5/25/18

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 credit ESL 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 Amended 5/29/18

Status: Passed Assembly. Referred to Senate Education. 5/29/18. In committee: Referred to APPR. suspense file 6/25/18

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. "In the event that the Financial Aid Shopping Sheet developed by the United States Department of Education is no longer available, develop, in consultation with the Bureau for Private Postsecondary Education, a similar form that a postsecondary educational institution subject to the requirements of either Section 66021.3 or 94912.5 shall use. The form shall provide students and their families with

Status: Passed Assembly. Referred to Senate 5/30/18. ==Amended 7/02/18 and 7/03/18, re-referred to Com on APPR==

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: Passed Assembly. Referred to Senate 5/30/18

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: Held in Assembly Appropriations Suspense. 5/25/18.

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. Referred to Senate Education. 5/24/18. Passed by Assembly and Senate, vetoed by Governor 7/18/18. Explanation: "Last year, following the veto of Senate Bill 169, I convened a small panel of experts to review state and federal law and regulations on sexual assault and sexual harassment at postsecondary institutions, in order to better understand what more, if anything, was needed in our state laws.

I would like to see the panel's review and recommendations before considering additional changes to existing law. Parenthetically, I would note that the essential elements of AB 2070 appear to be covered by existing law."

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: Held by Assembly Appropriations Suspense File 5/25/18

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

*<mark>AB2248 (McCarty) Student Financial Aid: Cal Grant Program</mark>
~~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 Assembly. Ordered to Senate Education. 5/30/18. <mark>Amended 7/05/18 to state "4 <u>academic</u> years".</mark>

    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: Passed Assembly. Referred to Senate. 5/25/18. Referred to Com. On APPR 6/26/18

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~~ California Community College Chancellor, on or before July 31, 2019, to revise the ~~CCCApply~~ California community college online 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. Amended 5/29/18

> **Status:** Passed Assembly. Referred to Senate Education. 5/29/18. In committee: Referred to APPR. suspense file 6/25/18

> **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 and disenfranchised 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. Amended 6/21/18 in Senate and Assembly: "To encourage accredited teacher-credentialing, degree-granting *institutions of* higher education institutions with a physical presence in this state to collaborate with one or more community colleges to offer one or more teacher-credentialing degree programs *credential coursework remotely* at the participating community college or colleges."

Status: Passed Senate, referred to Assembly Higher Ed. First hearing cancelled at request of author. 7/11/17. Re-referred to Com. On APPR 6/21/18

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

*SB 968 (Pan) Postsecondary Education: Mental Health Counselors Would require the Trustees of the California State University, the governing board of each community college district, and the governing body of each independent institution of high education that is a qualifying institution, and request the Regents of the University of California, to hire one full-time equivalent mental health counselor per 1,000 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. This bill will be enacted only upon appropriations in the annual budget act. No funding is included. Amended 3/12/18. Amended 5/2/18 Amended 5/25/18. Amended 6/12/18 "Where possible, mental health counselors hired under paragraph (1) should be full-time. *full-time staff, and efforts should be made so that mental health counselors reflect the diversity of the student body.*"

Status: Passed Senate. Ordered to Assembly. 5/30/18 Re-referred to Com. On APPR 6/12/18

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: Held in Appropriations Suspense file. 5/25/18

    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~~ **Roth) 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: Ordered to special consent calendar. 5/29/18. Author changed 6/18/18

    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 Hearing set for 6/19/18 cancelled at request of author.

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: Held by Appropriations, Suspense file.   5/25/18.

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. Re-referred to Com. On APPR 6/27/18.

> **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. Re-referred to Com. on B. & F.R. 5/24/18

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. Amended 6/26/18 *The bill would require the State Department of Social Services to serve as the lead agency for the development of the plan.*

> **Status:** Passed Assembly. Ordered to Senate. 5/30/18

AB 1961 (Choi) Postsecondary education: student housing and meal plans.
This bill would require each institution of higher education with a physical presence in this state to receiving state funds for student financial assistance to, as a condition of receipt of the funds, separately list the cost of university *institutionally*-operated housing and meal plans on all websites and documents it provides to students for purposes of advertising or otherwise

displaying the student costs associated with university-operated housing. ~~The bill would prohibit each of these institutions from requiring a student to have a campus meal plan in order to live in university~~institutionally ~~operated housing.~~ This primarily affects the UC and the CSU, but there are some community colleges with student housing. *Amended 3/15/18. Amended 5/25/18.*

Status: Passed Assembly. Ordered to Senate. 5/30/18. <mark>Referred to Com. On APPR 6/20/18. In committee: Referred to APPR. suspense file. 7/02/18</mark>

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

Status: Passed the Senate 1/29/18. Read first time in Assembly 1/30/18<mark>. From committee: Do pass as amended. (Ayes 8. Noes 1.) 7/03/18</mark>

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

Status: Passed Senate. In Assembly Education. 5/03/18. <mark>Re-referred to Com. On APPR 7/05/18</mark>

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.
^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

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

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 7/12/2018

BILL		AUTHOR	SUBJECT	Position	First House Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Second House Policy Cmte	Fiscal Cmte	Floor	Concurrence	STATUS
BILLS TRACKED BY THE CHANCELLOR'S OFFICE													
Academic Issues													
AB	310	Medina	Part-Time Faculty Office Hours	N	x	x	x	x	x				Sen Approps Suspense
AB	1786	Cervantes	Community colleges: academic credit for prior learning	PS	x	x	x	x	x				Sen Approps Suspense
AB	1805	Irwin	Community colleges: placement policies	N	x	x	x	x	x				Sen Approps Suspense
AB	1935	Irwin	Community colleges: tutoring	S	x	x	x	x	x				Sen Approps Suspense
AB	2385	Cunningham	Public postsecondary education: textbooks.	N	x	x	x	x	x	x	x		Concurrence
ACR	150	Limon	Dual Enrollment Week (March 18 - March 24)	N	x		x	x	x			x	Chaptered
SB	346	Glazer	California Promise program (CSU/community college transfer)	N	x	x	x	x	x				Assembly Approps
SB	577	Dodd	Community Colleges: Teacher Credentialing	N	x	x	x	x	x				Assembly Approps
SB	727	Galgiani	Instructional materials: innovative pricing.	N	x	x	x	x	x	x	x		Senate Floor
SB	1406	Hill	Baccalaureate Degree Pilot Program	S	x	x	x	x	x				Assembly Approps.
Facilities													
AB	386	Gonzalez Fletcher	Efficiency and Sustainability Projects for Schools Pilot Program	N	x	x	x	x	x				Senate Approps
AB	3186	Medina	Public Postsecondary Education: Competitive Bidding	N	x	x	x	x	x				Senate Approps
ACA	21	Mayes	State infrastructure: funding: investment fund	N									Introduced
Student Immigrant Issues													
AB	1895	Calderon	California DREAM Loan Program: Repayment	N	x	x	x	x	x				Sen Approps Suspense
AB	2098	McCarty	Adult Education Block Grant Program: immigration integration.	N	x	x	x	x	x				Senate Approps
AB	2210	McCarty	Public postsecondary education: holders of special immigrant visas.	N	x	x	x	x	x				Senate Approps
AB	2477	Rubio	Student Support Services: Dream Recourse Liaisons	PS	x	x	x	x	x				Senate Approps
SR	84	De Leon	California Dream Act	N				x					Adopted
Student Services													
AB	1896	Cervantes	Sexual assault counselor-victim privilege	N	x	x	x	x	x	x	x		Concurrence
AB	2070	Reyes	Postsecondary Education: domestic violence outreach program	N	x	x	x	x	x	x	x	x	Enrollment
AB	2785	Rubio	Student Services Lactation Accommodation	N	x	x	x	x	x				Senate Approps
AB	2933	Medina	County social services liaisons for community colleges	S	x	x	x	x	x				Senate Approps
AB	3101	Carrillo	Community Colleges: CCC Apply	PS	x	x	x	x	x				Senate Approps.
SB	320	Leyva	On-campus Student Health Centers: Abortion by Medication (UC/CSU)	N	x	x	x	x	x				Assembly Approps

Position: S - Support; O - Oppose; PS - Proposed Support; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 7/12/2018

				Pos								Status
SB	968	Pan	Postsecondary education: mental health counselors	N	x	x	x	x	x			Assembly Approps
SB	972	Portantino	Student ID cards: suicide prevention hotline telephone number	PS	x	o	x	x	x			Assembly Approps
SB	1004	Wiener	Mental Health Services Act: prevention and early diagnosis.	N	x	x	x	x	x			Senate Approps
Tuition, Fees and Financial Aid / Food and Housing Insecurity												
AB	38	Stone	Student Loan Servicers: Licensing and Regulation	N	x	x	x	x	x			Senate Approps
AB	1037	Limon	Public Postsecondary Education: CA Dream Act 2011	S	x	x	x	x	x			Sen Approps Suspense
AB	1767	Cervantes	California Kickstart My Future Loan Forgiveness Program	N	x	x	x	x	x			Sen Approps Suspense
AB	1858	Calderon	Student financial aid: Financial Aid Shopping Sheet	N	x	x	x	x	x			Senate Approps
AB	1894	Weber	Postsecondary education: Restaurant Meals Program participation	N	x	x	x	x	x			Senate Approps
AB	1952	Mayes	Student hunger plan - EBT cards on campus	N	x	x	x	x	x			Sen Approps Suspense
AB	1961	Choi	Postsecondary education: student housing and meal plans.	N	x	x	x	x	x			Sen Approps Suspense
AB	2015	Reyes	K-12 instruction: completion of applications for student financial aid	N	x	x	x	x	x			Senate Approps
AB	2018	Maienschein	Mental health workforce planning: loan forgiveness and scholarships	N	x	x	x	x	x			Sen Approps Suspense
AB	2248	McCarty	Student Financial Aid: Cal Grant Program: full time definition	PS	x	x	x	x	x			Senate Approps
AB	2479	Voepel	postsecondary education: income share agreement: pilot program.	N	x	x	x	x	x			Senate Approps
AB	2554	Bonta	systemwide fee waiver: surviving child or spouse of a federal firefighter.	N	x	x	x	x	x	x		Senate Floor
AB	2990	Low	exemption from tuition and fees: notice	N	x	x	x	x	x	x		Senate Floor
AB	3089	Thurmond	Student financial aid: Chafee grant awards.	N	x	x	x	x	x			Senate Approps
AB	3153	Levine	Student Financial Aid: Summer Term Students	N	x	x	x	x	x			Senate Approps.
SB	227	De Leon	Schools and Colleges Voluntary Contribution Fund: income taxes	N	x	x	x	x	x			Asm. Approps
SB	539	De Leon	Taxation: credits: College Access Tax Credit.	N	x	x	x	x				Assembly Approps
SB	967	Berryhill	Foster Youth: California College Promise Grant	N	x	x	x	x	x			Assembly Approps
SB	1227	Skinner	Density bonuses: student housing	N	x	x	x	x	x	x	x	x	Concurrence
SCA	16	Moorlach	Education Savings Accounts	N								Senate Education
Veterans/Military												
AB	2722	Medina	California Military Department GI Bill Award Program	N	x	x	x	x	x			Senate Approps
AB	2894	Gloria	students called to active military duty during an academic term.	N	x	x	x	x	x			Senate Approps
SB	1071	Roth	California Community Colleges:course credit for military experience	N	x	x	x	x	x			Assembly Approps
Workforce: Career Education												
AB	2134	Rubio	Cosmetology students: externships	N	x	x	x	x	x			Senate Approps
AB	2813	Irwin	California Cybersecurity Integration Center (CCC rep)	N	x	x	x	x	x			Senate Approps
AB	2850	Rubio	Certified Nursing Assistants: Online Education	N	x	x	x	x	x			Senate Approps
AB	3110	Mullin	Athletic Trainers	N	x	x	x	x	x			Senate Approps
SB	1348	Pan	Postsecondary Education: Health Professional Program	N	x	x	x	x	x			Asm Approps Suspense

Position: S - Support; O - Oppose; PS - Proposed Support; C - Concern; N - Neutral

California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 7/12/2018

SB	1356	Wilk	California Community Colleges: Antelope Valley Aerospace	N	x	x	x	x	x				Assembly Approps
SB	1480	Hill	Professions and vocations.(nursing program fees)	N	x	x	x	x	x				Assembly Approps
Workforce: Labor and Employment														
AB	1937	Santiago	Public Employment: Payroll Deductions	N	x	x	x	x	x				Senate Approps
AB	2012	Medina	School and community college employees: parental leave	N	x	x	x	x	x				Sen Approps Suspense
AB	2049	Gonzalez-Fletcher	Classified employees: payroll deduction for employee org dues.	N	x	x	x	x	x				Sen Approps Suspense
AB	2160	Thurmond	school and community college: part-time playground positions	N	X	x	x	x	x				Sen Approps Suspense
Misc. Issues														
AB	1435	Gonzalez	Athlete Protection Act	N	x	x	x	x	x				Senate Education
AB	1887	Medina	Public education governance: service on boards	N	x	x	x	x	x	x			Senate Floor
AB	2449	Arambula	Community college districts: governing boards: election dates	N	x	x	x	x	x	x	x	x	Enrollment
AB	2747	Holden	College Athletes	N	x	x	x	x	x				Sen Approps Suspense
AB	3192	O'Donnell	LEA Medi-Cal Billing Option: Audit Guide	N	x	x	x	x	x				Senate Approps
AB	3255	Asm. Higher Ed.	Postsecondary Education: Omnibus Bill	S	x	x	x	x	x	x			Senate Floor
SB	1018	Allen	Elections: State and Local Reapportionment	N	x	x	x	x	x	x			Assembly Floor
SB	1186	Hill	Law enforcement agencies: surveillance: policies.	N	x	x	x	x	x				Assembly Approps
BUDGET BILLS TRACKED BY CHANCELLORS OFFICE														
AB	1809	Ting	Higher education trailer bill	N	x	x	x	x	x	x	x	x	Chaptered
SB	840	Mitchell	Budget Act of 2018	N	x	x	x	x	x	x	x	x	Chaptered
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														

Position: S - Support; O - Oppose; PS - Proposed Support; C - Concern; N - Neutral

STATE POLICY AND ADVOCACY OVERVIEW

The California State Legislature will conclude its policy committee review of bills by July 6 and will recess for the summer, until August 6, 2018. From there, the Legislature will have four weeks to conclude its work before the August 31, 2018 adjournment of the 2017-18 Legislative Session. As noted below and in the Legislative Matrix (the Board will be provided the up to date Matrix on Friday, July 13) a number of higher education related bills did not meet legislative deadlines and will not be advancing this year.

In addition to monitoring and engaging in policy bills, during the months of May and June, the Government Relations division actively supported the Vice Chancellor of Finance and Facilities Planning through advocacy on the Board priorities in the 2018-19 Budget Act. This included coordinating with stakeholders, educating key legislative staff, and meeting with legislators regarding the California Community College budget.

The Governmental Relations Division organized and participated in a briefing on Guided Pathways in the State Capitol on May 15, 2018. Executive Vice Chancellor Laura Hope and Vice Chancellor Laura Metune along with James Todd of Modesto Junior College highlighted the work of Modesto Junior College to change to their advising structure to support and align to the Guided Pathways framework.

LEGISLATIVE UPDATE

The Vision for Success guides the Division's advocacy on legislative proposals:

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 UC/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 employment 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

These bills are sponsored by the Board of Governors and the Chancellor's Office.

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. 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 and require these regulations to ensure that community colleges are compliant with Section 78213 (AB 705) in the implementation of supervised tutoring. *AB 1935 promotes Vision for Success goals 1, 2, 3, and 5.*

- Status: Passed the Assembly (77-0) and Senate Education Committee (7-0) and sent to the Senate 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 California Community Colleges, 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: AB 2666 was approved by the Assembly Transportation Committee (9-2), the Assembly Higher Education Committee (10-2), and held in Assembly Appropriations Committee on Suspense. The Committee's fiscal analysis indicated, "Significant GF costs, likely in the hundreds-of-thousands of dollars annually, for DMV and EDD to assemble and share data."

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 allows 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 adds a Homeless and Foster Student Liaison as an authorized individual who can verify a student's status as homeless for the purposes of determining eligibility for financial aid resources and other services. *AB 3255 is a technical cleanup bill that supports the Chancellor's Office in implementing the Vision for Success.*

- Status: Passed the Assembly (73-0) and passed the Senate Education Committee (7-0). Sent to the Senate Appropriations Committee.

SUPPORTED BILLS

The Board of Governors discussed these bills at the March and May meetings. 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, private, or non-profit institution, and perform a minimum of 300 hours of community service or volunteer work in each academic year. AB 1037 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 Senate Education Committee (5-0) and sent to the Senate Appropriations Committee. Set for hearing on June 25, 2018.

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.*

- o Status: Passed the Assembly Committee on Higher Education (13-0) and Assembly Committee on Education (7-0) and held in the Assembly Appropriations Committee. However, language to authorize CCAP partnerships with charger schools was included in the 2018-19 Budget Act education trailer bill, AB 1809.

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. The liaison will provide resource and referral information regarding relevant programs under the agency's jurisdiction to students who have expressed a need that those services can effectively address. *AB 2933 promotes Vision for Success goals 1, 2, 5, and 6.*

- o Status: Passed the Assembly Floor (78-0) and Senate Education Committee (7-0) and sent to the Senate Human Services Committee.

SB 940 (Beall) Cal Grant Program: foster youth. Extends the deadline for, current and former foster youth students, submitting a Cal Grant Entitlement award application from one year after high school graduation to the student reaching 26 years of age. Furthermore, SB 940 authorizes the renewal of Cal Grant A and B awards, for current or former foster youth only, 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 goals 5 and 6.*

- o Status: As the provisions and funding for SB 940 are included in the 2018-19 Budget Act (SB 840) and the education trailer bill (AB 1809) this bill will not move forward.

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.*

- o Status: The Senate Appropriations Committee estimated a cost of $480 million for SB 1275 and held the bill in the Suspense file. However, the 2018-19 State Budget appropriated $10 million to California Community Colleges for purposes of funding food pantries and CalFresh enrollment assistance.

SB 1354 (Galgiani) California Apprenticeship Initiative. Establishes a grant program, under the administration of the Chancellor of the California Community Colleges, to create new and innovative apprenticeship opportunities in priority and emerging industry sectors, or in areas that lack apprenticeship training opportunities or they are not fully established, or do not exist. *SB 1354 promotes Vision for Success goals 1 and 4.*

- o Status: As the provisions of SB 1354 were included in the 2018-19 Budget Act education trailer bill (AB 1809), this bill is not moving forward.

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. SB 1406 extends the inoperative and repeal

dates for the authorization to establish pilot baccalaureate degree programs by 3 years. *SB 1406 promotes Vision for Success goals 1, 3, 5, and 6.*
  - o Status: Passed in the Senate (36-0) and sent to Assembly Committee on Higher Education. Set for hearing on June 26, 2108.

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.*
  - o Status: Passed the Senate Education Committee (6-0) and held by the Senate Appropriations Committee Suspense File.

BILLS PROPOSED FOR SUPPORT

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

AB 1786 (Cervantes) Community colleges: academic credit for prior experience. Requires the Chancellor, by March 31, 2019, to establish an initiative to expand the use of course credit at the California Community Colleges for students with prior learning. The initiative shall identify best practices, locate and collect available resources, and provide professional development. The Chancellor shall also submit a report on the initiative to Legislature by January 1, 2020. *AB 1786 promotes Vision for Success goals 1, 2 and 3.*
  - o Status: Passed the Assembly Floor (73-0) and Senate Education Committee (7-0) and sent to the Senate Appropriations Committee.

AB 2248 (McCarty) Cal Grant Program: student financial aid. Requires the California Student Aid Commission and higher education institutions awarding Cal Grants to notify students of the four-year limit for Cal Grant awards and the need to take 15 units per semester or 30 units per year in order to complete a degree in four years. AB 2248 also requires notification to occur as part of an initial or the renewal of a Cal Grant award, a new student orientation, and a financial aid recipient's annual registration. *AB 2248 promotes Vision for Success goals 1, 2, 3, 5, and 6.*
  - o Status: Passed in the Assembly (73-0) and sent to the Senate Education Committee. Set for hearing on June 27, 2018.

AB 2477 (Rubio) Student support services: Dream Resource Liaisons. Requires the California Community Colleges and the California State University, and requests the University of California, beginning in fall 2019, to designate a Dream Resource Liaison on each campus who is knowledgeable in financial aid, support services, and academic opportunities for all students, including undocumented students. AB 2477 also encourages the establishment of Dream Resource Centers and authorizes governing boards to accept private funds to establish and operate Dream Resource Centers. As written, AB 2477 does not include additional state funding resources. As a result, the recommendation to the Board is a support and recommend funding to support implementation. *AB 2477 promotes all Vision for Success goals.*
  - o Status: Passed in the Assembly (55-17) and Senate Education Committee (7-0) and sent to the Senate Appropriations Committee.

AB 3101 (Carrillo) Community colleges application system. Requires the Chancellor, on or before July 31, 2019, to revise the CCCApply application and enrollment process so that it only asks students to submit data required by the federal government, or that, which is necessary as determined by the board. To the extent that student data can be collected later, the Chancellor may delay the collection of that data until after the student has applied. AB 3101 also creates an exemption for students seeking to enroll exclusively in noncredit courses at a community college from the residency classification requirements. *AB 1786 promotes Vision for Success goals 5 and 6.*

- o Status: Passed the Assembly Floor (73-0) and Senate Education Committee (7-0) and sent to the Senate Appropriations Committee.

SB 972 (Portantino) Student ID cards: suicide prevention hotline telephone number. Requires, beginning July 1, 2019, campuses of the California Community Colleges and the California State University, and request campuses of the University of California, to print on either side of student identification cards, the number for a suicide prevention hotline or crisis text line, or both. The bill would also apply to private colleges, and public and private schools that serve students in grades 7 to 12. *SB 972 promotes Vision for Success goals 1, 2, and 5.*

- o Status: Passed the Senate Floor (36-0) and Assembly Education Committee (6-0) and sent to the Assembly 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. Notice information must include a 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. AB 1805 also requires each community college to report their student placement policies, placement results, and information concerning justifications for students placed in below transfer-level math and English courses to the Chancellor's Office annually.

- o Status: Passed the Assembly (74-0) and Senate Education Committee (6-0) and sent to the Senate Appropriations Committee. Set for hearing on June 25, 2018.

SB 577 (Dodd) Public postsecondary education: California Community College Teacher Credentialing Partnership Pilot Program. Establishes the California Community College (CCC) Teacher Credentialing Partnership Pilot Program, which would award three grants of $500,000 in one-time funds per site. The Pilot would create one or more teacher credential programs at a participating community college or four-year institution that grants teacher credential degrees. Each partnership would include at least one accredited teacher credentialing, postsecondary institution with a physical presence in the state and at least one CCC campus. SB 577 specifies that enactment of the measure is contingent on a state appropriation.

- o Status: SB 577 passed the Assembly Committee on Higher Education (10-0) and sent to the Assembly Appropriations Committee.

SB 1348 (Pan) Postsecondary Education: Health Professional Program. Requires the Chancellor to include information on clinical placements in the annual Student Success Scorecard. Private, for profit colleges would be required to report the same information, and combined, the information will show if for

profit colleges have any unfair advantages when placing students into clinical settings. The new data will also illustrate any racial or gender disparities in allied health programs.

- o Status: Passed the Assembly Higher Education Committee (7-4) and sent to the Assembly Appropriations Committee.

SB 1480 (Hill) Professions and vocations. Makes a number of substantive changes to various boards and bureaus within the Department of Consumer Affairs. Most pertinent to community colleges is a provision that allows the Board of Vocational Nursing and Psychiatric Technicians to charge community college vocational nursing and psychiatric technician programs a fee of between $15,000 and $30,000 for initial and renewal program applications and a fee of between $5,000 and $10,000 for substantive changes to approved programs.

- o Status: Passed the Senate Floor (34-4) and sent to the Assembly Business and Professions 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.

FEDERAL RELATIONS OVERVIEW

In partnership with Federal Government Relations Consultant, Connie Myers, the Chancellor's Office engaged in a number of policy and advocacy opportunities:

- *Prosper Act Letter.* Working with UC and CSU Washington Government Relations representatives, our federal consultant coordinated a letter signed by the leadership of the University of California, California State University and California Community Colleges expressing joint concerns with several provisions in the PROSPER Act (H.R. 4508). The letter received acknowledgment in POLITICO and Inside Higher Ed.

- *Funding and Policy Oversight.* Our federal consultant has monitored the FY 19 Labor, Health and Human Services, Education Appropriations bills introduced in the House subcommittee and soon to be introduced in the Senate subcommittee, as well as the reauthorization of the Carl D. Perkins Career and Technical Education Act. The Senate HELP Committee has scheduled markup of the reauthorization of the Perkins CTE Act for June 26 or 27.

- *Delegation Lobby Visits.* On June 11 – June 13, Federal Consultant Myers advocated on behalf of California Community Colleges with representatives from the Community College League of CA and the Faculty Association of CCC urging California Members of Congress to oppose the PROSPER Act and support meaningful immigration reform. The delegation met with Congresswoman Chu, Congressmen Bera and Takano, as well as with staff of Senators Feinstein and Harris and Representatives DeSaulnier, LaMalfa, Walters, Bass, Cook, Denham, Calvert, Valadao, and Issa. In addition, the delegation met with Diane Jones, Senior Advisor to the Assistant Secretary for Postsecondary Education, to discuss the Department's agenda for upcoming rulemaking activities.

- *Partnership with National Governors Association.* Connie Myers arranged for Special Advisor Ajita Menon and Laura Metune to meet with NGA's Martin Simon, Associate Director, Economic Opportunity Division, to discuss NGA President Brian Bullock's agenda, which will focus on "Future Trends in the Workforce, including Technology, Rural Areas, and Solutions." NGA is interested California's 115th Community College and its focus on "Stranded Workers," as well as the CCC focus on the rural population.

CONGRESSIONAL POLICY UPDATE

PROSPER Act – Representative Foxx (R-North Carolina) effort to reauthorize the Higher Education Act contains a number of provisions of concern to the California Community Colleges and our partner public higher education institutions. Primary points of opposition include the elimination of the federal student aid programs and federal loan subsidies, the elimination of the Public Service Loan Forgiveness program,

and the elimination of important oversight and consumer protection provisions that ensure institutions are adequately serving students.
   o *Position: Oppose*

Strengthening Pell in FY 2019 – The Chancellor's Office joined a coalition of organizations representing students, veterans, colleges, consumers, financial aid administrators, scholarship providers, education advocates, civil rights organizations and employers to urge Congress to prioritize the Pell Grant in the fiscal year 2019 education spending bill. Specifically, the coalition called for maintaining all Pell Grant funds in the Pell Grant program and increasing the maximum award to at least keep pace with inflation.
   o *Position: Support*

Enhance Student Access to SNAP - Congressman Jimmy Gomez has introduced legislation to addresses the issue of student hunger on college campuses by expanding SNAP's definition of work program to encompass hours spent at an institution of higher education.
   o *Position: Proposed Support*

ADMINISTRATIVE UPDATE

Proposed Merger of Education and Labor Departments - The Trump administration plans to advocate a merger of the Education and Labor departments. The new combined agency, if approved by Congress, would be part of a broader government reorganization plan.

Delayed Gainful Employment Disclosures - On June 15, the Department of Education released a notice announcing that the Department will allow additional time, until July 1, 2019, for institutions to comply with certain disclosure requirements under the gainful employment regulations. Specifically, the delay relates to the requirements that institutions subject to gainful employment regulations include a disclosure template with information specified by the Department, or a link thereto, in their gainful employment program promotional materials and that institutions directly distribute the disclosure template to prospective students.

Accrediting Council for Independent Colleges and Universities - On June 8, the Education Department released a report in response to a Freedom of Information Act (FOIA) lawsuit that shows that the Accrediting Council for Independent Colleges and Schools (ACICS) failed to meet 57 of the 93 criteria that accreditors are required to meet under federal law. The Century Foundation had filed a lawsuit to compel USED to release the report and, on June 5, ACICS withdrew its request to block the release of the "draft staff analysis" written in March. USED Secretary DeVos recently reinstated the ACICS' status as a federally recognized accreditor following a federal judge's ruling in March that the Department under the prior Administration illegally failed to consider some additional submissions of evidence by ACICS.

DEFERRED ACTION FOR CHILDHOOD ARRIVALS

The Chancellor's Office continues to monitor and advocate on immigration issues, aligned to the Board directives relative to DACA and student support and protection. As of the time of publication of this document, a compromise agreement appears in the works in the House. HR 6136 would include several immigration enforcement provisions and create a merit-based visa program for Dreamers to gain citizenship status.

Executive Committee Agenda Item

SUBJECT: 2018-2019 ASCCC Budget		Month: August	Year: 2018
		Item No: IV. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the annual budget for 2018-2019.	Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its meeting on May 10, 2018 the Executive Committee approved the tentative 2018-2019 ASCCC budget. The Budget and Finance Committee met on July 10th to finalize the proposed 2018 – 2019 ASCCC annual budget for consideration by the Executive Committee. The proposed final budget builds on the approved tentative budget. The basic principles reflected in the budget are to protect reassigned time and protect ASCCC operations. The following points are important to note:

Revenue:
- Grant Revenue – increased by almost $1.7 million, including the $1 million augmentation to the ASCCC base funding, up from $768,000.
- Membership Dues – The proposed budget dues income is $435,611, which reflects the approved one-time 15% increase for dues approved by the Executive Committee.

Expenses:
- Program Expenses – Down by almost $300K as a result of the removal of the payment for the C-ID technology from the budget.
- Salary and Benefits – comparable to the budget for 17-18. This budget includes ½ year salary for the new Executive Director, and 2 new staff (to support the work of OERI and Accounting).
- Consulting and Settlement – A total of $129K is budgeted for consulting services and settlement payment.

The Executive Committee will consider for approval the final proposed 2018-2019 ASCCC annual budget as recommended by the Budget Committee, and grant the Budget Committee authority to revise it as anticipated revenue increases are realized.

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

Academic Senate for CA Community Colleges
Statement of Activities-Budget and Forecast

	Year Ending 06/30/2018	FORECAST Year Ending 06/30/2019	Notes
	Budget	Budget	
Income Statement			
Revenue			
Membership Dues	398,501.00	435,611.70	15% one-time increase on dues
Program Fees			
Fall Session	149,500.00	140,000.00	
Spring Session	134,360.00	135,000.00	
Accreditation	44,110.00	0.00	ACCJC will pick up event costs
Curriculum Institute	289,510.00	295,000.00	
Faculty Leadership Institute	45,625.00	40,000.00	
Academic Academy - Guided Pathways	0.00	15,000.00	GP Fall 2018 rev
Noncredit Event spring 2019	162,500.00	35,000.00	poss rev LACCD Spring 2019 grant
PT Summer	0.00	0.00	LACCD Fall 2018 Rev
Total Program Fees and Dues	847,855.00	**1,095,611.70**	
Grant Revenue			
State Grants			
Governor's Grant	768,000.00	1,000,000.00	768,000 original base funding
C-ID		685,000.00	
C-ID 2017-1019	1,000,000.00	79,169.00	
Guided Pathways	854,591.00	1,033,707.20	
OER	0.00	1,201,397.20	
Total State Grants	**2,622,591.00**	**3,999,273.40**	
District Grants			
IEPI Grant	126,000.00	132,000.00	
LACCD - 3CSN	385,371.00	250,000.00	PT Summer, Regional Meetings
Chancellor's Office		160,000.00	Career Noncredit
Total District Grants	**796,172.00**	**542,000.00**	
Total Grant Revenue	**3,418,763.00**	**4,541,273.40**	
Total Other Income	**54,197.00**	**72,000.00**	
Total Revenue	4,719,316.00	**5,708,885.10**	
IS Expenses			
Executive			
Instructional Salaries			
Reassign Time			
Reassign Time - Executive	0.00	256,523.51	
Faculty Coordinator, C-ID	95,148.00	118,000.00	
Guided Pathways Expertise	425,036.00	305,299.80	
OER Coordinator		122,141.25	
Total Reassign Time	**871,964.60**	**801,964.56**	
Stipends			
Stipends, Senate	0.00	30,000.00	(Pres, VP Summer Stipend)
Stipends, C-ID	77,967.00	175,000.00	
Stipends, Guided Pathways	74,400.00	110,000.00	

Stipends, OER		174,000.00	
Total Stipends	**289,598.00**	**489,000.00**	
Total Instructional Salaries	**1,161,562.60**	**1,290,964.56**	
Executive Activities			
Exec Meetings	95,000.00	110,000.00	
Technical Assistance	20,500.00	20,000.00	
Local Senate Visits	3,000.00	5,000.00	
Field Activities	5,000.00	5,000.00	
Professional Development College	65,000.00	10,000.00	
Regional Meetings	15,000.00	45,000.00	includes 30K for LACCD
Regional Meetings - GP	0.00	116,000.00	
Area Meetings	3,500.00	3,500.00	
Committees	30,000.00	30,000.00	
Task Forces	5,000.00	5,000.00	
Travel LACCD Committee	30,000.00	17,500.00	
Travel Guided Pathways	63,400.00	90,000.00	
Total Executive Activities	**335,400.00**	**457,000.00**	
Total Executive	**1,496,962.60**	**1,747,964.56**	
Liaison			
Chancellor's Office	75,000.00	73,500.00	
Groups	5,000.00	5,000.00	FACCC and ICAS
Conferences	20,000.00	40,000.00	
Total Liaison	**100,000.00**	**118,500.00**	
Programs			
Plenary Session			
Fall Session	122,261.00	115,000.00	
Spring Session	144,345.00	150,000.00	
Total Plenary Session	**266,606.00**	**265,000.00**	
Institutes			
Academic Academy	0.00	60,000.00	GP 2018-19 grant to cover
Accreditation Institute	35,945.00	3,000.00	(Sponsorship to ACCJC)
Curriculum Institute	170,086.00	160,000.00	
Faculty Leadership	34,699.00	40,000.00	
Summer Part-Time Institute	150,700.00	160,000.00	LACCD 2018 grant to cover
Collaborative-Noncredit Event	149,313.00	140,000.00	poss LACCD 2019 grant?
Total Institutes	**571,743.00**	**828,000.00**	
Grant Meetings			
Grant Meetings, C-ID	85,600.00	213,369.00	includes FYE 2018
Grant Meetings, Guided Pathways	0.00	200,500.00	
Grant Meetings, OER		112,000.00	
Total Grant Meetings	**145,352.00**	**525,869.00**	
Marketing, Tech, & Outside Services-Initiatives			
Website, Senate	10,000.00	10,000.00	
Website, OER		20,000.00	
Publications	20,000.00	28,000.00	
Marketing C-ID	0.00	40,000.00	
Outside Services, OER		160,000.00	
Technology, OER		450,000.00	
Total Marketing, Tech, & Outside Services-Initiatives	**494,425.00**	**708,000.00**	
Total Programs	**1,478,126.00**	**2,061,869.00**	

Salaries and Benefits			
Staff Salaries	348,277.00	460,772.00	includes ED salary at 50K 1/2 year, new, new acounting clerk (1)
Staff Salaries, ASFCCC	26,500.00	30,000.00	
Staff Salaries, C-ID	199,346.00	155,000.00	
Staff Salaries, OERI	0.00	40,814.00	new OERI staff
Staff Salaries, IEPI	71,794.00	42,000.00	
Staff Salaries, LACCD	23,848.00	37,500.00	
Staff Salaries, Guided Pathways	83,016.00	73,914.00	
Benefits	94,584.00	150,000.00	
Benefits, C-ID	58,560.00	32,000.00	
Staff Training/Development	15,000.00	15,000.00	
Payroll Processing	4,500.00	3,500.00	
Payroll Taxes - Employer	18,996.00	22,000.00	
Total Salaries and Benefits	**1,050,469.92**	**1,062,500.00**	
Nonpersonnel			
Total Equipment and Furniture	**13,300.00**	**22,000.00**	
Total Office	**177,517.00**	**161,100.00**	
Total Professional Services	**65,000.00**	**65,000.00**	
Total Business Expenses	**16,000.00**	**150,000.00**	
Total Nonpersonnel	271,817.00	**398,100.00**	
Total IS Expenses	4,397,375.52	**5,388,933.56**	
Total Income Statement	321,940.48	319,951.54	

Updated on: July 10, 2018 KM

Updated on: July 27, 2018 AHH

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Fall 2018 Plenary Session Planning		Month: August	Year: 2018
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2018 Fall Plenary Session.	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2018 Fall Plenary Session is just a few months away – November 1 – 3, 2018 in Irvine, California. The Executive Committee will begin its planning process for developing the Session program. Members will consider for approval a theme, as well as discuss ideas for keynote speakers, breakouts, and timeline.

Fall Session Timeline:

August 21st Executive Committee deadline:
1. Draft papers due for first reading at September 7 – 8, 2018, Executive Committee Meeting.
2. Breakout topics due to John for approval at September 7 – 8, 2018 Executive Committee meeting.
3. Area Representatives update Area Meetings page (include maps and parking permits if needed).

September 11th Executive Committee deadline:
1. Draft papers due for second reading at September 28 – 29 Executive Committee Meeting.
2. Pre-Session resolutions due to Resolutions chair.

Planning
1. Presenters list and breakout session descriptions due to Krystinne by October 6, 2018.
2. Final Program to Krystinne by October 12, 2018.
3. Final resolutions due to Krystinne for circulation to Area Meetings October 1, 2018.
4. Final program to printer October 22, 2018.
5. Materials posted to ASCCC website October 26, 2018.

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

Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: August	Year: 2018
		Item No: IV. D.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate for California Community Colleges, in partnership with the Chancellor's Office, Career Ladders Project and the Research and Planning Group, is leading the effort to support guided pathways implementation at local colleges.

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program as well as the efforts of the ASCCC Guided Pathways Task Force and discuss/provide future direction.

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

2018 ASCCC Academic Academy

Navigating New Frontiers: Faculty Leadership in Guided Pathways

Embassy Suites by Hilton South San Francisco Airport
San Francisco, CA

Thursday, September 13, 2018

11:00 AM - 12:00 PM: Pre-Session Registration

12:00 PM - 1:30 PM Live Webinar: Defining the Role of a Guided Pathways Liaison
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Michelle Pilati, ASCCC Past President

In this webinar, presenters will share the Academic Senate for California Community College's vision of the role that Guided Pathways Liaisons will play in connecting local guided pathways efforts to state-level efforts as well discuss the status of guided pathways efforts in our colleges. Liaisons will have an opportunity to share their accomplishments, questions, and needs. Join us for this introductory webinar and help us to shape future guided pathway professional development opportunities. This webinar will be recorded for future access.

2:00 PM – 5:00 PM
Guided Pathways Liaison Training
*Liaison Expectations
*Student Support (Re)Defined
*Local College Budget Allocation/ Work Plan
*KPI's and "other" Resources
*IEPI Student Centered Funding Formula
*Help us help you! ASCCC Guided Pathway Task Force

6:00 PM - 7:30 PM Guided Pathways Liaison DINNER

Friday, September 14, 2018

7:30 AM – 9:00 AM
Registration & Breakfast

8:00 AM – 8:45 AM
Breakfast for Guided Pathways Newbies
Jeff Burdick, ASCCC Guided Pathways Task Force, Clovis College
Mayra Cruz, ASCCC Executive Committee, At-Large Representative
Dolores Davison, ASCCC Vice President
Cynthia Orozco, ASCCC Guided Pathways Task Force, East Los Angeles College
Gwyer Schuyler, ASCCC Guided Pathways Task Force, Santa Barbara City College

New to guided pathways? Or just lost in the stars? Join members of the ASCCC Guided Pathways Task Force for a brief introduction to the principles, goals, and terminology of guided pathways. There will be plenty of time for discussion and questions, so pick up your breakfast and join us!

9:00 AM – 10:45 AM: 1st General Session

Welcome
Leading for Success: Communication, Engagement, and Implementation
Carrie Roberson, ASCCC Executive Committee, Guided Pathways Task Force Chair
John Stanskas, ASCCC President

Leadership and Structural Innovation: Onward with Guided Pathways
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Michelle Pilati, ASCCC Past President

Guided pathways requires that we look at all that we do, how we do it, who is involved, and how we make it better. Where do you start and how do you develop a structure that ensures sustainability? How should a collaborative team interact with your existing participatory governance system? What does an effective guided pathways decision-making process look like? This interactive session will explore all things guided pathways.

11:00 - 12:15 PM: 1st Breakout Sessions

Strive for Success and Learn from Failure: The Iterative Nature of Transformation
Julie Bruno, ASCCC Past President
Michelle Pilati, ASCCC Past President
John Stanskas, ASCCC President

Your local guided pathways implementation will have to start somewhere, but where does it start and where does it end? How do you find your way to genuine

transformation? It is critical that your participatory governance structure, including evaluation and redesign, supports the creativity needed to establish an effective framework.

Guided Pathways as the Road to Equity
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Mayra Cruz, ASCCC Executive Committee, At-Large Representative
Cynthia Orozco, ASCCC Guided Pathways Task Force, East Los Angeles College

Equity for students is a major impetus for guided pathways. An examination of national and state data identifies a general problem, but how can colleges use available, campus-specific data in our design of guided pathways? We will look at how KPI, Launchboard, and Scoreboard data from your individual campus can help you make the argument for greater systemic equity in the pathways framework.

Preparing for the Journey: Onboarding Students
Stephanie Dumont, Golden West College
Derek Majors, Los Angeles Trade Technical College
Gwyer Schuyler, ASCCC Guided Pathways Task Force, Santa Barbara City College

New students are expected to navigate many twists and turns in the application and enrollment process. Guided pathways provides the framework to analyze our college processes and optimize onboarding, so students are supported to identify career goals and to start their college journey. This session will cover examples of streamlined onboarding processes, and attendees will have the opportunity to share successful individual college practices.

Wayfinding: Empowering Students toward their Educational Goals
Dolores Davison, ASCCC Vice President
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College

Traveling to a new destination is always better with a knowledgeable guide, whether that is a real person or a trusty GPS. What wayfinding tools do students need as they travel their educational pathways? This breakout will describe various strategies colleges have implemented to help students accomplish their educational goals.

12:15 PM - 1:00 PM   LUNCH

1:00 PM – 2:15 PM: 1st Workshop Sessions

Program Mapping & "Meta-Majors": Exploring the Issues
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Ginni May, ASCCC Treasurer **OR** Julie Bruno, ASCCC Past President

How does a student select a program with a vast array of choices? Could program maps and meta-majors help students enter within a general area, explore their areas of interest, and narrow their focus without losing units or taking unnecessary coursework? How do you get started? What guidelines might help in the development of meta-majors and pathways? The focus of this session is on theoretical discussions and practical applications from various colleges. This is a preliminary companion to the interactive workshop on **Program Mapping & Meta-Majors: A Venture Toward Collaboration** in the 2nd workshop session**.**

Integrated Planning: Guided Pathways in the Institutional Landscape
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Jeff Burdick, ASCCC Guided Pathways Task Force, Clovis College
Michelle Pilati, ASCCC Past President

Colleges plan constantly: educational master plans, facilities master plans, enrollment management plans, distance education plans, and more. But how do these plans serve the design and implementation of your college's guided pathways framework? This workshop will explore the various planning documents that impact a college's instructional mission and how these plans support the four principles of guided pathways. This is a preliminary companion to the interactive workshop on **Integrated Planning and Guided Pathways: Guided Pathways as an Organizing Framework** in the 2nd workshop session**.**

Strategic Scheduling: Meeting Students' Needs
Dolores Davison, ASCCC Vice President*
Michelle Barton, Sr. Director Planning, Research, Institutional Effectiveness, and Grants, Palomar College
Jane Patton, ASCCC Past President

(I don't know where this came from - but I am awaiting a description from Jane and Michelle B.) Strategic Enrollment Management (SEM) is a holistic concept and a process that enables the fulfillment of an institution's mission and its students' educational goals. While grounded in the current operating environments, SEM includes a future-oriented vision and is adaptable to the changing environment. This session will consider how to increase collaboration among departments across the campus to support scheduling to meet student needs and completion of programs. This is a

preliminary companion to the interactive workshop on **Strategic Scheduling: Starting on the Path.**

Proactive Counseling and Support: Reaching Out to Students
Derek Majors, Los Angeles Trade Technical College
Gwyer Schuyler, ASCCC Guided Pathways Task Force, Santa Barbara City College

It is critical that college's explore different methods of proactive support while some students seek out counseling and advising services when they need it, many may not. One model practice of guided pathways is a proactive approach in which counselors, support staff, and peer mentors reach out to students with support and guidance in choosing their educational pathway.

2:15 PM - 2:30 PM   Break

2:30 PM – 3:45 PM: 2nd Workshop Sessions

Program Mapping & "Meta-Majors": A Venture Toward Collaboration
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Ginni May, ASCCC Treasurer
Julie Bruno, ASCCC Past President

In theory, the process of creating "meta-majors" and mapping programs is simple: group similar majors together and provide clear, common pathways for students to complete GE and local requirements. But this requires collaborative team work of faculty from counseling and discipline areas, and requires incorporating student voice and educational partners. In this follow-up session, we will explore some effective practices for collaborating to develop meta-majors to inform the process at your college.

Integrated Planning: Guided Pathways as an Organizing Framework
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Jeff Burdick, ASCCC Guided Pathways Task Force, Clovis College
Michelle Pilati, ASCCC Past President

College plans are often siloed both in their development and their implementation. But what if your institutional plans could be designed to serve your guided pathways design framework and your collaborative vision of guided pathways? In this workshop, participants will discuss strategies for developing and revising institutional plans to support guided pathways vision while avoiding duplication, leveraging precious resources, and reducing conflict.

Strategic Scheduling: Starting on the Path
Dolores Davison, ASCCC Vice President
Michelle Barton, Sr. Director Planning, Research, Institutional Effectiveness, and Grants, Palomar College
Jane Patton, ASCCC Past President

Using enrollment management and effective scheduling to offer quality programs with clear educational pathways, course offerings and appropriate student support. Implementing strategic enrollment and scheduling strategies has the potential to lead to equitable access and outcomes.

Faculty-to-Faculty Connections for Student Success: Crucial Collaborations
Derek Majors, Los Angeles Trade Technical College
Cynthia Orozco, ASCCC Guided Pathways Task Force, East Los Angeles College
Gwyer Schuyler, ASCCC Guided Pathways Task Force, Santa Barbara City College

The need for collaborative work between instructional and student services faculty to support student success exists on every campus. However, there is often limited opportunity to connect with colleagues beyond our departments and programs. This session will discuss current realities and opportunities to expand collaboration on a broad scale as part of a guided pathways framework.

4:00 PM – 5:30 PM: 2nd General Session

Rerouting the Course: Guided Pathways and Developmental Education
Redesigning the Route: Guided Pathways and Developmental Education and ESL
Jeff Burdick, ASCCC Guided Pathways Task Force, Clovis College
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Michelle Pilati, ASCCC Past President
CCCCO?

How do we meet students where they are and get them successful on their pathway? What are some best practices in guided self-placement? What redesign strategies have track records of success? What you need to know as you implement AB705.

5:30 PM - 7:00 PM Reception

Saturday, September 15, 2018

8:00 AM – 9:00 AM: Breakfast

9:00 AM – 10:15 AM: 4th Breakout Sessions

Staying on Course: Guided Pathways and Student Success Strategies
Jeff Burdick, ASCCC Guided Pathways Task Force, Clovis College
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Cynthia Orozco, ASCCC Guided Pathways Task Force, East Los Angeles College

With the implementation of significant changes to developmental education under AB 705 legislation, certain college skills that are generally taught in basic skills courses will need to be covered in classes across the curriculum. We will discuss strategies for teaching active learning, metacognition, research, and basic college skills. And… there will be ample time for questions about basic skills development at your local campus.

Student Voices: Envisioning the Student Experience
Mayra Cruz, ASCCC At-Large Representative
Michelle Pilati, ASCCC Past President
Gwyer Schuyler, ASCCC Guided Pathways Task Force, Santa Barbara City College

It is important to incorporate student voices in any guided pathways framework planning and implementation processes. Involving students in a meaningful way comes in different forms, such as surveys, focus groups, and representation on committees. This session will cover methods and resources to involve students in guided pathways decision-making and implementation.

Faculty Leadership: Strategies for Leveraging Guided Pathways
Julie Bruno, ASCCC Past President
Dolores Davison, ASCCC Vice President
Carrie Roberson, ASCCC Executive Committee, Guided Pathways Task Force Chair

Beyond the academic and professional matters identified in the 10+1, workload and working conditions have factors that can contribute to or hinder the implementation of guided pathways. This session considers the what, when, where, why, and how academic senates can partner with collective bargaining units to address shared interests and issues, as well as recognize the potential of new roles and responsibilities faculty will assume when implementing guided pathways.

Guided Pathways and Curriculum
Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College

Ginni May, ASCCC Treasurer

Curriculum serves as the centermost catalyst for the guided pathways movement. With so much change happening in our system affecting course and program development, colleges are experimenting with new innovations and approaches to learning. In this workshop intended for faculty with all levels of curriculum knowledge, attendees will discuss the impacts of the guided pathways principles on their curriculum as well as how recent changes connect to a college's framework.

10:15 AM - 10:30 AM: Break

10:30 AM - 12 PM: 3rd General Session with Lunch
Destination= Student Success
Janet Fulks, ASCCC Guided Pathways Task Force, Bakersfield College
Carrie Roberson, ASCCC Executive Committee, Guided Pathways Task Force Chair

Mapping programs to improve clarity for students as they set their academic goals is crucial in helping students navigate our higher education systems. Implications from transformational change on general education and Career and Technical Education (CTE) programs may prove to connect seemingly random curricula. During this final session, attendees will engage in deep conversations around a student's academic and professional goals and reiterate the value of general education and learn from effective components of CTE programs. Join us for lunch as we explore strategies with a focus on student success!

12:00 - 12:30: Closing Remarks: What's Ahead for Guided Pathways?
Guided Pathways Task Force

AACC National Guided Pathways Demonstration project: In 2015 the American Association of Community Colleges (AACC) launched a multi-year, national project focused on helping community colleges build capacity to design and implement structured academic and career pathways. Nationally, thirty colleges , including three California community colleges, were selected for the first cohort and were provided guidance and coaching through institutes and structured assignments. Colleges agreed to pay for the opportunity to participate. In 2017 "Pathways 2.0" was launched. More details are available at https://www.aacc.nche.edu/programs/aacc-pathways-project/

Abbreviated Student Education Plan (aSEP): An *aSEP* is a plan of coursework for a student's first semester. Prior to colleges implementing guided pathways frameworks, the Student Education Plan (SEP) was developed as part of Student Support and Success Program (SSSP). Now, an aSEP is seen as a precursor to the Comprehensive SEP, which covers the entire schedule of coursework a student needs to complete a stated educational goal (degree, certificate and/or transfer). Under guided pathways frameworks, these are based on program maps developed by instructional departments and then individualized by the student in consultation with a counselor. Best practices for creating aSEPs include planning to complete basic skills courses (math, reading, and English) as quickly as possible and a student development experience or class.

Academic Advisors: An "academic advisor" provides educational guidance to a student to support educational planning, career planning, and student support services. The meaning of this term varies among colleges. Some colleges use it to refer to faculty providing discipline and/or career advice, whereas some colleges have hired classified staff to triage or provide limited direction to students in order to direct them to the appropriate counselor or counseling services. For further information, see The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges https://asccc.org/sites/default/files/CounselingS12_0.pdf

Academic Quality: *Academic Quality* is a term to describe how well the learning opportunities, instruction, support, services, environment, resource utilization, and operations of a college result in student learning and student achievement of educational goals. Accreditation standards, the scholarship standards and academic rigor adopted by the faculty, and a college's local values and priorities, collectively, are factors in determining academic quality in the context of institutional mission.

Administrative Procedures: *Administrative procedures* implement Board policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice. Although procedures may be developed by the Chancellor/ Superintendent/President, managers, faculty members, staff members, and students, it is the administrators/managers who are held responsible for upholding the specific information delineated in the procedures. Procedures do not generally require Governing Board action though this is a local decision.

ASCCC Guided Pathways Liaison: *ASCCC Guided Pathways (GP) Liaisons* are faculty from each of the 114 California Community Colleges (CCCs) identified by local senates to act as the key local contact regarding GP-related training, needs, resources, and communications from the faculty perspective. Guided Pathways Liaisons are in contact with the ASCCC and regularly or as requested report to and update the local academic senate on statewide matters related to guided pathways. Guided Pathways Liaisons also communicate with the local senate and campus faculty regarding guided pathways relevant to the local college and/or district.

ASSIST: Articulation System Stimulating Interinstitutional Student Transfer (*ASSIST)* is an online student-transfer information system that shows how course credits earned at one public California college or university

can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. The website provides information concerning transfer and majors available in California Public Higher Education http://www.assist.org/web-assist/welcome.html

Associate Degree for Transfer (ADT, AA-T Associate of Arts and AS-T Associate of Science): In 2010, legislation mandated the development of CCC degrees that guaranteed transfer to the California State University system. As a consequence, a system for the CCC development and the CSU acceptance of ADTs (*AA-Ts* and *AS-T*s) was developed. These degrees are intended to simplify transfer to the CSU, ensure courses taken at the CCC are honored at the CSU, and minimize unit accumulation. (http://adegreewithaguarantee.com/Degrees.aspx)

Basic Skills Courses: Courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as non-degree applicable credit courses pursuant to subdivision (b) of section 55002 and are not transferable.

Noncredit basic skills courses are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

Board Policy: A *board policy* is the voice of the Governing Board and defines the general goals and acceptable practices for the operation of the District that adhere to federal and state laws and regulations. Each of the 72 community college districts has a locally-elected board of trustees which set policies that are the basis for procedures to carry out the work of the institutions. The Governing Board, through policy, delegates authority to and through the Chancellor/Superintendent/President to implement actions within the District. The Chancellor/Superintendent/President and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District.

California Guided Pathways Demonstration Project: The *California Guided Pathways Demonstration Project* is a cohort of 20 California community colleges chosen through an application process in 2017 to implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. Colleges pay for the opportunity to participate and receive guidance and coaching through institutes and structured assignments.

CalPASS Plus: *Cal-PASS Plus*, created through leadership and funding by California Community College Chancellor's Office, is an accessible, actionable and collaborative pre-K through 16 repository of student data. Cal-PASS Plus' mission is to provide actionable data to help improve student success along the education-to-workforce pipeline. The intent of the project is to inform better instruction, help close achievement gaps, identify scalable best practices, and improve transitions. Cal-PASS Plus offers longitudinal data charts, analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools. In addition, the Cal PASS Plus Guided Pathways tab provides information on first-year momentum points including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results that include dual enrolled and summer students. https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx

California Community Colleges Guided Pathways Award Program: *California Community Colleges Guided Pathways Award Program* is a multi-year state program funded by the legislature and implemented by the California Community Colleges Chancellor's Office. The program is intended to provide all California Community

Colleges with the opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes. This program, sometimes referred to as the CAGAP California Guided Pathways award program, required each of the 114 colleges to complete a self-assessment and a workplan approved by the college's academic senate to receive funding. This funding is now tied to implementation of AB705 accountability.

Certificate: *Certificates* are academic awards granted at the completion of designated certificate programs and may lead to additional certificates or a degree. They represent a shorter path of courses based upon specific skills and outcomes.

Cohort: A *cohort* is a group of students with at least one statistical factor in common for data collection, analysis, and big-picture decision-making about pathways development. Examples of cohorts include cohorts defined in the Student Success Scorecard, all the students grouped in a meta-major, or students within a particular program (i.e. the entering class of a nursing program or Puente).

College ready/transfer ready/college prepared: *College ready/transfer ready/college prepared* refer to a student who has the skills or prerequisites to be successful in a college-level or transfer-level course.

Common Core: The *Common Core* is a set of academic standards in K-12 mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they attend school. Testing and coursework in common core states focus on critical thinking rather than memorization and testing. The standards were adopted and implemented in 43 states. http://www.corestandards.org/

Completion Community: A *completion community* is a collaborative team of faculty, staff, and administrators from all areas of a district responsible for oversight and engagement with a particular group of students during a period of time. Each team member is called a "Completion Coach" and the individual students in the group have at least one statistical factor – such as meta-major of study – in common. The concept of a completion community was created by Bakersfield College as part of their implementation of Guided Pathways and is merely an example of an implementation strategy within the framework; other colleges will define and create approaches that are relevant to their college and community.

Comprehensive Student Educational Plan (cSEP): A *cSEP* is a plan of coursework which covers the students' coursework to completion of their educational goal (degree, certificate and/or transfer). Guided pathways framework best practices for a cSEP include a completion of basic skills (math, reading and English) as quickly as possible and a student development or counseling class. Transfer to CSU must include completion of the Golden Four (transfer-level English and Math, oral communication and critical thinking). Under Guided Pathways, cSEPs are based on program maps developed by instructional departments and then individualized by the student and the counselor.

Course Identification Number (C-ID): *C-ID, the Course Identification Numbering System*, is a faculty-driven system developed to assign identifying designations (C-ID numbers) to particular transfer courses. C-ID address the need for system-wide "common course numbers" by providing a mechanism to identify comparable courses. CCCs submit course outlines of record to C-ID for review by discipline faculty and receipt of a C-ID designation. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intra-segmental (with the CCC) articulation. More information is available at https://www.c-id.net/about-us

Course Success: *Course success* refers to coursework students complete with a grade of A, B, C, or P.

Degree: A *degree* is defined in Title 5, section 55000(g), as "an organized sequence of courses leading to a defined objective" which may be traditional A.A. or A.S. local degrees or transfer degrees A.A.-T/A.S.-T.

Design Teams: Design Teams, a term, used by Skyline College, refers to a group of faculty, staff, administrators, and students whose mission is to collaboratively guide the college's comprehensive redesign and keep close integration with other college initiatives. The *Design Team* is a collaborative body, led by the design team co-leads, and comprised of faculty, staff, students, and administrators involved in various redesign initiatives to support a guided pathways framework.

Directed Self-Placement (DSP): *Directed Self-Placement (DSP)* is a term used by some institutions, including the California State University System, for guidance given to students that allows them to select appropriate English and Math courses for self-placement. However, because of the confusion with the California Community Colleges' Disabled Student Programs and Services (DSPS) Program, the preferred term, within the California community colleges, is Guided Self Placement (GSP). Please see Guided Self-Placement below for a more detailed description.**.**

Early Alert: *Early alert* is a strategy for communicating with students when barriers or success issues become apparent. Early alerts sometimes involve the use of technology so that instructors, counselors and staff can tailor an alert (communication) or customized message regarding the needs and resources available. Several software programs provide this tool e.g. SARS, Starfish and Banner.

Early Assessment Program (EAP): The California State University's *Early Assessment Program* provides opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school and an opportunity to improve their skills during their senior year. EAP test results of "college ready" have been used by some colleges as a multiple measure to place students in transfer-level English. More information is available at http://www.calstate.edu/eap/

Embedded Counseling: *Embedded counseling* refers to the practice of assigning counselors as specialists within a specific discipline, program, or meta-major. These counselors are sometimes physically located within proximity of those areas rather than in general counseling.

Expository Reading and Writing Course (ERWC): The *Expository Reading and Writing Course (ERWC)* is a full-year college preparatory English course for high school juniors or seniors developed by a task force of high school and California State University faculty. The ERWC is intended to align with the California English-Language Arts Content Standards, to address critical reading and writing problems identified by the CSU English Placement Test Committee, and to prepare students to meet the expectations of college and university faculty. Completion of this course with a C or better has been used as a multiple measure to place students in transfer-level English.

First Time in College (FTIC): A "*first-time-in-college*" student is one who has never been to college before. The majority are just out of high school and research indicates that these students are more likely to complete a program of study. Key Progress Indicators (KPIs), as developed by AACC, focus on these students.

Gatekeeper Course: *A Gatekeeper courses* **is** the first or lowest-level college-level course a student must take and successfully complete to progress along his or her academic pathway; these can also be called gateway courses.

General Education Student Learning Outcomes (GE SLOs or GELOs): *General Education Student Learning Outcomes* are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider the collected general education requirements to be a program.

Golden Four: In the California State University System **t**he "*Golden Four*" courses refer to requirements in Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative Reasoning that all students must complete prior to transfer and may impact transfer priority. While each CSU may have specific, unique requirements, program maps should all consider the CSU Golden Four requirements. These requirements are found at https://www2.calstate.edu/attend/student-services/casper/Pages/golden-four.aspx

GP vs gp: Upper case "GP" often represents the national guided pathways framework defined primarily by the Community College Research Center (CCRC) and the "Redesigning America's Community Colleges" framework. The use of a *lower case "gp"* usually refers to a college's unique, adapted design and implementation of guided pathways.

Guided Pathways Collaborative Teams: *A Guided Pathways Collaborative Team,* occasionally referred to as a Cross-Functional Team, is a group working together to undertake tasks with representatives who provide important skills and perspectives to support the goals of the group. Examples of cross-functional teams include workgroups to design and implement specific aspects of Guided Pathways, such as defining meta-majors or redesigning orientation.

Guided Pathways Framework: A college's *guided pathways framework* is an institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, which are intended to guide each student effectively and efficiently from his/her point of entry through to attainment of high-quality postsecondary credentials and degrees and into careers with value in the labor market and as citizens in society. Guided Pathways is an umbrella term used to describe highly-structured student experiences that guide them on the pathway to completion.

Guided Self-Placement (GSP): *Guided Self-Placement (GSP)* is a locally developed tool or process that allows students, in consultation with counselors, to determine appropriate coursework for basic skills or entry-level classes. GSP is a response to considerable research that indicates that placement testing and other placement measures are not always sufficient predictors of success for individual students. In addition, GSP encourages students' personal metacognitive evaluation and self-determination as a part of the placement process. GSP tools provide students with basic information about multiple measures and helps them, through questions, examples, and course descriptions, determine the appropriate level of placement to encourage confidence and success.

In-reach: *In-reach* efforts inform and guide students already admitted to the college to promote timely success and completion.

Institutional Integrity: The concept of *institutional integrity* is characterized by consistent and ethical actions, values, methods, measures, principles, expectations, and outcomes, as defined by institutions. A college demonstrating institutional integrity provides clear, accurate, and current information to the college community and public.

Institutional Learning Outcomes (ILO): Institutional Learning Outcomes are the knowledge, skills, and abilities

a student is expected to leave an institution with, as a result of a student's total experience. Because General Education Outcomes represent a common core of outcomes obtained by students who are transferring or receiving degrees, some but not all, institutions equate these with ILOs.

Institution-Set Standards (ISS): *Institution set standards* are performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. Colleges are required to establish ISS in order to comply with federal regulations and accreditation standards. Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

Intrusive counseling: *Intrusive counseling* refers to proactive practices in counseling students; however, this term has been found to have negative connotations. Instead, please reference proactive counseling in this document.

Key Performance Indicators (KPIs): Key Performance Indicators (KPIs) are a set of metrics designed to measure institutional success in student progress through milestones, and are specifically used to monitor the effects of institutional initiatives. Guided Pathways KPI's for AACC specifically include only FTEIC (First Time EVER in College Students excluding dual enrolled and summer school students). More information is available at the AACC website: https://www.aacc.nche.edu/programs/aacc-pathways-project/pathways-institutes-resources/

Category	KPI
Completed Credits Momentum	Earned 6+ college credits in 1st term
	Earned 12+ college credits in 1st term
	Earned 15+ college credits in year 1
	Earned 24+ college credits in year 1
	Earned 30+ college credits in year 1
Gateway Math and English Momentum	Completed college-level math course in year 1
	Completed college-level English course in year 1
	Completed both college math and English in year 1
Persistence and Course Completion	Persisted from term 1 to term 2
	College-level course completion rate in year 1

The California Community Colleges CalPASS Plus Key Performance Indicators: The Cal PASS Plus Guided Pathways tab provides information on first-year momentum points including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results that include dual enrolled and summer students. https://www.calpassplus.org/LaunchBoard/GuidedPathways.aspx

Meta-Major: A *meta-major* is a collection of academic programs that lead to related occupations or have similar learning objectives, outcomes, content and/or resources. Programs within a meta-major will share some requirements which allows for early exploration as students may enroll in this broad field of interest without collecting excess units. Many colleges have chosen to use local terms instead of meta-majors, such as Areas of Interest, Focus Areas, Career and Learning Pathways. A metamajor is not a major: It is simply an organizing tool. Students will still need to declare a specific major to qualify for financial aid.

Milestones/Mile Posts: *Milestones* or *Mile Posts* represent measurable educational achievements, such as completing a college-level math course or the number of average units to complete a degree. Milestones often provide places where students may receive positive acknowledgment of their accomplishments or "nudges" to help them back on their stated educational pathway.

Multiple Measures Assessment Project (MMAP): The *Multiple Measures Assessment Project* is an effort led by Cal-PASS Plus and the RP Group, with support from the CCCCO, to build a data warehouse, analytic tools, and a communications strategy to support California Community Colleges (CCC) in implementing a process for placing students into college-level or developmental coursework based on multiple measures of assessment. http://rpgroup.org/projects/multiple-measures-assessment-project

Nudges: *Nudges* are faculty and student services-initiated actions that support and guide student decision-making by providing information while preserving freedom of choice.

Outreach: *Outreach* refers to efforts made by a college to contact and prepare prospective students.

Pathway/Program Map/Road Map: A *pathway* (also referred to as a *program map* or *road map*) is a descriptive and easy-to-use plan detailing the route a student takes to connect with, enter, progress through, and complete his/her program of study as well as the skills he/she needs to enter the labor market or transition to a baccalaureate program. Pathways include a semester-to-semester sequence of courses required to complete a credential efficiently. Pathways may include specific milestones for licensure or stackable credentials and general education recommendations. Across the state, colleges are taking differing approaches for the inclusion of GE courses in the program maps, ranging from specifically identifying each GE course to allowing "Any course in Area x."

Proactive counseling: *Proactive counseling* refers to proactive practices where students at-risk for academic failure or experiencing difficulty during the transition to the college are messaged or contacted regarding areas of concern. Proactive counseling may include extensive, data-driven monitoring of student activity at key milestones or simple nudges to students regarding impending activities that would benefit their success.

Program: A *program* is a set of courses and related activities that lead to an attainment of educational objectives such as a certificate or an associate's degree, and is often referred to as a major or a program of study. In Title 5 §55000(g), a "Program" is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. The term "program" may be used to refer to student service programs and administrative units, as well.

Program Learning Outcome (PLO): *PLOs* are those student learning outcomes specific to a program of study that indicate the skills and abilities students should be able to demonstrate upon completion of all program requirements. PLOs are often measured using the aggregated data collected by measuring critical course student learning outcomes of required coursework within the program of study.

Onboarding: The term *onboarding* may refer to many aspects of guided pathways design depending on the context. Onboarding within the context of student services can refer to processes and services intended to support a student's enrollment in the college and/or the information provided to help students determine a meta-major or general career path. Within an academic context, onboarding may refer to the processes used to determine college-readiness, and support curriculum and learning assistance services for students in order that they enter a program or pathways at the level where they will be most successful. Onboarding might include

offering corequisite support courses that align math and other foundational skills with a student's program and contextualized credit or noncredit curriculum.

Reassign Time: *Reassign time* (sometimes referred to as release time) is defined in local contracts but references the time or teaching load a faculty is reassigned, in order to perform duties outside of their regular job assignment.

Student Educational Plan (SEP): The **Student Educational Plan** is a term-by-term individualized plan of courses a student should take based on his/her placement levels, full-time/part-time status, summer term plans, and pathway selection. The SEP should guide students through registration. SEPs come in two forms, the aSEP or abbreviated educational plan, which typically represents the first semester or year of coursework, and the cSEP or comprehensive educational plan which maps a pathway to the degree.

Student Achievement: Student achievement can be defined as attainment of defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements that can be measured.

Student Learning: Student learning refers to the competencies (skill and knowledge) gained and demonstrated by students who are at the institution. Student learning competencies are expressed for segments of study or activity through measurable student learning outcomes (SLOs) at the institutional, program, degree, and course levels. (NOTE: Student achievement and student learning are viewed as distinct measures of institutional quality by the Accrediting Commission for Community and Junior Colleges (ACCJC)

Vision for Student Success CCCCO: The California Community Colleges *Vision for Success* is a document developed in 2017 by the Chancellor's Office and approved by the Board of Governors. This document lays out several goals for the system for the next decade.
A summary of the goals of the *Vision* is included below. By 2022 the CCC system will
- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

    The full document can be viewed here: http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: August	Year: 2018
		Item No: IV. E.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The AB 705 workgroup met on June 19th and July 18th to continue defining the parameters for the local implementation of AB 705. The Executive Committee will be updated on the status of the workgroup and the implementation of AB 705.

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

MEMORANDUM

July 20, 2018   AA 18-41 | Via Email

   TO: California Community Colleges and Districts

FROM: Alice Perez
       Vice Chancellor, Academic Affairs

       John Stanskas
       President, Academic Senate for California Community Colleges

   RE: Assembly Bill 705 Initial Guidance Language for Credit English as a Second
        Language

In preparation for the implementation of Assembly Bill (AB) 705, please review the following guidance on initial steps that colleges can take to begin moving toward compliance for students enrolled in credit ESL with a goal of degree and/or transfer.

WHAT THE LAW SAYS

As stated in the bill, "Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above. Education Code §78213 (d)(1)(B) states that colleges "must maximize the probability that. . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years."

TIMELINE

Full implementation of AB 705 for ESL is required by the fall of 2020.

IMPLEMENTATION GUIDANCE

Chancellor's Office, Academic Affairs Division

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752
www.CaliforniaCommunityColleges.cccco.edu   rev04162018
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Assembly Bill 705 Initial Guidance Language for Credit English as a Second Language
July 20, 2018

The three-year timeline is identified as six primary terms or nine quarters (as applicable) as it relates to credit English as a Second Language (ESL) instruction. As with the English and math guidance pertaining to the implementation of AB 705, the Chancellor's Office, in consultation with the Academic Senate of California Community Colleges (ASCCC), will be incorporating these recommendations into a package of modifications of the California Code of Regulations (title 5) for consideration by the Board of Governors in the near future. Pertinent to implementing AB 705 as it relates to credit English as a Second Language, colleges are strongly encouraged to begin the following:

- Review currently offered credit ESL curriculum and consider integrating skills (e.g. grammar/writing, reading/writing, or reading/writing/grammar). This does not prohibit the offering of stand-alone, elective credit ESL courses such as listening/speaking, vocabulary, pronunciation, grammar, reading or other courses that support language acquisition and lead to academic language proficiency, per AB 705, Section 1(a)(7).

- Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses

- Ensure that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters (or nine quarters) or fewer

- Begin intentional discussions between credit ESL and English Composition faculty to determine shared goals, specific curricular needs pertaining to successful skills scaffolding, and knowledge-sharing

- Explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to 1) teach English Composition to ESL students or 2) create a credit ESL course that is the equivalent of transfer-level English

- Increase professional development opportunities for credit ESL and English Composition faculty

- Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation

- Begin to establish structures that would allow the collection of data for ESL students by educational goal and background

- Begin intentional discussions between credit ESL faculty and your college's Guided Pathways planning and implementation group(s)

ASSESSMENT AND PLACEMENT INTO CREDIT ESL

Education Code §78213 (d)(1)(b) requires colleges to use "evidence-based multiple measures for placing students into English as a second language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within

three years." Guidance for what constitutes evidence-based multiple measures is being developed and will be shared with the field. Until that time, colleges can continue with current placement practices (incorporating existing multiple measures and placement tests).

MMAP FRAMEWORK FOR STUDENTS WITH FOUR YEARS OF HIGH SCHOOL DATA

Statewide MMAP data modeling demonstrates that ESL students coming from high schools with four complete years of HS performance data (approx. 20-25% of ESL students system-wide) may be eligible for direct placement into college-level English based on their HS GPA. The ESL and English rules are similar in terms of the GPA Decision Rules.

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required
HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

Colleges should be mindful that while some high school senior English language learners (ELLs) may indeed be ready for mainstreaming into transfer-level English, credit ESL at the community college is designed to enhance proficiency in English at a level of academic rigor that can better serve many ELLs who may have completed three or four years of high school English but whose language proficiency may still require attention to specific needs that are not met in transfer-level English even with co-requisite or co-curricular support.

FUTURE GUIDANCE

The AB 705 ESL Work Group will continue researching placement options for ESL students with fewer than four years of high school data, or no high school data (e.g., adult immigrants, refugees, and F1 Visa students), and the Chancellor's Office will release further guidance by December 2018.

MEMORANDUM

July 10, 2018   AA 18-40 | Via Email

   TO: California Community Colleges and Districts

FROM: Laura L. Hope,
        Executive Vice Chancellor, Educational Services and Support

        John Stanskas,
        President, Academic Senate for California Community Colleges

RE: Assembly Bill (AB) 705 Implementation

A BRIEF HISTORY

Since the adoption of the Master Plan for Higher Education in 1960, the California Community Colleges, in addition to their primary missions of academic and vocational instruction, were also tasked to provide "remedial instruction for those in need of it." As of 1986, title 5 regulations required that colleges employ multiple measures, which were often not well-defined, in order to provide placement recommendations for students. For well over a decade, faculty, staff, and administrators have been working to design tools and techniques to better support students enrolled in "basic skills" courses and improve their success. This work can be traced back to the late 1990s and early 2000s when there was a significant growth in the development of English, English as a Second Language (ESL), and mathematics course sequences designed to address students' perceived skill gaps in order to help them be more prepared for college-level course work. Even then, faculty questioned the efficacy of system placement processes in a 2004 Academic Senate paper urging the evaluation of placement processes and the impact on student success. In 2007, the Chancellor's Office published Basic Skills as a Foundation for Success in the California Community Colleges, a repository of strategies and approaches intended to improve the delivery of instruction and student services for students deemed "unprepared." This publication was created by the RP Group and the California Community Colleges and subsequent efforts were endorsed by the Academic

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Senate for California Community Colleges and resulted in a variety of innovative efforts across the state.

These efforts were well-intentioned and thoughtful, using the best information and research available at the time. Scaffolded course sequences were designed by faculty as a way to build student success by developing a foundation that would logically lead to transfer-level course success and ultimately college graduation and completion. Unfortunately, this approach also did not yield successful results as expected. Despite the best of intentions and care for students, the research landscape has shifted as an increasing number of studies indicate that traditional placement practices and course sequences have had unintended consequences including requiring students to retake course material they successfully completed in high school, placing students lower than in courses where they would be likely to succeed (sometimes referred to as "under-placement"), and reducing students' likelihood of completing the gateway course in the discipline (referred to as "throughput"). Due to a variety of complex factors, too few students successfully move through basic skills course sequences and finish transfer-level English and mathematics. A further concern is the likelihood that students of color and low-income students are more likely to be placed into the lowest levels and among the students least likely to persist and succeed.

Efforts like accelerated developmental courses have helped, and the research on such practices shows that more students are likely to thrive when these innovations are scaled; however, those practices are only available to a fraction of California's community college students enrolling in English and mathematics/quantitative reasoning according to the Public Policy Institute of California.   Some studies also suggest that accelerated developmental courses produce lower completion gains than models in which students enroll directly in transferable courses with concurrent support.

INTRODUCTION OF ASSEMBLY BILL (AB) 705

Assembly Member Irwin introduced AB 705, which was unanimously passed by the legislature and signed into law by Governor Brown in October of 2017. This bill is designed to accomplish several important outcomes that are paramount to the Chancellor's Vision for Success:

1. Increase the numbers of students who enter and complete transfer-level English and mathematics/quantitative reasoning in one year
2. Minimize the disproportionate impact on students created through inaccurate placement processes
3. Increase the number of students completing transfer-level English as a second language within three years

Because strategies to achieve these outcomes must be implemented by the fall of 2019 (fall of 2020 for ESL), faculty, staff, and administrators will need to actively engage various aspects of developmental education reform: assessment and placement,

curricular design, co-curricular design, and non-curricular support. Colleges should see this as an urgent call to innovate in order to serve their communities with the expectation that after two years, collected data will show improved rates of completion of transfer-level English and mathematics attainment. AB 705 adds a layer of accountability new to colleges and important for students. In order to demonstrate compliance, colleges are expected to justify their choices and collect data demonstrating efficacy. Colleges that choose not to innovate in these areas are expected to implement the minimum default parameters set by the system. In this case, local or additional validation research will not be required. Alternatively, colleges can choose to conduct their own local placement research to ensure their practices comply with the requirements of the law. For colleges that do choose to locally innovate in these areas, the Chancellor's Office and the Academic Senate will support and encourage those implementation efforts.

As the Chancellor's Office works toward more specificity regarding the implications of AB 705, many faculty and staff have asked about the role of local innovation and validation in light of the default statewide placement rules. If a college adopts the default placement rules, the college is AB 705 compliant but that is the minimum level of compliance. There are significant opportunities for local customization and innovation in the form, delivery, and/or amount of concurrent support for students enrolled in transfer-level course work.

Colleges may opt to develop their own placement rules. If these rules place students into pre-transfer-level coursework who would otherwise be allowed access to transfer-level coursework under the default rules, the college must collect data to demonstrate students benefit from those local decisions. They will need to demonstrate that those students are highly unlikely to succeed in transfer-level if placed there directly and that the lower placement gives students the best chance of completing transfer requirements in math and English.

Similarly, special programs in which students start in non-transferable coursework (e.g. an accelerated two-semester sequence) are AB 705 compliant if the college is able to demonstrate that the program serves students who are highly unlikely to succeed in transfer-level coursework and that the program maximizes those students' likelihood of completion of the transfer-level English or math (or educational goal appropriate course) within two primary semesters (or three primary quarters). Colleges will still need to honor students' right to enroll in transfer-level courses unless it can be demonstrated that students are highly unlikely to succeed. The burden of proof is not on the student but on the college to demonstrate that transfer-directed students with the lowest likelihood of success in the transfer-level course have a better chance of completing transfer-level coursework if required to enroll in the special program.

Numerous tools already exist for collecting the necessary evidence (such as students high school performance if not already locally collected/available) and conducting the appropriate analyses for doing so under the resources section of the web page for the Multiple Measures Assessment Project. Additional tools and resources to support local research are already being developed to further assist colleges in their efforts and will

be rolled out over the summer. Nonetheless, while the specifics may vary from college to college, the direction of what AB 705 requires is clear. Colleges should be acting now to evaluate and redesign all aspects of developmental education and transfer attainment focused on these areas: assessment and placement, curricular design, co-curricular design, and non-curricular support.

THE GOAL OF IMPLEMENTATION

The Chancellor's Office views AB 705 as a fundamental approach for the California Community College System to restructure developmental education in ways that will provide more inclusive and expansive access to transfer-level English and mathematics/quantitative reasoning courses and increase the numbers of students who successfully move through these high-stakes gateways. The evidence demonstrates that increased transfer-level access provides increased success, and so the Chancellor's Office is expecting that college policies and practices will shift to align with the intent of the law. Policies, practices, and pedagogy should reflect that shift in providing more opportunity and fewer barriers. As the efforts for colleges to locally apply the law continue to be evaluated, this intent will be the primary focus of any System-wide and local validation, monitoring, or review by the Chancellor's Office. More information on validation processes and disaggregation requirements will be made available as the Implementation Advisory Committee continues the work of planning for implementation. Because the Vision for Success outlines ambitious goals to erase barriers to equitable outcomes, the Chancellor's Office will be monitoring the implementation of AB 705 very closely.

ASSESSMENT AND PLACEMENT

Assessment and placement are foundational building blocks for AB 705. The traditional paradigm in which students are evaluated by a cognitive skills test has changed to one that utilizes high school performance data as the primary means for predicting student success. This shift may sound nuanced, but, in fact, colleges must move from a system that utilizes assessment for placement schema that demand demonstration of skill to one where the assessment for placement schema is a predictor of success in a course. Research has demonstrated that indicators like overall high school GPA, individual course-taking performance, and course-taking patterns have equal or superior predictive value than the traditional assessment tests because they are a better reflection of students' capacity. High school performance metrics have been shown to be most predictive, especially when the student is within ten years of high school graduation. The shift toward these metrics in placement schema should also allow students to demonstrate other factors that may impact educational performance like motivation, commitment, and maturity. Colleges will need to develop placement models that align within the framework of the law to address the needs of all students with varying needs, not just recent high school graduates.   In addition, clarifying students' educational goals and ensuring appropriate course selection is especially critical when establishing mechanisms for placement in mathematics/quantitative reasoning courses.

Assembly Bill (AB) 705 Implementation
July 10, 2018

Under AB 705, colleges are prohibited from placing students into a pre-transfer course in mathematics or English unless the following conditions exist:

1. Students must be highly unlikely to succeed in the transfer-level course **AND**
2. Enrollment in the pre-transfer course will improve the students' likelihood of completing the transfer-level course in a one-year time frame.

The purpose of these standards is to assure that the risk of student underplacement is minimized and the probability of student completion is maximized. These two tenets are most readily understood through the use of the research conducted by the Multiple Measures Assessment Project, MMAP, team in support of the AB 705 Implementation Advisory Committee. This research indicates that direct placement into transfer-level English and/or mathematics/quantitative reasoning may best serve many students, particularly those who recently completed high school. The MMAP analysis represents an (2007-2014) analysis of students who were given a placement recommendation using Accuplacer and then correlated to their high school grade point averages and success in the class in which they first enrolled. The comparison, and AB 705, identify "throughput" as a baseline metric, meaning that students must have a better completion rate within one year if placed below transfer than the baseline rate from the data analysis. The following data tables demonstrate that a higher percentage of students are more likely to successfully complete a transfer level course in one year than the data from the cohort placed one level below. Hence, more students get through transfer level (throughput) when unfettered from even a single basic skills course using the current curricular and support mechanisms in place.

The following tables provide baseline success rates for students that are within ten years of high school graduation. Analysis performed by the MMAP team demonstrates that even students with the lowest levels of high school performance are more likely to successfully complete a transfer level course in one year if they are placed directly into transfer level, rather than being placed even one level below given the current structure of developmental education from a system level.

These are what will be known as the "default placement rules," which can be used immediately in order to comply with the requirements of AB 705. Note that each threshold includes recommendations for concurrent support depending on students' backgrounds and needs. As noted in previous guidance, the Chancellor's Office recommends that students who have graduated from high school within the past ten years and have a goal of transfer or degree attainment should be recommended to enroll directly into transfer-level courses in English, statistics/liberal arts mathematics, and BSTEM-based mathematics using on the correlations as follows:

High School Performance Metric for English	Recommended AB 705 Placement for English
HSGPA ≥ 2.6 Success rate = 78.6%	Transfer-Level English Composition No additional academic or concurrent support required

HSGPA 1.9 - 2.6 Success rate = 57.7%	Transfer-Level English Composition Additional academic and concurrent support recommended
HSGPA < 1.9 Success rate = 42.6%	Transfer-Level English Composition Additional academic and concurrent support strongly recommended

High School Performance Metric for Statistics/Liberal Arts Mathematics	Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics
HSGPA ≥ 3.0 Success rate = 75%	Transfer-Level Statistics/Liberal Arts Mathematics No additional academic or concurrent support required for students
HSGPA from 2.3 to 2.9 Success rate = 50%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support recommended for students
HSGPA < 2.3 Success rate of 29%	Transfer-Level Statistics/Liberal Arts Mathematics Additional academic and concurrent support strongly recommended for students

High School Performance Metric BSTEM Mathematics[1]	Recommended AB 705 Placement for BSTEM Mathematics
HSGPA ≥ 3.4 OR HSGPA ≥ 2.6 AND enrolled in a HS Calculus course Success rate = 75%	Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students
HSGPA ≥2.6 or Enrolled in HS Precalculus Success rate = 53%	Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students
HSGPA ≤ 2.6 and no Precalculus Success rate = 28%	Transfer-Level BSTEM Mathematics

[1] Note: The BSTEM table presumes student completion of Intermediate Algebra/Algebra 2, an equivalent such as Integrated Math III, or higher course in high school. Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course.

	Additional academic and concurrent support strongly recommended for students

MEASURING INNOVATION

The thresholds in these tables provide a minimum threshold for comparison for colleges who seek to conduct their own research and develop their own innovations, taking care to use the benchmark rates for students at the same level of high school achievement. For instance, if a college has an acceleration model that includes the use of a prerequisite course in preparation of a transfer-level English and/or mathematics/quantitative reasoning course, the throughput for those innovations should meet or exceed the percentages in these tables for all students at similar levels of high school achievement. As title 5 currently allows in 55003(g), colleges have not more than two years to innovate and validate their own innovations and compare the effectiveness of those designs to the tables above. The primary philosophy in this recommendation is that students should not be placed or directed in any way such that their completion of the transfer-level gateway course would be less likely than it would have been with direct placement into the course.

The complexity of the placement process cannot be overstated. The diversity of student goals, skills, and educational history are all considerations when developing effective placement models. Not all students are matriculants from high school; for some institutions more than half the students are over the age of 25. Colleges will need to innovate to determine how best to serve returning students. Similarly, colleges must also serve other populations who may have foundational learning needs, and these students must also be served within the context of AB 705, but their needs may require colleges to consider other curricular supports or reforms.

Many practitioners have inquired about the future of cognitive assessment tests going forward. AB 705 prohibits colleges from using testing instruments that have not been approved by the Board of Governors. Currently, the Board of Governors has not approved any testing instruments for placement, despite the claims of some testing companies. As this work evolves, that situation may change, but colleges should proceed with implementation with the assumption that cognitive skills tests will not be a viable part of the placement process in the foreseeable future for English and mathematics/quantitative reasoning.

Some have expressed concern for DSPS students or EOPS students and the movement toward placing more students directly into transfer, and additional research by the MMAP research team demonstrates that these students, like many others, benefit from direct placement. Like other students, they are also much more likely to successfully complete their gateway English and mathematics courses when placed directly. Placement practices, in general, have been more recently informed by the evidence of greater student capacity than we have previously afforded students. AB 705 invites the

California community colleges to shift the thinking in favor of what students can do, rather than making assumptions about what students cannot do.

Questions have also been raised about the impact of students who have been given a placement recommendation previous to implementation of new local and state-wide policy. The Chancellor's Office recommends that students retroactively benefit from improvements to their placement recommendations once colleges implement AB 705 compliant infrastructure.

CURRICULAR DESIGN

These placement reforms imply significant curricular reforms, and faculty are encouraged to engage new ways of delivering course material and planning support inside and outside of the classroom. Previous efforts like the BSSOT grants and acceleration have resulted in many effective practices that might be amplified even further with additional resources or design efforts. The Chancellor's Office and the Academic Senate encourage the continuation of innovative practice that also includes rigorous evaluation of effectiveness to assure that students are successfully reaching and completing transfer-level coursework. Compression of a 2.5-year traditional sequence into an academic year is not the goal, however. Rather, the goal is to provide students with the essential skills necessary to be successful in the gateway English or mathematics/quantitative reasoning course and beyond, depending of the students' goals. Faculty should also design pathways that align with the students' overall goals, and administrators should assure that students have access to these pathways based on the distribution of various majors among the local student population. For instance, if the college educates a large population of students who are non-STEM majors, those students should have access to pathways like liberal arts mathematics or statistics, not just a traditional algebra pathway. Colleges are also encouraged to innovate and design curriculum that best serves their students. For example, a practical mathematics course specifically designed for career technical programs that includes elements of algebra, geometry, and perhaps some trigonometry applied to construction trades may best serve some students. The ASCCC is currently working in partnership with mathematics faculty across the state to create proposals for local consideration.

It is also important to note that the completion of intermediate algebra is not explicitly required for UC transfer. Colleges have the capacity to [verify the "equivalent" skills at the local level,](#) which can be legitimately based on high school performance or course-taking. As colleges adopt a guided pathways framework, revisiting mathematics and quantitative reasoning options and how students select them should be an integral element of the implementation of AB 705. A recent study by West Ed called [Multiple Paths Forward: Diversifying Mathematics as a Strategy for College Success](#) indicates that these options are critical for student success.

Based on the placement recommendations discussed above, a majority of students will be placed directly into transfer-level courses. For a smaller number of students, direct placement may not be the best path. Colleges may retain developmental course options, but they may not compel students to enroll in those courses without the conditions permitted in the law. Faculty should determine which of those courses remain relevant and determine whether or not those courses should continue as credit or noncredit depending on their intent. In order to serve all potential students, colleges may develop more than one transfer mathematics/quantitative reasoning course, and colleges that establish any prerequisite courses must be validated according to the framework in this guidance. That framework ensures that those students' throughput is at least as high as direct placement would have been and that students are not blocked from transfer-level courses unless there is evidence that they are highly unlikely to succeed there. Pre-transfer offerings should strongly be considered as noncredit.

AB 705 stresses a maximum one-year time frame, and the "clock" for that curricular design should be no more than 2 semesters (or 3 quarters as applicable). The one-year limit begins once individual students begin taking mathematics and English courses that are part of a sequence leading to transfer-level (either credit or noncredit). However, the funding formula favors the completion of transfer-level mathematics and English in the students' first year of enrollment. This emphasis is supported by a variety of research studies that point to this benchmark as a key completion indicator. Optional preparatory activities offered for credit or noncredit, such as "math jams" or "gear up" programs that include refresher information in English or mathematics as well as college success skills do not count as part of the one-year time frame for AB705 if they are not part of a required course.

CO-CURRICULAR SUPPORT

Co-curricular support will also be an essential component to curricular redesign efforts. Many colleges have observed significant increases in students' success through co-curricular support models that promote skill and affective development while students are simultaneously enrolled in transfer courses. Typically, faculty have developed additional classroom or learning center options for students that not only focus on practice but on the accelerated acquisition of college-level skills. All of these options, however, should be developed with an eye on maintaining reasonable unit thresholds and out of class time, as AB 705 outlines.

For English, reading skills development will likely play a prominent role in any redesign plans. Although AB 705 does not expressly discuss reading, if reading courses are part of the pathway to transfer level English courses, then they are clearly part of the one-year curricular design sequence. Overall, the community college system has been moving increasingly toward integrated instruction of reading and writing, with fewer than 20 colleges maintaining separate reading departments. The intent of the law is to ensure students' educational progress is not protracted by inappropriate placement into remediation. For colleges with separate reading and English courses, one option may be to consider an emphasis on integrated reading and writing pedagogy within

transfer-level English composition and revising course outlines to include reading faculty as discipline-qualified to teach co-curricular support courses or activities. It is important that reading and English faculty collaborate in the creation of a curricular design and support structure that serves the needs of students and complies with the law. Another approach may be to integrate reading instruction into co-requisite and/or support infrastructures for students who may have more of these needs. Additionally, while the demonstration of reading skills is a requirement for students earning a local Associate's Degree, that requirement can be met a number of ways. Colleges are encouraged to explore a variety of best practices to verify that students possess these skills before they graduate.

English as a Second Language (ESL) is not included in this guidance and will be addressed separately as the ESL Implementation Subcommittee continues its efforts. The release of the initial guidance for local implementation of AB 705 for ESL students is expected prior to the beginning of the fall of 2018. Full implementation of AB 705 for ESL is required by the fall of 2020.

NON-CURRICULAR SUPPORT

Non-curricular support is a fundamental component of redesign discussions and efforts (e.g., counseling, mentoring, and guidance related to students' goals). Work with mindset and affective student support may also be part of the implementation strategy to amplify the effectiveness of reforms related to AB 705. With the implementation of guided pathways, the integration between academic affairs and student services has never been more important. While colleges often direct support to unique populations, colleges should strive to provide similar support at scale to all students.

CONCLUSION

Because of the importance of this transition, colleges should anticipate a Chancellor's Office request for local goals, data collection, and monitoring. Future efforts related to implementation of the law include regulatory language in title 5 that reflects the basic tenets as well as a revision of the CB-21 coding within the MIS system. It is also relevant to note that eligibility for both AB 19 and guided pathways funding are contingent upon compliance with AB 705.   Even more than compliance, however, the colleges have an unprecedented opportunity to improve the opportunity and access for students while simultaneously addressing stubborn inequities within our system that disadvantage those students who need educational opportunity the most. The California Community Colleges are at the very beginning stages of this work together, and moving forward, the Chancellor's Office and the Academic Senate are urging innovative practices, courageous conversation, and rigorous evaluation.

Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: August	Year: 2018
		Item No: IV. F.	
		Attachment: Yes (3)	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on Faculty Diversification and discuss future direction.

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

Equal Employment Opportunity

LONGITUDINAL DATA GUIDE

California Community Colleges Chancellor's Office

Eloy Ortiz Oakley, Chancellor

2018

FOREWORD

Eloy Ortiz Oakley, Chancellor

The Board of Governors of the California Community Colleges recently adopted a new Vision for Success that will strengthen the California community colleges to meet California's workforce needs. The Vision for Success established several ambitious system-wide goals related to student success that are anchored by quantifiable data on student outcomes.

One of the goals identified in the Vision for Success relates to student equity gaps. By 2022, our system intends to:

> "Reduce equity gaps across [various measures] through faster improvements among traditionally underrepresented groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years."

Studies have clearly shown the educational benefits of a diverse faculty on student success, and our colleges have a responsibility to establish a workforce that is continually responsive to the needs of our diverse student population. Our Equal Employment Opportunity (EEO) programs are essential for student success and play an invaluable role in meeting the system-wide goals identified in the Vision for Success.

Data will continue to play an increased role in measuring outcomes at our colleges. The Chancellor's Office is committed to fostering the use of data, inquiry and evidence to meet our system's full potential. Data analysis should be a regular practice used for improving services at all levels, and is an integral component of the Guided Pathways framework. Our EEO programs are no exception.

Our colleges have an opportunity and obligation to collect local employment data and analyze it to ensure that all qualified applicants have an opportunity to work in our system and make a positive impact on the lives of our students. The analysis of this employment data is vital to the identification and elimination of barriers to employment and establishing the richly diverse workforce that our students need and deserve.

Our EEO programs are essential for student success. I truly hope that this EEO Longitudinal Data Guide serves as a useful reference that spurs conversations about the implementation and effectiveness of our EEO programs.

Sincerely,

Eloy Ortiz Oakley, Chancellor

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INTRODUCTION

The Board of Governors of the California Community Colleges has established regulations to address the administration of Equal Employment Opportunity (EEO) programs within the system. Title 5, section 53024.1, acknowledges that "establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort." The EEO regulations are found in title 5, chapter 4, subchapter 1, and include several major requirements:

- EEO Plan reviewed at least every three years;
- EEO and Diversity Advisory Committee to develop and implement EEO Plan;
- Training for selection committees and EEO advisory committees;
- Procedures for the investigation of discrimination complaints;
- Collection and longitudinal analysis of employment data ;
- Remedies.

In December 2015, the Chancellor's Office, working with the Statewide EEO and Diversity Advisory Committee, implemented a new EEO fund allocation model that requires each district to have an updated EEO Plan and an active local EEO Diversity Advisory Committee as a prerequisite to the receipt of EEO funds. In December 2016, the Chancellor's Office disseminated an EEO and Diversity Best Practices Handbook[1] to provide innovative, effective, sustainable and data-driven examples of programs that promote diversity in hiring and promotion at our community college districts.

Additional EEO funding in the state budget[2] has allowed our local EEO programs to implement new and creative EEO strategies. The additional funding has also brought increased attention to data, including demographic data related to hiring outcomes and data as an analytic tool to assess the effectiveness of local hiring practices.

This EEO Longitudinal Data Guide is intended to serve as a reference for districts as to the collection and use of local EEO data – it summarizes the legal requirements, highlights the advantages of a strong local EEO data program and offers examples of colleges and districts in our system that are already putting this data to good use. We hope you will use this EEO

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[1] See EEO and Diversity Best Practices Handbook.

[2] The fiscal year 2015 - 2016 California state budget provided an additional $2,000,000 annually for the promotion of EEO programs in the community college system.

Longitudinal Data Guide in conjunction with the EEO and Diversity Best Practices Handbook as you continue to develop your EEO and Diversity programs.

WHAT IS "LONGITUDINAL DATA?"

A dataset is longitudinal if it tracks the same type of information on the same subject over a period of time. Sports franchises routinely create longitudinal datasets containing information related to player performance. A baseball team, for example, might conduct a "longitudinal analysis" of a player's batting average over a period of 10 successive years in an effort to identify trends and project future performance.

The primary advantage of longitudinal databases is that they can identify patterns and measure change. For example, baseball teams can estimate the effect of various factors, including weather, opponents or location on player performance over time. They might also analyze the overall effectiveness of individual coaches by examining the performance of successive rosters of players. The use of data analytics has revolutionized the way sports franchises evaluate talent and expend resources.

In the context of our EEO programs, an analysis of district recruitment, hiring, retention and promotion data over a period of years may help identify when non job-related factors result in the significant underrepresentation of a monitored group. A longitudinal analysis of EEO data serves as a powerful tool to ensure that district policies and procedures do not have an adverse impact on a protected class of individuals. Longitudinal EEO data may also demonstrate the impact of changes in local policies on the phases of the employment process.

The longitudinal analysis of EEO data is not only a good idea, it is required by title 5.

WHY SHOULD I COLLECT AND ANALYZE LONGITUDINAL DATA?

The purpose of our local EEO programs is to ensure all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with each local district. Equal employment should include identifying and eliminating barriers to employment that are not job related, and creating an environment that fosters cooperation, acceptance, democracy, and the free expression of ideas. Our colleges must be welcoming employment destinations for men and women, persons with disabilities and individuals from all ethnic and other groups protected from discrimination under the law (section 53001(c).)

Data is a powerful tool that allows our districts to measure the impact of local hiring practices on specific monitored groups over a period of years. An analysis of EEO and employment data allows each local district, EEO Advisory Committee and chief human resources officer to monitor local hiring practices, and to identify and eliminate any barriers to employment at the local level.

A longitudinal analysis of local employment data enables districts to identify potentially problematic local policies and processes that serve as barriers to employment. The elimination of these barriers, over time, will lead to broader pools of qualified applicants and a faculty and staff that reflects the diverse students that we serve. There are many benefits to the collection and analysis of longitudinal EEO data, including:

(1) Improving Faculty Diversity Improves Student Outcomes.

Statewide demographic data shows that the community college student population has become increasingly diverse over the last several years. In the 2016-17 academic year, underrepresented minorities made up more than 50 percent of our students statewide.[3] Our workforce does not reflect the diversity of the students that we serve. For example, just over 22 percent of our tenured/tenure track faculty identify as an underrepresented minority.[4]

Studies have shown the educational benefits of a diverse workforce. A recent study at a California community college showed underrepresented minority students who were taught by underrepresented minority instructors were able to close the achievement gap by 20-50 percent.[5] The study found interactions between underrepresented minority faculty and underrepresented minority students positively affected longer-term student outcomes related to subsequent course selection, retention and degree completion.

When a district conducts a longitudinal analysis of local employment data to identify and eliminate barriers to employment, it extends employment opportunities to a broader range of individuals, leading to an increase in the diversity and talent of the district's workforce. Our students will reap the educational benefits of those efforts.

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[3] Underrepresented minorities include Black, Hispanic, Native American and Pacific Islander. Data generated from the CCCCO Data Mart.

[4] CCCCO Report on Staffing for Fall 2016: Employee Ethnicity/Gender Report.

[5] Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91.

(2) Improving Faculty Diversity Improves the Quality of Instruction.

A growing body of research suggests diversity in the workplace adds to the diversity of ideas and attitudes within an organization. Studies also show that in the private sector, a diverse workforce may have a positive impact on a company's bottom line. Companies in the top quartile for racial and ethnic diversity are 35 percent more likely to have financial returns above their respective national industry medians.[6]

At the college level, studies have shown increased faculty diversity provides several institutional benefits, including more student-centered approaches to learning and more research focused on issues of race/ethnicity and gender.[7] Increased diversity of ideas and attitudes within our faculty ranks is healthy for our system and beneficial to our existing tenured/tenure track and part-time instructors. If barriers to employment discourage or remove qualified instructors with diverse backgrounds and experiences from an applicant pool, the workforce itself is deprived of new ideas, approaches and perspectives.

(3) Improving Faculty Diversity will Protect Districts Against Liability.

A robust EEO data analysis program can reduce a district's legal liability. Both the Civil Rights Act of 1964 and the California Fair Employment and Housing Act prohibit employers from discriminating against employees based on a number of protected characteristics, including race, gender, religion, sexual orientation and national origin.

There are two basic ways for an individual to bring a discrimination charge against a district: alleging discrimination by disparate treatment or by disparate impact.

- Disparate treatment cases arise when an employer singles out a person or a group of individuals and treats them differently based on a protected classification.
- Disparate impact cases arise when an employer's policy or practice has the effect of discriminating against a protected class of people even though it does not single them out for differential treatment. In a disparate impact case, the discrimination does not have to be intentional – an individual must merely demonstrate that an employer's neutral policy has a disproportionate effect on members of the protected class.

A longitudinal analysis of local employment data enables districts to identify potentially problematic local policies and processes that serve as barriers to employment.

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[6] Hunt, Vivian, et al. "Why Diversity Matters," accessed 14 December 2017.

[7] Milem, Jeffrey F. "The Educational Benefits of Diversity: Evidence from Multiple Sectors." Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education, ed. M. Chang et al., *Stanford University Press*, 2003.

Remember that a district may be liable for employment policies and practices that have a disparate impact on a protected class – even if the resulting discriminatory effect is unintentional. A district that identifies and addresses issues with its employment processes proactively may save the time, trouble and legal expenses associated with responding to a lawsuit or discrimination complaint later. If you have legal questions related to local hiring processes or applicable discrimination laws, please confer with your local counsel.

(4) It's Just the Right Thing to Do.

The purpose of our local EEO programs is to ensure all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment in the community college system. We are public servants and owe it to our students, our employees and the people of the state of California to ensure our policies and practices comply with applicable laws and produce a strong workforce that meets the diverse needs of our students and communities.

TITLE 5 EEO LONGITUDINAL DATA REQUIREMENTS

Title 5, section 53003[8], requires the governing board of each district to develop and adopt a written EEO Plan to implement its local EEO program. Section 53003(c)(6) requires each local EEO Plan to include:

a process for gathering information and periodic, ***longitudinal analysis of the district's employees and applicants***, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a)[9] to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures (emphasis added).

Section 53006(a) requires each district to review the longitudinal information gathered about the district's employees and applicants "to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process." The phases of the employment process "include, but are not limited to recruitment, hiring, retention and promotion."

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[8] All references are to California Code of Regulations, title 5, unless otherwise indicated.

[9] The job categories listed in section 53004(a) include: (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; and (7) service and maintenance.

Section 53006(a)(1) further requires districts to conduct a "longitudinal analysis of data regarding job applicants…to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool." Where this review identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts are required to implement additional measures designed to address the specific areas of concern.[10] These measures include:

- A review of district recruitment procedures;
- A review of each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if they are job-related, consistent with federal law, and consistent with the qualifications established by the Board of Governors;
- Discontinue the use of any locally established qualification that has not been found to satisfy all these requirements;
- Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address area(s) of specific need.

Section 53023 provides more detail regarding the analysis of applicant pool data and the responsibilities of district chief human resources officers. Section 53023 provides, in part:

(b) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the chief human resources officer or designee. All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the *qualified applicant pool*.

(c) The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job-related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the [longitudinal] analysis described in section 53006(a).

In summary, title 5 requires local districts to take specific actions related to the collection and analysis of EEO employment data, including:

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[10] See section 53006(b) for a full list of "additional measures."

- The district's EEO Plan must contain a process for gathering information and conducting a periodic longitudinal analysis of the district's employees and applicants, by monitored group and job classification (section 53003(c)(6).)
- The district must review applicant and employee longitudinal data related to the entire employment process, including recruitment, hiring, retention, and promotion (section 53006(a).)
- For applicant data, the district must review and compare the composition of the initial applicant pool with the composition of the qualified applicant pool (section 53023(c).)
- If the longitudinal analysis of job applicant data shows that a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool due to non-job related factors in the employment process, the district is required to implement additional measures (section 53006(a)(1).)

A complete copy of the title 5 provisions related to the local collection and analysis of EEO employment data is included as Appendix A.

HOW DO I USE LONGITUDINAL DATA?

With a complete and reliable employment data set, our districts can conduct helpful, interesting, and insightful analyses. For example, districts may look at full-time faculty employment data by discipline, by date of hire or by recruitment method. Our districts are in the best position to know what types of analyses are most useful at the local level and how best to use the information gathered within the local organizational structure. How a district uses longitudinal data is largely a local decision.

There are two specific types of analyses related to a district's use of longitudinal employment data that are required by title 5.

(1) Significantly Underrepresented Group Analysis

Districts are required to identify any "significantly underrepresented groups," where actual representation is below 80 percent of projected representation. Title 5, section 53001(l) defines "significantly underrepresented group" as "any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question." The job categories identified in section 53004(a) include:

- Executive/administrative/managerial

- Faculty and other instructional staff
- Professional non-faculty
- Secretarial/clerical
- Technical and paraprofessional
- Skilled crafts
- Service and maintenance

In an "80 Percent Rule" analysis, the district compares the percentage of individuals from a monitored group in a job category with the district's projected representation for the same group. Title 5 does not define "projected representation" for purposes of the 80 Percent Rule – it is a local decision. Local districts have the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district's service area, labor market availability for the job category or previous demographics of job applicants.

EXAMPLE: The Salton Sea Community College District is conducting an 80 Percent Rule analysis on its executive/administrative/managerial staff. The district has decided to establish "projected representation" for this job category based on community demographics in the district's service area.

Salton Sea Community College District

Demographic Group	Community Demographics (Projected Representation)	Actual Representation In Job Category
White	50%	60%
Hispanic	25%	20%
Black	10%	5%
Other	15%	15%

Remember that the purpose of the 80 Percent Rule is to determine whether any monitored group is "significantly underrepresented" in a job category. Here we are conducting an analysis of the Salton Sea Community College District's executive/administrative/managerial employees.

Analysis of Hispanic Employees: Of the residents in the Salton Sea Community College District service area, 25 percent identify as Hispanic, and the district has decided to use this measure to establish projected representation for the job class. Twenty percent of the

Salton Sea Community College District's executive/administrative/managerial employees identify as Hispanic. Obviously, the 20 percent actual representation of Hispanic employees is lower than the 25 percent projected representation of the same group, but are Hispanic employees "significantly underrepresented" under the 80 Percent Rule? To find out, we divide the actual representation by the projected representation of the monitored group:

.20 (actual representation) ÷ **.25** (projected representation) = **.80**

The actual representation of Hispanic employees in the executive/administrative/ managerial group is exactly 80 percent of the projected representation for that group. Title 5 defines "significantly underrepresented group" as any monitored group for which the percentage of persons from that group employed by the district is *below* 80 percent of the projected representation for that group in the job category in question. Since the actual representation of Hispanic employees is not below 80 percent of the projected representation, Hispanic employees are *not* a significantly underrepresented group under title 5's 80 Percent Rule.

Analysis of Black Employees: Of the residents in the Salton Sea Community College District service area, 10 percent identify as black, and 5 percent of the Salton Sea Community College District's executive/administrative/managerial employees identify as black. Again, the 5 percent actual representation of black employees is lower than the 10 percent projected representation of the same group, but are black employees "significantly underrepresented" under the 80 Percent Rule?

.05 (actual representation) ÷ **.10** (projected representation) = **.50**

The actual representation of black employees in the executive/administrative/ managerial group is 50 percent of the projected representation for that group. Title 5 defines "significantly underrepresented group" as any monitored group for which the percentage of persons from that group employed by the district is *below* 80 percent of the projected representation for that group in the job category in question. Since the actual representation of black employees is below 80 percent of the projected representation, black employees *are* a significantly underrepresented group under title 5's 80 Percent Rule.

Existence of a "significantly underrepresented group" is not proof that discrimination has occurred. Instead, the Salton Sea Community College District's determination that a monitored group is significantly underrepresented in a job category provides an opportunity for the district to review existing employment practices to identify any non-

job-related barriers to employment and amend employment policies and practices as appropriate.

(2) EEOC Adverse Impact Test

Districts are required to determine whether employment selection procedures have an "adverse impact" on a monitored group based on EEOC guidelines. Title 5, section 53001(a) defines "adverse impact" as "a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's 'Uniform Guidelines on Employee Selection Procedures') applied to the effects of a selection procedure and demonstrat[ing] a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940."

Section 53024(d) further references the Equal Employment Opportunity Commission (EEOC) Guidelines: "Selection testing for employees shall follow procedures as outlined in the EEOC's 'Uniform Guidelines on Employee Selection Procedures'."

The EEOC's "Uniform Guidelines on Employee Selection Procedures" (Uniform Guidelines) were established as guidance for employers to monitor, identify and eliminate potentially discriminatory hiring practices.[11] The Uniform Guidelines incorporate the concept of adverse impact and provide a "rule of thumb" for determining when an adverse impact may exist in a hiring process. Generally, an adverse impact exists when a selection process works to the disadvantage of members of a race, sex, or ethnic group. Adverse impact is measured under the EEOC's 4/5ths "rule of thumb" (Adverse Impact Test).

Under the EEOC's Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. The EEOC has established a four-step process for employers to follow when conducting the EEOC's Adverse Impact Test:

(1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group).

(2) Observe which group has the highest selection rate.

(3) Calculate the impact ratios, by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group).

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[11] See EEOC's "Questions and Answers to Clarify and Provide a Common Interpretation of the Uniform Guidelines on Employee Selection Procedures," at EEOC.gov.

(4) Observe whether the selection rate for any group is substantially less (i.e., less than 4/5ths or 80 percent) than the selection rate for the highest group.

EXAMPLE: The Lake Almanor Community College District is conducting a longitudinal analysis of faculty hires over the last three years. The district's human resources department compiles the following data related to applicants and hires:

Lake Almanor Community College District

Applicants	Hired	Selection Rate Percent Hired
80 White	48	48/80 or 60%
40 Black	12	12/40 or 30%
24 Hispanic	6	6/24 or 25%

The EEOC's Adverse Impact Test will allow the Lake Almanor Community College District to determine whether its hiring practices may have an adverse impact on a monitored group. Remember that under the EEOC's Adverse Impact Test, adverse impact may exist when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. In our example, white applicants have the highest selection rate at 60 percent.

Analysis of Black Selection Rate: The black selection rate (30 percent) is half or 50 percent of the white selection rate (60 percent). Since 50 percent is less than 4/5 (80 percent), an adverse impact exists under the EEOC's Adverse Impact Test.

Analysis of Hispanic Selection Rate: The Hispanic rate (25 percent) is 42 percent of the white selection rate (60 percent). Since 42 percent is less than 4/5 (80 percent), an adverse impact exists under the EEOC's Adverse Impact Test.

If a district's analysis of employment data under the EEOC's Adverse Impact Test shows that an adverse impact exists, it is not proof that discrimination has occurred. The EEOC's Adverse Impact Test is a self-described "rule of thumb," and not a legal definition. It is a statistical tool established by the EEOC to determine whether there is an initial inference of adverse impact. When a district finds that a monitored group is adversely impacted, it should take the opportunity to assess hiring policies and practices to determine why certain groups were eliminated at a substantially higher rate than other groups. If the elimination was based on non-job related factors, the district has a responsibility to amend its hiring practices to ensure that all applicants have an equal opportunity for employment at the district.

It should also be noted that the EEOC's Adverse Impact Test may be applied to each step along the hiring process. The EEOC's Adverse Impact Test can be applied as applicants move from the initial applicant pool to the qualified applicant pool, and from the qualified applicant pool to interviews. From recruitment to hiring, retention, and promotion, the EEOC's Adverse Impact Test is a helpful tool for our districts to use when conducting longitudinal analyses of local employment data.

Finally, sample sizes are important. Title 5, section 53001, provides that a disparity identified in a district's selection process will not be considered to constitute adverse impact "if the numbers involved are too small to permit a meaningful comparison." The longitudinal analysis of employment data, including the use of the EEOC's Adverse Impact Test, involves several local decisions and should be implemented at each district in a manner that makes the most sense at the local level.

THE COLLECTION OF EMPLOYMENT DATA: EXAMPLES AND BEST PRACTICES

Section 53003(c)(6) requires each district's EEO Plan to contain "a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status" in identified job categories. In the most recent round of district submissions, some districts went a step further and included tables and charts reflecting local demographic employment data as part of their EEO Plans.

The Statewide EEO and Diversity Advisory Committee reviewed EEO Plan submissions and selected a few examples and best practices from both single college districts and multi-college districts related to the collection and analysis of local employment data. These districts included historical and comparative data, essential in discerning how the district workforce is changing and how district hiring practices impact certain monitored groups. Several of these examples and best practices are available on our new EEO data focused website at Legal – EEO Data, and the full versions of the selected examples are included as Appendix B. A few examples from the selected best practices are set forth below:

West Valley-Mission Community College District

The Statewide EEO and Diversity Advisory Committee chose West Valley-Mission Community College District for its easy to follow visuals and multiple year comparisons of both workforce and applicant data.
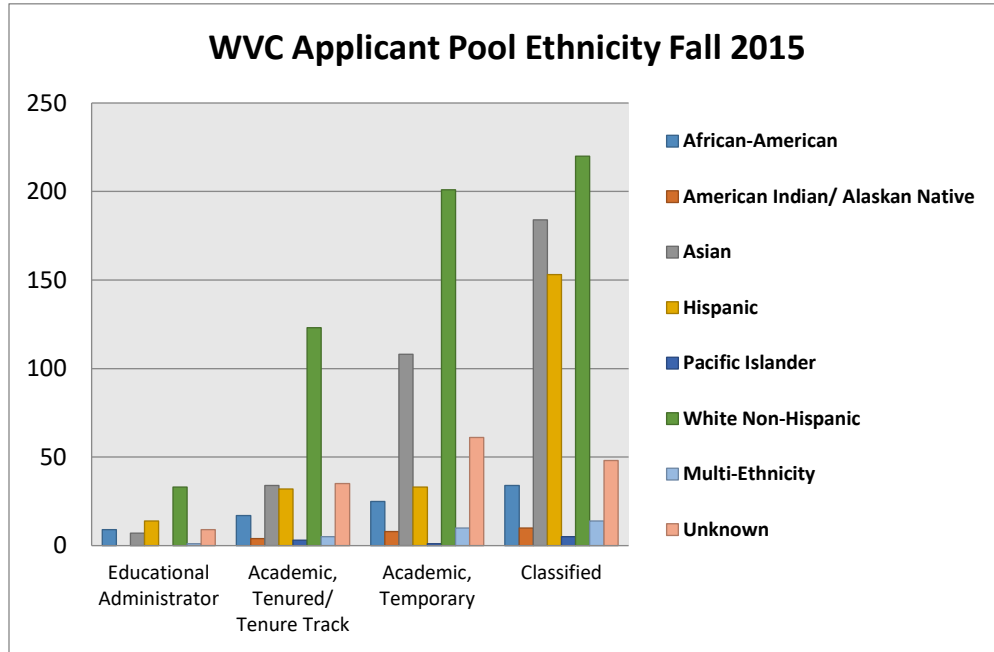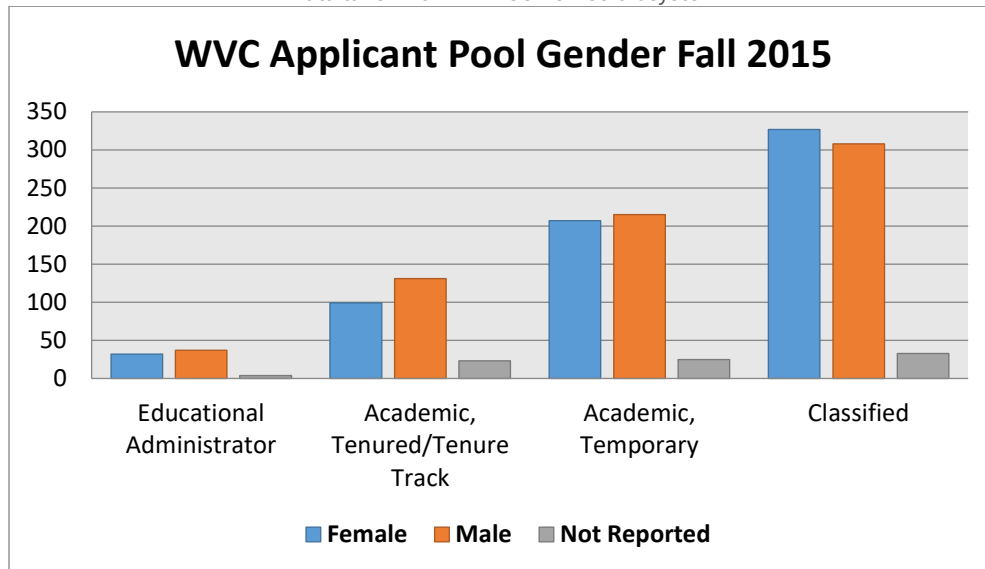
WVC Applicant Pool Ethnicity Fall 2015

Legend:
- African-American
- American Indian/ Alaskan Native
- Asian
- Hispanic
- Pacific Islander
- White Non-Hispanic
- Multi-Ethnicity
- Unknown

Data taken from WVMCCD e-Recruit system

WVC Applicant Pool Gender Fall 2015

Legend: Female, Male, Not Reported

San Joaquin-Delta Community College District

The Statewide EEO and Diversity Advisory Committee selected San Joaquin-Delta Community College District for its user-frien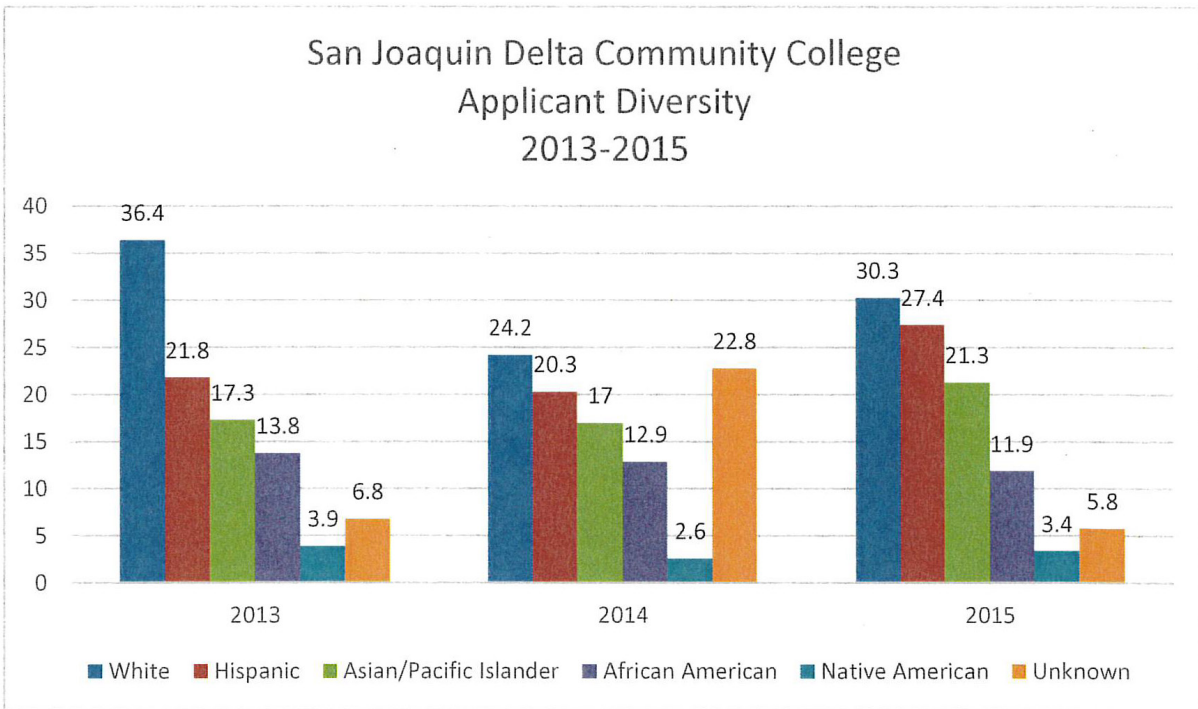dly graphs on applicant diversity, gender, and student demographic comparisons. The committee also appreciated the helpful narratives provided by the district, including background information and future recruitment plans related to the identified employment data.

San Joaquin Delta Community College
Applicant Diversity
2013-2015

Applicant Analysis

FALL 2015	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE
1 Executive/Administrative/Managerial	34	13	21		3	1	8	1		9	12
2 Faculty and other Instructional Staff	222	110	112	15	12	4	29	1	5	24	132
3 Professional Non-Faculty	54	17	37	8	2	3	9	1	2	6	23
4 Secretary/Clerical	77	9	68	10	5	5	22	3		8	24
5 Technical and paraprofessional	147	34	113	13	12	5	41		1	20	55
6 Skilled Crafts	16	13	3	3		1	2			1	9
7 Service and Maintenance	64	45	19	5	9	4	20			6	20
GRAND TOTAL	614	241	373	54	43	23	131	6	8	74	275

Riverside Community College District

The Statewide EEO and Diversity Advisory Committee selected Riverside Community College District for its simple format, easy to read tables, and breakdown of applicant demographic data from various stages of the employment process, including the initial applicant pool, the qualified applicant pool, the interviewed pool, and hired employee data.

Riverside Community College District*

Ethnicity	Employee Count	Percentage
American Indian or Alaska Native	18	1.0%
Asian	158	8.0%
Black or African American	152	7.0%
Hispanic/Latino	492	24.0%
Native Hawaiian or Pacific Islander	7	0.0%
Two or More Races	53	3.0%
White	1,181	57.0%
Declined to State	0	0.0%
Grand Total*	**2,061**	**100.0%**
Female Employees	1,073	52.1%

California Community Colleges Statewide*

Ethnicity	Employee Count	Percentage
American Indian or Alaska Native	545	0.7%
Asian	8,618	10.8%
Black or African American	5,168	6.5%
Hispanic/Latino	14,243	17.8%
Native Hawaiian or Pacific Islander	350	0.4%
Two or More Races	850	1.1%
White	44,029	55.0%
Declined to State	6,157	7.7%
Grand Total*	**79,960**	**100.0%**
Female Employees	43,986	55.0%

*Includes Adjunct Faculty.

Civilian Labor Force Greater Riverside Metropolitan Area**

Ethnicity	Employee Count	Percentage
American Indian or Alaska Native	3,966	0.4%
Asian	58,146	6.2%
Black or African American	57,319	6.1%
Hispanic/Latino	405,929	43.2%
Native Hawaiian or Pacific Islander	2,887	0.3%
Two or More Races	15,088	1.6%
White	392,479	41.7%
Other Race	4,898	0.5%
Grand Total*	**940,712**	**100.0%**
Female Employees	242,360	25.8%

** Data Source: EDD data for Affirmative Action/EEO Plans derived from US Census Bureau's EEO tabulation (5 year ACS data) 2006-2010. www.labormarketinfo.edd.ca.gov/geography/demoaa.html Metropolitan Riverside statistical area comprises Riverside and San Bernardino Counties.

For additional examples, see Appendix B attached. Please note this appendix contains complex charts that were unable to be remediated for accessibility. For assistance, please contact Leslie LeBlanc at lleblanc@cccco.edu**.**

CONCLUSION

Data is an essential tool for our EEO programs. For years, our colleges have reported demographic workforce data to the Chancellor's Office - but we can and must do much more. The longitudinal analysis of employment data at the local level provides an opportunity for our districts to evaluate local hiring practices and identify barriers to employment that may exist for diverse candidates.

The Chancellor's Office is committed to promoting our EEO programs and providing training, tools, and resources to our colleges to use employment data at the local level in new and dynamic ways. The Chancellor's Office, in conjunction with the Statewide EEO and Diversity Advisory Committee, intends to develop and highlight effective new data tools and best practices for the benefit of our system. We will post tools, training opportunities, and best practices on the Chancellor's Office website as they are developed. Please see our new EEO Data web page.

The Chancellor's Office and the EEO and Diversity Advisory Committee hope that our colleges find this EEO Longitudinal Data Guide to be a useful tool as we develop more robust and effective EEO programs at the local level. Please reach out to other districts and the Chancellor's Office with questions and ideas, and visit the Office of the General Counsel's EEO web page for additional resources. Together, we will create a better learning environment for our students through diversity and equal employment opportunities.

APPENDIX A: EEO REGULATIONS

§ 53000. Scope and Intent.

(a) This subchapter implements and should be read in conjunction with Government Code sections 11135-11139.5, Education Code sections 66010.2, 66030, and chapter 4.5 of part 40 of title 3, commencing with section 66250; Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.) and the Age Discrimination Act (42 U.S.C. § 6101). Nothing in this subchapter shall be construed to conflict with or be inconsistent with the provisions of article 1, section 31 of the California Constitution or to authorize conduct that is in conflict with or is inconsistent with such provisions.

(b) The regulations in this subchapter require steps to promote faculty and staff equal employment opportunity which are in addition to and consistent with the nondiscrimination requirements of state or federal law. Therefore, compliance with these regulations or approval of the district's equal employment opportunity plan pursuant to section 53003 does not imply and should not be construed to mean that a district has necessarily complied with its obligations under any other applicable laws or regulations. The Chancellor shall assist districts in identifying other applicable state or federal laws which may affect district equal employment opportunity or nondiscrimination policies.

§ 53001. Definitions.

As used in this subchapter:

(a) Adverse Impact. "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

(b) Diversity. "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.

(c) Equal Employment Opportunity. "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional nonfaculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

(1) identifying and eliminating barriers to employment that are not job related; and

(2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

(d) Equal Employment Opportunity Plan. An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

(e) Equal Employment Opportunity Programs. "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.

(f) Ethnic Group Identification. "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

(g) In-house or Promotional Only Hiring. "In-house or promotional only" hiring means that only existing district employees are allowed to apply for a position.

(h) Monitored Group. "Monitored group" means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

(i) Person with a Disability. "Person with a disability" means any person who:

(1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities;

(2) has a record of such an impairment; or

(3) is regarded as having such an impairment.

A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

(j) Reasonable Accommodation. "Reasonable accommodation" means the efforts made on the part of the district in compliance with Government Code section 12926.

(k) Screening or Selection Procedure. "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

(l) Significantly Underrepresented Group. "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

§ 53002. Policy Statement.

The governing board of each community college district shall adopt a policy statement setting forth the district's commitment to an equal employment opportunity program. This statement may also incorporate the nondiscrimination policy statement required pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division, and other similar nondiscrimination or equal employment opportunity statements which may be required under other provisions of state and federal law.

§ 53003. District Plan.

(a) The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the Chancellor's Office. The Chancellor's Office retains the authority to review district plans on a case-by-case basis.

(b) Each district shall review its EEO Plan at least once every three years and revise as determined necessary. Any revised EEO Plan shall be submitted to the Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.

(c) In particular, the plan shall include all of the following:

(1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;

(2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed;

(3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;

(4) a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:

(A) the requirements of this subchapter and of state and federal nondiscrimination laws;

(B) the educational benefits of workforce diversity;

(C) the elimination of bias in hiring decisions; and

(D) best practices in serving on a selection or screening committee;

(5) a process for providing annual written notice to appropriate community-based and professional organizations concerning the district's plan and the need for assistance from the community and such organizations in identifying qualified applicants. "Written" notice may include mailings and electronic communications;

(6) a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a) to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. Each district, based on its size, demographics and other unique factors shall determine the appropriate time frame for periodic review, and reflect this in its EEO Plan;

(7) to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;

(8) methods for addressing any underrepresentation identified pursuant to paragraph (7) of this subdivision; and

(9) a process for developing and implementing strategies, as described in section 53024.1, necessary to demonstrate on-going, institutional commitment to diversity and equal employment opportunity, as defined in sections 53001(c) and (e).

(d) The plans submitted to the Chancellor shall be public records.

(e) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this section.

§ 53004. District Evaluation and Report to Chancellor.

(a) Each district shall annually collect employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the implementation of its equal employment opportunity plan and to provide data needed for the analyses required by sections 53003, 53006, 53023, and 53024. Each district shall annually report to the Chancellor, in a manner prescribed by the Chancellor, this data for employees at each college in the district. Each employee shall be reported so that he or she may be identified as belonging to one of the following seven job categories:

(1) executive/administrative/managerial;

(2) faculty and other instructional staff;

(3) professional nonfaculty;

(4) secretarial/clerical;

(5) technical and paraprofessional;

(6) skilled crafts; and

(7) service and maintenance.

(b) For purposes of the data collection and report required pursuant to subdivision (a) of this section, each applicant or employee shall be afforded the opportunity to identify his or her gender, ethnic group identification and, if applicable, his or her disability. A person may designate multiple ethnic groups with which he or she identifies, but shall be counted in only one ethnic group for reporting purposes. Chinese, Japanese, Filipinos, Koreans, Vietnamese, Asian Indians, Hawaiians, Guamanians, Samoans, Laotians, and Cambodians are to be counted and reported as part of the Asian/Pacific Islander group as well as in separate subcategories. However, in determining whether additional steps are necessary to ensure

that monitored groups have not been excluded on an impermissible basis, analysis of the separate subgroups is not necessary.

§ 53005. Advisory Committee.

Each community college district shall establish an Equal Employment Opportunity Advisory Committee to assist the district in developing and implementing the plan required under section 53003. This advisory committee shall include a diverse membership whenever possible.

This advisory committee shall receive training in all of the following:

(a) the requirements of this subchapter and of state and federal nondiscrimination laws;

(b) identification and elimination of bias in hiring;

(c) the educational benefits of workforce diversity; and

(d) the role of the advisory committee in carrying out the District's EEO plan.

§ 53006. Additional Measures to Support Diversity and Ensure Equal Employment Opportunity.

(a) Districts shall review the information gathered pursuant to section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

(1) longitudinal analysis of data regarding job applicants, gathered pursuant to section 53003(c)(6), to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;

(2) analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

(3) analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

(b) Where the review described in subdivision (a) identifies that significant underrepresentation of a monitored group may be the result of non-job related factors in the

employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

(1) review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;

(2) consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;

(3) determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and

(4) review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

(A) any requirements of federal law; and

(B) qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or

(5) discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;

(6) continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and

(7) consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

(c) For purposes of this section, "a reasonable period of time" means three years, or such longer period as the Chancellor may approve, upon the request of the equal employment opportunity advisory committee and the chief executive officer, where the district has not filled enough positions to appreciably affect its work force in the job category in question.

(d) Nothing in this subchapter shall be construed to prohibit a district from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

§ 53020. Responsibility; Delegation of Authority; Complaints.

(a) The governing board of each community college district is ultimately responsible for proper implementation of this subchapter at all levels of district and college operation and for making measurable progress toward equal employment opportunity by the methods described in the district's equal employment opportunity plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, shall ensure that an equal employment opportunity officer is designated to oversee the day-to-day implementation of the requirements set forth in this subchapter.

(b) The administrative structure created by any delegation of authority to the equal employment opportunity officer or others shall be described in the district's equal employment opportunity plan submitted pursuant to section 53003 and shall be designed in such a manner so as to ensure prompt and effective implementation of the requirements of this subchapter. The plan shall also designate a single officer, who may be the equal employment opportunity officer, who shall be given authority and responsibility for receiving complaints filed pursuant to section 53026, for ensuring that such complaints are promptly and impartially investigated, and ensuring that selection procedures and the applicant pool are properly monitored as required by sections 53023 and 53024.

(c) Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel is an agent of the district and is subject to all of the requirements of this subchapter.

§ 53021. Recruitment.

(a) Except as otherwise provided in this section, community college districts shall actively recruit from both within and outside the district work force to attract qualified applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the district. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, and all executive/administrative/managerial positions. Recruitment for full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants listed in the California Community Colleges Equal

Employment Opportunity Registry and posting job announcements with the Registry. Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

(b)(1) "In-house or promotional only" recruitment shall not be used to fill any vacancy for any position described in subdivision (a) except when the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceeds two years in duration.

(2) Where in-house or promotional only recruitment is utilized to fill a position on an interim basis pursuant to subdivision (b)(1), all district employees shall be afforded the opportunity to apply and demonstrate that they are qualified.

(3) The job announcement for the interim position shall comply with section 53022 and the selection process shall be consistent with the requirements of this subchapter.

(c) For purposes of this section, a vacancy is not created, and the requirements of subdivisions (a) and (b) do not apply, when:

(1) there is a reorganization that does not result in a net increase in the number of employees;

(2) one or more lateral transfers are made and there is no net increase in the number of employees;

(3) a position which is currently occupied by an incumbent is upgraded, reclassified, or renamed without significantly altering the duties being performed by the individual;

(4) the faculty in a division or department elect one faculty member to serve as a chairperson for a prescribed limited term;

(5) the position is filled by a temporary, short-term, or substitute employee appointed pursuant to Education Code sections 87422, 87480, 87482.5(b), 88003, 88106 or 88109;

(6) a part-time faculty member is assigned to teach the same or fewer hours he or she has previously taught in the same discipline without a substantial break in service. For purposes of this section, "a substantial break in service" means more than one calendar year or such different period as may be defined by a collective bargaining agreement; or

(7) an individual not currently employed by the district, who is specially trained, experienced, and competent to serve as an administrator, and who satisfies the minimum qualifications applicable to the position, is engaged to serve as an administrator through a professional

services contract. No appointment or series of appointments pursuant to this provision may exceed a period of two years.

§ 53022. Job Announcements and Qualifications.

Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For faculty and administrative positions, job requirements shall include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job specifications, including any "required," "desired" or "preferred" qualifications beyond the state minimum qualifications (set forth in subchapter 4, commencing with section 53400 of this chapter) which the district wishes to utilize, shall be reviewed before the position is announced, to ensure conformity with the requirements of this subchapter and state and federal nondiscrimination laws.

§ 53023. Applicant Pool Review.

(a) The application for employment shall provide for self-identification of the applicant's gender, ethnic group identification and, if applicable, his or her disability. This information shall be kept confidential and shall be used only in research, monitoring, evaluating the effectiveness of the district's equal employment opportunity program, or any other purpose specifically authorized in this subchapter, or by any applicable statute or regulation.

(b) After the application deadline has passed, the composition of the initial applicant pool shall be recorded and reviewed by the Chief Human Resources Officer or designee.

All initial applications shall be screened to determine which candidates satisfy job specifications set forth in the job announcement. The group of candidates who meet the job specifications shall constitute the "qualified applicant pool."

(c) The composition of the qualified applicant pool shall be reviewed and compared to the composition of the initial applicant pool. If the Chief Human Resources Officer or designee finds that the composition of the qualified applicant pool may have been influenced by factors which are not job related, appropriate action will be taken. This applicant pool data shall be reviewed in conducting the analysis described in section 53006(a).

53024. Screening and Selection Procedures.

(a) All screening and selection techniques, including the procedure for developing interview questions, and the selection process as a whole, shall be:

(1) provided to the Chancellor upon request;

(2) designed to ensure that for faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. "Meaningful consideration" means that candidates shall be required to demonstrate sensitivity to diversity in ways relevant to the specific position;

(3) based solely on job-related criteria; and

(4) designed to avoid an adverse impact, as defined in section 53001(a), and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group.

(b) A district may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may a district apply the district's equal employment opportunity plan in a rigid manner which has the purpose or effect of so discriminating.

(c) Seniority or length of service may be taken into consideration only to the extent it is job related, is not the sole criterion, and is included in the job announcement consistent with the requirements of section 53022.

(d) Selection testing for employees shall follow procedures as outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures."

(e) Whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

(f) Notwithstanding any other provision of this division, the governing board or its designee shall have the authority to make all final hiring decisions based upon careful review of the candidate or candidates recommended by a screening committee. This includes the right to reject all candidates and to order further review by the screening committee or to reopen the position where necessary to further achievement of the objectives of the equal employment opportunity plan or to ensure equal employment opportunity. However, a consistent pattern of not hiring qualified candidates from a monitored group who are recommended by screening committees may give rise to an inference that the selections are not consistent with the objectives of equal employment opportunity that are required by this subchapter.

§ 53024.1. Developing and Maintaining Institutional Commitment to Diversity.

Establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort. Districts shall locally develop, and implement on a continuing basis, indicators of institutional commitment to diversity. Such indicators may include, but are not limited to the examples listed in this section. Appropriate steps will depend on the unique circumstances of each institution, and not every example listed in this section is appropriate for every institution. Nothing in this list is mandatory, unless a district is directed to adopt specific measures by the Chancellor pursuant to section 53024.2(b)(2).

(a) The district conducts surveys of campus climate on a regular basis, and implements concrete measures that utilize the information drawn from the surveys.

(b) The district conducts exit interviews with employees who voluntary leave the district, maintains a data base of exit interviews, analyzes the data for patterns impacting particular monitored groups, and implements concrete measures that utilize this information.

(c) The district provides training on elimination of bias in hiring and employment.

(d) The district provides cultural awareness training to members of the campus community.

(e) The district maintains a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

(f) The district has audited and/or maintains updated job descriptions and/or job announcements.

(g) The district's board of trustees receives training on the elimination of bias in hiring and employment at least once every election cycle.

(h) The district timely and thoroughly investigates all complaints filed under this chapter, and all harassment and discrimination complaints filed under subchapter 5 (commencing with section 59300) of chapter 10 of this division, and takes appropriate corrective action in all instances where a violation is found.

(i) The district timely complies with the requirements of Government Code section 12950.1 (Stats. 2004, ch. 933 [AB1825]), and includes all forms of harassment and discrimination in the training.

(j) The district's publications and website convey its diversity and commitment to equal employment opportunity.

(k) The district's mission statement conveys its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

(l) The district's hiring procedures require applicants for all positions to demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

(m) District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO and diversity enhancement.

(n) The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

(o) The district addresses issues of inclusion/exclusion in a transparent and collaborative fashion.

(p) The district attempts to gather information from applicants who decline job offers to find out why, records this information, and utilizes it.

(q) The district conducts longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

§ 53024.2. Accountability and Corrective Action.

(a) Districts shall certify annually to the State Chancellor that they have timely complied with all of the following:

(1) recorded, reviewed and reported the data required regarding qualified applicant pools;

(2) reviewed and updated, as needed, the Strategies Component of the district's EEO Plan;

(3) investigated and appropriately responded to formal harassment or discrimination complaints filed pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division.

(b) Upon review of a district's certification, data reports, or any complaint filed under this subchapter, the State Chancellor may review a district's EEO Plan and Strategies Component pursuant to section 53024.1 for the required indicia of institutionalized and on-going efforts to support diversity and/or a district's compliance with section 53006. Where the State Chancellor finds that a district's efforts have been insufficient, he/she will inform the district

of his/her specific area(s) of concern, and direct the district to submit a revised EEO Plan within 120 days. Upon review of the revised EEO plan, the State Chancellor will either:

(1) determine the revisions are sufficient, and provide a deadline by which the district must provide proof that the new measures have been implemented; or

(2) if the Chancellor finds that the revised plan is still lacking, he/she will direct the district to implement specific measures from those listed in section 53024.1, and provide a timeline for doing so.

§ 53025. Persons with Disabilities.

(a) Districts shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m), section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and notetakers. Such accommodations may be paid for with funds provided pursuant to article 3 (commencing with section 53030) of this subchapter.

§ 53026. Complaints.

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this subchapter have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require that the district provide a written investigative report within ninety (90) days. Complaints which also allege discrimination prohibited by Government Code sections 11135 et seq. shall be processed according to the procedures set forth in subchapter 5 (commencing with section 59300) of chapter 10 of this division.

§ 53027. Applicability to Districts Operating on the Merit System.

Nothing in this subchapter shall be construed to conflict with or be inconsistent with the provisions of article 3 (commencing with section 88060) of chapter 4 of part 51 of the Education Code which apply to districts operating a merit system for classified employees.

§ 53030. Equal Employment Opportunity Fund Allocation.

Resources provided to the Board of Governors for the purpose of promoting equal employment opportunity in hiring and promotion within the system shall be placed in an Equal Employment Opportunity Fund and shall be allocated consistent with the following:

(a) A portion of the fund, but not more than 25 percent, shall be set aside to provide technical assistance, service, monitoring, and compliance functions.

(b) That portion of the funds not allocated pursuant to subdivision (a) may be allocated to the districts in the following categories:

(1) an amount proportional to the full-time equivalent students of each district to the total full-time equivalent students for all districts;

(2) an equal dollar amount to each district;

(3) an amount related to success in promoting equal employment opportunity. Multiple methods of measuring success shall be identified by the Chancellor working through the established Consultation Process.

(c) funds provided pursuant to this section may be used for:

(1) outreach and recruitment;

(2) in-service training on equal employment opportunity;

(3) accommodations for applicants and employees with disabilities pursuant to section 53025; and

(4) other activities to promote equal employment opportunity.

§ 53033. Failure to Report.

Any district failing to provide the data required under section 53004 is not in compliance with this subchapter. Equal Employment Opportunity funds for any given fiscal year, other than those under section 53030(a), shall not be granted unless the district provides the data no later than March 31st of the preceding fiscal year or receives an extension of the deadline from the Chancellor.

§ 53034. Required Report.

Districts shall submit a report on the use of Equal Employment Opportunity funds to the Chancellor's Office no later than September 30th of the fiscal year following the use of the funds. Until such time as a data element to calculate the staffing rate of persons with disabilities has been integrated into the report required under section 53004, districts will report that rate by a separate survey conducted, as directed by the Chancellor's Office.

APPENDIX B: EXAMPLES OF BEST PRACTICES

(Please note: this appendix contains complex charts that could not be remediated for accessibility. For assistance, please contact Leslie LeBlanc at lleblanc@cccco.edu.)

West Valley-Mission Community College District

Applicant Pool Composition – Ethnicity (2013)

College	Employee Classification	African-American		American Indian/ Alaskan Native		Asian		Hispanic		Pacific Islander		White Non-Hispanic		Multi-Ethnicity		Unknown		TOTAL	
Mission	Educational Administrator	9	13.85%	0	0.00%	13	20.00%	6	9.23%	0	0.00%	31	47.69%	4	6.15%	2	3.08%	65	8.47%
Mission	Academic, Tenured/Tenure Track	20	7.66%	4	1.53%	78	29.89%	24	9.20%	0	0.00%	107	41.00%	6	2.30%	22	8.43%	261	34.03%
Mission	Academic, Temporary	12	5.26%	0	0.00%	57	25.00%	25	10.96%	1	0.44%	106	46.49%	5	2.19%	22	9.65%	228	29.73%
Mission	Classified	15	7.04%	1	0.47%	60	28.17%	40	18.78%	2	0.94%	70	32.86%	11	5.16%	14	6.57%	213	27.77%
MC Total																		767	47.91%
West Valley	Educational Administrator	4	6.56%	0	0.00%	14	22.95%	8	13.11%	1	1.64%	27	44.26%	0	0.00%	7	11.48%	61	7.31%
West Valley	Academic, Tenured/Tenure Track	43	11.98%	3	0.84%	74	20.61%	57	15.88%	2	0.56%	142	39.55%	7	1.95%	31	8.64%	359	43.05%
West Valley	Academic, Temporary	7	3.93%	7	3.93%	33	18.54%	14	7.87%	1	0.56%	91	51.12%	2	1.12%	23	12.92%	178	21.34%
West Valley	Classified	19	8.05%	2	0.85%	46	19.49%	42	17.80%	1	0.42%	98	41.53%	6	2.54%	22	9.32%	236	28.30%
WVC Total																		834	52.09%
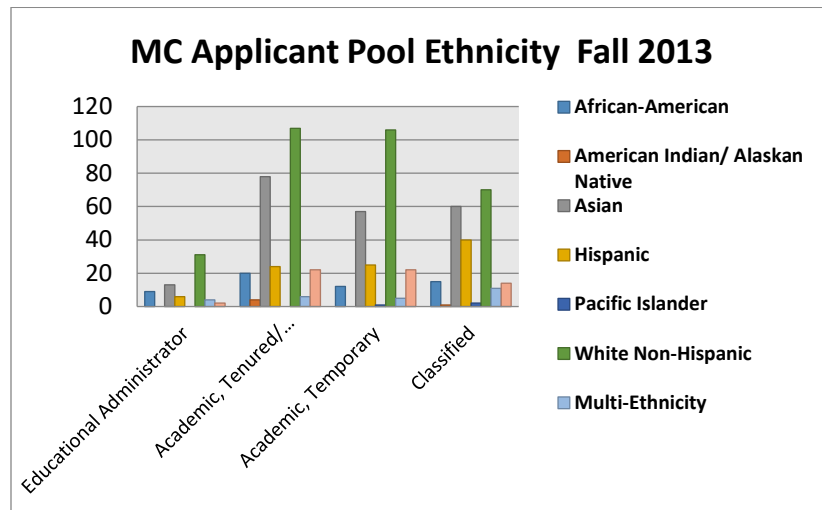
Data taken from WVMCCD e-Recruit system
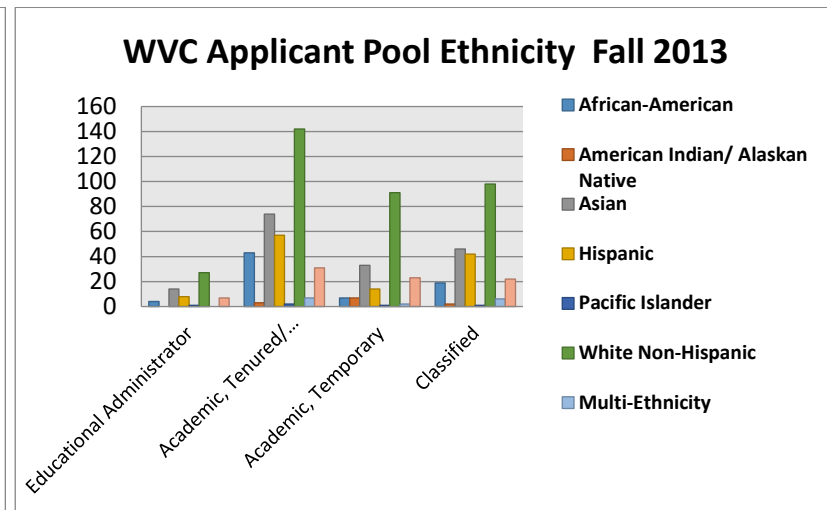
Applicant Pool Composition – Ethnicity (2014)

College	Employee Classification	African-American		American Indian/ Alaskan Native		Asian		Hispanic		Pacific Islander		White Non-Hispanic		Multi-Ethnicity		Unknown		TOTAL	
Mission	Educational Administrator	9	16.07%	1	1.79%	10	17.86%	5	8.93%	0	0.00%	20	35.71%	6	10.71%	5	8.93%	56	4.25%
Mission	Academic, Tenured/Tenure Track	20	5.17%	3	0.78%	96	24.81%	44	11.37%	1	0.26%	175	45.22%	11	2.84%	37	9.56%	387	29.34%
Mission	Academic, Temporary	34	6.37%	4	0.75%	125	23.41%	32	5.99%	1	0.19%	272	50.94%	12	2.25%	54	10.11%	534	40.49%
Mission	Classified	25	7.31%	7	2.05%	94	27.49%	69	20.18%	4	1.17%	111	32.46%	8	2.34%	24	7.02%	342	25.93%
MC Total																		1319	45.94%
West Valley	Educational Administrator	15	17.44%	2	2.33%	15	17.44%	7	8.14%	0	0.00%	39	45.35%	1	1.16%	7	8.14%	86	5.54%
West Valley	Academic, Tenured/Tenure Track	19	10.11%	2	1.06%	19	10.11%	32	17.02%	2	1.06%	96	51.06%	6	3.19%	12	6.38%	188	12.11%
West Valley	Academic, Temporary	24	5.35%	5	1.11%	94	20.94%	44	9.80%	0	0.00%	214	47.66%	10	2.23%	58	12.92%	449	28.93%
West Valley	Classified	41	4.95%	15	1.81%	158	19.06%	174	20.99%	9	1.09%	354	42.70%	29	3.50%	49	5.91%	829	53.41%
WVC Total																		1552	54.06%

MC Applicant Pool Ethnicity Fall 2014
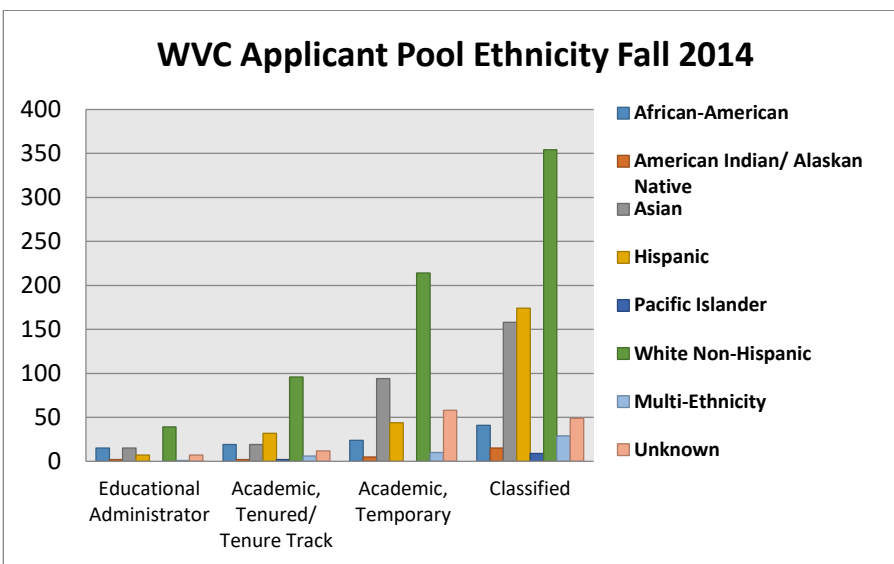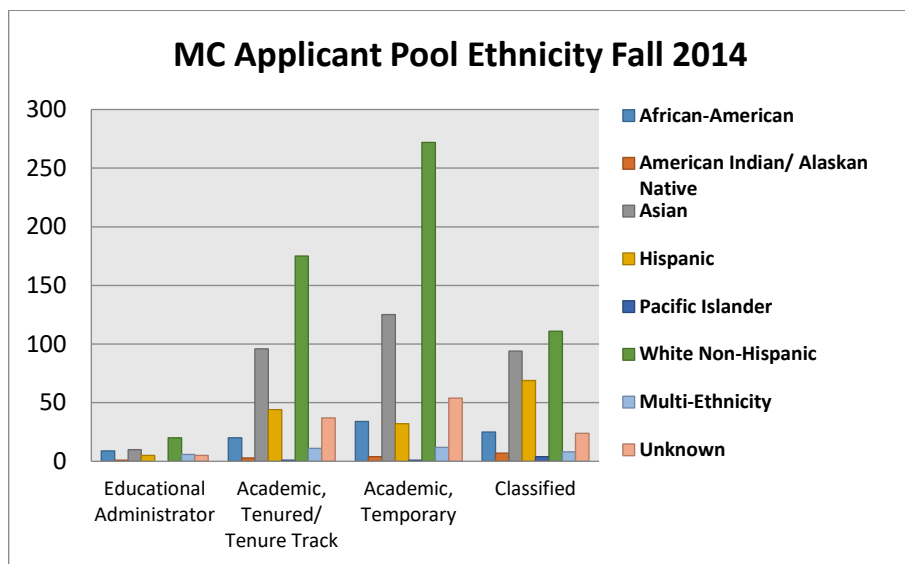

WVC Applicant Pool Ethnicity Fall 2014

Data taken from WVMCCD e-Recruit system
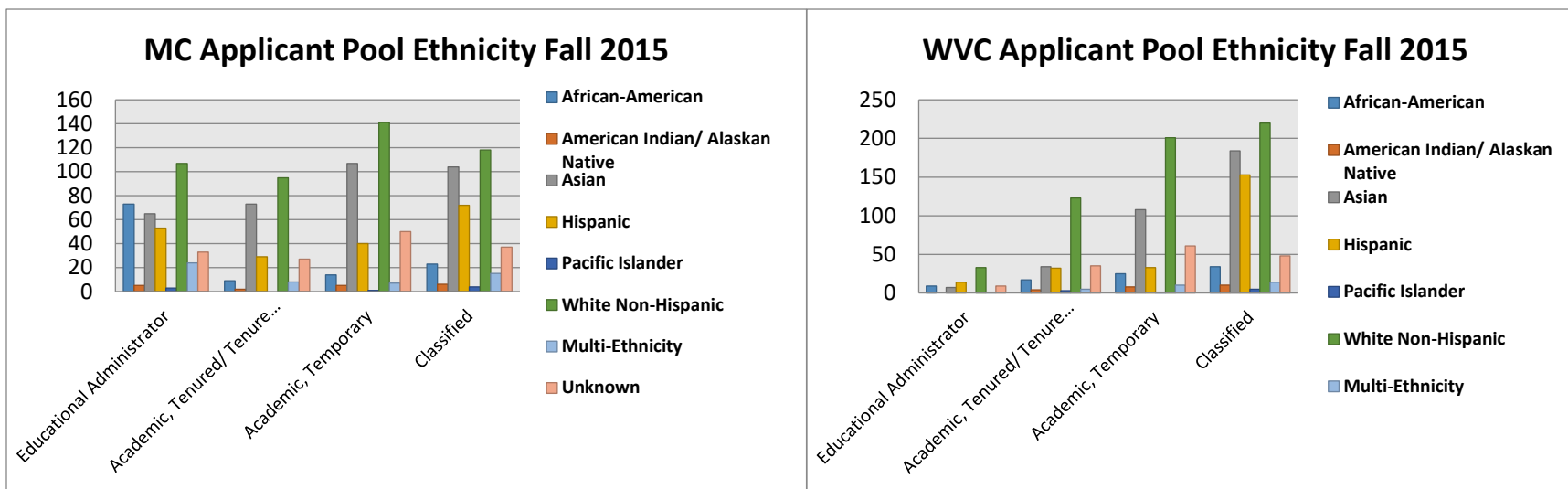
Applicant Pool Composition – Ethnicity (2015)

College	Employee Classification	African-American		American Indian/ Alaskan Native		Asian		Hispanic		Pacific Islander		White Non-Hispanic		Multi-Ethnicity		Unknown		TOTAL	
Mission	Educational Administrator	73	20.11%	5	1.38%	65	17.91%	53	14.60%	3	0.83%	107	29.48%	24	6.61%	33	9.09%	363	26.89%
Mission	Academic, Tenured/Tenure Track	9	3.70%	2	0.82%	73	30.04%	29	11.93%	0	0.00%	95	39.09%	8	3.29%	27	11.11%	243	18.00%
Mission	Academic, Temporary	14	3.84%	5	1.37%	107	29.32%	40	10.96%	1	0.27%	141	38.63%	7	1.92%	50	13.70%	365	27.04%
Mission	Classified	23	6.07%	6	1.58%	104	27.44%	72	19.00%	4	1.06%	118	31.13%	15	3.96%	37	9.76%	379	28.07%
MC Total																		1350	48.37%
West Valley	Educational Administrator	9	12.33%	0	0.00%	7	9.59%	14	19.18%	0	0.00%	33	45.21%	1	1.37%	9	12.33%	73	5.07%
West Valley	Academic, Tenured/Tenure Track	17	6.72%	4	1.58%	34	13.44%	32	12.65%	3	1.19%	123	48.62%	5	1.98%	35	13.83%	253	17.56%
West Valley	Academic, Temporary	25	5.59%	8	1.79%	108	24.16%	33	7.38%	1	0.22%	201	44.97%	10	2.24%	61	13.65%	447	31.02%
West Valley	Classified	34	5.09%	10	1.50%	184	27.54%	153	22.90%	5	0.75%	220	32.93%	14	2.10%	48	7.19%	668	46.36%
WVC Total																		1441	51.63%

Data taken from WVMCCD e-Recruit system

Applicant Pool Composition – Gender (2013)

Fall 2013 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	26	40.00%	37	56.92%	2	3.08%	65	8.47%
Mission	Academic, Tenured/Tenure Track	109	41.76%	133	50.96%	19	7.28%	261	34.03%
Mission	Academic, Temporary	124	54.39%	94	41.23%	10	4.39%	228	29.73%
Mission	Classified	139	65.26%	66	30.99%	8	3.76%	213	27.77%
MC Total								767	47.91%
West Valley	Educational Administrator	33	54.10%	22	36.07%	6	9.84%	61	7.31%
West Valley	Academic, Tenured/Tenure Track	155	43.18%	185	51.53%	19	5.29%	359	43.05%
West Valley	Academic, Temporary	83	46.63%	78	43.82%	17	9.55%	178	21.34%
West Valley	Classified	83	35.17%	136	57.63%	17	7.20%	236	28.30%
WVC Total								834	52.09%
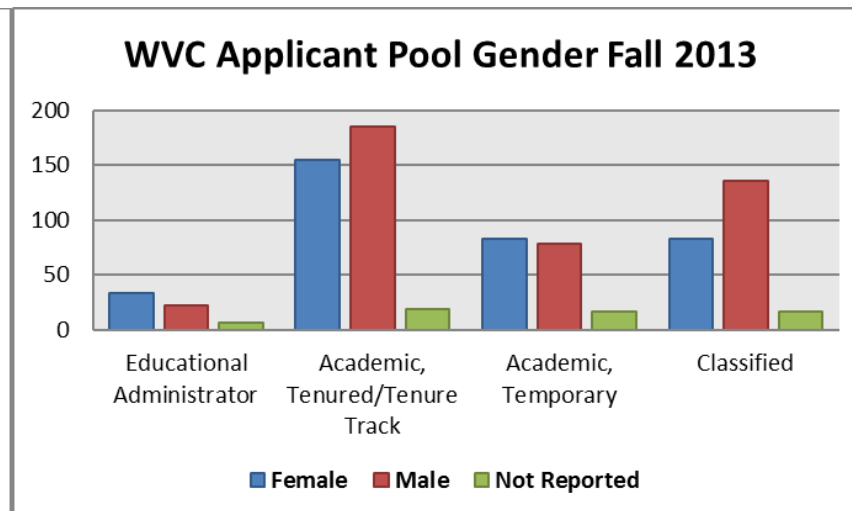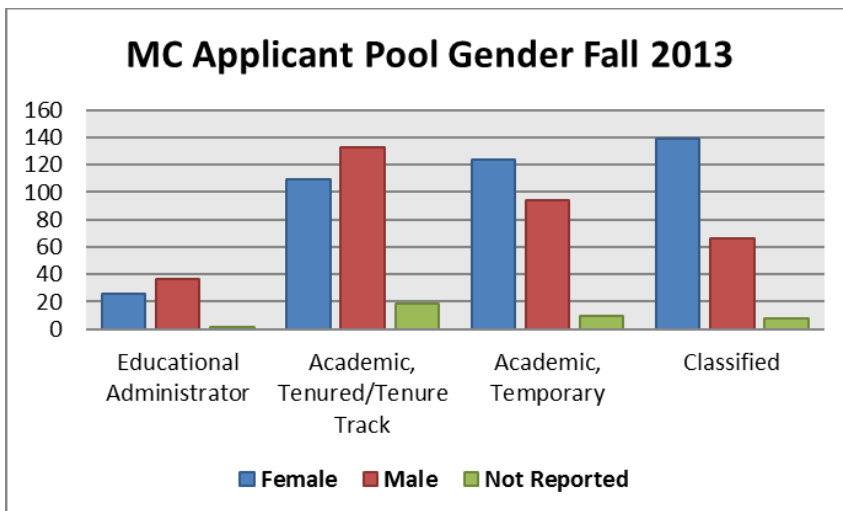
Data taken from WVMCCD e-Recruit system

Applicant Pool Composition – Gender (2014)

Fall 2014 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	29	51.79%	23	41.07%	4	7.14%	56	4.25%
Mission	Academic, Tenured/Tenure Track	192	49.61%	172	44.44%	23	5.94%	387	29.34%
Mission	Academic, Temporary	289	54.12%	213	39.89%	32	5.99%	534	40.49%
Mission	Classified	220	64.33%	109	31.87%	13	3.80%	342	25.93%
MC Total								1319	45.94%
West Valley	Educational Administrator	39	45.35%	43	50.00%	4	4.65%	86	5.54%
West Valley	Academic, Tenured/Tenure Track	121	64.36%	58	30.85%	9	4.79%	188	12.11%
West Valley	Academic, Temporary	214	47.66%	199	44.32%	36	8.02%	449	28.93%
West Valley	Classified	484	58.38%	320	38.60%	25	3.02%	829	53.41%
WVC Total								1552	54.06%
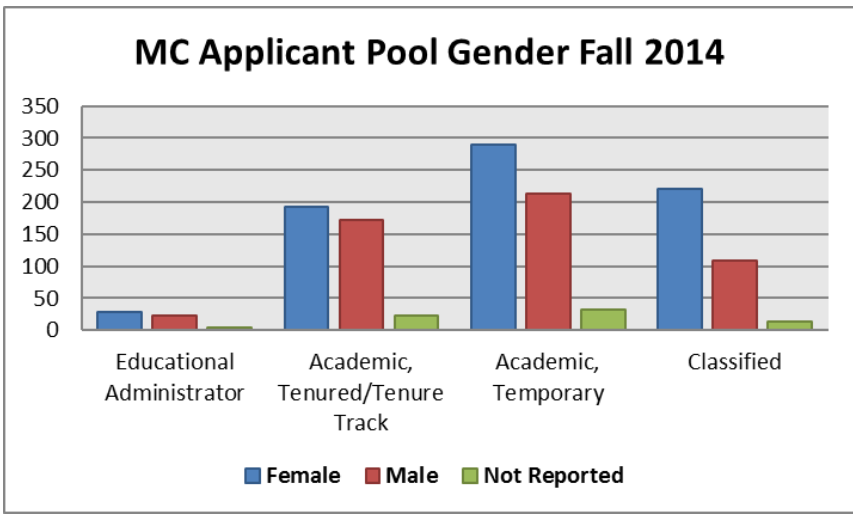
Data taken from WVMCCD e-Recruit system

Applicant Pool Composition – Gender (2015)

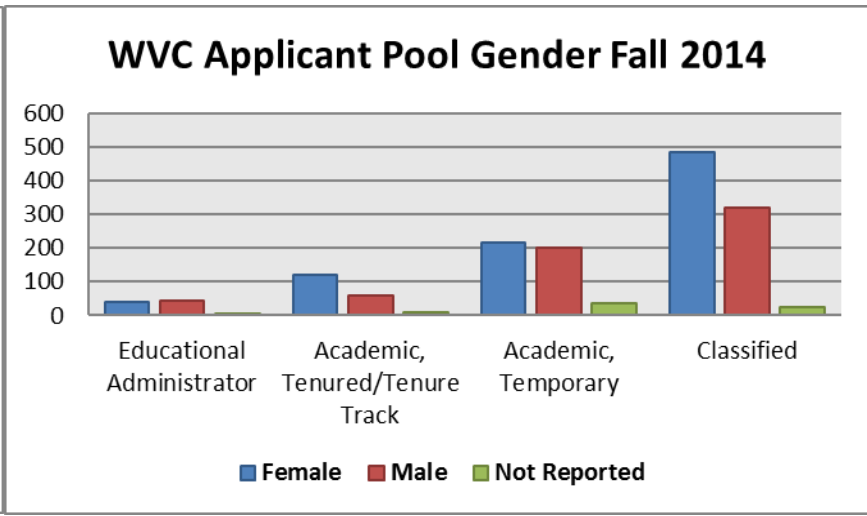| Fall 2015 Employee		Female		Male		Not Reported		TOTAL	
College	Employee Classification	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)	Employee Count	Employee Count (%)
Mission	Educational Administrator	194	53.44%	154	42.42%	15	4.13%	363	26.89%
Mission	Academic, Tenured/Tenure Track	132	54.32%	99	40.74%	12	4.94%	243	18.00%
Mission	Academic, Temporary	174	47.67%	171	46.85%	20	5.48%	365	27.04%
Mission	Classified	255	67.28%	105	27.70%	19	5.01%	379	28.07%
MC Total								1350	48.37%
West Valley	Educational Administrator	32	43.84%	37	50.68%	4	5.48%	73	5.07%
West Valley	Academic, Tenured/Tenure Track	99	39.13%	131	51.78%	23	9.09%	253	17.56%
West Valley	Academic, Temporary	207	46.31%	215	48.10%	25	5.59%	447	31.02%
West Valley	Classified	327	48.95%	308	46.11%	33	4.94%	668	46.36%
WVC Total								1441	51.63%

MC Applicant Pool Gender Fall 2015

WVC Applicant Pool Gender Fall 2015
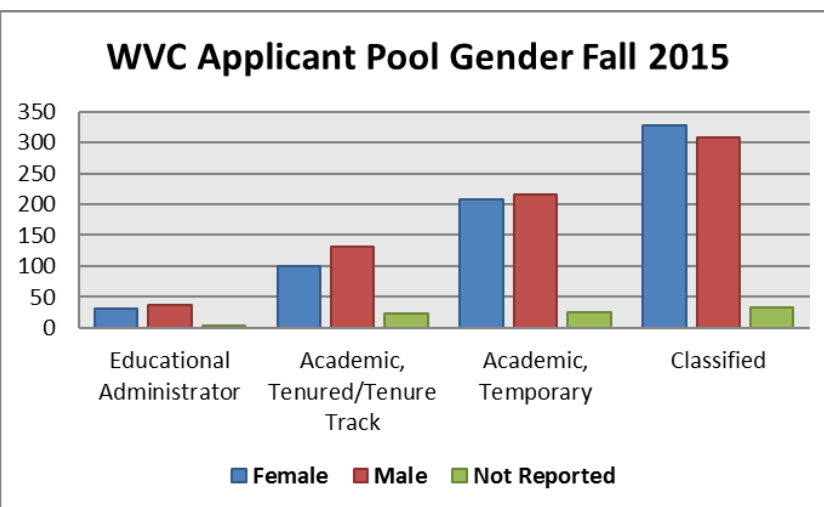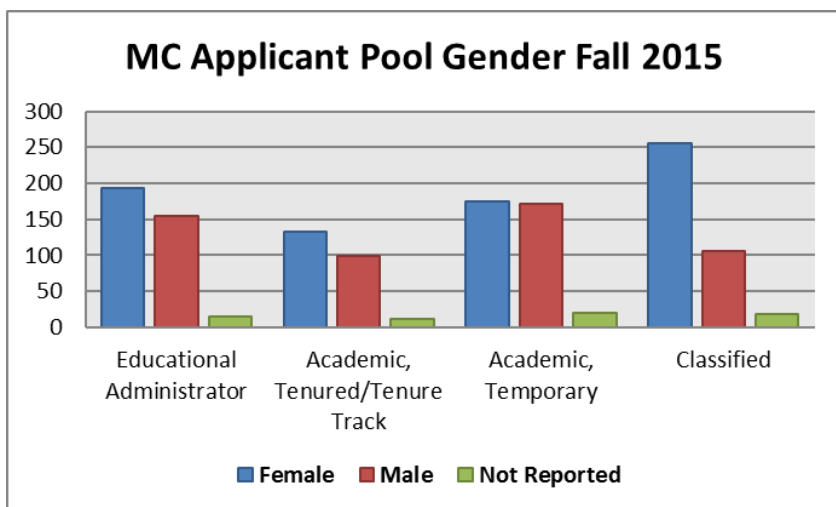
Data taken from WVMCCD e-Recruit system

Riverside Community College District

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Total Applications	**4354**																											
PT Classified	568	453	103	12	183	49	1	24	13	0	78	10	0	1	1	0	1	0	0	128	25	0	26	1	0	12	4	11
FT Classified	2027	1415	573	39	585	288	6	65	34	0	266	94	0	6	0	0	8	2	0	368	115	1	79	23	0	38	17	32
Classified Managers	92	53	33	6	12	11	0	4	1	0	10	4	1	2	0	0	0	0	0	16	16	0	5	1	0	4	0	5
Academic Managers	451	197	240	14	38	43	0	19	19	0	54	55	0	1	1	0	2	0	0	64	100	0	6	14	0	13	8	14
FT Faculty	1216	577	592	47	92	100	0	71	81	0	72	54	3	2	2	0	0	1	0	271	293	1	41	24	0	28	37	43
Qualified Applicant Pool	**3488**																											
PT Classified	394	310	73	11	119	37	1	19	9	0	52	7	0	1	1	0	1	0	0	89	16	0	19	1	0	10	2	10
FT Classified	1434	993	411	30	419	206	6	36	24	0	201	72	0	4	0	0	5	1	0	249	82	1	52	12	0	27	14	23

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
Classified Managers	84	47	31	6	11	10	0	4	1	0	10	4	1	1	0	0	0	0	0	13	15	0	5	1	0	3	0	5
Academic Managers	407	174	220	13	33	41	0	17	18	1	47	50	0	1	1	0	1	0	0	56	90	0	6	12	0	13	8	12
FT Faculty	1169	541	581	47	83	88	0	70	88	0	62	52	3	1	2	0	0	1	0	261	290	1	37	27	1	27	33	42
Interviewed	559																											
PT Classified	79	52	27	0	21	14	0	1	1	0	11	3	0	0	0	0	0	0	0	16	8	0	2	0	0	1	1	2
FT Classified	230	157	72	1	59	38	1	3	3	0	39	12	1	0	0	0	0	0	0	45	17	1	4	0	0	7	2	1
Classified Managers	5	4	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0
Academic Managers	23	11	11	1	2	1	0	1	2	0	1	4	0	0	1	0	0	0	0	4	3	0	1	0	0	2	0	1
FT Faculty	222	106	111	5	19	27	0	10	11	1	6	7	0	0	1	0	0	0	0	54	58	0	8	2	0	9	5	5

	# Apps	TOTAL GENDER			Hispanic/Latino			Asian			Black/African American			American Indian/Alaskan Native			Native Hawaiian/Pacific Islander			White			Two or More			Undisclosed		
		F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND	F	M	ND
<u>Hired</u>	<u>116</u>																											
PT Classified	9	7	2	0	4	2	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FT Classified	42	29	13	0	15	6	0	0	0	0	3	4	0	0	0	0	0	0	0	8	3	0	2	0	0	1	0	0
Classified Managers	4	2	2	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Academic Managers	12	8	4	0	2	1	0	0	1	0	3	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0	0	0
FT Faculty	49	24	24	1	6	5	0	1	3	0	1	0	0	0	0	0	0	0	0	12	15	0	4	1	0	0	0	1

San Joaquin-Delta Community College District

San Joaquin Delta Community College Applicant Diversity 2013-2015

2013
- White: 36.4
- Hispanic: 21.8
- Asian/Pacific Islander: 17.3
- African American: 13.8
- Native American: 3.9
- Unknown: 6.8

2014
- White: 24.2
- Hispanic: 20.3
- Asian/Pacific Islander: 17
- African American: 12.9
- Native American: 2.6
- Unknown: 22.8

2015
- White: 30.3
- Hispanic: 27.4
- Asian/Pacific Islander: 21.3
- African American: 11.9
- Native American: 3.4
- Unknown: 5.8

Legend: ■ White ■ Hispanic ■ Asian/Pacific Islander ■ African American ■ Native American ■ Unknown

Race/Ethnicity

In each of the three academic years from 2013-2015, Whites accounted for the largest share of applicants, followed by Hispanics, Asian/Pacific-Islanders, African-Americans, and Native Americans. This order of predominance mirrors the racial/ethnic composition of the workforce. As such, the applicant pool reflects the underrepresentation of Hispanics and Asian/Pacific-Islanders in the workforce, as well as the relative high proportion of Whites. However, the percentage of Hispanic applicants increased to 27.4% (659/2405) in 2015 from 20.3% (490/2413) in 2014 and 21.8% (493/2261) in 2013. Similarly, the percentage of Asian/Pacific-Islander applicants increased to 21.3% (512/2405) in 2015 from 17% (411/2413) in 2014 and 17.3% (391/2261) in 2013. The percentage of White applicants fell from 36.4% (824/2261) in 2013 to 24.2% (585/2413) in 2014, but increased to 30.3% (728/2405) in 2015.

San Joaquin Delta Community College Workforce Diversity 2013-2015
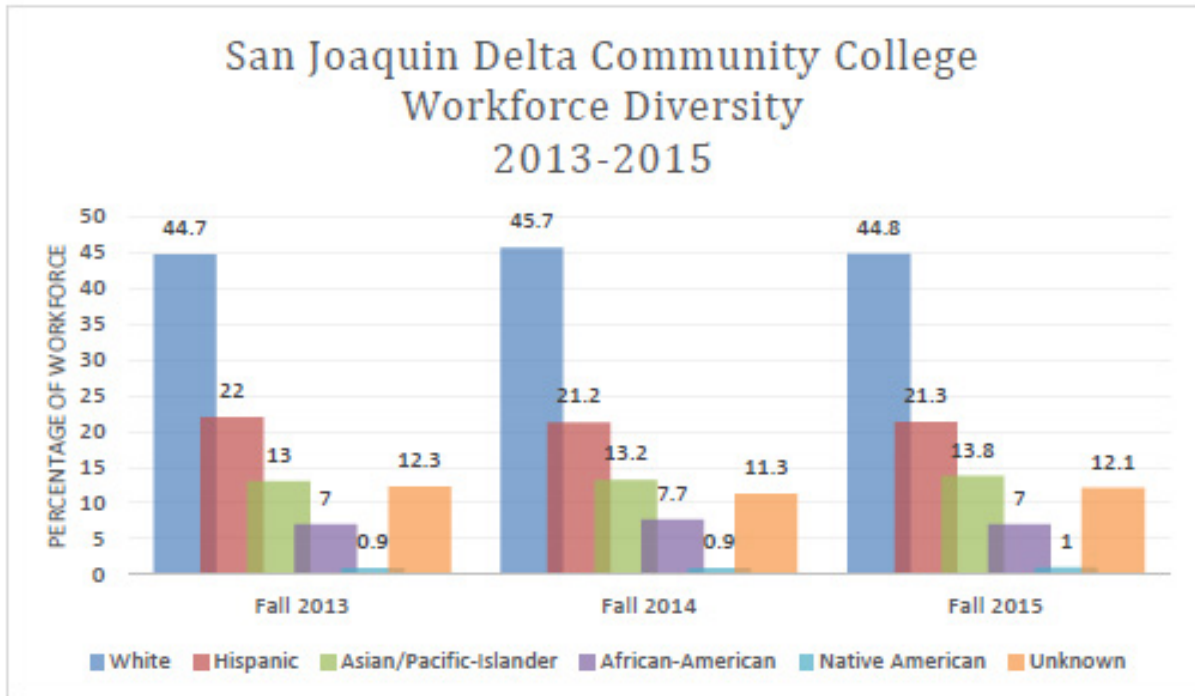
The chart above depicts the specific ethnic/racial composition of the District's workforce over the three academic years from Fall 2013 through Fall 2015. Again, these percentages include a significant number of employees in the "unknown" category, which makes it more difficult to analyze the data precisely. With that caveat, the data suggests some general patterns. White employees constitute the largest category of employees, and are approximately double the next largest group, which is Hispanics. The three-year trend shows that Asian/Pacific-Islanders, the third largest group, have increased from 13% of the workforce in Fall 2013 to 13.8% in Fall 2015. African-American employees increased slightly from Fall 2013 to Fall 2014 (7% to 7.7%), but then decreased to 7.0% in Fall 2015. Thus, the Fall 2015 percentage of African-American employees is the same as in Fall 2013. Native American employees have remained a small fraction of the workforce from Fall 2013 through Fall 2015.

APPLICANT ANALYSIS

FALL 2013	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE
1 Executive/Administrative/Managerial	35	12	23		2	1	5			12	15
2 Faculty and other Instructional Staff	201	105	96	13	11	4	28	3	3	23	116
3 Professional Non-Faculty	52	15	37	8	2	3	11	1	2	2	23
4 Secretary/Clerical	72	9	63	9	5	3	23	1		6	25
5 Technical and paraprofessional	137	29	108	11	11	5	40		1	17	52
6 Skilled Crafts	15	12	3	3			3			1	8
7 Service and Maintenance	63	45	18	5	9	4	17			10	18
GRAND TOTAL	575	227	348	49	40	20	127	5	6	71	257

FALL 2014	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE
1 Executive/Administrative/Managerial	35	13	22		3	1	5			12	14
2 Faculty and other Instructional Staff	206	106	100	13	12	3	28	3	5	19	123
3 Professional Non-Faculty	54	16	38	8	2	3	10	1	2	4	24
4 Secretary/Clerical	73	9	64	9	5	4	21	1		5	28
5 Technical and paraprofessional	135	28	107	11	12	5	39		1	17	50
6 Skilled Crafts	17	14	3	3			3			1	10
7 Service and Maintenance	64	45	19	5	11	4	18			8	18
GRAND TOTAL	584	231	353	49	45	20	124	5	8	66	267

FALL 2015	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE
1 Executive/Administrative/Managerial	34	13	21		3	1	8	1		9	12
2 Faculty and other Instructional Staff	222	110	112	15	12	4	29	1	5	24	132
3 Professional Non-Faculty	54	17	37	8	2	3	9	1	2	6	23
4 Secretary/Clerical	77	9	68	10	5	5	22	3		8	24
5 Technical and paraprofessional	147	34	113	13	12	5	41		1	20	55
6 Skilled Crafts	16	13	3	3		1	2			1	9
7 Service and Maintenance	64	45	19	5	9	4	20			6	20
GRAND TOTAL	614	241	373	54	43	23	131	6	8	74	275

ADJUNCT FACULTY WORKFORCE 2013-2015

FALL 2013	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE	GENDER UNIDENTIFIED
2 Adjunct Faculty and other Instructional Staff	675	302	361	32	24	15	50	5	10	172	367	12
GRAND TOTAL	**675**	**302**	**361**	**32**	**24**	**15**	**50**	**5**	**10**	**172**	**367**	**12**

FALL 2014	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE	GENDER UNIDENTIFIED
2 Adjunct Faculty and other Instructional Staff	665	309	349	29	19	18	53	11	10	173	352	7
GRAND TOTAL	**665**	**309**	**349**	**29**	**19**	**18**	**53**	**11**	**10**	**173**	**352**	**7**

FALL 2015	TOTAL	MALE	FEMALE	ASIAN	BLACK	FILIPINO	HISPANIC	NATIVE AMERICAN	PACIFIC ISLANDER	UNKNOWN	WHITE	GENDER UNIDENTIFIED
2 Adjunct Faculty and other Instructional Staff	529	259	270	22	12	15	45	11	7	143	274	0
GRAND TOTAL	**529**	**259**	**270**	**22**	**12**	**15**	**45**	**11**	**7**	**143**	**274**	**0**

Student and Employee Demographic Comparisons (2013-2015)

Fall 2013	Students	Employees
African-American	1590/**9.3%**	40/**7.0%**
Asian/Pacific-Islander	3205/**18.8%**	75/**13.0%**
Hispanic	7011/**41.0%**	127/**22%**
Native American	82/**0.5%**	5/**0.9%**
Multi-Ethnicity	865/**5.0%**	--
Unknown	201/**1.2%**	71/**12.3%**
White	4133/**24.2%**	257/**44.7%**
Female	9527/**55.8%**	348/**60.5%**
Males	7381/**43.2%**	227/**39.5%**
Unknown	179/**1.0%**	--
Grand Total Count	17087	575
Fall 2014		
African-American	1665/**9.3%**	45/**7.7%**
Asian/Pacific-Islander	3206/**17.9%**	77/**13.2%**
Hispanic	7737/**43.3%**	124/**21.2%**
Native American	80/**0.5%**	5/**0.9%**
Multi-Ethnicity	925/**5.2%**	--
Unknown	138/**0.8%**	66/**11.3%**
White	4113/**23.0%**	267/**45.7%**
Female	9859/**55.2%**	353/**60.4%**
Male	7843/**43.9%**	231/**39.6%**
Unknown	162/**0.9%**	--
Grand Total Count	17864	584
Fall 2015		
African-American	1452/**8.4%**	43/**7.0%**
Asian/Pacific-Islander	3037/**17.6%**	85/**13.8%**
Hispanic	7760/**45.0%**	131/**21.3%**
Native American	69/**0.4%**	6/**1.0%**
Multi-Ethnicity	910/**5.3%**	--
Unknown	106/**0.6%**	74/**12.1%**
White	3879/**22.5%**	275/**44.8%**
Female	9644/**56.0%**	373/**60.7%**
Male	7410/**43.0%**	241/**39.3%**
Unknown	159/**0.9%**	--
Grand Total Count	17213	614

The California Community College system and its constituent organizations are focused on developing both short- and long-term approaches to diversifying its faculty and general workforce. With new money in the current year budget for hiring of full-time faculty, this year presents a unique opportunity to address this matter is a serious and systematic way.

In the short term, numerous constituencies have conducted activities directed toward this issue, including a series of equity summits jointly sponsored by the Chancellor's Office and the Academic Senate for California Community Colleges, the Community College League of California's Annual Equity Summit, the Academic Senate's Spring 2015 and 2016 Academic Academies focused on equity and diversity issues, and others. Additionally, the Chancellor's Office has changed its EEO Fund allocation to better promote diversity hiring; and conducted seven EEO regional trainings on implicit bias, the educational benefits of diversity, and EEO laws.

In the longer term, as this paper will explain, the system needs an ongoing pipeline from the community college student experience through graduate school leading back to an interest in becoming a community college faculty member. This concept will require the partnership of the California Community Colleges with its four-year university partners and a commitment of the Legislature to allow for continuous hiring of full-time faculty to drive our system toward the 75% full-time faculty goal established in Education Code 87482.6.

BACKGROUND:

While faculty diversity has long been a concern in the California Community Colleges, the diversity of the faculty body simply has not kept pace with our changing student demography.

Academic research confirms the benefits of a diverse instructional workforce, and thus faculty diversity must be integrated into our understanding of student success.[1]

The current moment offers unique opportunities for the community college system to address this issue. The 2015-16 California State Budget included increased funding for the hiring of full-time faculty at the same time that colleges are expecting significant turnover in their faculty workforce due to retirements and other factors. For these reasons, community colleges in California are preparing for a period of significantly increased full-time faculty hiring.

However, the Community College System's ability to sustain these efforts depends in large part upon receiving sufficient funding to support the hiring of full-time faculty. While the 2015-16 State Budget included dedicated funding for full-time faculty, this allocation was the first of its kind in over two decades. Full-time faculty hiring has not been a consistent budget priority in past years, and such funding is currently not included in the 2016-17 Budget. This lack of ongoing support for hiring full-time faculty has inhibited and diminished the Community College System's attempts to diversify its faculty, as these efforts cannot succeed if colleges do not have resources that allow and encourage them to hire.

Any serious effort to address this problem involves a short- and long-term solution. While numerous constituencies at the local level and across the state are currently discussing the need for equity and diversity in employment, the system also needs to develop a longer-term pathway to bring our former students back into the colleges as faculty.

During the 2015-16 academic year, the Chancellor's Office of the California Community Colleges, in conjunction with various constituency groups, developed *The AA to MA Faculty Diversity Pathway Initiative* to focus on recruitment and training of a more diverse pool of candidates for faculty positions. While this concept holds significant promise to assure a long-term pool of diverse candidates, funding will be needed for program implementation, student scholarships, and loan forgiveness to assure its success.

CHALLENGES AND OPPORTUNITIES

For the past ten years, only 20% (approximately) of faculty (full-time and part-time) are from underrepresented minority backgrounds.

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[1] See, for example, "To Be Young, Gifted, and Black, It Helps to Have a Black Teacher" at http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher and The AAUP's Does Diversty Make a Difference? at http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF

Under-Represented Minority* Percentages by Student and Employee Types
Fall Terms 2005 - 2014
FIRST-TIME HIRES
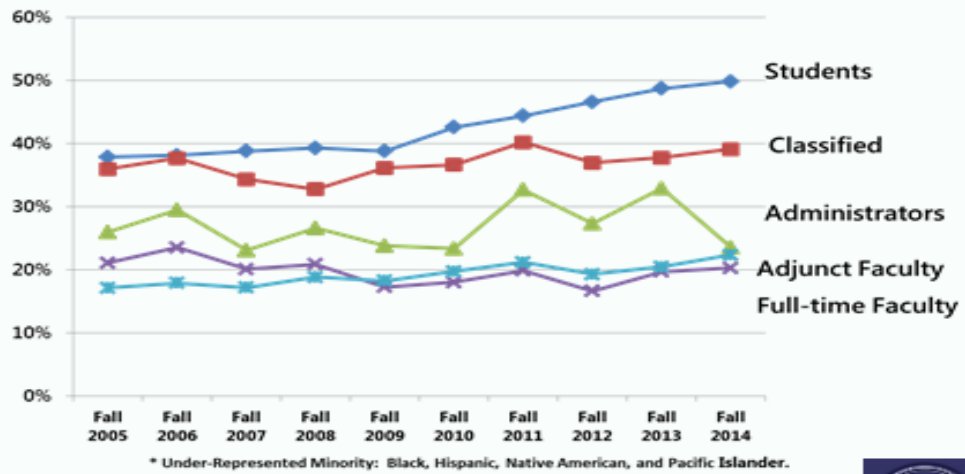
* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander.

Under-Represented Minority* Percentages by Student and Employee Types
Fall Terms 2005 – 2014
TOTAL

* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander
Non-Under-Represented Minority: Asian, Multirace, Unreported, and White

Non-Whites* Percentages by Student and Employee Types
Fall Terms 2005 – 2014
TOTAL
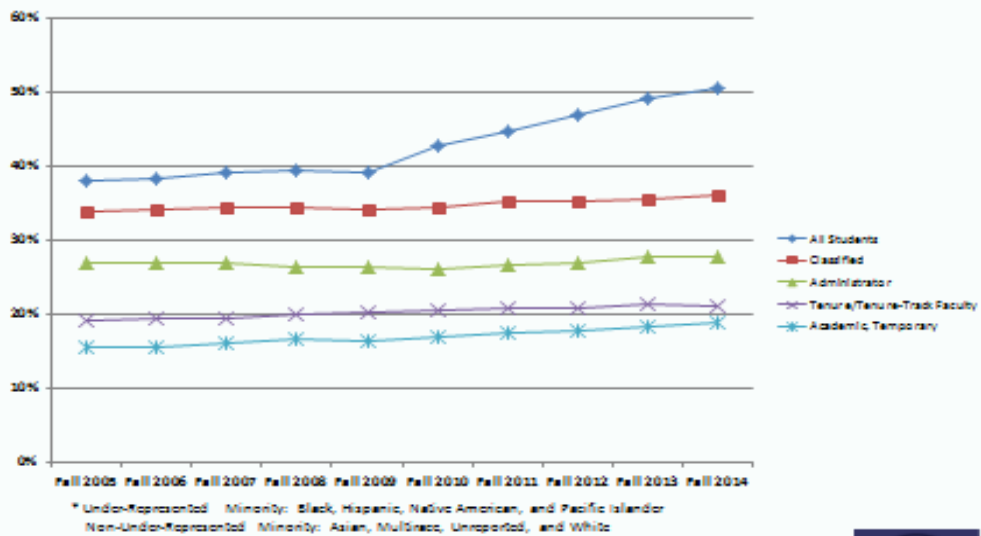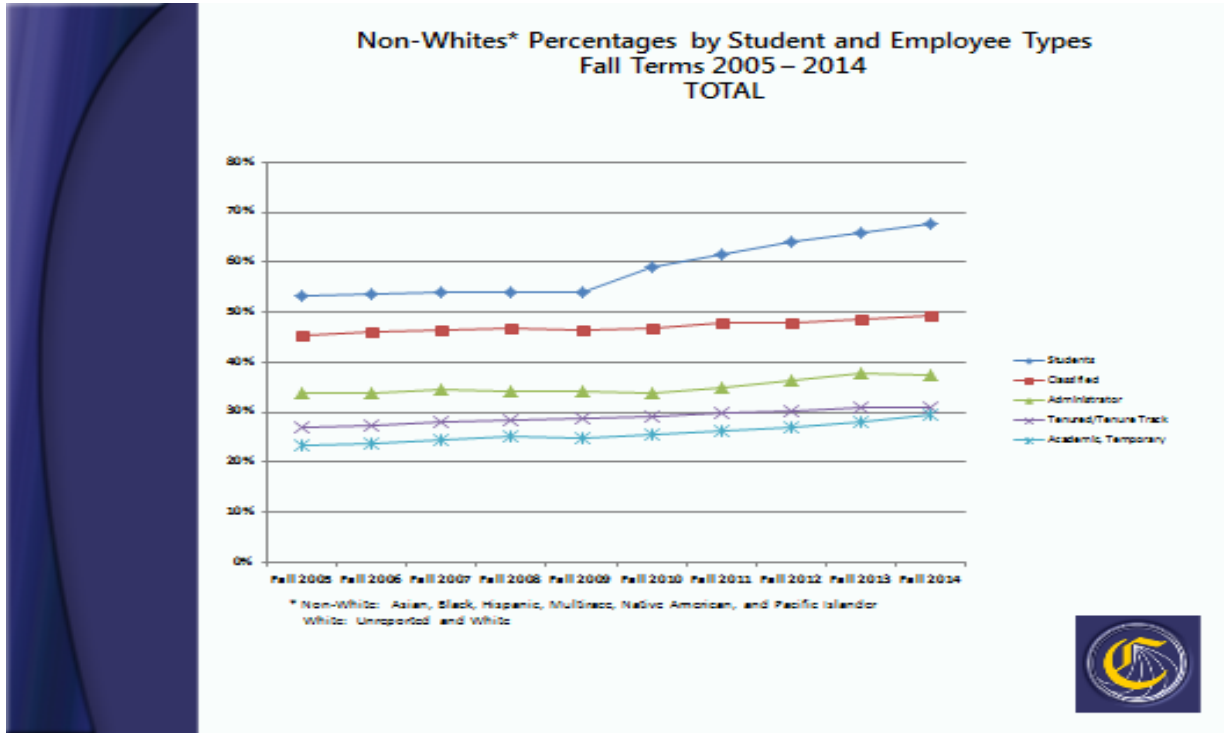
While the Community College System has engaged in efforts to address institutional barriers to equal employment opportunities, data also shows the lack of minority graduates nationally and raises concerns around the ability to increase the pool of diverse candidates for faculty, staff, and administrative positions in California Community Colleges.

Percent of Graduate Degrees Conferred to Minorities by Sector
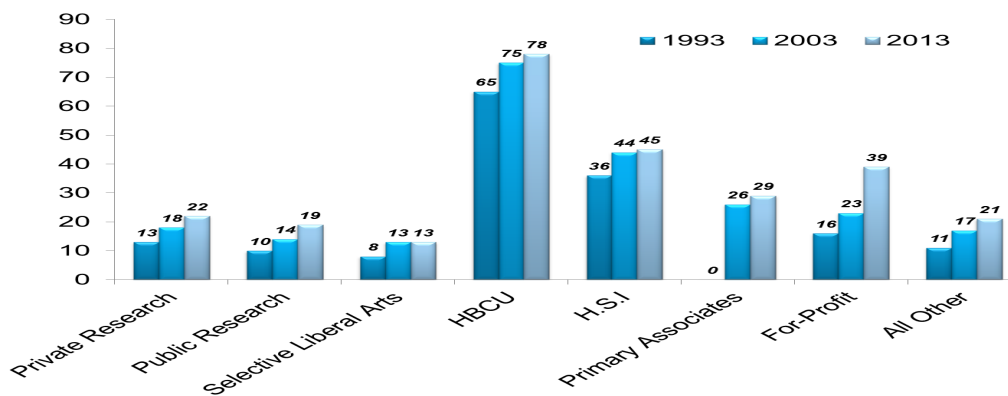
* Source – 2015 DIVERSE MAGAZINE, ISSUES IN HIGHER EDUCATION, VOL. 32, NO. 13, Page 16.

In discussions of this issue, the CCC Chancellor's Office EEO and Diversity Advisory Committee concluded that one of the best ways to recruit underrepresented minority students into the teaching profession is within the California community colleges themselves. California community colleges are more racially diverse than the State of California, and have some of the best practices for workforce training[2].

STATE LAW & RESEARCH

California Education Code, Section 87100 requires "a work force that is continually responsive to the needs of a diverse student population [which] may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion within the community college districts and by eliminating barriers to equal employment opportunity." Title 5, Section 53024.1 states that "establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort." Research demonstrates the gains in institutional effectiveness and the educational benefits of a diverse faculty workforce. Some studies suggest a more diverse faculty body might help to close the achievement gap by as much as 20-50%.[3]

California Education Code, Section 87108 establishes the Equal Employment Opportunity Fund and states that the Fund could be used for various EEO activities, including "[a]ctivities designed to encourage community college students to become qualified for, and seek, employment as community college faculty or administrators." In 2014 and 2015, the state allocated only $767,000 for funding to run a statewide job registry and job fairs and for various EEO activities by the 72 college districts.

California Education Code, Section 69618 establishes the "Graduate Assumption Program of Loans for Education" to "encourage persons to complete their graduate educations and serve as faculty at an accredited California college or university." This program has not been funded since the early 2000s. A Master's Degree is the minimum qualification to hold most faculty and administrative positions in California community colleges, and thus access to graduate education through the Graduate Assumption Program of Loans for Education could provide an important instrument for drawing community college students toward careers in community college teaching.

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[2] http://doingwhatmatters.cccco.edu/portals/6/docs/SW/Background%20Paper%20on%20WORKFORCE%20DATA%20&%20OUTCOMES.pdf

[3] See, for example, Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.* American Economic Review, 104(8): 2567-2591.

BASIC PROGRAM DESIGN CONCEPT

The long-term purpose of the program is to interest students in graduate school and the teaching profession while they are enrolling in California community colleges. However, in order to provide a more immediate impact on faculty diversity within the Community College System, the program would also include a component that focuses on current graduate student and upper division students in California's university systems. Once the pathways and relationships with university partners to attract students to the program and into the teaching profession are established, the program will focus more directly on recruiting community college students.

Graduate and upper division students in the university system would receive mentorship and training to better prepare them for working with community college students. These mentorship and training opportunities could occur through faculty internship programs at various college districts, possibly with a degree of state-level coordination. Participation in this process would also help these candidates to understand better the mission of the community colleges and the expectations, challenges, and opportunities associated with community college teaching positions. Participants would be eligible for participation in the Graduate Assumption Program of Loans for Education and would emerge from this process better prepared to serve the diverse student population of the California community colleges. A cooperative relationship with existing programs for community college teacher preparation could serve as a basis for the training aspect of the initiative.

As the initiative focuses more on recruitment of community college students, it could be modeled after the *Community College Pathway to Law School* initiative (a.k.a., 2+2+3) whereby 29 community colleges, 6 undergraduates, and 6 law schools signed a memorandum of understanding to establish a diversity pipeline to prepare community college students for entrance into law schools[4].

Students in the *AA to MA Faculty Diversity Pathway* Initiative would receive mentorship and employment while matriculating at the California community colleges. The students would be hired as campus-wide tutors, "embedded peer tutors" within their classes, instructional aides, and teaching assistants. Faculty members would serve as mentors.

If the students meet certain G.P.A. requirements and successfully transfer to a 4-year university, the students would be provisionally guaranteed admission into graduate schools participating in the program. The goal would be to establish articulation agreements between

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[4] For more information see www.californialawinc.com; and
http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAY2014/PR_CCC-Law_School_FINAL_4-30-14.pdf

community colleges and graduate schools. Students would continue to receive opportunities to be employed as tutors and instructional assistants at the 4-year universities.

Students would also receive loan forgiveness under the Graduate Assumption Program of Loans for Education and be required to teach at a California community college for at least 3 years.

A parallel and connected process could also be established to recruit community college students to consider faculty careers in career technical education programs (CTE). Increasing faculty diversity in CTE is one of the recommendations by the Task Force on Workforce, Job Creation, and a Strong Economy adopted by the Board of Governors in November 2015[5]. A master's degree is not generally required for faculty teaching in CTE disciplines, and thus in most of these areas the *AA to MA* pathway and loan forgiveness would not be applicable. However, the same mentorship and employment possibilities established through the *AA to MA* pathway could be offered to CTE students in order to inspire and develop their interest in community college teaching careers.

FUNDING NEEDS

Funding is needed to do the following:
1. Develop the initiative both at the community college and through partnerships with the university systems;
2. Implement and coordinate the initiative at the system level;
3. Support internships, tutors, "embedded peer tutors" (within a class), instructional aides, and teaching assistants;
4. Provide stipends for faculty to serve as mentors; and
5. Provide loan forgiveness for graduate school education.

The exact amount of funding needed to fully implement this initiative has not yet been determined. The *Community College Pathway to Law School* initiative estimated a need of approximately $5 million to $6 million for 3 years to operate the program. A similar amount would likely be needed to implement the *AA to MA Faculty Diversity Pathway* for the next three years. An additional $10 million will be needed to fund the loan forgiveness program, bringing the total for the initiative to approximately $16 million.

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[5] http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx

Building Diversity (Part I)—Using Data for Hiring

IEPI, in collaboration with the Chancellor's Office Legal division, will be presenting a Fall 2018 workshop segment, part 1 of a series of Equal Employment Opportunity (EEO) workshop segments. This segment will focus on data collection and analysis in support of a college's or district's EEO program.

Why Diversity Matters

- Identify equity gaps in faculty hiring
- Enrich instruction through faculty diversity
- Build student success

Who Should Attend?

Colleges are encouraged to send a cross-functional team composed of:

- Human Resources Managers
- Researchers
- EEO Committee Members
- Hiring Managers
- Administrators
- Department Chairs

Upcoming Workshops Fall 2018

Click the dates below to register for these one-day workshops.

September 5 - Fresno
September 11 - Riverside
September 19 - Irvine
September 24 - Sacramento
September 28 - San Jose

Program Costs: Registration fees are $75 per person. Colleges will be responsible for attendees' travel costs. Use of EEO funds is allowable and recommended to offset the cost of attendance.

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Strong Workforce Program Recommendations		Month: August		Year: 2018
		Item No: IV. G.		
		Attachment: No		
DESIRED OUTCOME:	The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.	Urgent: No		
		Time Requested: 20 mins.		
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**		
REQUESTED BY:	John Stanskas	Consent/Routine		
		First Reading		
STAFF REVIEW[1]:	April Lonero	Action		X
		Discussion		

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.

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

Executive Committee Agenda Item

SUBJECT: Exemplary Award Theme		Month: August	Year: 2018
		Item No: IV. H.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the theme for the 2018-2019 Exemplary Awards.	Urgent: Yes	
		Time Requested: 10 min	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Executive Committee approves the theme for the Exemplary Award. The Exemplary Program Award, established in 1991, recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award's traditions. Up to two college programs receive $4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January. Last year's theme was "Guided Pathways."

Summary of program recipients of previous years:

Year	Recipients
2018	LA Trade Tech: Advanced Transportation and Manufacturing Pathway Santa Barbara City College: Express to Success Program
2017	MiraCosta College: HealthStart Program Reedley College: Reedley Middle College High School
2016	Las Positas College: Early Childhood Development- Math Learning Community Pasadena City College: Biology 11 General Biology Hybrid Course
2015	Bakersfield College: Making It Happen (MIH) Program
2014	Santa Monica College: Prep2Test Program Canada College: Math Jam Program

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

In February 2018, Educational Policies Committee recommended consideration of "Environmental Responsibility" as a potential theme for the 2019 Exemplary Program Award per Resolution F17 13.02 "Environmental Responsibility: College Campuses as Living/Learning Labs" which calls for the ASCCC to support responsible stewardship of the natural resources of California community colleges and to work with the Consultation Council, California Community Colleges Chancellor's Office, and policymakers to develop responsible practices for the conservation of natural resources, including wildlife, within educational and facility master plans.

It was discussed then that Standards & Practices Committee could consider this idea and more with the intent of bringing forth a theme to Executive Committee for consideration and approval.

Executive Committee Agenda Item

SUBJECT: Awards Handbook		Month: August	Year: 2018
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the updated Awards Handbook.	Urgent: Yes	
		Time Requested: 15 min	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At its February 3-4, 2017 meeting, the Executive Committee approved changes to the Hayward Award process that allows a college to nominate up to two faculty, as long as one is part-time faculty, and removes the requirement that one award from each Area be given. These changes were approved as a way to address Resolution 13.01 S16, which called for exploring the feasibility of expanding the Hayward Award to allow annual awards to be given to both full-time and part-time faculty from each Area.

At its August 11-12, 2017 meeting, the Executive Committee approved an updated Awards Handbook that allowed these changes to go into effect 2017. However, the Awards Handbook needs to be updated to change the review process.

Specifically, the 2017-18 Standards and Practices Committee recommends that:

- The review process changed from Area-based review to a statewide review process; and
- The review of full-time faculty and part-time faculty applications are separate with specific rubrics to take into account the differences in experiences for part-time vs full-time faculty.

These recommended changes to the review process for the Hayward Award and a few other minor ones are attached in the updated Awards Handbook.

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

Awards Handbook

I. **Background**

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

II. **Awards/Scholarship Descriptions**

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

    a. **Annual Awards**

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

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

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year; however, only one nominee from a college may be honored by the ASCCC.

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

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

b. Periodic Awards

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

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

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

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

Selection Criteria
Candidates for this award will have demonstrated skillful, effective, and courageous leadership that has a lasting positive impact on the California community colleges, both locally and statewide, by supporting and strengthening the principles and values of the

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

Evaluation of Candidates

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

Award

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

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

c. Scholarships

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

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

- Current college climate – (Under sanction, votes of no confidence, other disruptions or extreme/chronic conditions exist.)
- Untimely immediate need – faculty is unexpectedly thrust into major leadership role such as academic senate president, vice president, or Accreditation Chair on a short timeline.
- Prior activities – faculty has demonstrated a prior history of excellence in leadership and is seeking to expand his/her leadership horizons (e.g., local or state committee leadership, outstanding faculty of the year or other award winner).
- In attendance – college has not been represented at Academic Senate events in some time, and/or faces other barriers to statewide engagement of their faculty.

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

III. **Disqualification**
- Current Academic Senate Executive committee members cannot be nominated, but other candidates from their respective colleges are qualified.
- If the applicant uses the nominee's name, the application will be disqualified.
- If no more than three applications are received for any award, an award will not be given.

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

V. **Timeline**
Each year the Senate Office will establish dates and deadlines consistent with the following timeline. This timeline establishes:
- when the call for awards packets are sent to the local senate presidents;
- when applications are due in the office;
- when the packets of award nominations are sent to the readers;
- when the selections are due from the readers to the office; and
- when the awards are presented.

Award	Call	Due in Office	Sent to Readers	Selection Due to Office	Award Presented
Exemplary	October 1st week	November 2nd week	November 2nd week	December 1st week	January BOG Meeting
Hayward	November 1st week	December 4th week	January 2nd week	February 1st week	March BOG Meeting
Diversity	December 1st week	February 2nd week	February 3rd week	March 2nd week	Spring Plenary Session Fri

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

VI. Readers

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

Below is the reader selection process for each award.

a. Selection:

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

Hayward Awards: S&P members and four additional full-time faculty members (who are not Executive Committee members) from each Area will read all the applications for full-time faculty. S&P members and four additional part-time faculty members from each Area will read all the applications for part-time faculty. Area Representatives ~~will select~~will recommend ~~the~~ two faculty readers, one ~~four~~ full-time and one part-time ~~faculty readers (who are not Executive Committee members)~~ from their Areas. ~~Note – no one reads applications for their own area~~.

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

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

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

d. Expectations

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

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

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

VIII. Responsibility of Senate Staff

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

Approved: August 13, 2010
Revised: September 11, 2012
Revised: August 29, 2013
Norbert Bischof policy approved May 29, 2014
Hayward Award policy revised February 3, 2017
Revised: August 11, 2017
Revised; August 11, 2018

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

6

Standards and Practices Chair Checklist

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

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

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

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

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

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

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

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

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

![Academic Senate for California Community Colleges logo]

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT*:* Simplified Metrics and the Funding Formula		Month: August	Year: 2018
		Item No: IV. J.	
		Attachment: Yes (6)	
DESIRED OUTCOME:	The Executive Committee will discuss the considerations of the Simplified Metrics Workgroup regarding the changed funding formula.	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Simplified Metrics workgroup of the Chancellor's Office met after the California budget was adopted that changed the funding formula. Attached are the initial considerations regarding both the expected funding formula impact on the colleges as well as how the Simplified Metrics workgroup may evolve from a mechanism to streamline and focus institutional dialog to one that incorporates funding considerations.

Please find attachment: 2018-2019 Student Centered Funding Formula Allocations at https://asccc.org/content/executive-committee-meeting-2018-08-09-180000-2018-08-11-210000

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

California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

2018-19 Student Centered Funding Formula Allocations

District	Base Allocation	Supplemental Allocation	Student Success Allocation	Total New Funding Formula		2017-18 P2 Total Computational Revenue (TCR)	2017-18 P2 TCR plus COLA (2.71%)	Hold Harmless		2018-19 Student Centered Funding Formula (SCFF)	2018-19 SCFF minus 2017-18 P2 TCR	Year to Year % Change
Allan Hancock	$ 43,310,530	$ 11,867,966	$ 7,087,309	$ 62,265,804		$ 58,422,746	$ 60,006,002	$ -		$ 62,265,804	$ 3,843,058	6.58%
Antelope	46,526,968	20,506,566	7,960,638	74,994,172		62,367,608	64,057,770	-		74,994,172	12,626,564	20.25%
Barstow	14,909,024	5,394,530	1,757,688	22,061,242		18,681,308	19,187,571	-		22,061,242	3,379,934	18.09%
Butte	44,334,942	13,461,512	7,344,121	65,140,575		58,735,298	60,327,025	-		65,140,575	6,405,277	10.91%
Cabrillo	45,763,188	9,873,736	5,164,168	60,801,091		61,090,221	62,745,766	1,944,675		62,745,766	1,655,545	2.71%
Cerritos	67,381,150	28,818,002	10,979,131	107,178,282		93,430,768	95,962,742	-		107,178,282	13,747,514	14.71%
Chabot-Las Positas	71,417,191	15,512,720	8,992,179	95,922,090		100,198,196	102,913,567	6,991,477		102,913,567	2,715,371	2.71%
Chaffey	68,985,869	25,058,373	11,291,410	105,335,652		93,669,057	96,207,488	-		105,335,652	11,666,595	12.46%
Citrus	50,893,048	14,922,722	11,101,806	76,917,575		68,322,333	70,173,868	-		76,917,575	8,595,242	12.58%
Coast	131,799,923	40,681,373	27,770,791	200,252,087		184,921,662	189,933,039	-		200,252,087	15,330,425	8.29%
Compton[1]	26,500,940	8,301,327	2,783,590	37,585,857		36,654,929	37,648,278	62,421		37,648,278	993,349	2.71%
Contra Costa	117,321,654	27,395,390	16,988,567	161,705,612		166,644,124	171,160,180	9,454,568		171,160,180	4,516,056	2.71%
Copper Mountain	10,550,375	2,718,402	965,354	14,234,131		12,756,730	13,102,437	-		14,234,131	1,477,401	11.58%
Desert	44,155,903	13,605,795	4,795,912	62,557,610		56,577,786	58,111,044	-		62,557,610	5,979,824	10.57%
El Camino	81,123,469	26,710,735	11,152,009	118,986,213		114,094,718	117,186,685	-		118,986,213	4,891,495	4.29%
Feather River	11,852,884	1,759,885	963,951	14,576,720		13,510,466	13,876,600	-		14,576,720	1,066,254	7.89%
Foothill[3]	105,679,323	21,340,099	17,385,431	144,404,853		147,912,346	151,920,771	7,515,918		151,920,771	4,008,425	2.71%
Gavilan	24,831,808	4,956,167	3,718,335	33,506,311		32,272,076	33,146,649	-		33,506,311	1,234,235	3.82%
Glendale	65,830,096	17,560,252	6,421,260	89,811,608		88,218,925	90,609,658	798,050		90,609,658	2,390,733	2.71%
Grossmont	79,353,885	26,616,078	13,202,829	119,172,791		109,387,586	112,351,990	-		119,172,791	9,785,205	8.95%
Hartnell	31,767,665	10,657,643	5,718,262	48,143,571		43,136,331	44,305,326	-		48,143,571	5,007,240	11.61%
Imperial	31,649,858	12,196,049	5,630,372	49,476,278		41,847,655	42,981,726	-		49,476,278	7,628,623	18.23%
Kern	101,689,713	34,147,283	12,856,133	148,693,129		132,997,544	136,601,777	-		148,693,129	15,695,585	11.80%
Lake Tahoe[3]	13,060,813	2,438,107	1,188,666	16,687,586		14,405,966	14,796,368	-		16,687,586	2,281,620	15.84%
Lassen[3]	11,762,108	2,914,149	1,127,726	15,803,982		13,424,860	13,788,674	-		15,803,982	2,379,122	17.72%
Long Beach	81,299,914	29,407,081	8,852,524	119,559,519		119,117,970	122,346,067	2,786,548		122,346,067	3,228,097	2.71%
Los Angeles	442,368,225	145,413,370	65,116,809	652,898,404		605,836,735	622,254,911	-		652,898,404	47,061,669	7.77%
Los Rios	202,965,220	72,304,163	33,956,398	309,225,781		303,957,520	312,194,769	2,968,988		312,194,769	8,237,249	2.71%
Marin[2,3]	19,383,920	3,422,356	1,544,610	24,350,885		25,606,748	26,300,691	1,949,806		26,300,691	693,943	2.71%
Mendocino	17,271,308	4,212,696	1,784,748	23,268,752		22,433,982	23,041,943	-		23,268,752	834,770	3.72%
Merced	43,923,639	13,574,549	5,982,241	63,480,429		56,495,951	58,026,991	-		63,480,429	6,984,478	12.36%
MiraCosta[2,3]	46,629,156	13,337,447	7,252,962	67,219,565		63,539,551	65,261,473	-		67,219,565	3,680,014	5.79%
Monterey	28,247,439	5,339,390	3,577,843	37,164,672		38,879,570	39,933,206	2,768,534		39,933,206	1,053,636	2.71%
Mt. San Antonio	138,138,718	34,974,383	12,604,220	185,717,321		175,668,539	180,429,156	-		185,717,321	10,048,782	5.72%
Mt. San Jacinto	49,120,726	19,382,629	7,588,175	76,091,530		71,516,854	73,454,961	-		76,091,530	4,574,676	6.40%
Napa	24,429,253	5,459,779	3,645,263	33,534,296		31,620,031	32,476,934	-		33,534,296	1,914,265	6.05%
North Orange	141,034,389	37,399,624	16,666,895	195,100,908		202,054,625	207,530,305	12,429,397		207,530,305	5,475,680	2.71%

California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

2018-19 Student Centered Funding Formula Allocations

	A	B	C	D	E	F	G	H	I	J	K	L	M
	District	Base Allocation	Supplemental Allocation	Student Success Allocation	Total New Funding Formula		2017-18 P2 Total Computational Revenue (TCR)	2017-18 P2 TCR plus COLA (2.71%)	Hold Harmless		2018-19 Student Centered Funding Formula (SCFF)	2018-19 SCFF minus 2017-18 P2 TCR	Year to Year % Change
48	Ohlone	34,763,388	5,465,293	4,417,373	44,646,053		48,764,077	50,085,583	5,439,530		50,085,583	1,321,506	2.71%
49	Palo Verde	14,825,260	3,176,983	1,005,115	19,007,359		16,245,202	16,685,447	-		19,007,359	2,762,157	17.00%
50	Palomar	79,468,039	18,004,129	10,728,573	108,200,741		108,868,450	111,818,785	3,618,044		111,818,785	2,950,335	2.71%
51	Pasadena	99,512,805	29,127,705	15,483,672	144,124,183		134,488,560	138,133,200	-		144,124,183	9,635,623	7.16%
52	Peralta	82,589,594	22,192,931	11,602,134	116,384,659		112,373,122	115,418,434	-		116,384,659	4,011,537	3.57%
53	Rancho Santiago	130,635,758	24,859,869	20,214,919	175,710,545		163,785,707	168,224,300	-		175,710,545	11,924,838	7.28%
54	Redwoods	19,340,552	5,636,227	2,601,183	27,577,962		26,897,389	27,626,308	48,346		27,626,308	728,919	2.71%
55	Rio Hondo	50,159,794	16,451,019	7,563,513	74,174,325		69,108,317	70,981,152	-		74,174,325	5,066,008	7.33%
56	Riverside	123,326,130	40,904,690	17,998,069	182,228,888		169,103,497	173,686,202	-		182,228,888	13,125,391	7.76%
57	San Bernardino	64,441,277	21,974,209	9,547,083	95,962,569		88,844,996	91,252,695	-		95,962,569	7,117,573	8.01%
58	San Diego	197,416,875	46,097,959	22,150,695	265,665,528		248,796,246	255,538,624	-		265,665,528	16,869,282	6.78%
59	San Francisco[1,3]	99,881,037	16,842,513	9,647,337	126,370,887		124,210,823	127,576,936	1,206,049		127,576,936	3,366,113	2.71%
60	San Joaquin Delta	59,400,167	21,632,341	12,144,594	93,177,102		81,767,558	83,983,459	-		93,177,102	11,409,544	13.95%
61	San Jose[2,3]	52,081,912	15,422,658	6,895,812	74,400,382		70,522,096	72,433,245	-		74,400,382	3,878,286	5.50%
62	San Luis Obispo	36,194,133	7,272,047	5,076,021	48,542,200		48,839,558	50,163,110	1,620,910		50,163,110	1,323,552	2.71%
63	San Mateo[2]	71,182,329	15,562,346	11,333,654	98,078,329		98,288,807	100,952,434	2,874,105		100,952,434	2,663,627	2.71%
64	Santa Barbara	56,249,920	13,438,537	10,137,810	79,826,267		72,927,788	74,904,131	-		79,826,267	6,898,479	9.46%
65	Santa Clarita	70,515,075	15,702,953	11,250,772	97,468,799		94,273,725	96,828,543	-		97,468,799	3,195,074	3.39%
66	Santa Monica[3]	84,569,775	27,279,596	13,493,128	125,342,499		129,917,544	133,438,309	8,095,811		133,438,309	3,520,765	2.71%
67	Sequoias	47,993,843	15,304,107	6,025,144	69,323,094		60,963,604	62,615,718	-		69,323,094	8,359,490	13.71%
68	Shasta Tehama	30,416,768	9,493,270	4,637,019	44,547,056		41,788,858	42,921,336	-		44,547,056	2,758,198	6.60%
69	Sierra	59,692,685	17,021,718	10,563,200	87,277,603		84,798,894	87,096,944	-		87,277,603	2,478,709	2.92%
70	Siskiyous	15,803,978	1,981,364	1,516,359	19,301,701		18,150,795	18,642,682	-		19,301,701	1,150,906	6.34%
71	Solano	34,824,289	8,123,041	5,251,685	48,199,015		47,992,202	49,292,791	1,093,776		49,292,791	1,300,589	2.71%
72	Sonoma	79,642,544	13,830,031	10,011,933	103,484,508		107,033,278	109,933,880	6,449,372		109,933,880	2,900,602	2.71%
73	South Orange County[2,3]	114,111,069	21,785,814	18,161,234	154,058,117		152,672,204	156,809,621	2,751,504		156,809,621	4,137,417	2.71%
74	Southwestern	65,150,511	22,035,782	8,448,547	95,634,840		92,612,045	95,121,831	-		95,634,840	3,022,795	3.26%
75	State Center	128,829,501	45,236,856	17,879,592	191,945,948		173,579,982	178,284,000	-		191,945,948	18,365,966	10.58%
76	Ventura	110,365,494	30,391,330	21,853,743	162,610,566		150,836,007	154,923,663	-		162,610,566	11,774,559	7.81%
77	Victor Valley	41,822,756	18,030,780	5,323,734	65,177,270		54,687,971	56,170,015	-		65,177,270	10,489,299	19.18%
78	West Hills	30,058,625	8,964,845	4,158,482	43,181,952		37,158,011	38,164,993	-		43,181,952	6,023,941	16.21%
79	West Kern[3]	20,025,151	4,123,553	2,592,190	26,740,894		24,517,201	25,181,617	-		26,740,894	2,223,693	9.07%
80	West Valley[2]	55,325,926	9,385,747	6,951,299	71,662,972		73,597,478	75,591,970	3,928,998		75,591,970	1,994,492	2.71%
81	Yosemite	69,610,185	25,553,714	9,251,344	104,415,243		95,564,829	98,154,636	-		104,415,243	8,850,414	9.26%
82	Yuba	38,693,776	11,930,458	5,505,251	56,129,485		49,665,907	51,011,853	-		56,129,485	6,463,578	13.01%
83	Statewide Total	$ 4,946,185,152	$ 1,413,878,743	$ 714,342,529	$ 7,074,406,423		$ 6,714,052,043	$ 6,896,002,855	$ 75,292,414		$ 7,149,698,837	$ 435,646,794	6.49%

	A	B	C	D	E	F	G	H	I	J	K	L	M
8	**2018-19 Student Centered Funding Formula Allocations**												
9	District	Base Allocation	Supplemental Allocation	Student Success Allocation	Total New Funding Formula		2017-18 P2 Total Computational Revenue (TCR)	2017-18 P2 TCR plus COLA (2.71%)	Hold Harmless		**2018-19 Student Centered Funding Formula (SCFF)**	2018-19 SCFF minus 2017-18 P2 TCR	Year to Year % Change
10													
85	[1] For Compton CCD and San Francisco CCD, statute provides the higher of the new funding formula or the 2017-18 plus restoration and COLA.												
86	[2] Denotes Basic Aid districts. Allocations for these districts are calculated in the same way as others; however, "hold harmless" amounts are excluded from systemwide totals.												
87	[3] Denotes districts for which differential FTES funding rates have been established.												

2018-19 Base Allocation

District	Basic Allocation	Base FTES			Special Admit Students FTES	Inmates in Correctional Facilities FTES		Base Allocation Total
		Credit	Noncredit	CDCP	Credit	Credit	Noncredit	
$ per FTES>>>		$ 3,727	$ 3,347	$ 5,457	$ 5,457	$ 5,457	$ 3,347	
Allan Hancock	$ 6,526,207	$ 31,004,255	$ 1,339,700	$ 1,535,999	$ 2,323,233	$ 581,136	$ -	$ 43,310,530
Antelope	6,526,207	38,055,291	7,532	239,384	1,651,189	47,364	-	46,526,968
Barstow	5,161,164	9,241,668	292,236	-	213,956	-	-	14,909,024
Butte	6,526,207	33,022,338	3,718,362	128,832	939,203	-	-	44,334,942
Cabrillo	6,526,207	36,911,823	632,007	54,567	1,638,584	-	-	45,763,188
Cerritos	5,220,966	60,252,533	579,551	885,673	442,427	-	-	67,381,150
Chabot-Las Positas	8,484,068	61,347,910	552,537	-	1,032,675	-	-	71,417,191
Chaffey	7,831,449	59,124,581	1,314,360	-	715,479	-	-	68,985,869
Citrus	5,220,966	43,681,906	781,305	503,378	705,493	-	-	50,893,048
Coast	13,052,413	117,158,419	1,161,178	-	427,912	-	-	131,799,923
Compton	3,915,723	21,624,064	48,907	-	912,247	-	-	26,500,940
Contra Costa	15,010,274	98,633,353	496,132	-	3,181,895	-	-	117,321,654
Copper Mountain	5,161,164	5,150,602	217,219	2,947	18,444	-	-	10,550,375
Desert	3,915,723	36,527,982	1,537,604	1,928,934	245,659	-	-	44,155,903
El Camino	9,136,688	70,636,318	144,210	-	1,206,252	-	-	81,123,469
Feather River	5,161,164	4,403,488	156,529	-	637,012	1,494,692	-	11,852,884
Foothill	10,441,932	89,084,175	767,178	1,581,726	3,804,311	-	-	105,679,323
Gavilan	5,161,164	17,341,848	926,385	349,500	1,035,404	2,947	14,562	24,831,808
Glendale	6,526,207	41,884,150	308,103	15,851,799	1,259,837	-	-	65,830,096
Grossmont	8,484,068	69,068,553	67,352	-	1,733,912	-	-	79,353,885
Hartnell	4,242,033	27,336,042	6,628	-	182,962	-	-	31,767,665
Imperial	3,915,723	27,075,549	184,346	56,258	117,264	300,717	-	31,649,858
Kern	16,478,672	78,755,436	208,314	-	6,226,118	21,172	-	101,689,713
Lake Tahoe	5,161,164	3,675,360	158,772	36,232	172,577	3,856,709	-	13,060,813
Lassen	5,161,164	3,605,653	3,682	3,274	197,732	2,760,475	30,127	11,762,108
Long Beach	7,831,449	70,557,663	(335,318)	2,372,070	575,352	298,698	-	81,299,914
Los Angeles	39,157,238	343,571,298	7,402,411	24,138,684	28,098,592	-	-	442,368,225
Los Rios	26,104,829	174,112,930	792,117	-	1,955,344	-	-	202,965,220
Marin	3,915,723	13,673,137	829,040	-	966,020	-	-	19,383,920
Mendocino	6,471,495	8,276,984	122,384	225,524	2,174,921	-	-	17,271,308
Merced	6,526,207	30,433,092	1,336,219	3,421,716	1,949,997	246,969	9,440	43,923,639
MiraCosta	6,526,207	36,588,022	2,687,635	-	827,292	-	-	46,629,156
Monterey	4,242,033	22,165,898	1,071,700	242,877	524,932	-	-	28,247,439
Mt. San Antonio	6,526,207	93,362,526	4,943,544	33,172,807	133,634	-	-	138,138,718
Mt. San Jacinto	6,526,207	39,656,957	1,119,234	1,274,079	544,249	-	-	49,120,726

	A	B	C	D	E	F	G	H	I
6	**2018-19 Base Allocation**								
7	District	Basic Allocation	Base FTES			Special Admit Students FTES	Inmates in Correctional Facilities FTES		**Base Allocation Total**
8			Credit	Noncredit	CDCP	Credit	Credit	Noncredit	
9	$ per FTES>>>		$ 3,727	$ 3,347	$ 5,457	$ 5,457	$ 5,457	$ 3,347	
10									
46	Napa	4,568,343	17,472,884	1,665,344	16,643	706,039	-	-	24,429,253
47	North Orange	10,441,932	106,680,132	8,229,410	14,615,317	1,067,598	-	-	141,034,389
48	Ohlone	5,220,965	22,405,531	-	-	7,136,892	-	-	34,763,388
49	Palo Verde	5,324,320	3,770,879	57,577	486,844	329,092	4,856,548	-	14,825,260
50	Palomar	7,831,449	65,962,893	882,901	2,314,120	2,476,675	-	-	79,468,039
51	Pasadena	7,831,449	84,063,988	476,984	5,759,682	1,380,702	-	-	99,512,805
52	Peralta	15,662,891	60,775,531	185,719	-	5,965,453	-	-	82,589,594
53	Rancho Santiago	11,747,172	77,262,195	2,008,931	27,329,856	10,610,664	36,669	1,640,272	130,635,758
54	Redwoods	5,482,383	12,078,611	363,170	271,688	1,144,701	-	-	19,340,552
55	Rio Hondo	5,220,966	42,257,869	901,647	209,536	1,569,776	-	-	50,159,794
56	Riverside	12,399,791	106,729,142	309,208	-	3,887,989	-	-	123,326,130
57	San Bernardino	8,484,068	54,502,654	624,977	187,328	642,250	-	-	64,441,277
58	San Diego	20,231,244	132,313,631	6,910,799	34,522,515	3,438,686	-	-	197,416,875
59	San Francisco	11,994,479	56,630,815	7,329,369	22,806,274	1,100,359	19,741	-	99,881,037
60	San Joaquin Delta	6,526,207	50,155,183	399,691	-	2,319,086	-	-	59,400,167
61	San Jose	7,831,446	42,462,451	728,180	-	1,059,835	-	-	52,081,912
62	San Luis Obispo	5,220,965	25,820,942	1,049,171	919,067	3,067,141	113,499	3,347	36,194,133
63	San Mateo	11,747,169	59,318,472	91,587	-	-	25,101	-	71,182,329
64	Santa Barbara	7,505,138	40,936,387	649,514	3,289,010	3,869,873	-	-	56,249,920
65	Santa Clarita	6,526,207	58,642,680	886,885	760,878	3,685,382	13,041	-	70,515,075
66	Santa Monica	7,831,449	72,422,144	1,945,262	1,004,410	1,366,510	-	-	84,569,775
67	Sequoias	7,831,449	36,772,234	495,395	1,063,942	1,830,823	-	-	47,993,843
68	Shasta Tehama	3,915,723	22,506,521	491,613	128,832	3,374,079	-	-	30,416,768
69	Sierra	6,689,363	50,795,134	1,037,622	-	1,170,565	-	-	59,692,685
70	Siskiyous	5,161,164	6,437,088	232,450	3,458,003	515,274	-	-	15,803,978
71	Solano	6,526,206	26,068,414	276,670	-	1,456,222	496,776	-	34,824,289
72	Sonoma	9,463,001	55,738,887	8,374,691	3,758,120	2,281,926	25,919	-	79,642,544
73	South Orange County	9,136,691	90,097,301	6,670,080	4,885,632	3,321,365	-	-	114,111,069
74	Southwestern	9,136,691	54,154,975	729,285	122,993	844,366	156,879	5,323	65,150,511
75	State Center	15,010,274	107,096,824	777,957	753,621	5,190,824	-	-	128,829,501
76	Ventura	13,052,413	93,950,278	119,137	9,222	3,234,443	-	-	110,365,494
77	Victor Valley	3,915,723	32,277,150	202,021	-	5,427,862	-	-	41,822,756
78	West Hills	8,157,756	18,952,180	1,091,182	-	1,857,506	-	-	30,058,625
79	West Kern	5,161,164	14,313,090	-	-	126,908	423,990	-	20,025,151
80	West Valley	7,831,446	43,319,194	2,572,716	-	1,602,570	-	-	55,325,926

	A	B	C	D	E	F	G	H	I
6	**2018-19 Base Allocation**								
7	District	Basic Allocation	Base FTES			Special Admit Students FTES	Inmates in Correctional Facilities FTES		**Base Allocation Total**
8			Credit	Noncredit	CDCP	Credit	Credit	Noncredit	
9	$ per FTES>>>		$ 3,727	$ 3,347	$ 5,457	$ 5,457	$ 5,457	$ 3,347	
10									
81	Yosemite	8,484,068	57,794,204	896,927	1,113,543	1,144,810	176,633	-	69,610,185
82	Yuba	9,789,308	26,591,847	465,101	-	1,847,520	-	-	38,693,776
83	Statewide Total	$ 607,668,785.00	$ 3,846,532,141	$ 95,708,269	$ 217,793,336	$ 160,823,877	$ 15,955,673	$ 1,703,070	$ 4,946,185,152

California Community Colleges
2018-19 Student Centered Funding Formula Simulations

2018-19 Supplemental Allocation

	A	B	C	D	E
7	**2018-19 Supplemental Allocation**				
8	District	Pell Grant	AB 540	Promise Grant	**Supplemental Allocation Total**
9	$ per student>>>	$ 919	$ 919	$ 919	
10					
11	Allan Hancock	$ 2,689,913	$ 785,745	$ 8,392,308	$ 11,867,966
12	Antelope	7,147,063	468,690	12,890,813	20,506,566
13	Barstow	1,996,068	54,221	3,344,241	5,394,530
14	Butte	5,094,936	280,295	8,086,281	13,461,512
15	Cabrillo	2,796,517	478,799	6,598,420	9,873,736
16	Cerritos	9,882,926	1,479,590	17,455,486	28,818,002
17	Chabot-Las Positas	4,470,935	260,077	10,781,708	15,512,720
18	Chaffey	7,809,662	812,396	16,436,315	25,058,373
19	Citrus	4,403,848	419,983	10,098,891	14,922,722
20	Coast	10,789,979	1,176,320	28,715,074	40,681,373
21	Compton	2,479,462	724,172	5,097,693	8,301,327
22	Contra Costa	8,113,851	2,090,725	17,190,814	27,395,390
23	Copper Mountain	969,545	55,140	1,693,717	2,718,402
24	Desert	4,428,661	726,929	8,450,205	13,605,795
25	El Camino	7,678,245	2,829,601	16,202,889	26,710,735
26	Feather River	385,980	16,542	1,357,363	1,759,885
27	Foothill	5,369,717	1,713,016	14,257,366	21,340,099
28	Gavilan	1,569,652	249,049	3,137,466	4,956,167
29	Glendale	5,792,457	599,188	11,168,607	17,560,252
30	Grossmont	7,969,568	533,939	18,112,571	26,616,078
31	Hartnell	2,672,452	808,720	7,176,471	10,657,643
32	Imperial	4,592,243	337,273	7,266,533	12,196,049
33	Kern	11,712,655	1,422,612	21,012,016	34,147,283
34	Lake Tahoe	476,042	263,753	1,698,312	2,438,107
35	Lassen	317,974	132,336	2,463,839	2,914,149
36	Long Beach	8,799,425	1,222,270	19,385,386	29,407,081
37	Los Angeles	44,509,008	7,275,723	93,628,639	145,413,370

3. Supplemental Allocation

California Community Colleges
2018-19 Student Centered Funding Formula Simulations

2018-19 Supplemental Allocation

District	Pell Grant	AB 540	Promise Grant	Supplemental Allocation Total
$ per student>>>	$ 919	$ 919	$ 919	
Los Rios	19,343,112	1,746,100	51,214,951	72,304,163
Marin	801,368	414,469	2,206,519	3,422,356
Mendocino	1,248,002	90,062	2,874,632	4,212,696
Merced	4,593,162	534,858	8,446,529	13,574,549
MiraCosta	4,206,263	186,557	8,944,627	13,337,447
Monterey	1,561,381	299,594	3,478,415	5,339,390
Mt. San Antonio	10,497,737	1,387,690	23,088,956	34,974,383
Mt. San Jacinto	6,019,450	497,179	12,866,000	19,382,629
Napa	1,337,145	313,379	3,809,255	5,459,779
North Orange	10,678,780	2,011,691	24,709,153	37,399,624
Ohlone	1,485,104	138,769	3,841,420	5,465,293
Palo Verde	242,616	22,056	2,912,311	3,176,983
Palomar	4,287,135	629,515	13,087,479	18,004,129
Pasadena	8,735,095	1,023,766	19,368,844	29,127,705
Peralta	7,050,568	468,690	14,673,673	22,192,931
Rancho Santiago	4,951,572	2,168,840	17,739,457	24,859,869
Redwoods	1,964,822	249,968	3,421,437	5,636,227
Rio Hondo	4,782,476	240,778	11,427,765	16,451,019
Riverside	12,859,567	1,338,983	26,706,140	40,904,690
San Bernardino	5,629,794	881,321	15,463,094	21,974,209
San Diego	12,996,498	1,547,596	31,553,865	46,097,959
San Francisco	4,168,584	599,188	12,074,741	16,842,513
San Joaquin Delta	6,110,431	649,733	14,872,177	21,632,341
San Jose	4,367,088	675,465	10,380,105	15,422,658
San Luis Obispo	2,186,301	265,591	4,820,155	7,272,047
San Mateo	3,570,315	757,256	11,234,775	15,562,346
Santa Barbara	3,849,691	465,933	9,122,913	13,438,537

3. Supplemental Allocation

California Community Colleges

2018-19 Student Centered Funding Formula Simulations

2018-19 Supplemental Allocation

	District	Pell Grant	AB 540	Promise Grant	Supplemental Allocation Total
		A	B	C	D	E
9	$ per student>>>	$ 919	$ 919	$ 919	
10					
65	Santa Clarita	4,332,166	609,297	10,761,490	15,702,953
66	Santa Monica	7,385,084	1,260,868	18,633,644	27,279,596
67	Sequoias	5,269,546	476,042	9,558,519	15,304,107
68	Shasta Tehama	3,489,443	157,149	5,846,678	9,493,270
69	Sierra	5,396,368	639,624	10,985,726	17,021,718
70	Siskiyous	760,013	22,975	1,198,376	1,981,364
71	Solano	2,043,856	36,760	6,042,425	8,123,041
72	Sonoma	3,335,970	902,458	9,591,603	13,830,031
73	South Orange County	5,579,249	1,291,195	14,915,370	21,785,814
74	Southwestern	6,236,334	611,135	15,188,313	22,035,782
75	State Center	14,351,104	1,750,695	29,135,057	45,236,856
76	Ventura	8,602,759	1,032,037	20,756,534	30,391,330
77	Victor Valley	6,607,610	323,488	11,099,682	18,030,780
78	West Hills	2,960,099	347,382	5,657,364	8,964,845
79	West Kern	1,230,541	113,956	2,779,056	4,123,553
80	West Valley	2,605,365	314,298	6,466,084	9,385,747
81	Yosemite	8,097,309	839,966	16,616,439	25,553,714
82	Yuba	4,047,276	351,058	7,532,124	11,930,458
83	Statewide Total	$ 416,772,933	$ 57,902,514	$ 939,203,296	$ 1,413,878,743

3. Supplemental Allocation

11

2018-19 Student Success Allocation

District	All Students								Pell Grant Students Only								Promise Grant Students Only								Student Success Allocation Total
	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	All Students Subtotal	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Pell Students Subtotal	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Promise Grant Students Subtotal	
$ per outcome>>	$1,320	$1,760	$880	$440	$660	$880	$440		$500	$666	$333	$167	$250	$333	$167		$333	$444	$222	$111	$167	$222	$111		
Allan Hancock	1,420,320	455,840	696,080	850,520	675,180	189,200	1,083,720	5,370,860	287,213	94,572	130,203	146,021	76,923	30,636	60,606	826,173	289,377	91,020	135,642	157,287	91,409	33,744	91,797	890,276	7,087,309
Antelope	1,719,960	756,800	787,600	940,720	694,320	181,280	399,080	5,479,760	434,066	203,796	207,126	236,597	146,104	40,626	74,759	1,343,072	361,638	164,280	167,166	199,356	138,029	34,854	72,483	1,137,806	7,960,638
Barstow	361,680	139,040	14,960	185,240	323,400	22,880	185,680	1,232,880	105,894	41,292	4,995	51,948	45,954	6,660	25,308	282,051	82,584	31,968	3,330	41,514	50,949	5,106	27,306	242,757	1,757,688
Butte	1,520,640	533,280	454,960	994,400	886,380	229,680	627,880	5,247,220	389,111	131,202	85,914	212,954	170,829	35,631	109,724	1,135,364	310,023	105,672	77,034	186,147	152,015	30,636	100,011	961,538	7,344,121
Cabrillo	1,366,200	399,520	154,880	516,560	706,200	130,240	590,480	3,864,080	288,212	71,928	39,960	99,068	101,898	11,655	52,614	665,334	256,410	71,484	34,854	93,906	101,732	13,764	62,604	634,754	5,164,168
Cerritos	1,438,800	1,135,200	1,323,520	1,692,240	1,063,920	137,280	1,004,080	7,795,040	371,129	315,684	281,385	348,818	249,750	23,310	116,217	1,706,292	310,023	255,300	243,534	311,244	211,622	22,644	123,432	1,477,799	10,979,131
Chabot-Las Positas	1,783,320	760,320	332,640	1,136,080	1,589,940	412,720	1,022,560	7,037,580	305,694	149,850	49,617	139,527	220,280	42,624	66,267	973,859	285,048	134,976	53,280	146,520	225,941	42,180	92,796	980,741	8,992,179
Chaffey	2,343,000	1,277,760	1,064,800	1,074,480	1,073,820	224,400	992,200	8,050,460	525,474	283,716	237,096	213,953	216,533	32,301	158,508	1,667,581	481,185	257,520	214,230	207,903	200,300	32,190	180,042	1,573,370	11,291,410
Citrus	2,864,400	1,413,280	1,286,560	844,360	1,001,220	197,120	405,680	8,012,620	632,867	309,024	278,721	157,509	164,336	23,310	52,448	1,618,214	550,449	273,504	243,312	152,514	164,835	26,862	59,496	1,470,972	11,101,806
Coast	5,558,520	2,768,480	3,835,040	2,573,560	4,194,300	779,680	1,681,680	21,391,260	830,669	547,452	664,668	380,786	600,149	109,557	96,737	3,230,017	755,577	491,508	627,150	385,836	608,724	103,674	177,045	3,149,514	27,770,791
Compton	650,760	-	156,640	245,960	674,520	29,040	308,000	2,064,920	188,811	-	35,298	54,945	59,940	6,327	29,970	375,291	154,179	-	37,962	48,951	59,441	6,216	36,630	343,379	2,783,590
Contra Costa	3,046,560	2,252,800	1,498,640	1,991,440	2,744,280	708,400	1,122,880	13,365,000	544,955	322,344	217,449	274,226	325,424	55,278	77,090	1,816,765	505,827	305,028	207,348	269,508	352,148	57,942	109,002	1,806,803	16,988,567
Copper Mountain	191,400	103,840	58,080	99,880	96,360	26,400	72,600	648,560	55,445	31,968	14,652	28,305	25,475	5,661	12,488	173,993	44,622	24,420	12,876	21,146	21,146	5,328	11,766	142,802	965,354
Desert	564,960	837,760	176,000	716,320	444,840	69,520	528,000	3,337,400	136,364	219,780	47,952	172,328	105,644	13,653	90,077	785,797	116,883	173,160	37,074	149,850	90,077	14,208	91,464	672,716	4,795,912
El Camino	3,210,240	614,240	490,160	1,155,440	1,599,180	428,560	810,480	8,308,300	645,354	145,188	92,241	208,958	251,249	50,283	83,250	1,476,522	572,094	122,988	82,140	192,363	243,423	49,506	104,673	1,367,187	11,152,009
Feather River	219,120	45,760	-	148,720	165,660	44,880	148,280	772,420	29,970	8,658	-	22,977	14,486	7,659	6,161	89,910	38,961	7,104	-	23,754	16,817	6,438	8,547	101,621	963,951
Foothill	2,752,200	1,883,200	600,160	2,599,520	3,655,740	912,560	2,022,680	14,426,060	413,586	261,072	36,963	200,466	341,658	59,274	55,112	1,368,131	434,565	262,848	54,168	253,191	404,762	66,822	114,885	1,591,241	17,385,431
Gavilan	481,800	276,320	494,560	357,720	378,840	69,520	947,760	3,006,520	102,398	52,614	85,581	52,781	41,209	7,992	27,140	369,713	85,248	48,396	77,922	49,728	41,625	9,102	30,081	342,102	3,718,335
Glendale	504,240	821,920	212,080	1,023,880	1,237,500	228,800	624,360	4,652,780	112,388	210,456	46,620	205,128	237,512	41,958	69,264	923,326	97,569	174,492	40,626	188,811	225,774	36,852	81,030	845,154	6,421,260
Grossmont	2,805,000	1,619,200	1,317,360	1,059,080	1,816,980	480,480	781,000	9,879,100	529,470	294,372	239,094	186,480	234,765	71,262	59,108	1,614,551	524,808	292,152	237,096	189,810	288,045	69,486	107,781	1,709,178	13,202,829
Hartnell	726,000	707,520	592,240	382,360	595,980	172,480	1,022,120	4,198,700	169,331	173,694	141,858	86,913	119,131	30,636	57,443	779,137	157,176	163,392	131,868	81,141	107,726	33,078	66,045	740,426	5,718,262
Imperial	1,256,640	647,680	512,160	549,560	359,040	101,200	339,680	3,765,960	349,650	176,490	135,864	165,168	91,908	22,977	79,920	1,021,977	287,379	146,520	117,438	127,095	78,755	19,536	65,712	842,435	5,630,372
Kern	1,754,280	1,374,560	471,680	2,082,960	1,442,100	249,040	1,904,760	9,279,380	438,062	336,330	123,876	426,074	270,729	44,955	287,712	1,927,737	358,641	289,044	98,346	363,747	237,762	41,736	259,740	1,649,016	12,856,133
Lake Tahoe	134,640	75,680	29,040	126,280	224,400	12,320	387,200	989,560	25,475	18,648	3,663	13,320	18,731	1,665	8,991	90,493	27,306	15,540	4,884	13,209	27,473	1,554	18,648	108,614	1,188,666
Lassen	271,920	82,720	119,680	127,160	55,440	22,000	185,680	864,600	46,953	19,980	26,640	17,816	8,492	2,331	7,992	130,203	49,284	15,096	19,980	23,865	7,826	1,776	15,096	132,923	1,127,726
Long Beach	988,680	1,376,320	187,440	1,328,800	1,296,900	270,160	828,080	6,276,380	244,755	341,658	46,953	310,689	266,234	46,620	122,877	1,379,786	206,460	277,944	40,848	269,175	236,097	41,070	124,764	1,196,358	8,852,524
Los Angeles	11,783,640	4,470,400	7,025,040	8,815,400	7,590,000	565,840	6,356,240	46,606,560	2,951,046	1,155,514	1,631,034	1,789,426	1,518,980	91,242	651,348	9,734,589	2,994,936	934,176	1,375,956	1,568,652	1,462,204	82,584	958,152	8,775,660	65,116,809
Los Rios	6,068,040	2,817,760	1,847,120	3,985,520	4,672,800	524,480	5,392,640	25,308,360	1,321,178	603,396	385,281	700,466	711,038	64,269	452,048	4,237,675	1,218,780	549,228	346,098	708,069	799,200	67,710	721,278	4,410,363	33,956,398
Marin	267,960	174,240	51,920	204,160	336,600	51,920	123,200	1,210,000	49,451	33,300	9,324	25,308	36,963	4,995	4,829	164,169	49,284	31,968	8,658	29,304	39,128	6,216	5,883	170,441	1,544,610
Mendocino	307,560	163,680	55,440	232,760	207,900	26,400	272,360	1,266,100	86,913	43,290	14,985	59,441	31,968	3,996	33,300	273,893	70,263	36,408	12,876	48,285	32,301	5,328	39,294	244,755	1,784,748
Merced	834,240	776,160	422,400	597,520	625,680	156,640	707,520	4,120,160	241,758	211,122	117,549	154,512	147,351	27,972	123,210	1,023,476	182,151	170,052	89,688	127,539	129,870	26,418	112,887	838,605	5,982,241
MiraCosta	1,224,960	392,480	883,520	832,040	1,397,220	289,520	624,360	5,644,100	226,274	80,586	155,511	137,363	158,591	17,982	44,955	821,262	195,804	69,708	135,864	131,424	166,334	27,750	57,720	784,604	7,252,962
Monterey	469,920	447,040	99,440	374,000	591,360	79,200	868,560	2,929,520	86,414	89,244	10,989	44,456	54,196	7,326	26,807	319,430	80,586	80,364	10,434	44,178	67,932	7,992	37,407	328,893	3,577,843
Mt. San Antonio	2,224,200	922,240	512,160	2,266,000	1,836,780	323,840	1,035,320	9,120,540	505,494	208,458	112,554	443,723	353,147	36,963	124,209	1,784,547	456,210	185,592	100,122	427,794	341,159	43,956	144,300	1,699,133	12,604,220
Mt. San Jacinto	2,201,760	593,120	120,560	602,800	842,820	306,240	715,000	5,382,300	531,468	136,530	27,306	132,368	159,590	51,615	108,558	1,147,435	462,204	121,656	22,644	119,658	158,675	51,282	122,322	1,058,441	7,588,175
Napa	687,720	383,680	323,840	379,720	405,240	151,360	458,920	2,790,480	122,877	72,594	59,274	51,282	62,438	29,970	51,393	414,169	125,874	65,124	61,302	54,390	58,830	27,639	47,286	405,615	3,645,263
North Orange	2,497,440	2,251,040	726,000	2,165,680	2,855,820	599,280	1,393,040	12,488,300	507,492	455,544	129,204	353,979	435,564	78,255	78,255	2,038,293	484,182	435,564	142,746	386,058	477,189	82,584	131,979	2,140,302	16,666,895
Ohlone	950,400	457,600	32,560	443,080	856,680	192,720	718,960	3,652,000	141,359	69,264	2,997	46,787	76,673	16,650	17,150	370,879	139,860	66,600	3,774	51,504	87,912	18,870	25,974	394,494	4,417,373
Palo Verde	175,560	24,640	44,880	255,640	41,580	2,640	281,160	826,100	17,982	2,664	8,325	16,151	3,247	999	7,493	56,860	42,624	5,772	8,880	48,507	4,496	966	11,211	122,156	1,005,115
Palomar	2,119,920	549,120	1,438,800	1,485,880	1,771,440	198,000	952,600	8,515,760	345,654	88,578	195,804	151,349	166,583	17,982	56,610	1,022,560	362,304	96,348	209,346	181,818	225,774	19,980	94,683	1,190,253	10,728,573
Pasadena	4,078,800	1,830,400	471,680	1,430,440	2,050,620	601,920	832,920	11,296,780	876,623	431,568	70,596	250,083	333,916	90,909	99,421	2,153,116	793,206	375,624	92,352	253,524	346,820	82,584	109,668	2,053,778	15,483,672
Peralta	1,686,960	888,800	1,045,440	1,302,400	2,142,360	240,240	1,411,960	8,718,160	402,597	201,132	227,106	227,772	311,438	25,641	70,263	1,465,949	330,336	170,052	196,470	219,003	328,005	25,308	148,851	1,418,025	11,602,134
Rancho Santiago	3,945,480	1,869,120	2,300,320	1,654,840	2,298,120	553,520	3,314,080	15,935,480	673,326	330,336	373,959	180,653	281,718	84,915	60,107	1,985,013	732,267	338,328	408,036	251,637	343,490	86,580	134,088	2,294,426	20,214,919
Redwoods	559,680	109,120	155,760	328,240	289,740	49,280	375,320	1,867,140	166,354	25,974	31,302	71,928	52,947	10,323	50,783	389,610	121,878	21,756	28,194	62,493	49,617	9,102	51,393	344,433	2,601,183
Rio Hondo	1,261,920	971,520	146,080	891,000	880,440	88,000	1,374,560	5,613,520	306,693	245,754	29,970	177,989	152,847	17,982	86,748	1,016,982	265,734	210,900	28,860	168,276	147,020	16,650	99,571	933,011	7,563,513
Riverside	4,589,640	1,043,680	766,480	1,896,840	2,222,220	330,880	2,101,880	12,951,620	1,101,398	233,766	157,176	397,769	417,582	49,617	216,117	2,573,424	962,037	213,120	145,854	366,189	415,418	50,616	319,791	2,473,025	17,998,069
San Bernardino	2,027,520	927,520	510,400	1,000,560	1,110,120	148,720	1,152,360	6,877,200	464,036	219,780	106,227	193,140	197,802	19,647	132,035	1,332,666	429,237	199,800	105,894	197,913	203,130	22,866	178,377	1,337,217	9,547,083
San Diego	2,653,200	2,295,040	1,004,080	2,719,200	3,862,980	649,440	3,955,160	17,139,100	558,941	476,190	184,815	428,072	570,929	89,910	136,697	2,445,552	513,153	441,336	180,486	446,997	621,878	85,914	276,279	2,566,043	22,150,695
San Francisco	1,474,440	459,360	642,400	1,556,720	1,781,340	188,320	1,419,440	7,522,020	292,707	99,900	112,887	194,639	279,221	26,640	49,451	1,055,444	277,389	87,024	108,558	223,887	276,557	26,196	70,263	1,069,874	9,647,337
San Joaquin Delta	3,472,920	357,280	968,880	1,519,320	1,077,780	160,160	1,103,520	8,659,860	786,713	81,252	189,810	344,822	169,830	25,974	199,800	1,798,200	712,287	69,264	180,264	310,689	183,483	25,530	205,017	1,686,534	12,144,594
San Jose	982,080	799,040	504,240	822,800	1,235,520	184,800	646,360	5,174,840	209,790	171,162	98,568	137,696	167,083	24,309	45,954	854,561	191,142	152,736	97,014	142,191	184,982	21,978	76,368	866,411	6,895,812
San Luis Obispo	889,680	735,680	295,680	617,320	786,060	146,080	477,400	3,947,900	149,351	109,890	52,281	90,743	75,175	12,321	34,632	524,392	156,843	113,664	55,944	103,785	97,236	16,428	59,829	603,729	5,076,021
San Mateo	1,815,000	1,628,000	1,092,960	1,239,480	2,090,880	431,200	652,520	8,950,040	305,694	261,738	151,182	139,860	218,781	26,307	22,811	1,126,373	321,345	262,848	162,504	168,165	265,568	35,520	41,292	1,257,242	11,333,654
Santa Barbara	2,618,880	1,391,280	1,307,240	1,169,960	1,341,120	579,920	891,880	8,065,200	434,016	233,766	247,086	190,310	149,850	22,977	61,106	1,268,231	445,221	210,456	209,568	181,707	181,152	69,042	11,221	1,229,769	10,137,810
Santa Clarita	1,841,400	1,283,040	1,341,120	1,210,880	1,585,980	352,880	1,321,760	8,937,060	291,708	227,772	217,782	142,025	186,563	37,296	54,945	1,158,091	274,059	208,680	207,348	149,517	202,464	41,070	72,483	1,155,621	11,250,772
Santa Monica	2,724,480	1,006,720	1,281,280	1,681,680	2,323,200	544,720	1,036,640	10,598,720	435,564	177,156	170,496	193,140	307,442	56,943	70,430	1,411,171	431,901	164,724	162,726	214,008	336,164	55,500	118,215	1,483,238	13,493,128
Sequoias	1,252,680	496,320	171,600	800,800	675,180	152,240	671,880	4,220,700	309,690	121,212	34,299	192,807	154,296	25,974	134,199	972,277	262,404	100,344	31,080	165,501	127,539	25,974	119,325	832,167	6,025,144
Shasta Tehama	813,120	309,760	366,960	681,120	478,500	107,360	571,120	3,327,940	204,296	69,930	81,252	168,165	75,924	18,981	88,412	706,959	163,836	59,496	68,820	140,082	67,433	14,652	87,801	602,120	4,637,019
Sierra	2,645,280	1,274,240	162,800	1,169,960	1,341,120	579,920	891,880	7,965,540	484,016	233,766	33,966	190,310	149,850	22,977	61,106	1,268,231	445,221	210,456	29,970	181,707	181,152	69,042	11,221	1,229,769	10,563,200
Siskiyou	294,360	24,640	50,160	191,400	127,380	51,920	461,120	1,200,980	68,931	7,992	13,653	33,800	21,229	10,323	22,644	178,571	48,951	5,328	8,880	27,306	15,818	7,104	23,421	136,808	1,516,359
Solano	1,520,640	330,880	128,480	528,440	677,160	193,600	607,640	3,986,840	273,726	55,944	20,646	80,253	82,418	21,978	59,274	594,239	290,709	62,604	20,424	89,022	106,061	25,308	76,479	670,607	5,251,685
Sonoma	2,009,040	1,107,040	504,240	1,261,920	1,256,640	190,080	1,597,200	7,926,160	336,164	165,834	60,606	157,343	135,614	11,655	88,412	955,627	361,305	180,264	71,928	189,921	162,671	20,202	143,856	1,130,147	10,011,933
South Orange County	2,651,880	1,904,320	3,113,440	1,976,040	3,131,040	649,440	1,311,640	14,737,800	368,631	247,086	394,272	197,802	303,946	52,281	48,951	1,612,969	373,293	261,516	413,808	250,194	360,806	57,498	93,351	1,810,466	18,161,234
Southwestern	1,376,760	1,149,280	572,880	949,960	1,061,280	179,520	769,120	6,058,800	319,680	269,730	142,191	196,970	187,562	28,638	75,258	1,220,029	294,039	236,208	123,210	189,366	199,134	26,640	101,121	1,169,718	8,448,547
State Center	1,721,280	2,479,840	594,000	2,450,360	2,518,560	495,440	2,522,520	12,782,000	431,568	586,746	158,508	572,594	496,753	68,265	331,502	2,645,935	367,965	504,384	134,754	499,500	462,704	69,486	413,364	2,452,157	17,879,592
Ventura	4,643,760	3,292,960	1,886,720	1,684,320	2,929,740	742,720	1,217,040	16,397,260	874,125	583,416	411,588	286,713	379,121	90,909	110,556	2,736,428	839,160	547,008	377,844	291,264	408,924	89,910	165,945	2,720,055	21,853,743
Victor Valley	1,277,760	193,600	181,280	842,600	509,520	95,920	564,520	3,665,200	350,649	54,612	50,616	215,118	110,039	17,982	101,898	901,514	282,717	43,068	48,840	179,265	95,238	17,316	98,790	757,020	5,323,734
West Hills	1,005,840	211,200	243,760	432,520	467,280	117,040	430,760	2,908,400	261,738	59,274	69,264	110,889	88,412	16,983	72,594	679,154	211,788	48,840	55,722	95,571	92,241	19,092	68,376	570,929	4,158,482
West Kern	475,200	184,800	52,800	133,320	265,980	36,080	938,960	2,087,140	103,896	44,622	11,655	29,637	35,465	4,329	31,469	261,072	90,576	35,964	10,212	28,194	37,296	5,328	36,408	243,978	2,592,190
West Valley	813,120	936,320	249,040	840,840	1,738,440	226,160	872,960	5,676,880	141,359	141,192	36,630	95,072	157,592	15,318	38,961	626,123	128,538	127,428	36,408	97,347	186,314	15,096	57,165	648,296	6,951,299
Yosemite	1,768,800	827,200	320,320	1,317,800	1,079,100	56,320	1,236,840	6,606,380	409,590	203,796	80,919	286,713	204,795	6,327	186,314	1,378,454	354,978	170,940	65,934	258,741	201,798	7,770	206,349	1,266,510	9,251,344
Yuba	1,400,520	330,880	53,680	643,720	658,680	73,920	695,640	3,857,040	371,129	97,236	15,318	151,016	123,127	14,985	105,228	878,038	308,691	75,036	11,766	137,196	117,383	13,764	106,338	770,174	5,505,251
Statewide Total	134,040,720	68,039,840	53,020,880	84,527,520	99,199,980	18,739,600	77,268,840	534,837,380	28,083,888	14,243,742	10,143,180	14,799,686	14,915,570	2,359,971	6,604,556	91,150,592	25,340,634	12,744,132	9,393,042	14,372,058	15,423,894	2,375,178	8,705,619	88,354,557	714,342,529

California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

2018-19 Student Success Allocation

All Students

District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	All Students Subtotal
$ per outcome>>>	$ 1,320	$ 1,760	$ 880	$ 440	$ 660	$ 880	$ 440	
Allan Hancock	$ 1,420,320	$ 455,840	$ 696,080	$ 850,520	$ 675,180	$ 189,200	$ 1,083,720	$ 5,370,860
Antelope	1,719,960	756,800	787,600	940,720	694,320	181,280	399,080	5,479,760
Barstow	361,680	139,040	14,960	185,240	323,400	22,880	185,680	1,232,880
Butte	1,520,640	533,280	454,960	994,400	886,380	229,680	627,880	5,247,220
Cabrillo	1,366,200	399,520	154,880	516,560	706,200	130,240	590,480	3,864,080
Cerritos	1,438,800	1,135,200	1,323,520	1,692,240	1,063,920	137,280	1,004,080	7,795,040
Chabot-Las Positas	1,783,320	760,320	332,640	1,136,080	1,589,940	412,720	1,022,560	7,037,580
Chaffey	2,343,000	1,277,760	1,064,800	1,074,480	1,073,820	224,400	992,200	8,050,460
Citrus	2,864,400	1,413,280	1,286,560	844,360	1,001,220	197,120	405,680	8,012,620
Coast	5,558,520	2,768,480	3,835,040	2,573,560	4,194,300	779,680	1,681,680	21,391,260
Compton	650,760	-	156,640	245,960	674,520	29,040	308,000	2,064,920
Contra Costa	3,046,560	2,252,800	1,498,640	1,991,440	2,744,280	708,400	1,122,880	13,365,000
Copper Mountain	191,400	103,840	58,080	99,880	96,360	26,400	72,600	648,560
Desert	564,960	837,760	176,000	716,320	444,840	69,520	528,000	3,337,400
El Camino	3,210,240	614,240	490,160	1,155,440	1,599,180	428,560	810,480	8,308,300
Feather River	219,120	45,760	-	148,720	165,660	44,880	148,280	772,420
Foothill	2,752,200	1,883,200	600,160	2,599,520	3,655,740	912,560	2,022,680	14,426,060
Gavilan	481,800	276,320	494,560	357,720	378,840	69,520	947,760	3,006,520
Glendale	504,240	821,920	212,080	1,023,880	1,237,500	228,800	624,360	4,652,780
Grossmont	2,805,000	1,619,200	1,317,360	1,059,080	1,816,980	480,480	781,000	9,879,100
Hartnell	726,000	707,520	592,240	382,360	595,780	172,480	1,022,120	4,198,700
Imperial	1,256,640	647,680	512,160	549,560	359,040	101,200	339,680	3,765,960
Kern	1,754,280	1,374,560	471,680	2,082,960	1,442,100	249,040	1,904,760	9,279,380
Lake Tahoe	134,640	75,680	29,040	126,280	224,400	12,320	387,200	989,560
Lassen	271,920	82,720	119,680	127,160	55,440	22,000	185,680	864,600
Long Beach	988,680	1,376,320	187,440	1,328,800	1,296,900	270,160	828,080	6,276,380
Los Angeles	11,783,640	4,470,400	7,025,040	8,815,400	7,590,000	565,840	6,356,240	46,606,560
Los Rios	6,068,040	2,817,760	1,847,120	3,985,520	4,672,800	524,480	5,392,640	25,308,360
Marin	267,960	174,240	51,920	204,160	336,600	51,920	123,200	1,210,000
Mendocino	307,560	163,680	55,440	232,760	207,900	26,400	272,360	1,266,100
Merced	834,240	776,160	422,400	597,520	625,680	156,640	707,520	4,120,160
MiraCosta	1,224,960	392,480	883,520	832,040	1,397,220	289,520	624,360	5,644,100
Monterey	469,920	447,040	99,440	374,000	591,360	79,200	868,560	2,929,520
Mt. San Antonio	2,224,200	922,240	512,160	2,266,000	1,836,780	323,840	1,035,320	9,120,540
Mt. San Jacinto	2,201,760	593,120	120,560	602,800	842,820	306,240	715,000	5,382,300
Napa	687,720	383,680	323,840	379,720	405,240	151,360	458,920	2,790,480
North Orange	2,497,440	2,251,040	726,000	2,165,680	2,855,820	599,280	1,393,040	12,488,300
Ohlone	950,400	457,600	32,560	443,080	856,680	192,720	718,960	3,652,000
Palo Verde	175,560	24,640	44,880	255,640	41,580	2,640	281,160	826,100
Palomar	2,119,920	549,120	1,438,800	1,485,880	1,771,440	198,000	952,600	8,515,760
Pasadena	4,078,800	1,830,400	471,680	1,430,440	2,050,620	601,920	832,920	11,296,780
Peralta	1,686,960	888,800	1,045,440	1,302,400	2,142,360	240,240	1,411,960	8,718,160
Rancho Santiago	3,945,480	1,869,120	2,300,320	1,654,840	2,298,120	553,520	3,314,080	15,935,480

	A	B	C	D	E	F	G	H	I	J
6	**2018-19 Student Success Allocation**									
7			**All Students**							
8	District		Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	**All Students Subtotal**
9	$ per outcome>>>		$ 1,320	$ 1,760	$ 880	$ 440	$ 660	$ 880	$ 440	
10										
54	Redwoods		559,680	109,120	155,760	328,240	289,740	49,280	375,320	1,867,140
55	Rio Hondo		1,261,920	971,520	146,080	891,000	880,440	88,000	1,374,560	5,613,520
56	Riverside		4,589,640	1,043,680	766,480	1,896,840	2,222,220	330,880	2,101,880	12,951,620
57	San Bernardino		2,027,520	927,520	510,400	1,000,560	1,110,120	148,720	1,152,360	6,877,200
58	San Diego		2,653,200	2,295,040	1,004,080	2,719,200	3,862,980	649,440	3,955,160	17,139,100
59	San Francisco		1,474,440	459,360	642,400	1,556,720	1,781,340	188,320	1,419,440	7,522,020
60	San Joaquin Delta		3,472,920	357,280	968,880	1,519,320	1,077,780	160,160	1,103,520	8,659,860
61	San Jose		982,080	799,040	504,240	822,800	1,235,520	184,800	646,360	5,174,840
62	San Luis Obispo		889,680	735,680	295,680	617,320	786,060	146,080	477,400	3,947,900
63	San Mateo		1,815,000	1,628,000	1,092,960	1,239,480	2,090,880	431,200	652,520	8,950,040
64	Santa Barbara		2,618,880	-	1,391,280	1,307,240	1,518,660	323,840	805,640	7,965,540
65	Santa Clarita		1,841,400	1,283,040	1,341,120	1,210,880	1,585,980	352,880	1,321,760	8,937,060
66	Santa Monica		2,724,480	1,006,720	1,281,280	1,681,680	2,323,200	544,720	1,036,640	10,598,720
67	Sequoias		1,252,680	496,320	171,600	800,800	675,180	152,240	671,880	4,220,700
68	Shasta Tehama		813,120	309,760	366,960	681,120	478,500	107,360	571,120	3,327,940
69	Sierra		2,645,280	1,274,240	162,800	1,169,960	1,341,120	579,920	891,880	8,065,200
70	Siskiyous		294,360	24,640	50,160	191,400	127,380	51,920	461,120	1,200,980
71	Solano		1,520,640	330,880	128,480	528,440	677,160	193,600	607,640	3,986,840
72	Sonoma		2,009,040	1,107,040	504,240	1,261,920	1,256,640	190,080	1,597,200	7,926,160
73	South Orange County		2,651,880	1,904,320	3,113,440	1,976,040	3,131,040	649,440	1,311,640	14,737,800
74	Southwestern		1,376,760	1,149,280	572,880	949,960	1,061,280	179,520	769,120	6,058,800
75	State Center		1,721,280	2,479,840	594,000	2,450,360	2,518,560	495,440	2,522,520	12,782,000
76	Ventura		4,643,760	3,292,960	1,886,720	1,684,320	2,929,740	742,720	1,217,040	16,397,260
77	Victor Valley		1,277,760	193,600	181,280	842,600	509,520	95,920	564,520	3,665,200
78	West Hills		1,005,840	211,200	243,760	432,520	467,280	117,040	430,760	2,908,400
79	West Kern		475,200	184,800	52,800	133,320	265,980	36,080	938,960	2,087,140
80	West Valley		813,120	936,320	249,040	840,840	1,738,440	226,160	872,960	5,676,880
81	Yosemite		1,768,800	827,200	320,320	1,317,800	1,079,100	56,320	1,236,840	6,606,380
82	Yuba		1,400,520	330,880	53,680	643,720	658,680	73,920	695,640	3,857,040
83	Statewide Total		$ 134,040,720	$ 68,039,840	$ 53,020,880	$ 84,527,520	$ 99,199,980	$ 18,739,600	$ 77,268,840	$ 534,837,380

California Community Colleges
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July 17, 2018

2018-19 Student Success Allocation

Pell Grant Students Only

District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Pell Students Subtotal
$ per outcome>>>	$ 500	$ 666	$ 333	$ 167	$ 250	$ 333	$ 167	
Allan Hancock	$ 287,213	$ 94,572	$ 130,203	$ 146,021	$ 76,923	$ 30,636	$ 60,606	$ 826,173
Antelope	434,066	203,796	207,126	236,597	146,104	40,626	74,759	1,343,072
Barstow	105,894	41,292	4,995	51,948	45,954	6,660	25,308	282,051
Butte	389,111	131,202	85,914	212,954	170,829	35,631	109,724	1,135,364
Cabrillo	288,212	71,928	39,960	99,068	101,898	11,655	52,614	665,334
Cerritos	371,129	315,684	281,385	348,818	249,750	23,310	116,217	1,706,292
Chabot-Las Positas	305,694	149,850	49,617	139,527	220,280	42,624	66,267	973,859
Chaffey	525,474	283,716	237,096	213,953	216,533	32,301	158,508	1,667,581
Citrus	632,867	309,024	278,721	157,509	164,336	23,310	52,448	1,618,214
Coast	830,669	547,452	664,668	380,786	600,149	109,557	96,737	3,230,017
Compton	188,811	-	35,298	54,945	59,940	6,327	29,970	375,291
Contra Costa	544,955	322,344	217,449	274,226	325,424	55,278	77,090	1,816,765
Copper Mountain	55,445	31,968	14,652	28,305	25,475	5,661	12,488	173,993
Desert	136,364	219,780	47,952	172,328	105,644	13,653	90,077	785,797
El Camino	645,354	145,188	92,241	208,958	251,249	50,283	83,250	1,476,522
Feather River	29,970	8,658	-	22,977	14,486	7,659	6,161	89,910
Foothill	413,586	261,072	36,963	200,466	341,658	59,274	55,112	1,368,131
Gavilan	102,398	52,614	85,581	52,781	41,209	7,992	27,140	369,713
Glendale	112,388	210,456	46,620	205,128	237,512	41,958	69,264	923,326
Grossmont	529,470	294,372	239,094	186,480	234,765	71,262	59,108	1,614,551
Hartnell	169,331	173,826	141,858	86,913	119,131	30,636	57,443	779,137
Imperial	349,650	176,490	135,864	165,168	91,908	22,977	79,920	1,021,977
Kern	438,062	336,330	123,876	426,074	270,729	44,955	287,712	1,927,737
Lake Tahoe	25,475	18,648	3,663	13,320	18,731	1,665	8,991	90,493
Lassen	46,953	19,980	26,640	17,816	8,492	2,331	7,992	130,203
Long Beach	244,755	341,658	46,953	310,689	266,234	46,620	122,877	1,379,786
Los Angeles	2,951,046	1,151,514	1,631,034	1,739,426	1,518,980	91,242	651,348	9,734,589
Los Rios	1,321,178	603,396	385,281	700,466	711,038	64,269	452,048	4,237,675
Marin	49,451	33,300	9,324	25,308	36,963	4,995	4,829	164,169
Mendocino	86,913	43,290	14,985	59,441	31,968	3,996	33,300	273,893
Merced	241,758	211,122	117,549	154,512	147,353	27,972	123,210	1,023,476
MiraCosta	226,274	80,586	155,511	137,363	158,591	27,639	38,295	824,258
Monterey	86,414	89,244	10,989	44,456	54,196	7,326	26,807	319,430
Mt. San Antonio	505,494	208,458	112,554	443,723	353,147	36,963	124,209	1,784,547
Mt. San Jacinto	531,468	136,530	27,306	132,368	159,590	51,615	108,558	1,147,435
Napa	122,877	72,594	59,274	51,282	62,188	14,652	31,302	414,169
North Orange	507,492	455,544	129,204	353,979	435,564	78,255	78,255	2,038,293

4. Student Success Allocation
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California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

2018-19 Student Success Allocation

Pell Grant Students Only

District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Pell Students Subtotal
$ per outcome>>>	$ 500	$ 666	$ 333	$ 167	$ 250	$ 333	$ 167	
48 Ohlone	141,359	69,264	2,997	46,787	76,673	16,650	17,150	370,879
49 Palo Verde	17,982	2,664	8,325	16,151	3,247	999	7,493	56,860
50 Palomar	345,654	88,578	195,804	151,349	166,583	17,982	56,610	1,022,560
51 Pasadena	876,623	431,568	70,596	250,083	333,916	90,909	79,421	2,133,115
52 Peralta	402,597	201,132	227,106	227,772	311,438	25,641	70,263	1,465,949
53 Rancho Santiago	673,326	330,336	373,959	180,653	281,718	84,915	60,107	1,985,013
54 Redwoods	146,354	25,974	31,302	71,928	52,947	10,323	50,783	389,610
55 Rio Hondo	306,693	245,754	29,970	177,989	152,847	17,982	85,748	1,016,982
56 Riverside	1,101,398	233,766	157,176	397,769	417,582	49,617	216,117	2,573,424
57 San Bernardino	464,036	219,780	106,227	193,140	197,802	19,647	132,035	1,332,666
58 San Diego	558,941	476,190	184,815	428,072	570,929	89,910	136,697	2,445,552
59 San Francisco	292,707	99,900	112,887	194,639	279,221	26,640	49,451	1,055,444
60 San Joaquin Delta	786,713	81,252	189,810	344,822	169,830	25,974	199,800	1,798,200
61 San Jose	209,790	171,162	98,568	137,696	167,083	24,309	45,954	854,561
62 San Luis Obispo	149,351	109,890	52,281	90,743	75,175	12,321	34,632	524,392
63 San Mateo	305,694	261,738	151,182	139,860	218,781	26,307	22,811	1,126,373
64 Santa Barbara	434,565	-	219,114	193,806	149,850	22,977	61,106	1,081,418
65 Santa Clarita	291,708	227,772	217,782	142,025	186,563	37,296	54,945	1,158,091
66 Santa Monica	435,564	177,156	170,496	193,140	307,442	56,943	70,430	1,411,171
67 Sequoias	309,690	121,212	34,299	192,807	154,096	25,974	134,199	972,277
68 Shasta Tehama	204,296	69,930	81,252	168,165	75,924	18,981	88,412	706,959
69 Sierra	484,016	233,766	33,966	190,310	164,835	63,936	97,403	1,268,231
70 Siskiyous	68,931	7,992	13,653	33,800	21,229	10,323	22,644	178,571
71 Solano	273,726	55,944	20,646	80,253	82,418	21,978	59,274	594,239
72 Sonoma	336,164	165,834	60,606	157,343	135,614	11,655	88,412	955,627
73 South Orange County	368,631	247,086	394,272	197,802	303,946	52,281	48,951	1,612,969
74 Southwestern	319,680	269,730	142,191	196,970	187,562	28,638	75,258	1,220,029
75 State Center	431,568	586,746	158,508	572,594	496,253	68,265	331,502	2,645,435
76 Ventura	874,125	583,416	411,588	286,713	379,121	90,909	110,556	2,736,428
77 Victor Valley	350,649	54,612	50,616	215,118	110,639	17,982	101,898	901,514
78 West Hills	261,738	59,274	69,264	110,889	88,412	16,983	72,594	679,154
79 West Kern	103,896	44,622	11,655	29,637	35,465	4,329	31,469	261,072
80 West Valley	141,359	141,192	36,630	95,072	157,592	15,318	38,961	626,123
81 Yosemite	409,590	203,796	80,919	286,713	204,795	6,327	186,314	1,378,454
82 Yuba	371,129	97,236	15,318	151,016	123,127	14,985	105,228	878,038
83 Statewide Total	$ 28,083,888	$ 14,243,742	$ 10,143,180	$ 14,799,686	$ 14,915,570	$ 2,359,971	$ 6,604,556	$ 91,150,592

California Community Colleges
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2018-19 Student Success Allocation

Promise Grant Students Only

District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Promise Grant Students Subtotal
$ per outcome>>>	$ 333	$ 444	$ 222	$ 111	$ 167	$ 222	$ 111	
Allan Hancock	$ 289,377	$ 91,020	$ 135,642	$ 157,287	$ 91,409	$ 33,744	$ 91,797	$ 890,276
Antelope	361,638	164,280	167,166	199,356	138,029	34,854	72,483	1,137,806
Barstow	82,584	31,968	3,330	41,514	50,949	5,106	27,306	242,757
Butte	310,023	105,672	77,034	186,147	152,015	30,636	100,011	961,538
Cabrillo	256,410	71,484	34,854	93,906	101,732	13,764	62,604	634,754
Cerritos	310,023	255,300	243,534	311,244	211,622	22,644	123,432	1,477,799
Chabot-Las Positas	285,048	134,976	53,280	146,520	225,941	42,180	92,796	980,741
Chaffey	481,185	257,520	214,230	207,903	200,300	32,190	180,042	1,573,370
Citrus	550,449	273,504	243,312	152,514	164,835	26,862	59,496	1,470,972
Coast	755,577	491,508	627,150	385,836	608,724	103,674	177,045	3,149,514
Compton	154,179	-	37,962	48,951	59,441	6,216	36,630	343,379
Contra Costa	505,827	305,028	207,348	269,508	352,148	57,942	109,002	1,806,803
Copper Mountain	44,622	24,420	12,876	22,644	21,146	5,328	11,766	142,802
Desert	116,883	173,160	37,074	149,850	90,077	14,208	91,464	672,716
El Camino	572,094	122,988	82,140	192,363	243,423	49,506	104,673	1,367,187
Feather River	38,961	7,104	-	23,754	16,817	6,438	8,547	101,621
Foothill	434,565	262,848	54,168	253,191	404,762	66,822	114,885	1,591,241
Gavilan	85,248	48,396	77,922	49,728	41,625	9,102	30,081	342,102
Glendale	97,569	174,492	40,626	188,811	225,774	36,852	81,030	845,154
Grossmont	524,808	292,152	237,096	189,810	288,045	69,486	107,781	1,709,178
Hartnell	157,176	163,392	131,868	81,141	107,726	33,078	66,045	740,426
Imperial	287,379	146,520	117,438	127,095	78,755	19,536	65,712	842,435
Kern	358,641	289,044	98,346	363,747	237,762	41,736	259,740	1,649,016
Lake Tahoe	27,306	15,540	4,884	13,209	27,473	1,554	18,648	108,614
Lassen	49,284	15,096	19,980	23,865	7,826	1,776	15,096	132,923
Long Beach	206,460	277,944	40,848	269,175	236,097	41,070	124,764	1,196,358
Los Angeles	2,394,936	934,176	1,375,956	1,568,652	1,461,204	82,584	958,152	8,775,660
Los Rios	1,218,780	549,228	346,098	708,069	799,200	67,710	721,278	4,410,363
Marin	49,284	31,968	8,658	29,304	39,128	6,216	5,883	170,441
Mendocino	70,263	36,408	12,876	48,285	32,301	5,328	39,294	244,755
Merced	182,151	170,052	89,688	127,539	129,870	26,418	112,887	838,605
MiraCosta	195,804	69,708	135,864	131,424	166,334	27,750	57,720	784,604
Monterey	80,586	80,364	10,434	44,178	67,932	7,992	37,407	328,893
Mt. San Antonio	456,210	185,592	100,122	427,794	341,159	43,956	144,300	1,699,133
Mt. San Jacinto	462,204	121,656	22,644	119,658	158,675	51,282	122,322	1,058,441

2018-19 Student Success Allocation

Promise Grant Students Only

District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Promise Grant Students Subtotal
$ per outcome>>>	$ 333	$ 444	$ 222	$ 111	$ 167	$ 222	$ 111	
46 Napa	125,874	66,600	54,390	58,830	67,433	20,202	47,286	440,615
47 North Orange	484,182	435,564	142,746	386,058	477,189	82,584	131,979	2,140,302
48 Ohlone	139,860	66,600	3,774	51,504	87,912	18,870	25,974	394,494
49 Palo Verde	42,624	5,772	8,880	48,507	4,496	666	11,211	122,156
50 Palomar	362,304	96,348	209,346	181,818	225,774	19,980	94,683	1,190,253
51 Pasadena	793,206	375,624	92,352	253,524	346,820	82,584	109,668	2,053,778
52 Peralta	330,336	170,052	196,470	219,003	328,005	25,308	148,851	1,418,025
53 Rancho Santiago	732,267	338,328	408,036	251,637	343,490	86,580	134,088	2,294,426
54 Redwoods	121,878	21,756	28,194	62,493	49,617	9,102	51,393	344,433
55 Rio Hondo	265,734	210,900	28,860	168,276	147,020	16,650	95,571	933,011
56 Riverside	962,037	213,120	145,854	366,189	415,418	50,616	319,791	2,473,025
57 San Bernardino	429,237	199,800	105,894	197,913	203,130	22,866	178,377	1,337,217
58 San Diego	513,153	441,336	180,486	446,997	621,878	85,914	276,279	2,566,043
59 San Francisco	277,389	87,024	108,558	223,887	276,557	26,196	70,263	1,069,874
60 San Joaquin Delta	712,287	69,264	180,264	310,689	183,483	25,530	205,017	1,686,534
61 San Jose	191,142	152,736	97,014	142,191	184,982	21,978	76,368	866,411
62 San Luis Obispo	156,843	113,664	55,944	103,785	97,236	16,428	59,829	603,729
63 San Mateo	321,345	262,848	162,504	168,165	265,568	35,520	41,292	1,257,242
64 Santa Barbara	395,271	-	209,568	196,248	170,330	24,864	94,572	1,090,853
65 Santa Clarita	274,059	208,680	207,348	149,517	202,464	41,070	72,483	1,155,621
66 Santa Monica	431,901	164,724	162,726	214,008	336,164	55,500	118,215	1,483,238
67 Sequoias	262,404	100,344	31,080	165,501	127,539	25,974	119,325	832,167
68 Shasta Tehama	163,836	59,496	68,820	140,082	67,433	14,652	87,801	602,120
69 Sierra	445,221	210,456	29,970	181,707	181,152	69,042	112,221	1,229,769
70 Siskiyous	48,951	5,328	8,880	27,306	15,818	7,104	23,421	136,808
71 Solano	290,709	62,604	20,424	89,022	106,061	25,308	76,479	670,607
72 Sonoma	361,305	180,264	71,928	189,921	162,671	20,202	143,856	1,130,147
73 South Orange County	373,293	261,516	413,808	250,194	360,806	57,498	93,351	1,810,466
74 Southwestern	294,039	236,208	123,210	189,366	199,134	26,640	101,121	1,169,718
75 State Center	367,965	504,384	134,754	499,500	462,704	69,486	413,364	2,452,157
76 Ventura	839,160	547,008	377,844	291,264	408,924	89,910	165,945	2,720,055
77 Victor Valley	282,717	43,068	40,626	179,265	95,238	17,316	98,790	757,020
78 West Hills	211,788	48,840	55,722	92,241	78,422	15,540	68,376	570,929
79 West Kern	90,576	35,964	10,212	28,194	37,296	5,328	36,408	243,978
80 West Valley	128,538	127,428	36,408	97,347	186,314	15,096	57,165	648,296

California Community Colleges
2018-19 Student Centered Funding Formula Simulations

2018-19 Student Success Allocation

Promise Grant Students Only

	District	Associate Degrees	Associate Degrees for Transfer	Credit Certificates	Nine or More CTE Units	Transfer	Transfer Level Math and English	Regional Living Wage	Promise Grant Students Subtotal
9	$ per outcome>>>	$ 333	$ 444	$ 222	$ 111	$ 167	$ 222	$ 111	
10									
81	Yosemite	354,978	170,940	65,934	258,741	201,798	7,770	206,349	1,266,510
82	Yuba	308,691	75,036	11,766	137,196	117,383	13,764	106,338	770,174
83	Statewide Total	$ 25,340,634	$ 12,744,132	$ 9,393,042	$ 14,372,058	$ 15,423,894	$ 2,375,178	$ 8,705,619	$ 88,354,557
84									
85									

California Community Colleges

2018-19 Student Centered Funding Formula Simulations

2018-19 Student Success Allocation

District	Student Successs Allocation Total
$ per outcome>>>	
Allan Hancock	$ 7,087,309
Antelope	7,960,638
Barstow	1,757,688
Butte	7,344,121
Cabrillo	5,164,168
Cerritos	10,979,131
Chabot-Las Positas	8,992,179
Chaffey	11,291,410
Citrus	11,101,806
Coast	27,770,791
Compton	2,783,590
Contra Costa	16,988,567
Copper Mountain	965,354
Desert	4,795,912
El Camino	11,152,009
Feather River	963,951
Foothill	17,385,431
Gavilan	3,718,335
Glendale	6,421,260
Grossmont	13,202,829
Hartnell	5,718,262
Imperial	5,630,372
Kern	12,856,133
Lake Tahoe	1,188,666

4. Student Success Allocation

California Community Colleges

2018-19 Student Centered Funding Formula Simulations

	A	T	AD	AE
6	**2018-19 Student Success Allocation**			
7				
8	District		**Student Successs Allocation Total**	
9	$ per outcome>>>			
10				
35	Lassen		1,127,726	
36	Long Beach		8,852,524	
37	Los Angeles		65,116,809	
38	Los Rios		33,956,398	
39	Marin		1,544,610	
40	Mendocino		1,784,748	
41	Merced		5,982,241	
42	MiraCosta		7,252,962	
43	Monterey		3,577,843	
44	Mt. San Antonio		12,604,220	
45	Mt. San Jacinto		7,588,175	
46	Napa		3,645,263	
47	North Orange		16,666,895	
48	Ohlone		4,417,373	
49	Palo Verde		1,005,115	
50	Palomar		10,728,573	
51	Pasadena		15,483,672	
52	Peralta		11,602,134	
53	Rancho Santiago		20,214,919	
54	Redwoods		2,601,183	
55	Rio Hondo		7,563,513	
56	Riverside		17,998,069	
57	San Bernardino		9,547,083	
58	San Diego		22,150,695	

4. Student Success Allocation

California Community Colleges

2018-19 Student Centered Funding Formula Simulations

July 17, 2018	A	T	AD	AE
6	**2018-19 Student Success Allocation**			
7				
8	District		**Student Successs Allocation Total**	
9	$ per outcome>>>			
10				
59	San Francisco		9,647,337	
60	San Joaquin Delta		12,144,594	
61	San Jose		6,895,812	
62	San Luis Obispo		5,076,021	
63	San Mateo		11,333,654	
64	Santa Barbara		10,137,810	
65	Santa Clarita		11,250,772	
66	Santa Monica		13,493,128	
67	Sequoias		6,025,144	
68	Shasta Tehama		4,637,019	
69	Sierra		10,563,200	
70	Siskiyous		1,516,359	
71	Solano		5,251,685	
72	Sonoma		10,011,933	
73	South Orange County		18,161,234	
74	Southwestern		8,448,547	
75	State Center		17,879,592	
76	Ventura		21,853,743	
77	Victor Valley		5,323,734	
78	West Hills		4,158,482	
79	West Kern		2,592,190	
80	West Valley		6,951,299	
81	Yosemite		9,251,344	
82	Yuba		5,505,251	

4. Student Success Allocation

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California Community Colleges

2018-19 Student Centered Funding Formula Simulations

July 17, 2018	A	T	AD	AE
6	**2018-19 Student Success Allocation**			
7				
8	District		**Student Successs Allocation Total**	
9	$ per outcome>>>			
10				
83	Statewide Total		$ 714,342,529	
84				
85				

	A	B	C	D	E	F
1	**2018 - 19 FUNDING FORMULA DATA SHEET**					
2	**Metric**	**Definition**	**Reference**	**Data Source**	**Chancellor's Office Receipt of Data**	**Simulation Notes**
3	**Base Allocation**					
4	Credit Full-Time Equivalent Students (FTES)	Three-year rolling average of funded FTES. Specifically, average equal to the sum of the annually funded credit FTES from the current year, the prior year, and the year prior to the prior year, all divided by three. Credit FTES for these purposes excludes FTES of special admit students and inmates in correctional facilities.	Education Code section (ECS) 84750.4(2)(A)	Chancellor's Office Apportionment Attendance Report (CCFS-320).	January, April, and July annually.	Simulation uses the three-year average of 2016-17 actual credit FTES, 2017-18 P2 credit FTES, and a proxy for 2018-19 credit FTES. (2018-19 credit FTES replicates the P2 2017-18 actual FTES). For 2018-19, noncredit FTES, including CDCP FTES, is assumed to be the same as the FTES reported for 2017-18 at P2. For 2018-19, growth is assumed to be the same amount as growth in 2017-18. This total is then reduced by the special admit students FTES and inmates in correctional facilities FTES.
5	Basic Allocation	Number of colleges and comprehensive centers in the community college district (with funding consistent with the basic allocation formula established by the Board of Governors as of the 2015-16 fiscal year).	ECS 84750.4(d)(1)(A)	Chancellor's Office apportionment reports.	January, April, and July annually.	Simulation uses the number of colleges and centers funded as of the 2017-18 second principal apportionment, adjusted by the COLA appropriated in 2017-18 (1.56 percent), the base increase appropriated in 2017-18 (2.9 percent), and the COLA budgeted in 2018-19 (2.71 percent).
6	Special Admit Students FTES	Funded FTES generated by students who meet the requirements of ECS 76002, 76003, and 76004	ECS 84750.4(d)(3)	Chancellor's Office Management Information Systems Data Mart.	August annually.	Simulation assumes, in 2018-19, the same FTES as reported for 2016-17.
7	Inmates in Correctional Facilities FTES	Funded FTES generated by students who meet the requirements of ECS 84810.5(a).	ECS 84750.4(d)(3)	Chancellor's Office Management Information Systems Data Mart.	August annually.	Simulation assumes, in 2018-19, the same FTES as reported for 2016-17. Data is labeled "incarcerated" FTES in Data Mart.
8	**Supplemental Allocation**					
9	Pell Grant Recipients	Headcount of all students in the prior year who were recipients of financial aid under the Federal Pell Grant program.	ECS 84750.4(e)(2)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Simulation assumes, in 2018-19, the same unduplicated count of Pell Grant recipients in a district as reported for 2016-17.
10	AB 540 Students	Headcount of all students in the prior year who were granted an exemption from nonresident tuition pursuant to ECS 68130.5.	ECS 84750.4(e)(3)	Chancellor's Office Apportionment Attendance Report (CCFS-320).	July annually.	Simulation assumes, in 2018-19, the same unduplicated count of AB 540 students in a district as reported for 2016-17.
11	California College Promise Grant Recipients	Headcount of all students in the prior year who were received a fee waiver pursuant to Section 76300.	ECS 84750.4(e)(4)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Simulation assumes, in 2018-19, the same unduplicated count of California College Promise Grant recipients in a district as reported for 2016-17.

California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

	A	B	C	D	E	F
2	Metric	Definition	Reference	Data Source	Chancellor's Office Receipt of Data	Simulation Notes
12	**Student Success Allocation**					
13	*Points*					
14	Associate Degrees	Count of all Chancellor's Office approved associate degrees granted (excluding associate degrees for transfer granted) based on prior year data.	ECS 84750.4(f)(1)(B)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Simulation assumes, in 2018-19, the same count of all associate degrees granted in a district as reported for 2016-17.
15	Baccalaureate Degrees	Count of all Chancellor's Office approved baccalaureate degrees granted based on prior year data.	ECS 84750.4(f)(1)(B)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Because no data is included in 2016-17, no counts are included in simulation.
16	Associate Degrees for Transfer	Count of all Chancellor's Office approved associate degrees for transfer granted based on prior year data.	ECS 84750.4(f)(1)(C)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Simulation assumes, in 2018-19, the same count of all associate degrees for transfer granted in a district as reported for 2016-17.
17	Credit Certificates	Count of all Chancellor's Office approved approved credit certificates requiring 16 or more units granted based on prior year data.	ECS 84750.4(f)(1)(D)	Chancellor's Office Management Information Systems Data Mart.	October annually.	Simulation assumes, in 2018-19, the same count of all associate degrees granted in a district as reported for 2016-17. Simulation uses existing data about the number of certificates 18 units or greater granted. The Board of Governors approved regulations at the July 16 meeting changing the minimum number of units for a high-unit certificate to 16 units.
18	Completion of Transfer-Level Mathematics and English	Count of all first-time students who successfully completes both transfer-level mathematics and English courses within the same district within the first academic year (summer, fall, and spring) of enrollment based on prior year data.	ECS 84750.4(f)(1)(E)	Chancellor's Office Management Information Systems special data run.	August annually.	Simulation assumes, in 2018-19, the same count in a district as reported for 2016-17.
19	Successful Transfer to Four-Year University	Count of all students who successfully transferred to a four-year university based on prior year data.	ECS 84750.4(f)(1)(F)	Chancellor's Office Management Information Systems special data run.	November annually.	Simulation assumes, in 2018-19, the same count in a district as reported for 2016-17. For this simulation, the measure considers the number of students with at least 12 credits who were enrolled in 2015-16, were not found enrolled in 2016-17, and were enrolled at any four-year university in 2016-17.
20	Completion of Nine CTE Units	Count of all students who successfully completed nine or more career technical education (CTE) units within the same district based on prior year data. CTE courses are SAM A, B, C courses or all courses with a CTE TOP Code.	ECS 84750.4(f)(1)(G)	Chancellor's Office Management Information Systems special data run.	August annually.	Simulation assumes, in 2018-19, the same count in a district as reported for 2016-17.
21	Regional Living Wage	Count of all students who obtained a regional living wage within one year of community college completion based on prior year data.	ECS 84750.4(f)(1)(H)	Chancellor's Office Management Information Systems special data run.	August annually.	Simulation assumes, in 2018-19, the same count in a district as reported for 2016-17. For this simulation, the measure considers the number of non-transfer students who were enrolled in 2015-16, exited, and had earnings at or above the living wage for the primary county within district boundaries for one adult in 2016-17. The measured uses the Insight Center for Community Economic Development Self-Sufficiency Tool.

	A	B	C	D	E	F
2	**Metric**	**Definition**	**Reference**	**Data Source**	**Chancellor's Office Receipt of Data**	**Simulation Notes**
22	*Equity Component*					
23	Pell Grant Recipients	Outcomes for all students who received a fee waiver pursuant to Section 76300.	ECS 84750.4(f)(2)(B)	Chancellor's Office Management Information Systems special data run.	October annually.	Measure includes all students who ever received a Pell Grant at any district. Calculation uses systemwide data. Chancellor's Office data is available from 1992 to present.
24	California College Promise Grant Recipients	Outcomes for all students who received financial aid under the Federal Pell Grant program.	ECS 84750.4(f)(2)(C)	Chancellor's Office Management Information Systems special data run.	October annually.	Measure includes all students who ever received a California College Promise Grant (or, previously, a Board of Governors fee waiver) at any district. Calculation uses systemwide data. Chancellor's Office data is available from 1992 to present.

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
7	**FTES Data**																
8		2016-17 FTES			2017-18 P2 FTES			2018-19 FTES			2018-19 Growth			Inmates in Correctional Facilities Education		Special Admit FTES	3-Year Average
9	District	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	Total	Credit
10																	
11	Allan Hancock	9,202.61	499.92	319.04	8,675.32	400.21	281.49	8,675.32	400.21	281.49	-	-	-	106.50	-	425.76	8,318.82
12	Antelope	10,523.45	4.50	39.28	10,521.25	2.25	43.87	10,521.25	2.25	43.87				8.68	-	302.60	10,210.70
13	Barstow	2,565.15	17.72	-	2,495.72	87.30	-	2,495.72	87.30	-	-	-	-			39.21	2,479.65
14	Butte	8,717.92	1,245.24	23.44	9,189.67	1,110.79	23.61	9,189.67	1,110.79	23.61						172.12	8,860.30
15	Cabrillo	10,208.64	181.86	2.96	10,201.96	188.80	10.00	10,201.96	188.80	10.00						300.29	9,903.90
16	Cerritos	16,303.43	138.50	279.76	16,219.65	173.13	162.31	16,219.65	173.13	162.31	-	-	-			81.08	16,166.50
17	Chabot-Las Positas	15,460.45	164.83	-	17,244.25	165.06	-	17,244.25	165.06	-	(0.00)	-	-			189.25	16,460.40
18	Chaffey	16,000.02	385.28	-	15,992.45	392.64	-	15,992.45	392.64	-	-	-	-			131.12	15,863.85
19	Citrus	11,468.25	219.10		11,697.11	233.40	92.25	11,697.11	233.40	92.25	228.86	14.30	(21.59)			129.29	11,720.39
20	Coast	29,983.06	309.27	-	32,278.67	346.88	-	32,278.67	346.88	-	-	-	-			78.42	31,435.05
21	Compton	5,088.51	21.28	-	6,186.70	14.61	-	6,186.70	14.61	-	148.55	(6.67)	-			167.18	5,802.00
22	Contra Costa	23,962.51	153.79	-	28,590.24	148.21	-	28,590.24	148.21	-						583.12	26,464.54
23	Copper Mountain	1,318.93	91.78	3.13	1,418.56	64.89	0.54	1,418.56	64.89	0.54						3.38	1,381.97
24	Desert	7,758.61	40.67	738.40	9,324.23	459.33	353.50	9,324.23	459.33	353.50	1,043.57	418.66	(384.90)			45.02	9,800.91
25	El Camino	17,898.23	30.30	-	19,599.77	43.08	-	19,599.77	43.08	-	141.06	12.78	-			221.06	18,952.59
26	Feather River	1,580.29	33.30	-	1,568.11	46.76	-	1,568.11	46.76	-	-	-	-	273.92	-	116.74	1,181.51
27	Foothill	25,518.78	264.29	184.45	23,962.63	229.18	289.87	23,962.63	229.18	289.87	-	-	-			693.85	23,787.50
28	Gavilan	4,751.60	454.98	114.54	4,889.18	281.09	64.05	4,889.18	281.09	64.05	-	-	-	0.54	4.35	189.75	4,653.03
29	Glendale	12,449.54	243.85	2,847.21	10,978.60	92.04	2,905.03	10,978.60	92.04	2,905.03	-	-	-			230.88	11,238.03
30	Grossmont	19,064.97	20.18	-	18,742.07	20.12	-	18,742.07	20.12	-	-	-	-			317.76	18,531.94
31	Hartnell	7,340.36	4.43	-	7,357.02	1.98	-	7,357.02	1.98	-	16.66	(2.45)	-			33.53	7,334.60
32	Imperial	6,799.88	38.44	15.96	7,131.64	55.07	10.31	7,131.64	55.07	10.31	320.25	16.63	(5.65)	55.11	-	21.49	7,264.70
33	Kern	21,647.56	74.24	-	22,024.59	62.23	-	22,024.59	62.23	-	377.03	(12.01)	-	3.88	-	1,141.01	21,131.05
34	Lake Tahoe	1,663.30	56.42	14.09	1,693.78	47.43	6.64	1,693.78	47.43	6.64				690.10	-	30.88	962.64
35	Lassen	1,570.57	23.93	1.62	1,439.15	10.10	0.60	1,439.15	10.10	0.60	-	-	-	497.00	9.00	35.60	950.36
36	Long Beach	20,580.63	108.52	386.81	18,347.19	(100.17)	434.71	18,347.19	(100.17)	434.71	-	-	-	54.74	-	105.44	18,931.49
37	Los Angeles	101,333.93	2,226.65	4,423.70	95,333.75	2,211.33	4,423.70	95,333.75	2,211.33	4,423.70	-	-	-			5,149.40	92,184.41
38	Los Rios	52,402.09	237.67	-	44,411.43	236.63	-	44,411.43	236.63	-	-	-	-			358.34	46,716.64
39	Marin	3,452.66	270.67	-	3,319.30	247.66	-	3,319.30	247.66	-	-	-	-			154.85	3,208.90
40	Mendocino	2,983.31	42.12	39.60	2,437.44	36.56	41.33	2,437.44	36.56	41.33	-	-	-			398.58	2,220.82
41	Merced	8,760.98	228.53	560.37	8,471.80	401.99	627.07	8,471.80	401.99	627.07	-	-	-	45.26	2.82	357.36	8,165.57
42	MiraCosta	10,299.25	782.45	-	9,775.32	802.88	-	9,775.32	802.88	-	-	-	-			151.35	9,798.61
43	Monterey	6,258.57	355.90	82.58	5,936.09	320.15	44.51	5,936.09	320.15	44.51	-	-	-			96.20	5,947.38
44	Mt. San Antonio	24,240.05	1,697.18	5,080.40	24,973.61	1,476.79	6,079.31	24,973.61	1,476.79	6,079.31	345.72	(220.39)	998.91			24.49	25,050.32
45	Mt. San Jacinto	11,828.49	320.34	271.38	10,196.04	334.35	233.49	10,196.04	334.35	233.49	-	-	-			99.74	10,640.45
46	Napa	4,841.00	453.46	11.99	4,805.87	497.49	3.05	4,805.87	497.49	3.05	-	-	-			129.39	4,688.19
47	North Orange	32,051.03	2,631.79	2,565.56	27,203.35	2,458.38	2,678.43	27,203.35	2,458.38	2,678.43	-	-	-			195.65	28,623.59
48	Ohlone	8,240.00	-	-	6,859.40	-	-	6,859.40	-	-	-	-	-			1,307.92	6,011.68
49	Palo Verde	1,957.93	21.96	115.11	1,964.19	17.20	89.22	1,964.19	17.20	89.22	-	-	-	890.02	-	60.31	1,011.77

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FTES Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
7	**FTES Data**																
8		2016-17 FTES			2017-18 P2 FTES			2018-19 FTES			2018-19 Growth			Inmates in Correctional Facilities Education		Special Admit FTES	3-Year Average
9	District	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	CDCP	Credit	Noncredit	Total	Credit
10																	
50	Palomar	17,424.79	289.81	504.25	18,516.41	263.75	424.09	18,516.41	263.75	424.09						453.88	17,698.66
51	Pasadena	22,765.30	166.57	1,056.35	22,791.18	142.49	1,055.53	22,791.18	142.49	1,055.53	25.88	(24.08)	(0.82)			253.03	22,555.40
52	Peralta	15,624.75	143.57	-	18,287.72	55.48	-	18,287.72	55.48	-						1,093.24	16,306.82
53	Rancho Santiago	21,499.15	854.66	5,163.50	23,075.73	1,090.13	5,008.52	23,075.73	1,090.13	5,008.52	131.44	235.47	(154.98)	6.72	490.00	1,944.53	20,730.40
54	Redwoods	3,900.86	31.84	85.85	3,225.50	108.49	49.79	3,225.50	108.49	49.79	-	-	-			209.78	3,240.84
55	Rio Hondo	11,122.72	462.45	34.29	11,877.62	269.35	38.40	11,877.62	269.35	38.40						287.68	11,338.31
56	Riverside	29,578.89	73.45	-	29,234.45	92.37	-	29,234.45	92.37	-	-	-	-			712.52	28,636.74
57	San Bernardino	14,114.10	139.13	-	15,055.10	186.70	34.33	15,055.10	186.70	34.33	-	-	0.00			117.70	14,623.73
58	San Diego	34,927.69	2,061.91	6,532.08	35,650.01	2,064.47	6,326.66	35,650.01	2,064.47	6,326.66	722.32	2.56	(205.42)			630.18	35,501.38
59	San Francisco	14,108.98	1,699.39	4,713.15	15,867.20	2,189.51	4,179.52	15,867.20	2,189.51	4,179.52				3.59	-	200.11	15,077.43
60	San Joaquin Delta	13,337.72	175.49	-	14,154.52	119.40	-	14,154.52	119.40	-						425.00	13,457.25
61	San Jose	11,234.88	116.72	-	11,684.83	217.53	-	11,684.83	217.53	-	-	-	-			193.38	11,341.47
62	San Luis Obispo	6,739.42	149.56	239.43	7,896.74	314.42	168.43	7,896.74	314.42	168.43				20.80	1.00	562.09	6,928.08
63	San Mateo	16,348.83	57.88	-	15,706.30	27.36	-	15,706.30	27.36	-	-	-	-	4.60	-	-	15,915.88
64	Santa Barbara	11,805.67	2.74	571.46	11,636.57	194.03	602.75	11,636.57	194.03	602.75	-	-	-			709.20	10,983.74
65	Santa Clarita	16,098.70	221.52	123.86	16,286.88	264.94	139.44	16,286.88	264.94	139.44	188.18	43.42	15.58	2.39	-	675.39	15,734.55
66	Santa Monica	22,257.88	584.50	167.47	18,011.22	581.11	184.07	18,011.22	581.11	184.07	-	-	-			247.18	19,179.59
67	Sequoias	9,141.48	392.17	166.56	9,777.77	147.99	194.98	9,777.77	147.99	194.98	636.29	(244.18)	28.42			335.52	9,866.44
68	Shasta Tehama	7,040.15	148.21	34.70	6,465.60	146.86	23.61	6,465.60	146.86	23.61	-	-	-			618.34	6,038.78
69	Sierra	12,366.82	274.82	-	14,581.81	309.97	-	14,581.81	309.97	-		17.96	-			214.52	13,628.96
70	Siskiyous	1,935.64	58.11	505.14	1,764.55	69.44	633.72	1,764.55	69.44	633.72	-	-	-			94.43	1,727.15
71	Solano	6,447.52	37.48	-	7,804.82	82.65	-	7,804.82	82.65	-	(0.00)	-	-	91.04		266.87	6,994.48
72	Sonoma	13,615.21	2,409.28	567.70	16,259.95	2,501.78	688.72	16,259.95	2,501.78	688.72	(0.00)	-	-	4.75		418.19	14,955.43
73	South Orange County	24,706.37	2,243.09	415.98	23,859.46	1,992.56	895.35	23,859.46	1,992.56	895.35	-	-	-			593.07	23,548.69
74	Southwestern	15,625.79	212.31	38.97	14,258.01	219.45	22.54	14,258.01	219.45	22.54	-	-	-	28.75	1.59	154.74	14,530.45
75	State Center	26,963.42	231.00	129.60	29,709.97	232.40	138.11	29,709.97	232.40	138.11	892.22	1.40	8.51			951.28	28,735.40
76	Ventura	25,334.64	72.23	-	26,033.83	35.59	1.69	26,033.83	35.59	1.69						592.75	25,208.02
77	Victor Valley	9,420.21	54.72	-	9,561.13	60.35	-	9,561.13	60.35	-	140.92	5.63	-			994.72	8,660.36
78	West Hills	5,148.68	351.55	-	5,314.78	325.97	-	5,314.78	325.97	-	166.10	(25.58)	-			340.41	5,085.10
79	West Kern	2,609.58	31.34	-	2,830.14	-	-	2,830.14	-	-	220.56	(31.34)	-	58.70		17.57	2,900.91
80	West Valley	11,784.29	1,030.44	-	11,983.00	768.55	-	11,983.00	768.55	-						293.69	11,623.07
81	Yosemite	15,038.76	203.33	186.56	16,104.22	267.94	204.07	16,104.22	267.94	204.07	0.00	-	-	32.37		209.80	15,506.90
82	Yuba	7,446.38	179.63	-	7,487.06	138.94	-	7,487.06	138.94	-						338.58	7,134.92
83	Statewide Total	1,055,591.8	29,256.2	39,358.28	1,056,211.18	29,099.79	39,913.21	1,056,211.18	29,099.79	39,913.21	5,745.62	202.11	278.06	2,879.46	508.76	29,418.78	1,029,452.10

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Basic Allocation Data

District	2017-18 P2 - June					2018-19 Projections			
	Basic Allocation	Basic Allocation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total	2017-18 COLA + Base Increase (1.56% + 2.9%)	Basic Allocation	Statewide Inflation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total
Allan Hancock	$ 6,082,724	$ -	$ -	$ 6,082,724	$ 6,354,013	$ 6,354,013	2.710%	$ 172,194	$ 6,526,207
Antelope	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
Barstow	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Butte	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
Cabrillo	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
Cerritos	4,866,179	-	-	4,866,179	5,083,211	5,083,211	2.710%	137,755	5,220,966
Chabot-Las Positas	7,907,540	-	-	7,907,540	8,260,216	8,260,216	2.710%	223,852	8,484,068
Chaffey	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
Citrus	4,866,179	-	-	4,866,179	5,083,211	5,083,211	2.710%	137,755	5,220,966
Coast	12,165,447	-	-	12,165,447	12,708,026	12,708,026	2.710%	344,388	13,052,413
Compton	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723
Contra Costa	13,990,263	-	-	13,990,263	14,614,229	14,614,229	2.710%	396,046	15,010,274
Copper Mountain	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Desert	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723
El Camino	8,515,812	-	-	8,515,812	8,895,617	8,895,617	2.710%	241,071	9,136,688
Feather River	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Foothill	9,732,359	-	-	9,732,359	10,166,422	10,166,422	2.710%	275,510	10,441,932
Gavilan	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Glendale	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
Grossmont	7,907,540	-	-	7,907,540	8,260,216	8,260,216	2.710%	223,852	8,484,068
Hartnell	3,953,769	-	-	3,953,769	4,130,107	4,130,107	2.710%	111,926	4,242,033
Imperial	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723
Kern	15,358,877	-	-	15,358,877	16,043,883	16,043,883	2.710%	434,789	16,478,672
Lake Tahoe	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Lassen	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
Long Beach	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
Los Angeles	36,496,339	-	-	36,496,339	38,124,076	38,124,076	2.710%	1,033,162	39,157,238
Los Rios	24,330,896	-	-	24,330,896	25,416,054	25,416,054	2.710%	688,775	26,104,829
Marin	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723
Mendocino	5,722,849	304,136	4,745	6,031,730	6,300,745	6,300,745	2.710%	170,750	6,471,495
Merced	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
MiraCosta	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
Monterey	3,953,769	-	-	3,953,769	4,130,107	4,130,107	2.710%	111,926	4,242,033

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Basic Allocation Data

| District | 2017-18 P2 - June | | | | | 2018-19 Projections | | | |
	Basic Allocation	Basic Allocation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total	2017-18 COLA + Base Increase (1.56% + 2.9%)	Basic Allocation	Statewide Inflation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total
44 Mt. San Antonio	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
45 Mt. San Jacinto	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
46 Napa	4,257,905	-	-	4,257,905	4,447,808	4,447,808	2.710%	120,536	4,568,343
47 North Orange	9,732,359	-	-	9,732,359	10,166,422	10,166,422	2.710%	275,510	10,441,932
48 Ohlone	4,866,178	-	-	4,866,178	5,083,210	5,083,210	2.710%	137,755	5,220,965
49 Palo Verde	4,962,510	-	-	4,962,510	5,183,838	5,183,838	2.710%	140,482	5,324,320
50 Palomar	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
51 Pasadena	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
52 Peralta	14,598,532	-	-	14,598,532	15,249,627	15,249,627	2.710%	413,265	15,662,891
53 Rancho Santiago	10,948,902	-	-	10,948,902	11,437,223	11,437,223	2.710%	309,949	11,747,172
54 Redwoods	5,418,713	(304,136)	(4,745)	5,109,832	5,337,731	5,337,731	2.710%	144,652	5,482,383
55 Rio Hondo	4,866,179	-	-	4,866,179	5,083,211	5,083,211	2.710%	137,755	5,220,966
56 Riverside	11,557,173	-	-	11,557,173	12,072,623	12,072,623	2.710%	327,168	12,399,791
57 San Bernardino	7,907,540	-	-	7,907,540	8,260,216	8,260,216	2.710%	223,852	8,484,068
58 San Diego	18,856,446	-	-	18,856,446	19,697,443	19,697,443	2.710%	533,801	20,231,244
59 San Francisco	12,317,517	(1,125,303)	(12,810)	11,179,404	11,678,005	11,678,005	2.710%	316,474	11,994,479
60 San Joaquin Delta	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
61 San Jose	7,299,266	-	-	7,299,266	7,624,813	7,624,813	2.710%	206,632	7,831,446
62 San Luis Obispo	4,866,178	-	-	4,866,178	5,083,210	5,083,210	2.710%	137,755	5,220,965
63 San Mateo	10,948,899	-	-	10,948,899	11,437,220	11,437,220	2.710%	309,949	11,747,169
64 Santa Barbara	6,995,132	-	-	6,995,132	7,307,115	7,307,115	2.710%	198,023	7,505,138
65 Santa Clarita	6,082,724	-	-	6,082,724	6,354,013	6,354,013	2.710%	172,194	6,526,207
66 Santa Monica	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
67 Sequoias	7,299,269	-	-	7,299,269	7,624,816	7,624,816	2.710%	206,633	7,831,449
68 Shasta Tehama	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723
69 Sierra	6,234,793	-	-	6,234,793	6,512,865	6,512,865	2.710%	176,499	6,689,363
70 Siskiyous	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
71 Solano	6,082,723	-	-	6,082,723	6,354,012	6,354,012	2.710%	172,194	6,526,206
72 Sonoma	8,819,950	-	-	8,819,950	9,213,320	9,213,320	2.710%	249,681	9,463,001
73 South Orange County	8,515,814	-	-	8,515,814	8,895,619	8,895,619	2.710%	241,071	9,136,691
74 Southwestern	8,515,814	-	-	8,515,814	8,895,619	8,895,619	2.710%	241,071	9,136,691
75 State Center	13,990,263	-	-	13,990,263	14,614,229	14,614,229	2.710%	396,046	15,010,274
76 Ventura	12,165,447	-	-	12,165,447	12,708,026	12,708,026	2.710%	344,388	13,052,413
77 Victor Valley	3,649,633	-	-	3,649,633	3,812,407	3,812,407	2.710%	103,316	3,915,723

California Community Colleges
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Basic Allocation Data

District	2017-18 P2 - June					2018-19 Projections			
	Basic Allocation	Basic Allocation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total	2017-18 COLA + Base Increase (1.56% + 2.9%)	Basic Allocation	Statewide Inflation Adjustment	Basic Allocation Adjustment COLA	Basic Allocation Total
West Hills	7,603,402	-	-	7,603,402	7,942,514	7,942,514	2.710%	215,242	8,157,756
West Kern	4,810,441	-	-	4,810,441	5,024,987	5,024,987	2.710%	136,177	5,161,164
West Valley	7,299,266	-	-	7,299,266	7,624,813	7,624,813	2.710%	206,632	7,831,446
Yosemite	7,907,540	-	-	7,907,540	8,260,216	8,260,216	2.710%	223,852	8,484,068
Yuba	9,124,083	-	-	9,124,083	9,531,017	9,531,017	2.710%	258,291	9,789,308
Statewide Total	$ 567,513,246.00	$ (1,125,303.00)	$ (12,810.00)	$ 566,375,133.00	$ 591,635,463.93	$ 591,635,464	2.710%	$ 16,033,321	$ 607,668,785.00

7. Basic Allocation Data
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California Community Colleges

2018-19 Student Centered Funding Formula Simulations

	A	B	C	D
7	**Supplemental Data**			
8			2016-17 Headcounts	
9	District	Pell Totals	AB 540 Totals	Promise Grant Students Totals
10				
11	Allan Hancock	2,927	855	9,132
12	Antelope	7,777	510	14,027
13	Barstow	2,172	59	3,639
14	Butte	5,544	305	8,799
15	Cabrillo	3,043	521	7,180
16	Cerritos	10,754	1,610	18,994
17	Chabot-Las Positas	4,865	283	11,732
18	Chaffey	8,498	884	17,885
19	Citrus	4,792	457	10,989
20	Coast	11,741	1,280	31,246
21	Compton	2,698	788	5,547
22	Contra Costa	8,829	2,275	18,706
23	Copper Mountain	1,055	60	1,843
24	Desert	4,819	791	9,195
25	El Camino	8,355	3,079	17,631
26	Feather River	420	18	1,477
27	Foothill	5,843	1,864	15,514
28	Gavilan	1,708	271	3,414
29	Glendale	6,303	652	12,153
30	Grossmont	8,672	581	19,709
31	Hartnell	2,908	880	7,809
32	Imperial	4,997	367	7,907
33	Kern	12,745	1,548	22,864
34	Lake Tahoe	518	287	1,848
35	Lassen	346	144	2,681
36	Long Beach	9,575	1,330	21,094
37	Los Angeles	48,432	7,917	101,881
38	Los Rios	21,048	1,900	55,729

8. Supplemental Data

California Community Colleges
2018-19 Student Centered Funding Formula Simulations

	A	B	C	D
7	**Supplemental Data**			
8		2016-17 Headcounts		
9	District	Pell Totals	AB 540 Totals	Promise Grant Students Totals
39	Marin	872	451	2,401
40	Mendocino	1,358	98	3,128
41	Merced	4,998	582	9,191
42	MiraCosta	4,577	203	9,733
43	Monterey	1,699	326	3,785
44	Mt. San Antonio	11,423	1,510	25,124
45	Mt. San Jacinto	6,550	541	14,000
46	Napa	1,455	341	4,145
47	North Orange	11,620	2,189	26,887
48	Ohlone	1,616	151	4,180
49	Palo Verde	264	24	3,169
50	Palomar	4,665	685	14,241
51	Pasadena	9,505	1,114	21,076
52	Peralta	7,672	510	15,967
53	Rancho Santiago	5,388	2,360	19,303
54	Redwoods	2,138	272	3,723
55	Rio Hondo	5,204	262	12,435
56	Riverside	13,993	1,457	29,060
57	San Bernardino	6,126	959	16,826
58	San Diego	14,142	1,684	34,335
59	San Francisco	4,536	652	13,139
60	San Joaquin Delta	6,649	707	16,183
61	San Jose	4,752	735	11,295
62	San Luis Obispo	2,379	289	5,245
63	San Mateo	3,885	824	12,225
64	Santa Barbara	4,189	507	9,927
65	Santa Clarita	4,714	663	11,710
66	Santa Monica	8,036	1,372	20,276

8. Supplemental Data

California Community Colleges
2018-19 Student Centered Funding Formula Simulations

	A	B	C	D
7	**Supplemental Data**			
8		2016-17 Headcounts		
9	District	Pell Totals	AB 540 Totals	Promise Grant Students Totals
67	Sequoias	5,734	518	10,401
68	Shasta Tehama	3,797	171	6,362
69	Sierra	5,872	696	11,954
70	Siskiyous	827	25	1,304
71	Solano	2,224	40	6,575
72	Sonoma	3,630	982	10,437
73	South Orange County	6,071	1,405	16,230
74	Southwestern	6,786	665	16,527
75	State Center	15,616	1,905	31,703
76	Ventura	9,361	1,123	22,586
77	Victor Valley	7,190	352	12,078
78	West Hills	3,221	378	6,156
79	West Kern	1,339	124	3,024
80	West Valley	2,835	342	7,036
81	Yosemite	8,811	914	18,081
82	Yuba	4,404	382	8,196
83	Statewide Total	453,507	63,006	1,021,984

Student Success Data

District	All Students 2016-17							Pell Students 2016-17							Promise Grant Students 2016-17						
	AA Total	ADT Total	Cert Total	CTE Units	Transfers	Math Engl	Living Wage	AA Pell Total	ADT Pell Total	Cert Pell Total	CTE Units Pell	Transfers Pell	Math Engl Pell	Living Wage Pell	AA BOG Total	ADT BOG Total	Cert Bog Total	CTE Units Bog	Transfers BOG	Math Engl BOG	Living Wage BOG
Allan Hancock	1,076	259	791	1,933	1,023	215	2,463	575	142	391	877	308	92	364	869	205	611	1,417	549	152	827
Antelope	1,303	430	895	2,138	1,052	206	907	869	306	622	1,421	585	122	449	1,086	370	753	1,796	829	157	653
Barstow	274	79	17	421	490	26	422	212	62	15	312	184	20	152	248	72	15	374	306	23	246
Butte	1,152	303	517	2,260	1,343	261	1,427	779	197	258	1,279	684	107	659	931	238	347	1,677	913	138	901
Cabrillo	1,035	227	176	1,174	1,070	148	1,342	577	108	120	595	408	35	316	770	161	157	846	611	62	564
Cerritos	1,090	645	1,504	3,846	1,612	156	2,282	743	474	845	2,095	1000	70	698	931	575	1,097	2,804	1271	102	1,112
Chabot-Las Positas	1,351	432	378	2,582	2,409	469	2,324	612	225	149	838	882	128	398	856	304	240	1,320	1357	190	836
Chaffey	1,775	726	1,210	2,442	1,627	255	2,255	1,052	426	712	1,285	867	97	952	1,445	580	965	1,873	1203	145	1,622
Citrus	2,170	803	1,462	1,919	1,517	224	922	1,267	464	837	946	658	70	315	1,653	616	1,096	1,374	990	121	536
Coast	4,211	1,573	4,358	5,849	6,355	886	3,822	1,663	822	1,996	2,287	2403	329	581	2,269	1,107	2,825	3,476	3656	467	1,595
Compton	493	-	178	559	1,022	33	700	378	-	106	330	240	19	180	463	-	171	441	357	28	330
Contra Costa	2,308	1,280	1,703	4,526	4,158	805	2,552	1,091	484	653	1,647	1303	166	463	1,519	687	934	2,428	2115	261	982
Copper Mountain	145	59	66	227	146	30	165	111	48	44	170	102	17	75	134	55	58	204	127	24	106
Desert	428	476	200	1,628	674	79	1,200	273	330	144	1,035	423	41	541	351	390	167	1,350	541	64	824
El Camino	2,432	349	557	2,626	2,423	487	1,842	1,292	218	277	1,255	1006	151	500	1,718	277	370	1,733	1462	223	943
Feather River	166	26	-	338	251	51	337	60	13	-	138	58	23	37	117	16	-	214	101	29	77
Foothill	2,085	1,070	682	5,908	5,539	1,037	4,597	828	392	111	1,204	1368	178	331	1,305	592	244	2,281	2431	301	1,035
Gavilan	365	157	562	813	574	79	2,154	205	79	257	317	165	24	163	256	109	351	448	250	41	271
Glendale	382	467	241	2,327	1,875	260	1,419	225	316	140	1,232	951	126	416	293	393	183	1,701	1356	166	730
Grossmont	2,125	920	1,497	2,407	2,753	546	1,775	1,060	442	718	1,120	940	214	355	1,576	658	1,068	1,710	1730	313	971
Hartnell	550	402	673	869	903	196	2,323	339	261	426	522	477	92	345	472	368	594	731	647	149	595
Imperial	952	368	582	1,249	544	115	772	700	265	408	992	368	69	480	863	330	529	1,145	473	88	592
Kern	1,329	781	536	4,734	2,185	283	4,329	877	505	372	2,559	1084	135	1,728	1,077	651	443	3,277	1428	188	2,340
Lake Tahoe	102	43	33	287	340	14	880	51	28	11	80	75	5	54	82	35	22	119	165	7	168
Lassen	206	47	136	289	84	25	422	94	30	80	107	34	7	48	148	34	90	215	47	8	136
Long Beach	749	782	213	3,020	1,965	307	1,882	490	513	141	1,866	1066	140	738	620	626	184	2,425	1418	185	1,124
Los Angeles	8,927	2,540	7,983	20,035	11,500	643	14,446	5,908	1,729	4,898	10,447	6082	274	3,912	7,192	2,104	6,198	14,132	8776	372	8,632
Los Rios	4,597	1,601	2,099	9,058	7,080	596	12,256	2,645	906	1,157	4,207	2847	193	2,715	3,660	1,237	1,559	6,379	4800	305	6,498
Marin	203	99	59	464	510	59	280	99	50	28	152	148	15	29	148	72	39	264	235	28	53
Mendocino	233	93	63	529	315	30	619	174	65	45	357	128	12	200	211	82	58	435	194	24	354
Merced	632	441	480	1,358	948	178	1,608	484	317	353	928	590	84	740	547	383	404	1,149	780	119	1,017
MiraCosta	928	223	1,004	1,891	2,117	329	1,419	453	121	467	825	635	83	230	588	157	612	1,184	999	125	520
Monterey	356	254	113	850	896	90	1,974	173	134	33	267	217	22	161	242	181	47	398	408	36	337
Mt. San Antonio	1,685	524	582	5,150	2,783	368	2,353	1,012	313	338	2,665	1414	111	746	1,370	418	451	3,854	2049	198	1,300
Mt. San Jacinto	1,668	337	137	1,370	1,277	348	1,625	1,064	205	82	795	639	155	652	1,388	274	102	1,078	953	231	1,102

Student Success Data

District	AA Total	ADT Total	Cert Total	CTE Units	Transfers	Math Engl	Living Wage	AA Pell Total	ADT Pell Total	Cert Pell Total	CTE Units Pell	Transfers Pell	Math Engl Pell	Living Wage Pell	AA BOG Total	ADT BOG Total	Cert Bog Total	CTE Units Bog	Transfers BOG	Math Engl BOG	Living Wage BOG
					All Students 2016-17						Pell Students 2016-17							Promise Grant Students 2016-17			
46 Napa	521	218	368	863	614	172	1,043	246	109	178	308	249	44	188	378	150	245	530	405	91	426
47 North Orange	1,892	1,279	825	4,922	4,327	681	3,166	1,016	684	388	2,126	1744	235	470	1,454	981	643	3,478	2866	372	1,189
48 Ohlone	720	260	37	1,007	1,298	219	1,634	283	104	9	281	307	50	103	420	150	17	464	528	85	234
49 Palo Verde	133	14	51	581	63	3	639	36	4	25	97	13	3	45	128	13	40	437	27	3	101
50 Palomar	1,606	312	1,635	3,377	2,684	225	2,165	692	133	588	909	667	54	340	1,088	217	943	1,638	1356	90	853
51 Pasadena	3,090	1,040	536	3,251	3,107	684	1,893	1,755	648	212	1,502	1337	273	477	2,382	846	416	2,284	2083	372	988
52 Peralta	1,278	505	1,188	2,960	3,246	273	3,209	806	302	682	1,368	1247	77	422	992	383	885	1,973	1970	114	1,341
53 Rancho Santiago	2,989	1,062	2,614	3,761	3,482	629	7,532	1,348	496	1,123	1,085	1128	255	361	2,199	762	1,838	2,267	2063	390	1,208
54 Redwoods	424	62	177	746	439	56	853	293	39	94	432	212	31	305	366	49	127	563	298	41	463
55 Rio Hondo	956	552	166	2,025	1,334	100	3,124	614	369	90	1,069	612	54	515	798	475	130	1,516	883	75	861
56 Riverside	3,477	593	871	4,311	3,367	376	4,777	2,205	351	472	2,389	1672	149	1,298	2,889	480	657	3,299	2495	228	2,881
57 San Bernardino	1,536	527	580	2,274	1,682	169	2,619	929	330	319	1,160	792	59	793	1,289	450	477	1,783	1220	103	1,607
58 San Diego	2,010	1,304	1,141	6,180	5,853	738	8,989	1,119	715	555	2,571	2286	270	821	1,541	994	813	4,027	3735	387	2,489
59 San Francisco	1,117	261	730	3,538	2,699	214	3,226	586	150	339	1,169	1118	80	297	833	196	489	2,017	1661	118	633
60 San Joaquin Delta	2,631	203	1,101	3,453	1,633	182	2,508	1,575	122	570	2,071	680	78	1,200	2,139	156	812	2,799	1102	115	1,847
61 San Jose	744	454	573	1,870	1,872	210	1,469	420	257	296	827	669	73	276	574	344	437	1,281	1111	99	688
62 San Luis Obispo	674	418	336	1,403	1,191	166	1,085	299	165	157	545	301	37	208	471	256	252	935	584	74	539
63 San Mateo	1,375	925	1,242	2,817	3,168	490	1,483	612	393	454	840	876	79	137	965	592	732	1,515	1595	160	372
64 Santa Barbara	1,984	-	1,581	2,971	2,301	368	1,831	870	-	658	1,164	600	69	367	1,187	-	944	1,768	1023	112	852
65 Santa Clarita	1,395	729	1,524	2,752	2,403	401	3,004	584	342	654	853	747	112	330	823	470	934	1,347	1216	185	653
66 Santa Monica	2,064	572	1,456	3,822	3,520	619	2,356	872	266	512	1,160	1231	171	423	1,297	371	733	1,928	2019	250	1,065
67 Sequoias	949	282	195	1,820	1,023	173	1,527	620	182	103	1,158	617	78	806	788	226	140	1,491	766	117	1,075
68 Shasta Tehama	616	176	417	1,548	725	122	1,298	409	105	244	1,010	304	57	531	492	134	310	1,262	405	66	791
69 Sierra	2,004	724	185	2,659	2,032	659	2,027	969	351	102	1,143	660	192	585	1,337	474	135	1,637	1088	311	1,011
70 Siskiyous	223	14	57	435	193	59	1,048	138	12	41	203	85	31	136	147	12	40	246	95	32	211
71 Solano	1,152	188	146	1,201	1,026	220	1,381	548	84	62	482	330	66	356	873	141	92	802	637	114	689
72 Sonoma	1,522	629	573	2,868	1,904	216	3,630	673	249	182	945	543	35	531	1,085	406	324	1,711	977	91	1,296
73 South Orange County	2,009	1,082	3,538	4,491	4,744	738	2,981	738	371	1,184	1,188	1217	157	294	1,121	589	1,864	2,254	2167	259	841
74 Southwestern	1,043	653	651	2,159	1,608	204	1,748	640	405	427	1,183	751	86	452	883	532	555	1,706	1196	120	911
75 State Center	1,304	1,409	675	5,569	3,816	563	5,733	864	881	476	3,439	1987	205	1,991	1,105	1,136	607	4,500	2779	313	3,724
76 Ventura	3,518	1,871	2,144	3,828	4,439	844	2,766	1,750	876	1,236	1,722	1518	273	664	2,520	1,232	1,702	2,624	2456	405	1,495
77 Victor Valley	968	110	206	1,915	772	109	1,283	702	82	152	1,292	443	54	612	849	97	183	1,615	572	78	890
78 West Hills	762	120	277	983	708	133	979	524	89	208	666	354	51	436	636	110	251	831	471	70	616
79 West Kern	360	105	60	303	403	41	2,134	208	67	35	178	142	13	189	272	81	46	254	224	24	328
80 West Valley	616	532	283	1,911	2,634	257	1,984	283	212	110	571	631	46	234	386	287	164	877	1119	68	515
81 Yosemite	1,340	470	364	2,995	1,635	64	2,811	820	306	243	1,722	820	19	1,119	1,066	385	297	2,331	1212	35	1,859

California Community Colleges
2018-19 Student Centered Funding Formula Simulations
July 17, 2018

Student Success Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
8						All Students 2016-17							Pell Students 2016-17								Promise Grant Students 2016-17				
9	District		AA Total	ADT Total	Cert Total	CTE Units	Transfers	Math Engl	Living Wage		AA Pell Total	ADT Pell Total	Cert Pell Total	CTE Units Pell	Transfers Pell	Math Engl Pell	Living Wage Pell		AA BOG Total	ADT BOG Total	Cert Bog Total	CTE Units Bog	Transfers BOG	Math Engl BOG	Living Wage BOG
82	Yuba		1,061	188	61	1,463	998	84	1,581		743	146	46	907	493	45	632		927	169	53	1,236	705	62	958
83	Statewide Total		101,546	38,659	60,251	192,108	150,303	21,295	175,611		56,224	21,387	30,460	88,887	59,722	7,087	39,667		76,098	28,703	42,311	129,478	92,636	10,699	78,429

Comparison of Funding Formula, Vision Goals, and Simplified Metrics Content and Display

Metric	Funding Formula	Vision Goal	Simplified Metrics
Equity disaggregation	Financial aid status	Gender, race/ethnicity, age group	Gender, race/ethnicity, age group, financial aid, first-generation, foster youth, disabled student, veterans, LGBT
Data display	Number of points, based on weighting applied to counts	Number or rate, compared to a number set as a goal	• Snapshot view: Rate, using number of students meeting the metric criteria in the selected year, with student journey type as the denominator • Cohort view: Rate, using number of first-time students meeting the metric criteria within a specified timeframe, with student journey type as the denominator
Definition/Student Type/Data Source/Drilldown			
Equitable Access	Not included	Not included	Number of students attending college compared to surrounding community, based on 9 equity categories
Successfully Enrolled	Not included	Not included	Number of students who successfully enrolled in a course within a year of applying
			Drillable by where students enrolled (same college/different college)
Adult Ed/ESL skills gain	Not included	Not included	Number of students who completed one or more levels of adult education by transitioning

			from adult basic education or ESL to adult secondary education
Course Success	Not included	Not included	Rate of success in courses (C grade or better)
Transfer math and English	Unduplicated count of first-time students who complete both transfer-level mathematics and English courses	Not included	Same as funding formula
			Drillable by math, English, or both
Noncredit workforce skills gain	Not included	Not included	Number of students who completed a noncredit workforce milestone
Completion of 9+ CTE units	Unduplicated count of students who completed nine or more credit career technical education units	Not included	Same as funding formula
Retained from fall to spring	Not included	Not included	Number of students who enrolled in both fall and spring terms
			Drillable by where students enrolled (same college/different college)
Unit thresholds in first term	Not included	Not included	Number of students attaining various thresholds for credit units, up to 15+
Unit thresholds in first year	Not included	Not included	Number of students attaining various thresholds for credit units, up to 30+

Completion	Count of awards	Count of unduplicated students who earn a credit certificate over 12 units, associate degree, or bachelor's degree (only highest award counted)	Count of unduplicated students who earn a noncredit certificate over 48 contact hours, Chancellor's Office approved credit certificates, associate degree, ADT, CCC bachelor's degree, apprenticeship journey status (only highest award counted)
			Drillable by 7 award types (noncredit certificate, Chancellor's Office approved credit certificate under 18 units, credit certificate over 18 units, associate degree, ADT, CCC bachelor's degree, apprenticeship)
Average number of units accumulated by associate degree earners	Not included	Average number of credit units earned by students who earned an associate degree	Same as vision goal
Transition from noncredit to credit	Not included	Not included	Students who took adult basic/secondary education or ESL noncredit courses who subsequently or simultaneously took credit courses
Transfer	Count of students who transfer to a four-year university	Unduplicated count of students who transfer to CSU and UC only, identified using public files from the four-year institutions	Same as funding formula
			Drillable by: • whether students a college award before transferring or not

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			• 4 types of four-year institution (CSU/UC, private in-state, out of state)
Unemployed students who became employed	Not included	Not included	Number of students who were employed two fiscal quarters after exit who were not employed at the time they enrolled
Job closely related to field of study	Not included	Among students who responded to the CTE Outcomes Survey, the percentage who reported that their job is closely or very closely related to their field of study	Same as vision goal
Median annual earnings	Not included	Not included	Median earnings in the first year after exiting college (clock does not start until six month after term of exit)
Median change in earnings	Not included	Not included	Change in earnings from two fiscal quarters before entering college to two fiscal quarters after exiting college
Living wage	Count of all exiting students who did not transfer to a four-year institution who had annual earnings above the living wage	Not included	Same as funding formula

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Median earnings gains compared to the Consumer Price Index	Not included	Among exiting students who earned a Chancellor's Office approved certificate or associate degree or completed a non-introductory CTE course, the median earnings gain statewide compared to twice the California Consumer Price Index	Not included

California Community Colleges Simplified Metrics

	K12	Adult Ed/ESL	Short-Term Career Education	Degree/ Transfer	Undecided/ Other	All Students
Equitable Access	Community alignment	Community alignment	Community alignment	Community alignment	Community alignment	Community alignment
	Successful enrollment	Successful enrollment	Successful enrollment	Successful enrollment	Successful enrollment	Successful enrollment
Learning Progress		Math or English skills gain			Math or English skills gain	Math or English skills gain
			Course success rate		Course success rate	Course success rate
	Completed transfer math and English			Completed transfer math and English	Completed transfer math and English	Completed transfer math and English
Momentum		Completed an adult ed or ESL level			Completed an adult ed or ESL level	Completed an adult ed or ESL level
			Noncredit workforce skills gain		Noncredit workforce skills gain	Noncredit workforce skills gain
			Completed 9+ CTE units		Completed 9+ CTE units	Completed 9+ CTE units
	Fall to spring retention			Fall to spring retention	Fall to spring retention	Fall to spring retention
	Unit threshold first term			Unit threshold first term	Unit threshold first term	Unit threshold first term
	Unit threshold first year			Unit threshold first year	Unit threshold first year	Unit threshold first year
Success	Earned certificate over 18 units, associate degree, CCC bachelor's degree, journey	Earned high school equivalency, noncredit certificate, or Chancellor's Office approved	Earned noncredit certificate or Chancellor's Office approved certificate, journey status	Earned certificate over 18 units, associate degree, CCC bachelor's degree, journey	Earned high school equivalency, noncredit certificate, Chancellor's Office approved certificate,	Earned high school equivalency, noncredit certificate, Chancellor's Office approved certificate,

California Community Colleges Simplified Metrics

	status	certificate		status	associate degree, CCC bachelor's degree, journey status	associate degree, CCC bachelor's degree, journey status
	Average number of units for associate degree earners			Average number of units for associate degree earners	Average number of units for associate degree earners	Average number of units for associate degree earners
		Transitioned from noncredit to credit	Transitioned from noncredit to credit		Transitioned from noncredit to credit	Transitioned from noncredit to credit
	Transferred to a four-year institution			Transferred to a four-year institution	Transferred to a four-year institution	Transferred to a four-year institution
Employment	Entered employment	Entered employment			Entered employment	Entered employment
	Job closely related to field of study		Job closely related to field of study	Job closely related to field of study	Job closely related to field of study	Job closely related to field of study
Earnings	Median annual earnings	Median annual earnings	Median annual earnings	Median annual earnings	Median annual earnings	Median annual earnings
		Median change in earnings	Median change in earnings		Median change in earnings	Median change in earnings
	Living wage		Living wage	Living wage	Living wage	Living wage

Data Tool	Data Sources	Frequency of Data Updates	Tool Sponsor	Purpose of the Tool	Description of Data	Access	Target Users	Challenges to deletion/ modification
COCI	Colleges	As needed	CCCCO Academic Affairs	Centralized database of all California community college curricula, which feeds into MIS	Contains all course and program information	Public and private. Public to view reports and private to input data	Colleges and districts	The data cannot be deleted and there will need to be portal for colleges to input their data
Data on Demand	COMIS	Current with MIS	CCCCO	To provide unitary data to colleges where MIS has manipulated their raw data	Unitary data on referential data files, categorical pre-allocation data files, Scorecard data files, Perkins Core Indicator data files, custom student data files and reports	Limited to colleges and districts, password protected	District and college IR staff	Colleges need this conduct their own analyses
DataMart	COMIS	Current with MIS	CCCCO	To provide system, district, college, and some program level data to the public.	Information about students, course, services, outcomes and faculty/staff	Public	IR Staff, Administrators, faculty, policymakers and external researchers	The field is used to this tool and only under great circumstances should these data go away
IEPI Indicators Portal	COMIS, ACCJC, 320 Report	Annually	IEPI	State mandated framework to measure the condition of community college's operational environment in accreditation, fiscal viability, student performance and outcomes, and programmatic compliance	Provides historical data and goal information from each college and district for all IEPI metrics	Public	CCC faculty, staff, and IR and legislators.	State mandated accountability framework

Data Tool	Data Sources	Frequency of Data Updates	Tool Sponsor	Purpose of the Tool	Description of Data	Access	Target Users	Challenges to deletion/ modification
LaunchBoard: Adult Education Block Grant Tab (forthcoming 2018)	CO MIS; CCC Apply (via CO MIS); CASAS; UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS)	Twice yearly	CCCCO WEDD; CDE	To provide information on Adult Education participant outcomes, including for WIOA Title II	TBD	Limited to CC or K12 users	CCCCO; CDE; College Adult Education administrators, staff, and faculty; K12 Adult Education administrators, staff, and instructors; college researchers; K12 researchers	Joint agreement with CCCCO and CDE on tool development and use
LaunchBoard: CC Pipeline Data Extract	CO MIS; CCC Apply (via CO MIS); UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS); EMSI	Twice yearly	CCCCO WEDD	To provide community college practitioners with a detailed data extract of the aggregated data from the Pipeline Tab	Community college offerings; student characteristics, educational milestones, completion, and employment outcomes	Limited to CC or K12 users	CCCCO; College administrators, researchers, staff, faculty; WEDD grantees	None
LaunchBoard: CC Pipeline Tab	CO MIS; CCC Apply (via CO MIS); UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS); EMSI	Twice yearly	CCCCO WEDD	To provide community college practitioners information on course offerings, students, and their educational, and employment outcomes to support program planning and review processes	Community college offerings; student characteristics, educational milestones, completion, and employment outcomes	Limited to CC or K12 users	CCCCO; College administrators, researchers, staff, faculty; WEDD grantees	Data used for program planning and review need to be retained for these purposes

Data Tool	Data Sources	Frequency of Data Updates	Tool Sponsor	Purpose of the Tool	Description of Data	Access	Target Users	Challenges to deletion/ modification
LaunchBoard: CTE Outcomes Survey	CTE Outcomes Survey (administered by Santa Rosa Junior College); CO MIS via Santa Rosa Junior College	Annually	CCCCCO WEDD; Santa Rosa Junior College	To provide colleges with the results of the CTEOS for their institution; survey investigates educational and employment outcomes not accessible through MIS data	Self-reported educational and employment outcomes of survey respondents from participating colleges (for information that is not available through administrative datasets)	Limited to CC or K12 users	CCCCO; CTE program administrators and faculty; college researchers; WEDD grantees	None, stand-alone tab scheduled for deletion; metrics to be incorporated into the CC Pipeline
LaunchBoard: Guided Pathways Tab	CO MIS	Twice yearly	CCCCO Academic Affairs	Provides a summary of first-year momentum key performance indicators to help CC practitioners evaluate colleges' redesign efforts	First-year momentum points: Participation levels, English & Math Completion; First-term Momentum; First-Year Momentum	Limited to CC or K12 users	CCCCO; College administrators, researchers, staff, and faculty	Select metrics needed to assess institutional progress while implementing Guided Pathways
LaunchBoard: K-14 Transitions Tab	CalPADS files (uploaded from participating districts); CO MIS; National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS)	Twice yearly	CCCCO WEDD	To examine the educational outcomes of K12 CTE students who enroll in a California community college	Educational milestones and outcomes for high school CTE students after they enroll in community college	Limited to CC or K12 users	CCCCO; CDE; participating K12 District administrators, staff, and instructors	New K12 Strong Workforce Program money will need to develop K12 outcomes tool. This may be the tool that is best suited to modify for that purpose. This would include a joint agreement with CCCCO and CDE on tool development and use

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Data Tool	Data Sources	Frequency of Data Updates	Tool Sponsor	Purpose of the Tool	Description of Data	Access	Target Users	Challenges to deletion/ modification
LaunchBoard: Strong Workforce Program Public-facing Tool	CO MIS; CCC Apply (via CO MIS); UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS)	Twice yearly	CCCCO WEDD	To provide the public (specifically the legislature) with a state and regional summaries of completion and employment outcomes for Career Education students	Student completion and employment outcomes	Public	Public (specifically legislature)	Some metrics are referenced in statute; statute requires data be made available publicly
LaunchBoard: Strong Workforce Program Tab	CO MIS; CCC Apply (via CO MIS); UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS)	Twice yearly	CCCCO WEDD	Provides community college Career Education practitioners a summary of completion and employment outcomes for Career Education students (upon which Strong Workforce Program incentive funding is based)	Student completion and employment outcomes	Limited to CC or K12 users	CCCCO; CTE program administrators and faculty; college researchers; WEDD grantees	Some metrics are referenced in statute
Perkins Core Indicators Report Portal	COMIS	Annually	CCCCO, but contains data required for federal reporting	To provide data on outcomes of career education student funded via federal Carl D. Perkins grants per federal law	Performance on Perkins Core Indicators by TOP code and Special Populations; comparisons to negotiated rates	Public	College and District Career Education practitioners	Federally mandated performance outcomes; metrics cannot be changed; colleges/districts will continue to need access to the information included in the tool

Data Tool	Data Sources	Frequency of Data Updates	Tool Sponsor	Purpose of the Tool	Description of Data	Access	Target Users	Challenges to deletion/ modification
Salary Surfer	COMIS and UI Wage Records from EDD (via MIS)	Annually	CCCCO	To reflect the employment experiences of California Community College graduates who remained in California and entered the workforce upon graduation and help students make decisions about their education.	Contains wage data by program and award type. There are three wage data points-- two years before entering the program and then two and five years after completion. This tool also contains links to schools who offer the programs.	Public	Students, parents, CCC faculty, staff, and IR	Communications just spent millions of dollars to promote this data tool
Student Right to Know Report Portal	COMIS	Annually	CCCCO	Federal law that requires colleges to report the graduation rates and transfer-out rates for full-time students	A cohort of all certificate, degree, and transfer seeking first-time, full-time students, tracked over a three year period who earned a degree, certificate, become transferred prepared, or transferred. Data is for the system and individual colleges going back to 1997	Public	Current and prospective students, parents, high school guidance counselors.	Cannot delete
Student Success Scorecard	CO MIS; CCC Apply (via CO MIS); UI Wage Records from EDD (via MIS); National Student Clearinghouse data (via MIS); UC and CSU transfer files (via CO MIS)	Annually	CCCCO	State mandated framework to measure student success outcomes	College demographic and institutional profile; Math & English/ESL Metrics; Completion Metrics; CTE Metrics	Public	CCC Administrators, IR Staff, policymakers, and external researchers	While we don't need to keep this exact tool, we will need an accountability tool per legislation

SWP Incentive Funding Formula Proposed Changes

	Metric	Current Metric/Calculation	Proposed Metric/Calculation	Impact
1	**Progress**	Attainment of **12+ credit CTE units** and **48+ noncredit CTE contact hours**	Attainment of **9+ credit CTE units** and **a noncredit workforce milestone** (completed a noncredit workforce preparation or CTE course or had 48 or more contact hours in a noncredit career education course)	Changes made to align with the funding formula and Simplified Metrics. More colleges will earn points as the credit threshold was lowered and the noncredit metric also includes students who completed a noncredit workforce preparation or CTE course.
2	**Credential Attainment**	Attainment of the following degrees/certificates: • BA/BS • AA/AS/AD-T • CO-approved certificates • **Local certificates of at least 6 units** • Noncredit certificates of at least 48 contact hours	Attainment of the following degrees/certificates: • BA/BS • AA/AS/AD-T • CO-approved certificates • Noncredit certificates of at least 48 contact hours	Removes local certificates to align with the funding formula. Fewer colleges will earn points as some types of awards have been removed, but this will also discourage colleges from giving awards that have not been vetted by the Chancellor's Office for quality standards.
3	**Transfer**	**Weighting: 1 point** awarded for each student who transfers to a four-year institution	**Weighting: 2 points** awarded for each student who transfers to a four-year institution	Doubling the points given to transfer students puts a stronger emphasis on building transfer pathways, in addition to completion and employment.
4	**Employment**	Attainment of the following: • **Employment in the 2nd fiscal quarter after exit** • **Employment in the 2nd fiscal quarter after exit** • Employment in job related to field of study	Attainment of the following: • Employment in job related to field of study	Removing the two employment metrics to align with the Simplified Metrics. Employment will decrease in its impact on the formula. However, given that most students are already employed, this may bring the metrics in closer alignment to their intended purpose.

	Metric	Current Metric/Calculation	Proposed Metric/Calculation	Impact
5	**Earnings**	**Median earnings in the 2nd fiscal quarter** after exiting the community college system **Weighting:** 1 point is awarded for each dollar earned, then the **number is divided by 10**	**Median annual earnings, beginning in the 3rd quarter after exiting** the community college system (summing the 3rd, 4th, 5th & 6th quarters after exit) **Weighting:** 1 point is awarded for each dollar earned, then the **number is divided by 40**	By adjusting the timeframe, this provides more quarters where a student could have earnings and provides time for students to find related work before evaluating earnings.
6	**Earnings Gain**	Compares earnings in the **year *before exiting* to the year after exiting** from the community college system	Compares earnings in the **2nd quarter before entering** the community college system **to the 2nd quarter after exiting** the community college system	The change in methodology is a more accurate means of evaluating impact of college on earnings, reduces volatility associated with missing quarterly earnings records.
7	**Living Wage**	**Completers and skills-builders** who attained a **macroregion-level** living wage **Weighting: 1 point** awarded for each completer or skills-builder who attains a macroregion-level living wage	**All exiters** who attained a **county-level** (where college is located) living wage **Weighting: 2 points** awarded for each exiting student who attains a the county-level living wage	Using all exiters aligns with the funding formula. Using county-level provides more accurate earnings figure, especially in regions with disparate standards of living like San Diego/Imperial, puts more emphasis on longer-term outcomes.
8	**Economically Disadvantaged Students**	Uses the Perkins definition: • Awarded a BOG waiver • Awarded a Pell Grant • **Identified as a CalWORKS participant** • **Identified as a participant in Workforce Innovation and Opportunities Act (WIOA) program** • **Reported as economically disadvantaged** **Weighting:** Economically disadvantaged students are weighted **50% more**	Uses funding formula definition: • Awarded a California Promise Grant (formerly the BOG waiver) • Awarded a Pell Grant **Weighting:** Economically disadvantaged students are weighted **100% more**	Change in definition and weighting made to align with the funding formula. Reduction in number of students who will be included will be offset by increase in weighting.

Strong Workforce Program (SWP) Incentive Funding Model Overview

Incentive Funding Metrics

Metrics include those aligned with WIOA, the Simplified Metrics, and the funding formula:

Progress	# of students who attain 9 or more credit units in CTE in an academic year
	# of students who attain a noncredit workforce milestone in an academic year
Credential Attainment	# of students who earn a Chancellor's Office-approved CTE certificate, associate degree, CCC bachelor's degree, or apprenticeship journey status
Transfer	# of CTE students who transferred to a four-year institution
Employment	Rate at which CTE completers and skills-builders report they were employed in a job closely related to their field of study
Earnings	Median annual earnings among exiting CTE students
	# of exiting CTE students who improved their earnings
	# of exiting CTE students who attained the regional living wage

Assigning Points

Incentive funding for colleges and regions will be based on a points-model for attainment of the following metrics:

Progress metrics	**½ point** will be awarded per student who attains the outcome *Example: 200 students attain 9+ credit units, 100 points awarded*
Credential Attainment metric	Recognizing that longer-term awards yield stronger economic outcomes over time, various types of certificates and degrees will be assigned points as follows: ● Chancellor's Office approved credit certificate of 12 to < 18 units, or noncredit certificate of 48 to < 288 hours: **1 point** ● Credit certificate of 18 to < 30 units or noncredit certificate of at least 288 hours: **2 points** ● Credit certificate of at least 30 units, associate degree, CCC bachelor's degree, or apprenticeship journey status: **3 points** *Each student is counted only once per year, regardless of the number of awards earned during that time. Points will be given for the highest point-value award obtained.*
Transfer, Earnings Gains, and Living Wage metrics	**2 points** are awarded for each student who attains the outcome *Example: 100 students transferred to a four-year institution, 200 points awarded*
Job Closely Related to Field of Study metric	Points calculation: % of students who report employment in a job closely related to their field of study, multiplied by the # of students who were sent the survey equals the number of points awarded. *Example: 1,000 students were included in the survey sample, and survey results found that 75% of students report working in a job closely related to their field of study, then 750 points will be awarded*
Median Earnings metric	Points calculation: 1 point is awarded for each dollar earned, then the number is divided by forty to make the figure proportional to other measures. Not based on student counts. *Example: median earnings is $40,000, 100 points awarded*

Economically Disadvantaged Students

To further incentivize colleges to close equity gaps, more points are awarded for those who received a California Promise Grant or a Pell Grant.

Most metrics	EDS will receive points worth twice what non-EDS receive
	Example: economically disadvantaged students who transfer will receive 2 points, compared to 1 point for students who are not economically disadvantaged.
Job closely related to field of study metric	No weighting will be used because data is based on a sample of former students, which may not represent the proportion of economically disadvantaged students who met this goal.
Median earnings metric	No weighting will be used because the measure is based on a range of earnings by former students.

Data Sources

All data for the calculation of the SWP metrics comes from existing data sources.[1] All data can be viewed in the LaunchBoard Strong Workforce Program Metrics tab.

Progress, Credential Attainment, & Transfer metrics	Chancellor's Office MIS (CO MIS), National Student Clearinghouse, Department of Apprenticeship Standards
Median Earnings, Earnings Gains, and Living Wage metrics	CA Employment Development Division's (EDD) Unemployment Insurance (UI) wage records
Job Closely Related to Field of Study metric	Career & Technical Education Outcomes Survey (CTEOS)

Funding Calculations

Variables and Weights for Each Funding Round

		2016-17	2017-18+
Variables and Weights:	Unemployment Rate	1/3	1/3
	Proportion of CTE FTEs	1/3	1/3
	Projected Job Openings	1/3	1/6
	Incentive Funding Metrics	0	1/6

Incentive Funding Methodology

All variables for the SWP funding will be recalculated annually. To determine the incentive funding distributions, the following methodology will be applied:

Local Share:
1. Points for all CTE programs at all community colleges are totaled to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% local share to create a value per point.
3. The value per point is multiplied by the number of points that each college received to determine its distribution.
4. Multi-college districts: the distributions for all district's colleges are summed to create the district distribution.

Regional Share:
1. Points for all CTE programs are totaled at the regional level and added together to create a statewide sum.
2. This sum is divided by the amount of funding available per FY for the 17% regional share to create a value per point.
3. The value per point is multiplied by the number of points that each region received to determine its distribution.

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[1] Colleges, districts, and regions do not need to collect data separately for use in the SWP Incentive Funding model. However, colleges should ensure that their institution participates in the CTEOS each year (costs are covered by the Chancellor's Office).

Executive Committee Agenda Item

SUBJECT*:* Strategic Plan Priorities 2018-2019		Month: August	Year: 2018
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider for approval the 2018-2019 strategic plan priorities.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Officer's met and recommend that the Executive Committee approve the strategic plan priorities for 2018-19. These should center around faculty diversification, implementation of legislative programs, and progress on other measures adopted by the body at the spring 2018 plenary session.

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

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

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and legislators, system partners, and organizations involved in statewide and national education policy.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Establish and maintain relationships between ASCCC Executive Committee members and legislators and aides.		President, Vice President, Legislative Advocacy Committee Chair	Executive Director		
B. Annually develop a legislative agenda aligned with the goals of the ASCCC and actively pursue/sponsor bills of interest.		Legislative Advocacy Committee Chair	Executive Director		
C. Maintain a current public relations campaign to promote the priorities of the ASCCC.		Executive Director	Creative Director		
D. Research and attend state and national conferences related to academic and professional matters.		Executive Committee	Executive Director		
E. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.		Council of Faculty Representatives	Executive Director		

Objective 1.2: Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Include Legislative Advocacy topics at appropriate ASCCC Events including Leadership Institute for new Senate leaders.		Legislative Advocacy Committee Chair	Executive Director		
B. Expand leadership opportunities for faculty, senates, and the Executive Committee.		Committee Chairs	Executive Director		
C. Evaluate how the ASCCC utilizes faculty in liaison roles.		Committee Chairs	Executive Director		
D. Ensure committee chairs are encouraged to build relationships with other organizations.		Committee Chairs	President		
E. Provide training, guidance, and opportunity to ensure committee continuity and succession planning occurs.		President	Executive Director		

GOAL 2: ENGAGE AND EMPOWER DIVERSE∗ GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP. *See ASCCC Inclusivity Statement for definition of "diverse groups"

Objective 2.1: Increase leadership development opportunities to prepare diverse faculty to participate in and lead local and

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statewide conversations.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Lead professional development opportunities designed to promote recruitment of diverse faculty for participation in local and statewide senate activities.		Faculty Professional Development Chair	Executive Director, President		
B. Design leadership development opportunities focused on specific populations of faculty.		Faculty Professional Development Chair, President	Executive Director		
C. Increase part-time faculty involvement in senate activities at the local and statewide level.		Executive Director			
D. Engage local senates to promote culture change to empower diverse faculty at the local level.		Relations with Local Senates Chair, President			

Objective 2.2. Increase the diversity of faculty representation on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Review and revise the cultural competency plan.		Equity and Diversity Action Committee	Executive Director		
B. Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations.		Committee Chairs	Executive Director		
C. Identify disengaged faculty voices and develop recruitment and retention strategies.		Executive Director, Faculty Professional Development Chair, Equity and Diversity			

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	Status/Notes	Lead	Support	Resource	Due Date
		Action Committee			
D. Comprehensively evaluate ASCCC infrastructure and processes in relation to this objective.		Executive Director, President	Committee Chairs		
E. Evaluate the efficacy of the ASCCC caucus structure as a mechanism to encourage involvement in ASCCC activities by diverse faculty members.		Executive Director, President	Faculty Professional Development Chair		
F. Identify barriers to participation and implement retention strategies.		Executive Director, President	Faculty Professional Development Chair		

GOAL 3: ASSERT ASCCC LEADERSHIP IN ALL FACULTY PROFESSIONAL DEVELOPMENT FOR THE CALIFORNIA COMMUNITY COLLEGE SYSTEM REGARDING ACADEMIC AND PROFESSIONAL MATTERS.

Objective 3.1. Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.					
Strategies	**Status/Notes**	**Lead**	**Support**	**Resource**	**Due Date**
A. Increase outreach to organizations and individuals regarding ASCCC professional development activities by developing partnerships and collaborations.		President, Faculty Professional Development Chair, Executive Director			
B. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.		Executive Director			

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	Status/Notes	Lead	Support	Resource	Due Date
C. Reinforce the ASCCC's role in academic and professional matters through intentional collaboration with the Chancellor's Office on areas of faculty primacy.		President, Vice President, Executive Director			
D. Develop relationships and collaborate with other professional development organizations on events.		All Executive Committee Members			

Objective 3.2. Evaluate and Revise the ASCCC professional development plan.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement a comprehensive ASCCC Professional Development Plan.		Faculty Professional Development Committee, Executive Director			
B. Ensure the professional development opportunities of committee members and the Executive Committee.		President, Executive Director, Committee Chairs			
C. Prioritize conference attendance to optimize professional development opportunities for committee chairs related to their assignments.		Executive Director			
D. Maintain a conference attendance budget for Executive Committee members and staff to attend conferences relevant to their ASCCC committee assignments.		Executive Director			

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

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners and other constituent groups

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Expand the ASCCC presence at Chancellor's Office Division meetings and conferences to improve partnerships and create more faculty presents that advance the ASCCC goals.		Executive Committee Members			
B. Expand the ASCCC presence at constituent groups meetings and conferences to create more faculty presence and advance ASCCC goals and resolutions.		Executive Committee Members			

Objective 4.2. Improve methods of communicating with faculty, local senates and system partners.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Implement and evaluate a communication plan.		Executive Director	Executive Committee Members		
B. Create and implement a master calendar of events.		Executive Director	Staff		
C. Evaluate the role of liaisons, caucuses, and other groups to facilitate gathering input.		Faculty Professional Development Chair, Executive Committee	Executive Director		

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Objective 4.3. Improve engagement of ASCCC with all colleges.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Maintain short- and long-range plan for local senate visits by ASCCC.		Relations with Local Senate Committee Chair	Executive Director		
B. Arrange college visits at times and days when local faculty may be present to engage with the Executive Committee.		Committee Chairs, Executive Director	Committee Chairs		
C. Encourage participation of faculty at all colleges with the committees and activities of the ASCCC.		Relations with Local Senate Committee Chair	President, Executive Director		

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

Objective 5.1. Evaluate resources and implement appropriate strategies to secure funding needed to maintain the work and mission of the ASCCC.

Strategies	Status/Notes	Lead	Support	Resource	Due Date

Objective 5.2 Realize a minimum increase of $250,000 in Governor's base funding.

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Create a work plan to justify the increase.		Executive Director	President		
B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding.		President	Executive Director		

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C. Leverage relationships established between Executive Committee members and legislators/system partners to secure increased funding for the ASCCC.		President, Vice President, Executive Director			

GOAL 6: SUSTAIN, SUPPORT, AND EXPAND THE ASCCC COURSE IDENTIFICATION NUMBERING SYSTEM (C–ID)

Objective 6.1. Stabilize funding stream to maintain C-ID system

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Enter into conversations with the Chancellor's Office about ways to secure stable C-ID funding.		President	Executive Director		
B. Create a 5-year workplan for C-ID with measurable goals and alignment to ASCCC and system goals		Executive Director, C-ID Curriculum Director, CTE C-ID Director, MCW Chair, ICW Chair, C-ID Advisory Chair	President		

Objective 6.2 Maintain and Optimize C-ID transfer functions

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and improve the 5-year curriculum review process to ensure continuous quality improvement.		President, Vice President, C-ID Curriculum Director	Executive Director		
B. Increase CCC, CSU, and UC		President, Vice	Staff		

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		Status/Notes	Lead	Support	Resource	Due Date
	faculty participation in C-ID processes.		President, Executive Director			
C.	Optimize technological support for C-ID Infrastructure.		Executive Director, C-ID Program Manager,	C-ID Curriculum Director		
D.	Establish non-TMC based pathways for transfer majors with significantly more lower division requirements.		President, Vice President, C-ID Curriculum Director, C-ID CTE Director	Executive Director		
F.	Evaluate the feasibility of identifying courses as meeting general education requirements.		C-ID Curriculum Director, GEAC Liaison, Curriculum Chair	President, Executive Director		

Objective 6.3 Expand C-ID CTE Efforts

Strategies	Status/Notes	Lead	Support	Resource	Due Date
A. Evaluate and recommend methods to improve CTE C-ID efforts.		MCW Chair, CTELC Chair, Executive Director, C-ID Curriculum Director, C-ID CTE Director	President		
B. Expand the number of certificate and degree Model Curricula.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		
C. Evaluate and implement competency based models of student achievement in C-ID processes.		MCW Chair, CTELC Chair, Executive Director, C-ID CTE Director	C-ID Director, Executive Director		

C-ID Acronyms:

CTELC – Career Technical Education Leadership Committee

GEAC– General Education Advisory Committee

ICW – Intersegmental Curriculum Workgroup
MCW – Model Curriculum Workgroup

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Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: August	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:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor's Office representative will bring items of interest regarding Chancellor's Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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

Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: August	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:	John Stanskas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stanskas and Vice President Davison will highlight the Board of Governors and Consultation meetings in June and July. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx

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

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Credit for Prior Learning Information		Month: August	2018
		Item No: V.C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will hear about current efforts around credit for prior learning (CPL) and military credit as well as other potential areas.	Urgent: No	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Following the passage of AB 2462 (Block, 2015), the Chancellor's Office has been working on efforts to determine a crosswalk regarding credit for prior military learning as well as credit for experiential work in CTE and other fields. In addition to the CO's CPL Advisory Group and the Foundation for California Community College's grant on CPL, computer science faculty and administrators at Norco College have also begun a pilot project in the area. Representatives from Norco College will join the meeting to talk about the work being done so far and the role that the ASCCC can play going forward.

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

Executive Committee Agenda Item

SUBJECT: Open Educational Resources Initiative and C-ID		Month: August	Year: 2018
		Item No: V. D.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss the Open Educational Resources Initiative and C-ID work plans.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

1. *The California budget process approved the ASCCC request for funding for Open Educational Resources generation, consolidation and curation. The ASCCC is engaged with the Chancellor's Office to ensure funding and benchmarks are identified and progress on this five-year project can be made. The fall term should be spent doing a needs analysis and getting the word out. There is also a need to identify what existing resources can be leveraged. For example, one element of this is centralized legal (copyright), instructional design, and accessibility support. There are 2 ZTC Technical Assistance Providers that may be able to provide some of this.*

2. *The California budget process also approved C-ID's ongoing funding through the ASCCC. The work plan for C-ID is attached.*

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

Academic Senate for California Community Colleges Open Educational Resources Overview

Executive Summary

In California, our community college students pay $138 in fees for a 3-unit course. While various sources of funding are available to cover fees, the costs associated with texts and other course-related resources often exceed course fees and add significantly to the total cost of attendance at community colleges. The high cost of books is often a key barrier to students' completion and success. In California's higher education system various legislative efforts sought to decrease the cost of course materials for students. These efforts date back to AB 2261 (Ruskin, 2008), a bill that established pilot "Open Education Resources Centers". Most recently, numerous efforts have greatly advanced the awareness and use of Open Educational Resources ("OER") to reduce college-going costs. A noteworthy intersegmental effort was initiated in response to Senator Steinberg's 2012 companion bills 1052 and 1053. As codified in Education Code 66409, the "California Open Education Resources Council" was formed and tasked with identifying "…50 strategically selected lower division courses in the public postsecondary segments for which high-quality, affordable, digital open source textbooks and related materials shall be developed or acquired pursuant to this section." The resources developed or identified in response to this mandate now reside on a CSU-maintained website, cool4ed.org. Further advances in increasing textbook affordability were made as colleges and universities obtained funds through the College Textbook Affordability Act of 2015 (AB 798). And most recently, efforts to create zero-textbook-cost ("ZTC") certificates and degrees in the community colleges were funded. While ZTC projects must be zero cost to the student, costs may exist that are covered by the college or another entity. Consequently, some aspects of ZTC efforts may not involve OER and may be unscalable. Nevertheless, these efforts served to increase awareness of the importance of reducing the cost of course materials in order to better serve our diverse populations.

At present, no effort is underway to systematically identify and address barriers to OER adoption, support local OER implementation efforts, and leverage the expertise in the California Community College (CCC) system to create a sustainable OER ecosystem. The proposal presented here seeks to create the California Community College OER Initiative (CCCOERI) that serves to coordinate OER activities in the CCCs, including content curation, review, modification, and development; ancillary resource curation and development; and the provision of support to address copyright, accessibility, technical, and other related issues (e.g., print on demand). In addition, the CCCOERI will procure and support software for authoring OER and establish a system to support local OER efforts by creating a network of OER Liaisons that serve to connect local colleges with the CCCOERI and centrally hosted support systems, ensuring an effective means of communication between the CCCOERI, available resources, and the system's 114 colleges. The development of OER materials to address the academic needs of the CCCs would be an on-going endeavor of CCCOERI for the duration of its existence. The CCCOERI would build upon prior and current OER efforts, as well as address emerging curriculum needs. At present, for example, there is a need for the identification and/or development of resources to assist colleges in addressing Assembly Bill 705 (Irwin, 2017) as colleges work to decrease remediation timelines. In the near future, the implementation of guided pathways across all 114 CCCs is likely to identify other curricular needs that the CCCOERI would be well-positioned to address.

CCCOERI Purpose

The purpose of the CCCOERI is to coordinate efforts between the Academic Senate for California Community Colleges (ASCCC), the Chancellor's Office, grants, initiatives, and colleges to advocate for, expand, and sustain OER efforts in the California Community Colleges. Over an initial five-year funding period, the CCCOERI would build capacity for institutionalizing the development, discovery, adaptation, adoption, and use of OER materials. The ultimate goal of the CCCOERI is to make the adoption of OER as ubiquitous as traditional textbook selection in the CCC culture. At the end of the initial funding period, the system's needs would be re-evaluated to determine the focus of the CCCOERI moving forward. It is anticipated that costs would decline over time as initial development efforts transition to review and refresh cycles.

CCCOERI Approach

In order to achieve full-scale adoption of OER in the CCCs, it is necessary to establish a means of making resources available that rival what publishers provide. As no faculty member, department, or college is positioned to embark on developing the array of ancillaries, from texts to test banks and sophisticated homework systems, that would enable the use of OER to become the norm in our colleges, the establishment of a centralized OER initiative for the CCCs is proposed. Leveraging current and past OER efforts, and building on system-wide resources, the establishment of an infrastructure to procure resources and facilitate collaboration is proposed.

As sustainability and scalability is critical, efforts would be made to promote local college support of OER in addition to providing a centralized system to achieve broader goals.

Objectives and Benchmarks

Objective 1: Identify gaps in OER availability and barriers to OER adoption.
While national data are available regarding OER gaps and barriers, the CCCOERI will conduct a comprehensive needs analysis to determine what the CCCs need to expand OER use across the curriculum, by identifying general education, CTE, and transfer needs.

> *Goal: Determine courses for which OER generally is and is not available and identify primary and ancillary materials necessary to facilitate adoption*
>> Activity: Survey discipline faculty to identify C-ID and other common courses for which OER is – and is not - available.
>> Activity: Analyze OER availability data to identify general education areas and required courses for degree and/or certificate attainment that lack OER.
>> Activity: Survey discipline faculty to identify needed ancillary resources.
>> Activity: Convene discipline faculty focus groups to prioritize needs and identify strategies for filling those needs.
>>> Measureable Outcome 1: Develop a list of courses with available OER and (where needed) available ancillary materials and a list of courses without available OER and ancillary materials.

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Measureable Outcome 2: Identify three transferable GE areas (IGETC and/or CSU GE Breadth) for which there are no or few courses in the area with OER available.

Measureable Outcome 3: Identify six CTE programs of study (certificates and/or degrees) with one or more require courses lacking OER.

Measureable Outcome 4: Identify ten Associate Degrees for Transfer with one or more required courses lacking OER.

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

One of the most tangible – and impactful - successes of OEI was the system-wide adoption of Canvas. The CCCOERI will identify and procure platforms to facilitate local development of OER, provide access to OER, and to be used for CCCOERI-supported resource development.

Goal: Procure platform systems for storing and editing OER resources (authoring tool) and a system for authoring assessments

Activity: Develop and use a rubric to assess OER storage and authoring tools that meet accessibility, printing, and reuse guidelines for the CCCs

Activity: Identify, procure, and implement a storage tool for the CCCs

Activity: Identify, procure, and implement an authoring tool for the CCCs

Activity: Educate faculty on the use of the selected authoring tool for creation and modification of OER

Measurable Outcome 1: Procure platform systems for curating, editing, authoring, and storing OER resources (authoring and storage tools) and a system for authoring assessments by 2020.

Measurable Outcome 2: Within one-year of tool procurement, faculty at 80% of the CCCs will have received training.

Objective 3: Fill gaps in OER availability.

Using the information obtained in Objective 1, the CCCOERI will fill identified gaps in OER availability through a granting process that ensures timely delivery of high-quality OER resources.

Goal: Support curation, adaptation, and development of OER text alternatives and ancillary materials

Activity: Support discipline teams to curate, adapt, and develop OER text alternatives and ancillary materials. Team members to be paid upon completion of work.

Activity: Inform faculty of available OER resources and ancillaries.

Activity: Develop discipline teams to collaborate on OER implementation and to advocate for the use of OER.

Measureable Outcome 1: Identify 20 high enrollment/most impactful courses in which OER is not available and/or the where majority of colleges use an online homework system with a strategy for developing open-sourced alternatives by 2024.

Measureable Outcome 2: Curate, adapt, and/or develop OER resources for three transferable GE areas (IGETC and/or CSU GE Breadth) for which there are no or few courses in the area with OER available as determined during the needs assessment.

Measureable Outcome 3: Ensure that at least 60% of the CCCs have an entire transferable general education pattern that is OER-based available by 2020.

Measureable Outcome 4: Curate, adapt, and/or develop OER resources for all courses in the six CTE programs of study identified during the needs assessment.

Measureable Outcome 5: Ensure that at least 60% of the CCCs with the CTE programs referenced in Outcome 4 use OER resources for all courses in identified CTE programs by 2020.

Measureable Outcome 6: Curate, adapt, and/or develop OER resources for the ten Associate Degrees for Transfer identified during the needs assessment.

Measureable Outcome 7: Ensure that at least 60% of the CCCs with the ADT programs referenced in Outcome 6 use OER resources for all courses in the identified ADTs by 2020.

Objective 4: Ensure the existence and sustainability of OER online homework systems.
Using ZTC funds, work is already underway to create an OER online homework system for statistics. This project serves as a "proof of concept", demonstrating how faculty expertise can be leveraged to create a high-quality product using a platform that is open source.

Goal: Remove the barrier to OER adoption due to the lack of a quality accessible online homework system

Activity: Identify which courses include online homework as a required component at most colleges.

Activity: Support the creation of online homework assignments for the above courses. The assignments should be specifically tied to the OER textbooks and materials available for that course.

Activity: Support the updating and improvement of the online homework assignments and the corresponding systems. Ensure that the system is accessible.

Activity: Support the sustainability of the systems (e.g. MyOpenMath) so that they can handle a growing number of students.

Measurable Outcome 1: Make online homework systems available for three new courses each year of the grant.

Measureable Outcome 2: Spend the allocated budget funding to assure sustainability (2024) for programming, maintenance, and server costs needed for online homework systems complimenting OER.

Objective 5: Address barriers to OER adoption.

Goal: Increase the number of faculty using OER by increasing awareness of OER availability and benefits

Activity: Using the Liaisons, ensure that all faculty at all colleges are aware of the resources available for the courses they teach.

Activity: Develop training materials to support faculty in searching for and adopting OER.

Goal: Simplify access to OER resources

Activity: Develop a mechanism to help faculty store and search for OER and OER adopters in their area in a sustainable database.

Goal: Ensure currency and quality of available OER resources
Activity: Update OER to maintain currency of information and address any errata that may be in the resources.

> Measureable Outcome 1: Increase the number of faculty using OER by at least 5% each year of the grant by increasing awareness of OER availability and benefits. (Survey tool can be utilized for measure).
> Measureable Outcome 2: Provide some form of OER training to faculty at all 114 colleges.

Objective 6: Support local OER efforts.
Goal: Provide information, updates, and training to the 114 colleges
Activity: Train and provide on-going support to liaisons to act as campus advocates for OER and provide monthly webinars to share and collaborate.
Goal: Facilitate communication regarding CCC OER activities
Activity: Develop a website, specific to CCCs, to serve as a clearinghouse for all state-wide OER events, funding opportunities, and OER-development activities.
Activity: Track use of specific OER resources by CCC faculty and facilitate resource-sharing.

> Measureable Outcome 1: Provide information, updates, and training to the 114 colleges through liaison training (measurable on a yearly basis)
> Measureable Outcome 2: Develop a website specifically for CCC's to be able to act as an information sharing resource by 2020.

Objective 7: Advocate for OER within other statewide initiatives.
Goal: Identify ways that OER can address equity, regional achievement gaps, and student success needs.
Activity: Track cost-savings achieved through replacing textbook costs with OER.
Activity: Gather and distribute data to demonstrate the impact of OER use on student success.
Activity: Promote the benefit of OER adoption to system-wide initiatives and constituency groups.

> Measurable Outcome 1: Collect cost-savings achieved through OER adoptions from each CCC on a yearly basis.

Objective 8: Identify - and develop - OER solutions related to initiatives and legislation.
Goal: Support the implementation of local guided pathways efforts
Activity: Identify and address student orientation and career selection needs with the use of OER resources.
Goal: Support basic skills transformation and development of noncredit courses
Activity: Develop OER systems for assessing student skill levels and tutoring systems to facilitate remediation.

Benchmarks

To be achieved at the end of 5 years.
- Ensure OER availability for at least 70% of all C-ID courses, including career educational courses.
- Significantly reduce costs for students in at least 50% of the most highly enrolled courses.
- Establish a network of OER Liaisons to serve as local OER champions at all 114 colleges.

Budget

The CCCOERI requires funds to support personnel, travel, meetings, and, ideally, targeted resource curation and development. The infrastructure to support CCCOERI would be housed within ASCCC and technology purchases would be coordinated with existing procurement systems (e.g. The Foundation for California Community Colleges). Where possible, existing system resources would be leveraged to ensure the sustainability of the CCCOERI work.

Personnel costs would include the cost of the CCCOERI Support Team, a group of experts who would support local, regional, and statewide OER efforts. Personnel costs are further delineated in Section VI, Organization and Management.

The proposed budget reflects an anticipated cost of 5.6 million distributed over the 5-year term of the initiative. While staffing costs would remain relatively stable, some resource development costs would increase over time as needs are identified, while other costs would be reduced as development is completed and resources are dedicated to maintenance and improvements.

Proposed CCCOERI Budget					
Category	Year 1	Year 2	Year 3	Year 4	Year 5

1000 Instructional Salaries
(The average instructional salary is based on the F2016 CCC Chancellor's Office Data Mart - $77.55)
    1 Coordinator – 100%
    30 x $77.55 x 17.5 = $40,713.75
    4 Coordinators – 50%
    15 x $77.55 x 17.5 = $20,356.87 x 4 = $81,427.50
	$122,141.25	$122,141.25	$122,141.25	$122,141.25	$122,141.25

1001 Instructional Salaries – Stipends Stipends for 114 Liaisons at $1,000 per year Stipends for faculty tasked with resource development and curation	$114,000 $60,000	$114,000 $160,000	$114,000 $160,000	$114,000 $80,000	$114,000 $40,000
4000 Operating Expenses Faculty meetings (7): meeting space (meeting rooms, general session, audiovisual, and continental breakfast and lunch for all attendees) at $10,000 + travel and lodging for key faculty/staff at $4,500 (10 people x $450/person) = $14,500/meeting	$101,500	$101,500	$101,500	$101,500	$101,500
5000 Other Operating Expenses (OOE) and Services Coordination of committee meetings (7), including meeting space, lunch, and travel for CCC committee members - $1,500/meeting	$10,500	$10,500	$10,500	$10,500	$10,500
5001 Other Operating Expenses (OOE) and Services Support Team: Individuals with expertise who can be deployed to address issues and questions related to copyright, accessibility, technology, and instructional design. Budget estimated based on 4 consultants at $40,000 - $60,000 each	$160,000	$240,000	$200,000	$200,000	$160,000
5002 Other Operating Expenses (OOE) and Services Average cost to build and maintain a website	$20,000	$20,000	$20,000	$20,000	$20,000
5003 Other Operating Expenses (OOE) and Services OER-curating/authoring software and necessary training	$200,000	$200,000	$150,000	$100,000	$100,000
5004 Other Operating Expenses (OOE) and Services Online Homework/Tutoring System Development and Maintenance (programming and server costs)	$250,000	$250,000	$250,000	$200,000	$250,000
5005 Other Operating Expenses (OOE) 40% Operational Costs: Use of ASCCC Office space and utilities, staff salary and benefits, and additional operating costs, based on 40% of costs from Category 1000 - 5000	$163,256	$203,257	$203,257	$171,257	$155,256
Total	$1,201,397.2	$1,421,398.20	$1,381,398.20	$1,119,398.20	1,073,397.20

VI. Organization and Management

Centrally, the CCCOERI would consist of a small team (CCCOERI Regional Leads) that would be lead by the CCCOERI Coordinator. The work of the CCCOERI would be guided by the Advisory Committee and facilitated by OER Liaisons at each college. Support for the work of the CCCOERI and local OER efforts would be facilitated by the OER Support Team. The OER Support Team would be available to provide assistance with respect to copyright, accessibility, and technical issues. Additional expertise would be added to the support team should a need arise. Operational support would be provided by staff employed by ASCCC, ensuring close coordination between the CCCOERI and the statewide group representing faculty with respect to academic and professional matters.

CCCOERI Personnel Roles

CCCOERI Coordinator – 100%
- Represent the CCCOERI at appropriate state-level constituency, grant, and initiative meetings.
- Develop and advertise OER-specific professional development opportunities to community college faculty through OER campus liaisons.
- Liaise between entities and grants where the CCCOERI could be a stakeholder.
- Report to ASCCC on statewide progress in OER.
- Coordinate efforts to implement a statewide CCC OER referratory/database.
- Identify gaps and needs for creation and/or curation of textbooks and materials specific to CCC OER needs.
- Investigate external funding sources to address OER gaps.
- Support faculty discipline specific leads.
- Assist with the formation of OER faculty groups in each of the major disciplines.

CCCOERI Regional Leads - (4) - 50%
- Coordinate CCCOERI Liaisons by holding monthly virtual meetings, disseminating information, facilitating connections between colleges, and holding regular office hours.
- Conduct general OER training sessions for colleges in his or her region and conduct trainings aligned with his or her expertise across the state.

OER Liaisons (one for each of the 114 colleges) – yearly stipend, amount TBD (position is intended to be precursor to locally-supported OER Coordinator)
- Attend workshops, both virtual and face-to-face, to be educated about OER.
- Share with faculty and staff at their local colleges what was learned at the trainings.
- Assist faculty in identifying OER for individual courses.
- Facilitate OER adoption locally.
- Recruit faculty to participate in statewide OER efforts.
- Provide information about professional development opportunities to local faculty.

CCCOERI Advisory Committee

Chaired by the CCCOERI Coordinator, the Advisory Committee would guide the work of the CCCOERI. The role of the CCCOERI Advisory Board is to steer and support the work of the CCCOERI Team and provide guidance on the direction and mission of the CCCOERI. The Advisory board will meet quarterly and the CCCOERI Coordinator will incorporate feedback from this group to be shared with the ASCCC regarding progress on the initiative.

Proposed Membership
- 5-6 faculty members from different academic areas (e.g., English, library, math, social/behavioral sciences, physical sciences, CTE)
- Chancellor's Office Representative
- Bookstore Rep
- CIO
- Student Rep
- Accessibility/DSPS
- Student Equity Director
- ASCCC Executive Committee member

CCCOERI Support Team
The implementation of OER requires expertise that may not be readily available at the colleges. The CCCOERI would fill this gap in local support by providing access to individuals who could address issues and questions related to copyright, accessibility, online homework systems and technology/instructional design. The exact mechanism for providing these services might involve personnel currently attached to other statewide initiatives, such as OEI or the Butte Technology Center.

Role	Number and constituency or expertise	Compensation
Coordinator	1	100% reassigned time
Regional Leads	4	50% reassigned time
OER Liaisons	114	Stipend ($1000)
Advisory Committee	7 faculty 1 CCCCO rep 1 bookstore rep 1 CIO 1 student rep 1 DSPS rep	N/A
Support Team	1 copyright expert 1 accessibility expert 1 Instructional Designer 1 technology expert	Contractors, hours to be determined based on need

Workplan Accomplishments

2017 – 2018

SUMMARY

During the 2017 – 2018 academic year, C-ID worked with the ASCCC, C-ID Advisory Committee, and Intersegmental Curriculum Workgroup (ICW) to address challenges and advance the work of C-ID in areas such as technology, review processes, faculty participation, and to explore opportunities for the expansion of C-ID.

C-ID requires ongoing support and maintenance to continue the course submission and review process, and ensure that model curricula and descriptors remain current. C-ID staff worked with faculty members and Articulation Officers to continue the course submission and review process for 40 Transfer Model Curriculum (TMCs) and 367 descriptors. Additionally, as a faculty driven system, increased faculty participation is needed as C-ID continues to expand into new disciplines and areas. C-ID staff worked to engage, appoint, and train faculty in the descriptor creation and review processes to participate as Faculty Discipline Review Group (FDRG) members and Course Outline of Record Evaluators (COREs). A total of 46 FDRG members and 31 COREs were appointed by their respective academic senate and trained on C-ID technology and processes during the 17-18 Academic Year (AY).

C-ID continued to address curriculum portability for Career Technical Education (CTE) programs to increase student success and create clear pathways for students. By implementing the C-ID CTE Framework Process, which identifies key disciplines and programs that can benefit from a streamlined pathway, C-ID now has 66 descriptors and 6 Model Curricula (MC) approved and posted on c-id.net for use; work continues with faculty from 42 CTE disciplines to complete 167 draft descriptors and 40 MC currently in progress. Furthermore, C-ID held two Discipline Input Group meetings for faculty in Automotive Technology, Respiratory Care, Biomanufacturing, and Dental Hygiene, to draft model curricula and descriptors to align with existing pilot programs that offer baccalaureate degrees within the CCC segment.

C-ID worked in collaboration with the ASCCC and CCC Technology Center (CCCTC) to upgrade technology and improve the C-ID 2.0 website workflows and end user experience. As is often the case with the deployment of newly developed technology, a number of obstacles arose throughout the year that required a significant amount of staff time and resources to resolve. The C-ID team is actively involved in the development of the new website through user testing, documentation and resolution of technical issues reported from the field, and the prioritization of work to be completed.

In order to better serve students and faculty, C-ID, in collaboration with the ASCCC, explored expanding the project for use in new areas such as: awarding credit for prior military experience, use of C-ID descriptors to articulate General Education (GE) categories, using C-ID to determine equivalency to the Minimum Qualifications (MQ), and Digital Badging.

WORKPLAN OBJECTIVE I:

Support and maintain the C-ID system.

Activity: Identify representatives of the ASCCC, along with hiring necessary support staff, to direct all aspects of the project.

C-ID worked with the Academic Senate for California Community Colleges (ASCCC) to appoint a CTE Curriculum Director. The C-ID CTE Curriculum Director is responsible for ensuring the effectiveness of CTE descriptors and model curricula (MC), as guided by the ASCCC Executive Committee, and C-ID Advisory Committee. Several meetings were coordinated between the CTE Curriculum Director and Faculty Discipline Review Group (FDRG) leads to discuss draft materials and provide support. Additionally, C-ID staff coordinated meetings with Sector Navigators, Deputy Sector Navigators, Regional Consortia, and Discipline Input Groups (DIG), where the CTE C-ID Director presented on behalf of C-ID.

Two C-ID Program Specialists were hired to support the growing day-to-day administrative needs of C-ID. The Program Specialist serves as the first point of contact for C-ID, coordinates committee meetings, organizes travel, and assists with the planning of FDRG and Discipline Input Group (DIG) meetings.

Key faculty and representatives were appointed to the following committees for the 17-18 Academic Year (AY) and made reports on behalf of C-ID.

- C-ID Advisory Committee
- Intersegmental Curriculum Workgroup (ICW)
- Model Curriculum Workgroup (MCW)

Activity: Facilitate the C-ID Advisory Committee, Intersegmental Curriculum Workgroup (ICW), and Model Curriculum Workgroup (MCW) meetings to identify, discuss, and address issues and opportunities related to the C-ID system goals and specific objectives related to curriculum.

The following committees were convened during the 17-18 academic year (agendas and minutes are available through the C-ID office upon request). All communications to committee members, as well as drafting and preparation of the agenda, meeting minutes, and materials, was conducted by C-ID staff.

- C-ID Advisory Committee
  - September 13, 2017
  - May 22, 2018

- Intersegmental Curriculum Workgroup (ICW)
  - September 20, 2017
  - May 24, 2018

- Intersegmental Curriculum Faculty Workgroup (ICFW)
  - September 20, 2017

- Model Curriculum Workgroup (MCW)
  - September 1, 2017

Activity: Facilitate AO subgroup conversation and AO forum regularly and consult on regional and local issues.

Bi-weekly AO Subgroup meetings were held on the first and third Wednesday of each month. The AO Subgroup discussed questions and concerns from the field, and provided consultation to FDRGs regarding implications that 5-year review revisions may have. An AO Open Forum was held on November 15, 2017 to provide an update regarding C-ID technology and to address C-ID related questions and concerns from the AO community.

Activity: Recruitment and training of faculty reviewers.

C-ID staff worked to recruit faculty interested in participating as Course Outline of Record Evaluators (COREs) and FDRG members for C-ID, working closely with the CSU C-ID Liaison to appoint CSU faculty when possible.

Training materials were prepared and online training sessions were coordinated for 31 new COREs before they were provided access to the C-ID system. In addition, several training sessions were held for existing reviewers in order to familiarize Primary Reviewers and COREs with the new technology and functions of the C-ID 2.0 website.

In addition to the recruitment and training of faculty members, C-ID staff prepared stipend spreadsheets and worked in collaboration with the accounting office to gather necessary documentation from reviewers, sent email communication to update reviewers on the status of payments and answered general questions. Course Outline of Record Evaluator (CORE), Primary Reviewer, and FDRG Lead stipend payments were processed quarterly for the following time periods:

July 1, 2017 – September 30, 2017
October 1, 2017 – December 31, 2017
January 1, 2018 – March 31, 2018
April 1, 2018 – June 30, 2018

WORKPLAN OBJECTIVE II:

Expand work on CTE C-ID to finalize model curriculum and descriptors for existing disciplines, as well as identify new disciplines that could benefit from C-ID.

Activity: Coordinate and oversee work of faculty discipline groups for existing CTE disciplines in C-ID.

C-ID continued the coordination of FDRG meetings for 40 CTE disciplines. Several conference calls were scheduled for FDRG members to continue to work towards finalizing 167 draft descriptors and 40 draft MC for the following disciplines:

- Addiction Studies
- Automotive Technology
- Construction Management
- Commercial Music
- Dental Hygiene
- Dental Assisting
- Digital Media
- Engineering Technology
- Health Information Technology

- Information and Information Systems Technology
- Licensed Vocational Nursing
- Machining & Machine Tools
- Marketing & Distribution
- Medical Assisting
- Respiratory Care
- Welding Technology

Arrangements were made for in-person FDRG meetings for the following disciplines:

- Real Estate
- Small Business & Entrepreneurship
- Fire Technology
- Licensed Vocational Nursing
- Engineering Technology / Computer Software and Information Technology / Manufacturing and Industrial Systems

An in-person meeting was arranged for the Model Curriculum Workgroup (MCW) in order to discuss topics related to CTE and C-ID, as well as review and accept MC. Finalized CTE MC and descriptors are now available on the C-ID website for the disciplines below:

- Health Information Technology
- Hospitality Management
- Culinary Arts

The C-ID website was updated with draft MC and descriptors for statewide faculty review for the disciplines listed below. C-ID vetting announcements were distributed via ASCCC listservs, The California Intersegmental Articulation Council (CIAC) and C-ID newsletters. Faculty feedback was collected by C-ID staff and compiled for distribution to FDRG members for consideration.

- Addiction Studies
- Agriculture – Horticulture
- Biomanufacturing
- Commercial Music
- Digital Media
- Engineering Technology
- Fire Technology
- Health Information Technology
- Information Technology and Information Systems
- Office Technology / Business Information Worker (BIW)
- Water & Wastewater Technology
- Welding Technology

Two Discipline Input Group (DIG) meetings were held for the disciplines of Automotive Technology, Respiratory Care, Biomanufacturing, and Dental Hygiene. The purpose of the meetings was for faculty to discuss the possibility of creating MC that will align with the baccalaureate degrees offered at the CCC level through the pilot program made possible by SB 850. C-ID was responsible for all communications to the field regarding the meetings, management of the registration database, and drafting of the agenda

and materials for the meetings. In addition, Faculty Discipline Review Groups (FDRGs) were formed for each discipline.

Activity: Work with Sector Navigators to convene CTE disciplines utilizing the new C-ID framework process.

Staff worked with Sector Navigators, Deputy Sector Navigators, and Regional Consortia, to convene faculty in the discipline of medical assisting. C-ID was responsible for all communications to the field regarding the meetings, management of the registration database, and drafting and preparation of the agenda and materials for the meetings.

C-ID staff attended an Extended Operations Team meeting, where several topics related to CTE, including Guided Pathways, was discussed. The Extended Operations Team consists of Regional Consortia Chairs, Sector Navigators, Technical Assistance Providers, Workforce and Economic Development Leadership, and grant monitors.

An in-person meeting was coordinated for SNs, DSNs, and Regional Consortia, to discuss increased industry input and involvement in the work of C-ID for CTE disciplines. Based on data provided by SNs, C-ID held two Discipline Input Group Meetings (DIG) for the following disciplines:

- Cybersecurity
- Fashion, Fashion Design, Fashion Merchandising, Fashion Production
- Interior Design and Merchandising
- International Business
- International Studies
- Emergency Medical Technician
- Paramedic

Faculty Discipline Review Groups (FDRGs) were formed for Fashion, Interior Design, International Business, and Emergency Medical Technician. FDRG meetings are being coordinated for the groups to continue work on MC and descriptors drafted during the DIG meetings.

WORKPLAN OBJECTIVE III:

Explore the use of C-ID in other areas.

Activity: Research the use of C-ID for awarding credit for military experience.

Efforts to explore using the C-ID infrastructure to award credit for prior military experience are underway and will continue through the upcoming academic year. C-ID leadership will work with the recently formed Foundation for California Community Colleges - Credit for Prior Learning Advisory Committee, and American Council on Education (ACE), as well as research the work being done in other states to award credit for military experience.

Activity: Research the use of C-ID descriptors to articulate GE categories.

This topic was brought before the Articulation Officer (AO) Subgroup to consider whether it is feasible and what obstacles may be encountered. The group advised that due to a number of obstacles,

including current C-ID technology, the C-ID infrastructure cannot support the articulation of GE categories.

Additional activities were conducted to research the use of C-ID in areas including: determining equivalency to minimum qualifications, and digital badging for C-ID descriptors, and guarantees of admission for UC Transfer Pathways. Please see below for further details regarding the work done in these areas.

Activity: Research the use of C-ID for determining equivalency to minimum qualifications.

In collaboration with the ASCCC, the C-ID Discipline Input Group (DIG) mechanism was used to convene faculty in the disciplines of: Welding Technology, Aviation, Heating Ventilation and Air Conditioning, Automotive Technology. Faculty at the meetings discussed the possibility of aligning on the job work experience, skills, and competencies to General Education (GE) areas, in order to determine equivalency to the minimum qualifications for their discipline.

Activity: Research the use of Digital Badging for C-ID descriptors.

C-ID leadership attended several conference calls and in-person meetings to research the possibility of creating digital badges for C-ID descriptors. A digital badge is a validated indicator of accomplishment displayed on a website or online venue. The concept would associate a digital badge with the completion of a C-ID approved course, which students could then display. The Model Curriculum Workgroup determined that the use of digital badging may be beneficial in the future, and that further research should be conducted at a later date when C-ID CTE is more developed.

Activity: Collaborate with the UC system to offer guarantees of admission based on UC Transfer Pathways that align to C-ID TMCs.

The Physics and Chemistry FDRGs were convened to draft templates to be used for the creation of degrees with a guarantee of admission to the UC segment.

WORKPLAN OBJECTIVE IV:

Maintain and review transfer TMCs and/or descriptors.

Activity: Based on the approved process for review of TMCs, facilitate the review of TMCs/descriptors for existing transfer disciplines.

C-ID worked to convene FDRGs for five disciplines which began their 5-year review cycle in fall 2015, and three disciplines that began fall 2016. In addition, the 5-year review cycle was initiated for five disciplines beginning fall 2017. Several meetings were held throughout the year for each discipline, and revisions were posted to the C-ID website for comment. In order to increase CSU faculty involvement in the 5-year review of TMCs and descriptors, C-ID worked with representatives of the CSU Chancellor's Office to distribute 5-Year Review vetting surveys to the CSU segment. Work continues on the finalization for each discipline – see below for a summary:

Began 5-year Review fall 2015:

- **Political Science** – Meetings were scheduled for FDRG members to review feedback provided during the initial 5-year review vetting. The review is on hold until one CSU faculty member is appointed to the FDRG.
- **Geograph**y – The Geography FDRG is proposing the addition of C-ID GEOG 125 as an option within the Core. The initial vetting period received minimal CSU faculty feedback and the TMC will be sent to the CSU for additional feedback during fall 2018 before the 5-Year Review is finalized.
- **Physics** – The final FDRG member was appointed and the group was convened to finalize their 5-year review. The FDRG is proposing no changes to the TMC at this time, but does recommend minor revisions to add clarity to the intent of descriptors.
- **Mathematics** – The Mathematics FDRG would like additional CSU faculty input before finalizing the 5-year review. The survey will be distributed among CSU faculty during the fall 2018 semester for additional input.
- **Theatre Arts** – The FDRG is working on revisions to the TMC as well as minor edits to descriptors. The draft materials will undergo statewide vetting during the fall 2018 semester.

Began 5-year Review fall 2016:

- **Business Administration** – The Business Administration FDRG finalized their 5-Year review during the 17-18 AY. CSU FDRG members have since requested that the TMC is reopened for review due to concerns raised during discussions surrounding intermediate algebra competency. The FDRG will convene during the fall 2018 semester to discuss the concerns.
- **Anthropology** – The finalization of the 5-year review is on hold until one CSU faculty member is appointed to the FDRG.
- **Journalism** – The finalization of the 5-year review is on hold until one CSU faculty member is appointed to the FDRG.

Began 5-year Review fall 2017:

- **Chemistry** – The TMC and descriptors underwent statewide vetting during the fall 2017 semester. CSU feedback has been received and the FDRG will be convened to discuss the vetting results fall 2018.
- **Biology** – The TMC and descriptors underwent statewide vetting during the fall 2017 semester. CSU feedback has been received and the FDRG will be convened once an additional CSU FDRG member is appointed.
- **Agriculture Animal Science** – The TMC and descriptors underwent statewide vetting during the fall 2017 semester. Additional feedback is required before moving forward with the review.
- **Agriculture Plant Science** – The TMC and descriptors underwent statewide vetting during the fall 2017 semester. Additional feedback is required before moving forward with the review.
- **Agriculture Business** – The TMC and descriptors underwent statewide vetting during the fall 2017 semester. Additional feedback is required before moving forward with the review.

In addition to facilitating the 5-year review for existing disciplines, C-ID posted to the website four new TMCs in the disciplines of: Law, Public Policy, and Society; Social Work and Human Services, Hospitality Management, and Environmental Science. Additionally, C-ID worked with the Graphic Design FDRG to continue work on the draft TMC under development for the discipline.

WORKPLAN OBJECTIVE V:

Ensure C-ID maintains an effective submission and review system.

Activity: Increase the number of 4-year faculty involved in the review process.

C-ID worked closely with Liaison's from the CSU segment to appoint and train CSU faculty on the C-ID system and review process. A total of seven (7) CSU faculty members were appointed and added to the C-ID system during the 17-18 AY. Prior to beginning course review, each CORE attended two trainings on how to access the C-ID system, and C-ID course review processes.

Activity: Refine the existing review process and identify areas of improvement.

C-ID is working with the California Community College Technology Center (CCCTC) to develop and implement new website features to improve the C-ID review process, including:

- An improved process for colleges to appeal C-ID course determinations.
- A streamlined approval process for honors course submissions for which the non-honors course has C-ID approval.
- Ability for Articulation Officers to edit C-ID approved courses for non-substantive changes (i.e. prefix, number, effective date) while maintaining history for submissions.

WORKPLAN OBJECTIVE VI:

Continue to work on the C-ID website transition from 1.0 to 2.0.

Activity: Identify technological resources to continue the work on the next generation of C-ID including responsive technology assistance.

C-ID staff worked closely with the CCCTC to transition to the new C-ID 2.0 application. In-person meetings were held with CCCTC representatives to discuss the C-ID 2.0 development roadmap and gap analysis to identify which functions and workflows were completed, and those that require additional development. In order to track technical issues C-ID staff was given access to, and trained on the use of the ticket tracking software Jira.

The C-ID Project Manager met with the CCCTC C-ID Product Manager for weekly status meetings to review ongoing development of the website, report system issues as discovered, discuss enhancements to website functionality, and the planning and prioritization of work to be completed. C-ID conducted testing to ensure that intended functional requirements were met for issues addressed by CCCTC developers, as well as ensure quality control and assurance processes were met.

C-ID staff provided tier 1 and 2 technical support for C-ID users through the Zendesk application (support@c-id.net). Over 230 ticket requests were received and processed, with issues ranging from password requests, curriculum specific questions, and technology issues arising with the 2.0 website. Staff was responsible for researching and documenting all technology related support emails, and reporting the problem and its severity to the CCCTC.

WORKPLAN OBJECTIVE VII:

Develop and build a marketing plan for C-ID.

Activity: Create a public marketing plan for C-ID.

C-ID worked with marketing firm Runyon, Saltzman Inc. to develop a brochure to target faculty and students unfamiliar with the C-ID project. Additionally, C-ID staff attended several ASCCC events to interact with and inform faculty and administrators of the C-ID project. C-ID was responsible for the design and development of materials for events, including: folders, pamphlets, contact cards, and signage for event booth.

Progress Report Expenditure Budget Summary *(Cumulative July 1, 2017 – June 30, 2018)*

When entering dollar amounts, round off to nearest dollar.

Object of Expenditure	Classifications	Line	Project Approved Budget	Project Funds Expended	District Match Funds Expended ①	Other Source Expended ②	Other Source Expended ②	Total
1100	**Instructional Salaries**	1	**$53,599**	$				
1100	**Instructional Salaries Stipends**	2	**$100,000**					
2100	**Non-instructional Salaries**	3	**$163,125**	$				
3000	**Employee Benefits**	4	**$35,888**	$				
5000	**OOE – Faculty Travel and Meeting Expenses**	5	**$101,500**	$				
5000	**OOE - Committee Travel and Meetings**	6	**$10,500**	$				
5000	**OOE - Technology and website**	7	**$479,664**	**$479,664**				**$479,664**
7000	**Other Outgo**	8						
	Total Direct Costs	9	**$944,276**	$				
	Total Indirect Costs (28% of line 2)	10	**$55,724**	$				
	Total Program Costs	11	**$1,000,000**	$				

①*District General Fund (see match percentage requirement). Line item match not required.*

②*Provide an Expenditure Detail Sheet for each funding source by category*

CONTRACTOR Signature: _____   **Date: June 30, 2018** _____

District Project Director Signature: _____   **Date:** _____
     (*or Authorized Designee*)

FOR CHANCELLOR'S OFFICE USE ONLY	
Grants & Contracts Unit Approval Signature: _____	**Date:** _____
Project Monitor Approval Signature: _____	**Date:** _____

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: August	Year: 2018
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 120 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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

Executive Committee Agenda Item

SUBJECT: Committee Assignments		Month: August	Year: 2018
		Item No: V. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will discuss Committee Assignments for 2018-2019.	Urgent: No	
		Time Requested: 30 minutes	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss Committee Assignments for the 2018-2019 academic year.

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

OER Task Force Meeting Notes from March 22, 2018
Attendees: Dave Dillon, Suzanne Wakim, Larry Green, Roy Shahbazian, Michelle Pilati, Randy Beach, Jessica Kuang, Lyndale Garner

CCCCO's Response to CCCOERI Proposal
While it was not anticipated, the CCCCO provided a thorough analysis of our proposal. The response was not entirely positive, but most of the concerns can be addressed relatively easily. The response was rather lengthy as it included a history of the system's OER efforts. While the proposal is intended to address our specific needs, elements of the CCCCO's response focused on how to measure outcomes and suggested that national data could be used to answer some of our system-specific questions related to faculty need. There is a need to edit the proposal ASAP in order to address the identified relevant concerns. This may not be that much work since we have already done the bulk of the work to get to our original proposal. One easy fix is to put in some of the data that the chancellor's office has and shared in their brief. Dave will send out the brief.

February minutes were approved (Jessica moved, Larry seconded)

Focus on discipline webinars (present), discipline regionals (future)
Michelle put out a request for webinar presenters: Physics, math, psychology, etc. She is also working on the possibility of the ZTC vs Low Cost option. The last two weeks of April (Wed, Thurs, Fri) are currently slated for the webinars. They may go one additional week. The webinars might be a good time to survey faculty about low cost and get information about needs.

Proposal update (Michelle)
We want to work on this soon if possible so that we can get a proposal out that addresses the concerns that were shared. We will update the document (not just add comments). Michelle will get the next draft out by 6am tomorrow and we will all will look at it. Dave will send the brief out to all of us.

Low cost discussion -
Course labeling, ZTC, OER, low cost – Randy Beach – SURVEY
Nothing new since last time we chatted. Randy will listen to our task force and adjust the survey as requested. One concern is to attempt to avoid confusion about SB 1359 and ZTC courses. Those who are not involved deeply can get confused about ZTC, OER, low cost, etc. Can a $10 homework system be ok? Can a novel be ok? There is a plan with multiple courses within a package, but the low cost discussion becomes fuzzy. It may be too early to do a survey before we work out the details. We can table it for now until after the webinars and more information gathering.

Intellus?
Michelle reached out to OEI. Intellus reached out to them. Intellus is doing something similar to what Lumin is doing. They have a curation system for OER and are trying to build their reputation and their brand. They are willing to give away their product for a period of time (not yet defined). They suggested that they could support our efforts with respect to data-collection. We can continue to explore this option, but should proceed carefully.

College of the Canyon's Child Development OER Meeting
Child Development was able to organize an in person meeting for ZTC child development at College of the Canyons, but half the attendees were present via ZOOM. Dave will follow up with Brian to get input about expanding this to other disciplines. Erika Peters did the physics breakout session and she might be able to do the physics webinar. It would be nice to get her to tell the story of her experience with the publishers.

Adjuncts support – educating deans – evaluations – OER – tenure track/adjuncts – resolution? How do we flow the use of OER into evaluations? There have been cases where faculty are concerned about negative evaluations based on the dean's ignorance of OER. How can we educate the deans about how to support OER users. Can we have a resolution about supporting adjuncts. We could get the word out there. How could we communicate? Maybe we need to talk about it on the president level. In some departments don't allow flexibility to use OER when the rest of the department is using an expensive package. Their evaluations will be bad if they go against the rest of the department. The deans might be able to help with this. There are middle management organizations that might help with this. This will stay on the agenda for the next meeting and have an action item in April.

Other business:

Department having an edict on "you shall use such and such". Is there anything the senate can do to encourage departments to allow flexibility for OER? Maybe we can have a resolution at the plenary. We have to be careful about academic freedom. The idea is to allow faculty to go against the department edict, but this might be difficult since it asks for department rules to be broken. There is one leader who does OER and then the department sees that it works and gradually moves to OER.

OER Task Force Meeting Notes from May 24, 2018
Attendees: Dave Dillon, Suzanne Wakim, Jessica Kuang, Heather Dodge, Roy Shahbazian, Lyndale Garner, Larry Green

Local College Updates on College Progress:
LTCC is fully on board with OER. Most departments have some OER in it. When you look at the schedule of classes the pages are filled with OER sections. The next phase of the AB798 grant will focus on adjuncts.

Oxnard has limited OER usage. Some faculty have a close relation with the publishers. Jessica will be bring content to the faculty to see if they can be converted.

BCC is wrapping the AB 798. They have far exceeded their goals for OER adoption. Heather will be advocating for OER to be inserted into the strategic plan. They will apply for the second round of funding for AB 798. They are looking for the OpenStax partnership as a district. Looking to create a community of OER users across the districts campuses. Poly Sci, Anthro, Soc will be converted. Math is the most difficult challenge. That will be a main focus of the second phase of the AB 798 grant at BCC. The OpenStax partnership was a lot more work than anticipated at Dave's college (Grossmont). It is important to have a number of people to help with the workload. There will be a group at BCC. There is work on updating the spreadsheets.

Suzanne's college (Butte) has a lot of support. People are excited about the big picture. She is seeing where to go next.

Roy at Santa Ana College had a workshop on OER. There were productive breakout sections. Accessibility and paperwork is a little bit overwhelming. The OER list is growing. 75% of the full time faculty will be using OER. The adjuncts have not had the opportunity to use it. Working on higher level courses.

Grossmont is doing well. They will soon designate which classes are ZTC and will try to get it smooth in the third semester, but it has been a great challenge. They are close to having a pathway to Geography ZTC. There are just two courses left to complete a minimal ZTC pathway. Dave has completed the beta version on the OER classes that he has been working on. It has taken a lot of time and energy. They will be listed in some of the OER repositories soon. Dave is seeking an expert with footnotes to help him out.

Lyndale has had small meetings throughout the year at Las Positas. They did a few surveys. It also went to the Academic Senate. There will be workshop in spring of 2019. Will be working on the introductory class in ECE.

April's Minutes: Roy moved, Jessica Seconded. Minute were approved: Other than two abstensions the approval was unanimous.

Update on Proposal / Summer / Fall
We can consider collaborating with other states as long as we have a similar purpose and mission. We can have discussions about this when they occur. Amy had put some requests for work and collaboration in Spanish and Biology. Jessica thinks it is a great idea and we can identify partners. Heather also likes the idea.

Discipline Webinar Planning for Fall
Suzanne created a google doc that will help us plan:
https://docs.google.com/spreadsheets/d/1kSnrx22EuLN6n-gYTSpK8FOxCk1sz3iLHzHm4WFGMx4/edit#gid=0
Dave proposed having a coordinator for the discipline webinar. Maybe Michelle could lead it. We can also do it by committee over email and Google Doc. We could all check it over the summer. Jessica has a concern about AB 705. Many math faculty are often against it and linking it to OER may not play well. Since OER can help make the pathway faster is may be a good match, but it is important to be careful about linking it so it is not a negative link. One math faculty is using OER since it is high quality, but there are concerns about academic freedom. Co-Requisites with OER may be a good discussion. There may be a good time to make sure we are prepared with OER when the corequisites are looked at. Working on a big picture schedule is a good idea. Do we want to repeat some of the workshops since faculty like to have a live session. Math, in particular, is one of the crucial disciplines. We will target the end of July as the date to set the schedule and which disciplines are covered so that we can market it. Since scheduling meetings in the summer is difficult, we can communicate via the email. We want both presenters and technical assistance. Maybe the tech people at the ZTC grant can provide the tech support.
We can focus on what are the discipline needs.

Dave thanked the task force for all the effort that has been made and all the progress that we have accomplished.

C-ID Advisory Committee Minutes Draft
September 13, 2017
1102 Q Street, Suite 4800
Sacramento, CA 95811
11:00 am – 3:00 pm

In Attendance:
Deanna Abma, Articulation Officer, City College of San Francisco
Raul Arambula, Specialist, CCCCO Intersegmental Programs & Credit Curriculum
Arineh Arzoumanian, C-ID CTE Director, Pasadena City College
Kyle Burch, Articulation Officer, CSU East Bay
Dolores Davison, ASCCC Secretary, Foothill College
Jackie Escajeda, Dean, CCCCO Intersegmental Programs & Credit Curriculum
Sam Foster, ASCCC, At Large Representative
Lynn Fowler, Articulation Officer, American River College
Roger Gerard, Culinary Arts Faculty, Shasta College
Krystinne Mica, ASCCC Associate Director
Amanda Paskey, C-ID Advisory Chair, Cosumnes River College
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
Lorraine Slattery-Farrell, Chair Model Curriculum Workgroup, ASCCC Representative South
John Stanskas, ASCCC Vice President, San Bernardino College
Barbara Swerkes, Consultant, CSU System Office

Via Telephone:
Joanne Pacheco, Dental Hygiene Faculty, Fresno City College
Nancy Purcille, Transfer Articulation Coordinator, UCOP
John Tarjan, Business Faculty, CSU Bakersfield
Mark VanSelst, Psychology Faculty, San Jose State University

Staff:
Heidi Roodvoets, Program Specialist, ASCCC
Miguel Rother, C-ID Program Manager, ASCCC

I. Introductions and Announcements
Chair Paskey welcomed committee members and introductions were made.

II. Approval of the Agenda
An edit was made to the date of the March 24, 2017 minutes. An addition was made under item VII, to include discussion surrounding updates to C-ID descriptors. CSU Executive Order 1100 and TMC Review was added to agenda item IX Math 110 for discussion.

III. Approval of March 24, 2017 Meeting Minutes

Concerns were expressed that the minutes did not accurately reflect the discussion of item VII Math 110. A recording of the meeting will be reviewed to verify that the minutes are accurate. March 24, 2017 meeting minutes were approved by consensus.

IV. UC Transfer Pathways Pilot

Stanskas provided background on the UC Transfer Pathways Pilot program. Over the past year, the Academic Senate for California Community Colleges (ASCCC) and the University of California (UC) have been in conversation regarding UC transfer pathways. In May 2017 a meeting was held at the UC Office of the President (UCOP), at which, chemistry and physics faculty discussed creating an associate degree, based on existing UC Transfer Pathways, with a guarantee of admission to the UC system. The two segments are currently drafting a Memorandum of Understanding (MOU), before bringing this to the field as a pilot program in the disciplines of chemistry and physics. It was noted that these degrees would not be subject to the same legislative restrictions as Associate Degrees for Transfer (ADT), and due to legal implications they cannot be referred to as ADT degrees.

The group discussed that it is difficult for the majority of CCCs to create an ADT in these two disciplines without exceeding the 60 unit cap mandated by SB1440. Some CCCs have been able to do so within the 60 unit cap, but many students feel that completing an AS degree will better prepare them for upper division course work upon transfer. It was noted that the pilot program degrees would not negate the legislative requirement for CCCs to create and offer an ADT in these disciplines.

V. CTE Pathways

Slattery-Farrell provided an update on the recent Model Curriculum Workgroup (MCW) meeting. MCW reviewed and approved Model Curricula (MC) in the following disciplines: Culinary Arts, Hospitality Management, and Health Information Technology. Since progress has been slow in the creation of MCs and descriptors for CTE disciplines, C-ID will consider creating MCs and certifications based on skills and competencies as opposed to the current descriptor based creation. C-ID will work with Regional Consortia and Sector Navigators to identify key CTE disciplines and programs that would benefit from a streamlined pathway for students exiting the CCC system and entering the workforce. A meeting is currently scheduled to bring together faculty, Sector Navigators, and Regional Consortia to discuss creating a framework certificate in the discipline of Medical Assisting.

A question was raised, of whether C-ID is considering CTE disciplines that the CSU segment has similar programs for. It was suggested that C-ID reach out to CSU programs that may be affiliated with these disciplines, in order to keep them apprised of the work being done. It was noted that CTE framework MC is intended for

certificates that are terminal at the CCC level. A question was raised, that if CTE descriptors and MCs are optional for CCCs, what guarantees does a student have that courses with C-ID approval will transfer to another CCC. It was explained that C-ID was developed in response to [SB 1415](#) (Brulte), and that while it is used to implement the mandates set forth in SB 1440 and SB 440, the broader goal of C-ID is facilitating articulation for students matriculating within the CCC system. Although there are not legislative mandates in place requiring articulation, it is within the CCCs best interest to accept CTE courses that have received C-ID designation. In addition, CTE is industry driven which provides an incentive for colleges to align with the descriptors.

VI. CTE C-ID Update

Rother discussed the attachment, which outlines the CTE disciplines that C-ID is working with to create Model Curricula (MC) and descriptors. There are currently 31 CTE disciplines in progress, with drafts of 73 descriptors and 11 MC being created by the Faculty Discipline Review Groups (FDRGs).

A. Fall DIG Update

C-ID is hosting two Discipline Input Group (DIG) meetings in October to convene faculty in the disciplines of Respiratory Care, Automotive Technology, and Bio-manufacturing. The purpose of the meetings will be for faculty to consider the creation of a MC that will align with existing CCC pilot programs currently offering baccalaureate degrees in the disciplines.

VII. Intrasegmental Descriptors

A. C-ID Descriptors

The group discussed the implication for CCC courses that are approved for an intrasegmental descriptor in disciplines where there are similar courses that articulate for intersegmental transfer. It was stated that if a student took a transferable course at one CCC, the receiving CCC would, in practice, articulate the course for credit. The group discussed that this could lead to confusion for students and counselors.

ACTION:
This agenda item will be brought before the Model Curriculum Workgroup (MCW) for further discussion.

B. Authority to Update C-ID Descriptors

A question was posed to the group with regard to the final approval of edits to a C-ID descriptor content when that descriptor is included on other TMCs. Concern was raised that implementing a substantive change to a descriptor could have adverse effects to other disciplines that use it, and that faculty from other disciplines should have more influence regarding potential changes. It was explained that the online vetting process is the mechanism

by which feedback is provided to the Faculty Discipline Review Group (FDRG) before changes to a descriptor are finalized. In addition, the C-ID Advisory Committee approved the C-ID Descriptor Review Process policy in 2014. The policy outlines the necessary steps to ensure that an opportunity for feedback has been provided prior to the finalization of substantive changes.

VIII. 45 Day Policy Draft

Paskey provided background regarding the draft 45 Day Policy. Since July 1, 2015, the CCC Chancellor's Office (CCCCO) has required the review and approval by C-ID of all courses listed within an ADT prior to submission of the degree to the Chancellor's Office. Due to a lack of CSU reviewers there are delays in the approval process for some C-ID course submissions, resulting in challenges approving ADTs in a timely manner. As a result, the CCCCO, in collaboration with the ASCCC, developed a new policy on C-ID course approval and ADTs. Effective March 1, 2017, the CCCCO began to allow submission of ADTs with the inclusion of courses pending C-ID determination for over 45 days. At the March 24, 2017 C-ID Advisory Committee meeting, concerns were raised that the policy is too broad and should be revised to include only disciplines lacking reviewers. Additionally, faculty present at the meeting felt that the policy is problematic as it does not specify end dates for course submissions that receive conditional approval. In response, the C-ID 45 Day Policy was drafted and brought before the committee to address the concerns.

The group discussed the draft 45 Day Policy language and scenarios surrounding implementation. A question was asked with respect to an ADT being approved by the CCCCO, and later an included course receiving a determination of not approved from C-ID. It was stated that the CCCCO is tracking the submissions, and continues to follow up on their C-ID status to ensure they receive C-ID approval. Van Selst noted it is very concerning that CSU faculty were not consulted prior to the implementation of CCCCO policy AA 17-17.

ACTION:
- The 45-Day Policy draft, and C-ID Advisory Committee feedback, will be brought before ICW for consideration. (Davison, MSC)

IX. Math 110

The group agreed that this agenda item was adequately discussed under item VII.

A. EO 1100 & TMC Review

Simpson-Alisca advised the group that the CSU Chancellor's Office will be sending a three part survey to CSU campuses. The survey will ask campuses to review the recently approved TMCs (Environmental Science; Hospitality Management; Law, Public Policy, and Society; and Social Work

and Human Services) for a determination of similar, to inform programs of the effects of EO 1100, and ask that the determination of similar is reevaluated for eight disciplines with TMCs utilizing the C-ID MATH 110 descriptor. In addition, the CSU CO is building a technical infrastructure so this can be done more readily in the future.   A concern was raised that it will be very difficult for a survey to fully capture the robust conversation surrounding these issues. The group discussed the need to ensure that all possible efforts are taken to facilitate this conversation. This topic will be included on the next Intersegmental Committee of Academic Senates (ICAS) agenda.

X. Marketing Update and Direction

C-ID is now working with the marketing firm Runyon, Saltzman, Einhorn. C-ID is seeking committee guidance about how to engage CTE faculty and reach more students. The group discussed that in order to reach more students, counselors need to be informed of the benefits of C-ID. A suggestion was made to begin an initial marketing phase with a target audience composed of AOs, Counselors, CTE faculty, and high school counselors.

XI. General Updates

A. General Disciplines Update

Paskey advised the group that the 5-year review of the TMCs and descriptors for Music, Business, and Computer Science, were recently completed and will be posted on c-id.net. In addition, the Model Curriculum Workgroup (MCW) recently approved three Model Curricula in the disciplines of: Culinary Arts, Hospitality Management, and Health Information Technology.

B. Finalized TMCs

The Intersegmental Curriculum Faculty Workgroup (ICFW) recently approved and finalized four TMCs in the disciplines of: Environmental Science; Hospitality Management; Law, Public Policy, and Society; Social Work and Human Services. The TMCs are now posted on the C-ID website for consideration while CCCCO ADT templates are created.

C. Digital Badging

The topic of digital badging for C-ID was brought before MCW for discussion. MCW decided that C-ID resources are best utilized at this time by focusing on the new C-ID CTE Framework Process. The discussion surrounding digital badging will be revisited at a later date as it becomes more commonly used among CCC programs.

D. Action Items

The group reviewed the attachment, which listed action items from prior C-ID Advisory Committee meetings and their current status.

XII. C-ID 2.0 Website Update

On June 30, 2017 the C-ID website underwent a scheduled upgrade to the new C-ID 2.0 platform. However, due to unforeseen technical issues user access to the system was restricted until August. C-ID continues to work closely with the CCC Technology Center (CCCTC) to identify and address bugs within the new system.

XIII. Future Agenda Items and next meeting time/place

- ICW Update
- C-ID 2.0 technology update.

XIV. Adjournment

Intersegmental Curriculum Workgroup (ICW)
September 20, 2017
California Community Colleges Chancellor's Office
1102 Q St, Room 630
Sacramento, CA 95811

In Attendance:
Raul Arambula, Academic Affairs Division, CCC Chancellor's Office
Kevin Baaske, Communication Studies Faculty, CSU Los Angeles
Jaima Bennett, Communication Studies Faculty, Golden West College
Kyle Burch, Articulation Officer, CSU East Bay
Jackie Escajeda, Dean of Curriculum and Instruction, CCC Chancellor's Office
John Freitas, Chemistry Faculty, Treasurer ASCCC
Mary Legner, Mathematics Faculty, Riverside City College
James LoCascio, Engineering Faculty, California Polytechnic State University
Krystinne Mica, Associate Director, ASCCC
Amanda Paskey, C-ID Curriculum Director, Cosumnes River College
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
John Stanskas, ASCCC Vice President, San Bernardino Valley College
Barbara Swerkes, Consultant, CSU Chancellor's Office

Staff:
Heidi Roodvoets, Program Specialist, ASCCC
Miguel Rother, Program Manager, ASCCC

I.   **Introductions, Announcement, and Approval of the Agenda**
Stanskas welcomed committee members and introductions were made. By consensus, the agenda was approved as presented.

II. **Approval of the Minutes**
The March 29, 2017 meeting minutes were approved. (Legner, MSC)

III. **General Updates**
- **C-ID Advisory Committee Update**
  Paskey provided an update on the September 13, 2017 C-ID Advisory Committee meeting. Topics discussed at the meeting included: a new C-ID Career Technical Education (CTE) framework process, CTE disciplines update, upcoming fall 2017 Discipline Input Group meetings (DIG), intersegmental descriptors, a 45 Day Policy draft, C-ID MATH 110, and C-ID technology updates.

- **CTE Discipline Update**
  Rother provided the group with an update on C-ID CTE disciplines, including news of three Model Curricula (MC) approved by the Model Curriculum Workgroup (MCW) on September 1, 2017. Additionally, C-ID is creating a

new CTE Framework Process to identify CTE disciplines and programs that would benefit from a streamlined pathway for students exiting the California Community College (CCC) system and entering the workforce. The new process shifts the focus from drafting descriptors, to the development of competency based core curriculum. C-ID is holding a Discipline Input Group (DIG) meeting to pilot the new process on October 13, 2017. Faculty in the discipline of medical assisting, and Sector Navigators, will meet to discuss creating certificates based on skills and competencies that medical assisting students need in order to be successful upon entering the workforce.

- **C-ID Technology Update**
  Rother discussed recent C-ID technology upgrades performed by the CCC Technology Center (CCCTC) over the summer. On June 30, the C-ID platform moved from the C-ID 1.0 system to the new C-ID 2.0 system. Rother informed the group of unexpected technical issues that impacted the new system. C-ID continues to work closely with the CCCTC to address existing issues, identify new issues, and work on enhancements to the system.

- **UC Transfer Pathways**
  Stanskas provided background regarding the University of California (UC) Transfer Pathways Pilot program. Over the past year, the Academic Senate for California Community Colleges (ASCCC) and the University of California (UC) were engaged in conversations surrounding UC transfer pathways. In May 2017, a meeting was held at the UC Office of the President (UCOP), at which chemistry and physics faculty discussed the possibility of creating an associate degree with a guarantee of admission to the UC system, based on existing UC Transfer Pathways. The CCC Chancellor's Office (CCCCO) is currently working on a Memorandum of Understanding (MOU) between the two segments, before bringing a pilot program to the field for the disciplines of chemistry and physics.

  The group discussed difficulty that the CCC segment experienced creating ADTs in the two disciplines. CCCs were unable to lower units to meet the 60 unit cap, and still maintain course to course articulation with the California State University (CSU). Due to the inability to reduce units, only four CCCs were able to offer an Associate's Degree for Transfer (ADT) in chemistry. It was stated that, in practice, college counselors advise physics students to complete an Associate of Science (AS) degree rather than an ADT, in order to be better prepared for upper division coursework in that discipline.

  A concern was raised regarding branding associated with the new pilot and how C-ID will keep the new program separate from Transfer Model Curriculum (TMC), so that it does not cause confusion among students. It was discussed that any templates created for the pilot would not be called TMC, and would be located on a separate section of the C-ID website. It was

noted that this was brought before the committee as an information item, and that further details are still being decided while the MOU is drafted.

IV. 5-Year Review

- **Music**
Paskey informed the group on recent changes the Music Faculty Discipline Review Group (FDRG) made to their discipline's TMC in response to feedback received during the five-year review process. The FDRG updated the Core section of the TMC to add clarity to its original intent. In addition, the FDRG created six new descriptors to be included in a new List A section of the TMC.

There was recent discussion surrounding differences between a Bachelor of Art (BA) in music and a Bachelor of Music (BM) degree. It was suggested that C-ID convene the Music FDRG to discuss the possibility of creating a TMC for both a MA in music and a BM. It was noted that since a BM degree requires advanced musical skill, it would be difficult to offer the guarantee of admission associated with a TMC, and that perhaps providing clarity to counselors so that students are directed toward the path that best suits their needs would be a better option. Since it has been approximately five years since counselors have received training in the area of SB440 and ADTs, it may be helpful to arrange for professional development. Another suggestion was made that the CCC and CSU segments work together with regard to student transfer and consider the creation of a separate degree that falls outside of SB1440/440. It was stated that, at this time, CSU resources should remain focused on SB 1440/440 efforts before looking into additional degrees.

- **Computer Science**
Paskey discussed proposed updates to the Computer Science TMC. As a result of the five-year review of the TMC and descriptors for computer science, the FDRG is proposing to include options for second semester science classes on the TMC, in order to allow for double counting, and to keep the TMC within the mandated 60 unit cap. Additionally, the FDRG would like to add clarity and flexibility by updating the "minimum units" comment to read: "Minimum Units 28 units (at least 7 units double count as General Education [GE] credit)". A request was made that C-ID share certain CSU data from the vetting survey participants, including: discipline, title, and college campus. Mica agreed to create a spreadsheet with the CSU feedback details requested, and provide it to the CSU Chancellor's Office. The body unanimously approved the updated Computer Science TMC.

ACTION: C-ID will compile CSU respondent data from vetting and provide to the CSU Chancellor's office.

- **Business**

Paskey informed the group of the changes that the Business FDRG made in response to the five-year review survey results. The FDRG decided to add advanced calculus courses Math 210 and 211 as options to the List A section of the Business TMC. In addition, the FDRG felt that intermediate algebra competency is necessary for students to succeed in upper division coursework, and opted to include the following language on the TMC:

As a requirement of this TMC, students earning an ADT in _____ are required to demonstrate competency in mathematics at the level of intermediate algebra in addition to the coursework listed above. Students may demonstrate this competency through the college's assessment for placement process or through the completion of an intermediate algebra mathematics course. The inclusion of this requirement does not change the unit totals for the ADT as intermediate algebra is a pre-transfer level skill.

A question was raised whether the Business FDRG conducted a study to determine the necessity of intermediate algebra competency. It was noted that the FDRG concluded that intermediate algebra competency is necessary through a content review.

V.   Chancellor's Office ADT Policy Change

- **45-day policy draft**

Stanskas reviewed with the committee the draft 45-Day Review Policy. This policy draft was recently discussed by the C-ID Advisory Committee and brought before ICW for discussion and action. Effective March 1, 2017, the CCCCO will allow the inclusion of courses pending C-ID determination for over 45 days to be included on ADT submissions. This policy was drafted to address concerns surrounding CCCCO policy AA 17-17, which allows courses to be included on an ADT submission if they have been awaiting review for 45 days, is too broad and does not include end dates.

The members noted that clarification was needed regarding the policy guidelines if a course were to receive a conditional approval. It was suggested that language in the second paragraph is edited to state "Courses with a conditional approval must be resubmitted with a modified course outline within 90 days for re-review, or risk rescinded approval of the ADT". A question was raised as to what action would be taken if a submitted COR does not become approved. It was noted that the CCCCO keeps track of the submissions, and in instances where courses are conditionally approved, will work with colleges to get the COR approved, and if necessary, remove from the college's catalogue.

The group discussed that a possible hold-up for acquiring CSU Course Outline of Record Evaluators (COREs) is the requirement that CSU COREs are senior

tenure track faculty. It was noted that easing the requirements would help reduce submissions awaiting CSU review, and that the topic should be brought before the Academic Senate for California State University (ASCSU) for discussion. The committee also added to the draft policy a clarification that a current list of disciplines with incomplete CORE membership is available in the C-ID newsletter.

ACTION:
Baaske will bring the topic of CSU CORE requirements before the ASCSU.
Motion to approve the policy with amendments (Bennett, Legner, MSC).

VI. CSU GE Breadth Requirements

Agenda item VII Quantitative Reasoning Requirement was combined with item VI CSU GE Breadth Requirements. Baaske informed the group that the ASCSU called for a delay of the recent CSU revised Executive Order (EO) 1100. EO 1100 allows for the use of multiple measures and high school grades for student placement, as opposed to strictly using placement exams. In addition, the order changed the minimum passing grade in the golden four courses to C-. It was stated that CSU Communication Studies Department Chairs will be meeting in February 2018, to discuss online course completion, and minimum grade requirements. The ASCSU recently sent a letter to the CSU Chancellor's Office asking to delay implementation of EO 1100. It was noted that the goals of executive orders are to provide clarity, equity (for students), and facilitate graduation.

Simpson-Alisca informed the group that the CSU views the removal of intermediate algebra from C-ID MATH 110 as a substantive change, and that the CSU will be sending a survey to campuses to evaluate the determination of similar for the disciplines identified as requiring intermediate algebra competency on the ADT.

VII. Meta Majors

Mica introduced to the committee the topic of meta-majors. A meta-major is a broad area of emphasis, such as health science, that contains common requirements as a student begins taking classes in the major, and becomes specific to an area of study as the student progresses. The intent of a meta-major is to assist students in choosing a major based on their interests, knowledge, skills, and abilities. The group discussed whether meta-majors were being widely adopted by universities. It was noted that the body should remain aware of this topic, and that as the CCC system moves in the direction of guided pathways the topic of meta-majors will likely arise again.

VIII. TMC Review, Revision Criteria, and Process During 5-Year Review

Paskey presented to the group the revised Transfer Model Curriculum (TMC) Review and Revision Criteria and Processes During 5-Year Review document. This document was brought before the body for approval with edits suggested during the

March 29, 2017 meeting. The group reviewed the document, discussing edits stating that a separate CSU call for comment survey will be created and disseminated during the five-year review process. A question was raised as to why there is a need for two separate surveys. It was clarified that the CSU desired to create a separate survey to further engage CSU faculty in the vetting process. A suggestion was made, that rather than have two surveys, C-ID and the CSU collaborate on the development and distribution of one survey. A motion was made to approve the document with language amended to state that the CSU and C-ID will collaborate on the development and distribution of the survey, and on the collection and dissemination of survey results (Bennett, Baaske MSC). It was noted that the body unanimously agrees with the approval of these policy updates.

IX. Reports
- **Senate Updates**
  ASCCC
  ASCCC Vice President Stanskas, provided an update on recent events within the California Community College system:
    - The ASCCC recently discussed Assembly Bill 19 (AB-19) which aims to establish the California college promise project. Concern surrounding funding was expressed however, the ASCCC is supportive of the concepts of the bill.

  ASCSU
  ASCSU Representative Baaske, shared events taking place within the California State University system
    - Passing of the Executive Order1100 and supporting document 1110
    - The ASCSU Executive Committee recently passed a resolution in support of the Deferred Action for Childhood Arrivals (DACA) Program and another in support of bill AB-19.

- **CCC CO Report**
  CCCCO Intersegmental Programs & Credit Curriculum Specialist, Raul Arambula, shared recent events taking place within the CCCCO
    - ADT templates for the four TMCs approved during the March 29, 2017 ICW meeting, are now posted on the CCCCO website.
    - The CCCCO discussed challenges associated with the Social Justice Studies Area of Emphasis (AOE) TMC.

- **CSU CO Report**
  No further update was provided regarding the CSU Chancellor's Office (CSU CO).

X. Future Agenda Items and next meeting time and place
- The committee voted to hold a meeting in the winter in the South. The CSU Chancellor's Office agreed to host such a meeting in January.
- Doodle Poll for committee's next meeting.

- Bringing awareness regarding ADTs to college campuses by advertising student transfer data.
- SB 440
- Social Justice Studies

XI. **Adjournment**
Respectfully submitted by Heidi Roodvoets, C-ID Program Specialist