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EXECUTIVE COMMITTEE MEETING

Friday, February 1, 2019 to Saturday, February 2, 2019

Oakland Marriott City Center
1001 Broadway, Oakland, CA 94607
Meeting Room: California Room

Friday, February 1, 2019
10:30 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
Lake Chalet
1520 Lakeside Drive, Oakland, CA 94612

Saturday, February 2, 2019
8:00 a.m. to 9:00 a.m. Breakfast, California 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 3:30 p.m. Executive Committee Meeting

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting 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.

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**

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II. CONSENT CALENDAR
   A. **January 11-12, 2019 Meeting Minutes, Rutan, forthcoming**
   B. **Equivalency Regional Meetings, Aschenbach, pg. 23**

III. REPORTS
   A. **President's/Executive Director's Report – 30 mins., Stanskas/Mica**
   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, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.

IV. ACTION ITEMS
   A. **Legislative Report – 30 mins., Davison, pg. 25**
      The Executive Committee will be updated on current legislative issues.
   B. **Faculty Diversification – 40 mins., Stanskas, pg. 31**
      The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
         i. **ASCCC Faculty Diversity Leadership Program, Henderson, pg. 33**
         ii. **The Student Equity Plan Paper, Henderson, pg. 35**
   C. **AB 705 Update – 20 mins., Stanskas, pg. 69**
      The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
   D. **CCC Guided Pathways Award Program – 10 mins., Stanskas, pg. 71**
      The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
         i. **Publications Guideline Update for Guided Pathways Canvas Website – 15 mins., Roberson/Davison, pg. 73**
   E. **Strong Workforce Program Recommendations – 10 mins., Stanskas, pg. 75**
      The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
   F. **Revise Academic Senate Rules – 60 mins., Stanskas, pg. 77**
      The Executive Committee will discuss and consider possible revision to Academic Senate Rules.
   G. **Curriculum Institute Theme and Structure – 15 mins., May, pg. 81**
      The Executive Committee will provide feedback regarding the theme and structure for the 2019 Curriculum Institute.
   H. **Spring 2019 Curriculum Regional Meeting Program – 10 mins., May, pg. 83**
      The Executive Committee will consider for approval the Spring 2019 Curriculum Regional Meetings program.
   I. **2019 Career and Noncredit Education Institute – 10 mins., Aschenbach/Rutan, pg. 85**
      The Executive Committee will review, provide feedback, and consider for approval the preliminary draft program for the 2019 Career and Noncredit Education Institute.
   J. **Work-Based Learning Paper – 20 mins., Aschenbach, pg. 91**

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The Executive Committee will provide feedback and consider for approval the draft of the Work-Based Learning Paper.

K. **Update of the paper "Noncredit Instruction: Opportunity and Challenge" – 20 mins., Rutan, pg. 103**
The Executive Committee will provide feedback and consider for approval the revised 2009 paper "Noncredit Instruction: Opportunity and Challenge".

L. **SLO Symposium – 15 mins., May/Foster, pg. 163**
The Executive Committee will determine the role of the ASCCC with the SLO Symposium 2020.

M. **Faculty Roles in Planning and Budget Paper – 20 mins., Foster, pg. 165**
The Executive Committee will provide feedback and consider for approval the draft for the paper on Budget Processes.

N. **Accounting Policies and Procedures – 15 mins., May/Mica, pg. 183**
The Executive Committee will review and consider for approval the amended Accounting Policies and Procedures manual.

O. **2019 Spring Plenary Session Preliminary Program – 60 mins., Stanskas/Mica, pg. 213**
The Executive Committee will consider for approval the 2019 Spring Session preliminary program and discuss keynote presentations.

P. **Legislative Training for Leadership Institute – 10 mins., Davison, pg. 215**
The Executive Committee will consider possible activities and topics for the pre-Leadership Institute legislative training.

Q. **Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 219**
The Executive Committee will receive a Faculty Development Committee update and provide guidance or approval for the Women's Leadership Circle.

R. **Approve Filing of Federal Form 990 Fiscal Year 2017 Tax Return – 15 mins., May/Mica, pg. 227**
The Executive Committee will be presented the Form 990 for Fiscal Year 2017 for review and to consider approval

S. **Library Faculty Role Paper – 20 mins., Stanskas, pg. 229**
The Executive Committee will provide feedback and consider for approval the draft for the paper on Library Faculty Role.

T. **Online Tutoring Paper – 20 mins., Stanskas, pg. 231**
The Executive Committee will provide feedback and consider for approval the draft for the paper on Online Tutoring.

V. **DISCUSSION**
A. **Chancellor's Office Liaison Report – 45 mins. pg. 233**
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. 235**
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

C. **Online Community College District Board of Trustees Meeting – 15 mins., Stanskas/Davison, pg. 237**
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting..

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D. University of San Francisco's "Demystifying Community Colleges" Panel Report – 10 mins., Henderson, pg. 239
The Executive Committee will receive a report on the visit to University of San Francisco's "Demystifying Community College Careers": Advice from the Expert Panel.

E. Meeting Debrief – 15 mins., Stanskas, pg. 241
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.

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

    A. Standing Committee Minutes
        i. Equity and Diversity Action Committee, Henderson, pg. 243
        ii. Relations with Local Senates Committee, Parker, pg. 281
    B. Liaison Reports
        i. Chancellor's General Education Advisory Committee, May, pg. 283
        ii. Student Equity and Achievement (SEA) Program, Parker/Rutan, pg. 285
    C. Senate and Grant Reports
    D. Local Senate Visits

VII. **ADJOURNMENT**

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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.

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Executive Committee Agenda Item

SUBJECT: Calendar		Month: February	Year: 2019
•Upcoming 2018-2019 Events		Item No: I. E.	
•Reminders/Due Dates		Attachment: Yes (2)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
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
- **2019 Part-Time Faculty Institute** – Newport Beach – February 21-23, 2019
- **Executive Committee Meeting** – Los Angeles – March 1-2, 2019
- **Spring Plenary Session** – Millbrae – April 11-13, 2019

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

Spring Plenary
February
1. Second draft of papers due February 12, 2019 for reading at March Executive Committee Meeting.
2. Area Meeting information due to Tonya February 15, 2019
3. Pre-Session resolutions due to Resolutions chair February 22, 2019.

March
1. AV and Event Supply needs to Tonya by March 4, 2019.
2. Presenter's list and breakout session descriptions due to Krystinne by March 4, 2019.
3. Final resolutions due to Krystinne for circulation to Area Meetings March 6, 2019.
4. Final Program to Krystinne by March 8, 2019.
5. Final program to printer March 18, 2019.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 25, 2019; Area C & D March 26, 2019.

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

7. Materials posted to ASCCC website March 29, 2019.

Rostrum Timeline

To Krystinne	To David	To John	To Creative Director	To the Field
March 4	March 11	March 18	March 25	April 10

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 11, 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

2018-2019 EXECUTIVE COMMITTEE MEETING DATES
*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.[1]

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 Institute	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	
SLO Symposium	January 25, 2019		Santa Ana College	
Part-Time Faculty Institute (2019)	February 21-23, 2019		Newport Beach Marriott Hotel & Spa	
Spring Plenary Session	April 11-13, 2019		Westin San Francisco Airport	
Accreditation Institute (with ACCJC)	April 29 – May 3, 2019		Hyatt San Francisco Airport	
Career and Noncredit Institute	April 25-27, 2019		DoubleTree by Hilton San Diego Mission Valley	San Diego
Faculty Leadership Institute	June 13-15, 2019		Sheraton Grand	Sacramento
Curriculum Institute	July 10-13, 2019		Hyatt San Francisco Airport	

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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.

+North or South location may changes based on hotel availability.

2018-2019 REGIONAL MEETINGS DATES

*September 20, 2018 – Fall AB 705 Regional South
*October 6, 2018 – Fall AB 705 Regional North
*November 16/17, 2018 – Fall Curriculum Regional North/South
*February 21/25/28, 2019 – Spring Faculty Diversification Hiring Regionals
* March 15/16 – Spring Curriculum Regional North/South

*Approved

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/In complete	Month Complete	Year Complete	Status/Notes
SB 967 Student Safety: Sexual Assault	November	2014	V. E.	Henderson	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.	Rutan	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.	Stanskas	Spring/Summer	N/A			The Operational Committee will agendize this policy.
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 the Executive Director and President with an update of the committee priorities after the first meeting of the standing committee or task force.
"Effective Practices for Online Tutoring" Paper	March	2018	IV. O.	McKay	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 Regional Meeting Planning	March	2018	IV. R.	Rutan	May 2018	Assigned			The Part-time Committee will bring back a recommendation of dates, locations, and topics to the May Executive Committee meeting for approval.
Revise Publication Policies	March	2018	IV. U.	Davison	Fall 2018	In Progress			Davison to revise the publication policies and bring forth to the Executive Commit
Leadership Academy	June	2018	IV. D.	Standing Committee	Spring 2019	Assigned			The Committee is to bring recommendation regarding the Leadership Academy.
Awards Handbook	August	2018	IV. I.	Standards and Practices Committee	October 2018	In Progress			The Committee is to bring an updated Awards Handbook based on conversations
Recommendations for CPL Advisory Group	September 28-29	2018	IV. F.	Aschenbach, McKay, Davison	January 2018	Assigned			Aschenbach, McKay, and Davison to develop ASCCC recommendations on next

LOCAL SENATE CAMPUS VISITS
2016 – 2019

(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	May	9/21/2018	1. AB 705 Presentation with Network for Equity in Math Education
Bakersfield	Bruno	11/28/2017			1. 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	Rutan/May	10/06/2018	Beach/Parker	03/08/2018	1. AB 705 Regional 2. TASCC Regional
Feather River			Beach	3/11-14/2018	1. 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	Cruz	1/10/2019			1. Guided Pathways Convocation
Lake Tahoe					
Lassen	Bruno	4/25/2018			1. Collegiality in Action
Merced	Aschenbach	4/27/2017	May/Aschenbach/ Roberson/ Stanskas	3/23/18	1. PDC Visit for Julie Clark 2. Area A Meeting
Modesto	May	3/2017			1. Area A Meeting
Porterville					

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Redwoods, College of the					
Reedley					
Sacramento City	Beach/ A. Foster/ Smith Cruz/ Henderson/ Parker/ Eikey	2/19/2017 11/29/18	Freitas/Slattery-Farrell/Stanskas	04/03/2018	1. Diversity in Hiring Regional Meeting 2. CTE MQ Workgroup Faculty Meeting 3. FDC/ EDAC Hiring Regional Planning 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	Dyer, Davison, May, Roberson	10/12/2018			1. Area A Meeting
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	1. Collegiality in Action; ISF (CTE Regional)
Berkeley City					
Cabrillo	Davison May/Aschenbach	4/28/2017 10/05/2018	Bruno	2/5/2018	1. Curriculum Streamlining Workshop 2. Collegiality in Action 3. Curriculum Certificates
Cañada	Rutan	02/09/2018			1. Curriculum Technical Assistance

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Chabot	Smith	3/21/2017	Bruno/Davison		1. Area B Meeting 2. 3. FACCC Meeting 4. Noncredit Visit
	Davison	9/13/18	Rutan	11/6/18	
Chabot – Las Positas District	Davison	5/23/2017			1. Curriculum Streamlining Workshop
Contra Costa					
DeAnza			Cruz	10/12/2018	1. Area B Meeting
Diablo Valley					
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Parker, Cruz, Eikey	9/19/2018	1. Guided Pathways Regional Meeting 2. Faculty Development Committee Meeting
Foothill	Executive Committee Meeting	3/3/2017			
Gavilan	Executive Committee	9/6-7/2018			1. Executive Committee Meeting
Hartnell					
Laney	May	3/6/2017	Corrina Evett		1. District (PCCD) Enrollment Mgmt. 2. Peralta District Collegiality in Action
			Stanskas	8/28/2018	
Las Positas	May	9/16/2016	May	8/16/2018	1. SLO vs. Objectives 2. CLCCD Speaker at Convocation
Los Medanos					
Marin, College of	Davison	3/17/2017	Davison	9/15/2017	1. Curriculum Streamlining 2. OER Regional
Mendocino	Bruno	9/22/2017			1. Collegiality in Action
Merritt	Davison	3/17/2017			1. Curriculum Streamlining
Mission	Davison/Freitas	12/08/2016			1. 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			1. IEPI RPT Team Member
Ohlone	McKay/Davison	10/19/2017	Stanskas	9/26/2018	1. Local Senate Visit 2. Collegiality in Action
San Francisco, City	Davison	3/8/2017			1. Technical Curriculum

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College of					
San José City	Davison	5/24/2017	Rutan/May	5/18/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional
San Mateo, College of	McKay/Rutan	10/12/2018			1. AB 705 Workshop
Santa Rosa Junior	Beach Slattery-Farrell/Foster Aschenbach	12/21/2016 3/10/2017 10/03/2018	May/Roberson McKay	1/24/2018 3/23/2018	1. EDAC Strategic Plan Meeting 2. MQ 3. GP Resource Team 4. Area B Meeting 5. Tech Visit-Gov and Consultation
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/Sm ith/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 Aschenbach/Daviso n/May/McKay	11/8/2016 12/07/2016 10/24/2018	Bruno Davison	2/6/2018 8/24/2018	1. Local Senate Visit 2. Noncredit Asst. (Zoom w/WVC Noncredit Task Force) 3. Collegiality in Action 4. Local Senate Accreditation 5. WEDPAC/EDAC Tour

AREA C					
Allan Hancock					
Antelope Valley	Freitas/Slattery-Farrell	11/29/2016			1. Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas/Stanskas Aschenbach	10/21/2016 10/18/18	Davison May/Roberson/Eikey	10/5-6/2017 12/18/2017	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit 3. Resolutions Committee Mtg. 4. Tech Visit, Advisory Committees
Cerritos	Rutan/May	5/19/2018			1. Curriculum Regional

College		Date		Date	Topics
Citrus	Roberson	8/23/2018			1. Guided Pathways Visit
Cuesta					
East LA	Freitas/Foster/Bruno	3/25/2017	Davison		1. Area C 2. Mini PRT
El Camino	Executive Committee Meeting May/Roberson	2/3/2017 1/18/2018	Freitas Parker/Eikey	10/20/2017 10/19/18	1. Governance 2. Presentation for ECC PRIDE P.D. Meeting 3. GP Resource Team 4. ECC Pride Leadership Presenters
Compton College	May/Roberson	8/25/2017	Eikey/Stanskas/ Bruzzese/Aschenbach	10/13/18	1. Guided Pathways 2. Area C Meeting
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			1. 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			1. TOP Code Alignment
LA Mission					
LA Pierce	Roberson	8/23/2018			1. Guided Pathways Visit
LA Southwest					
LA Trade-Technical	Smith	10/21/2016			1. Formerly Incarcerated Regional Meeting
LA Valley	Rutan/Aschenbach May	12/9/2017 12/14/2018	Rutan/Aschenbach	3/17/2018	1. Curriculum Committee Meeting 2. Curriculum Committee Meeting 3. Curriculum Committee Meeting
Moorpark	Freitas/Stanskas/Eikey	10/14/2017			1. Area C Meeting

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Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan Davison May	10/22/2016 2/23/2017 11/17/18	Davison/Rutan/Beach Curriculum Committee Meeting Aschenbach	2/25/2017 6/7/2017, 7/19/2018	1. Curriculum Regionals 2. Dual Enrollment Toolkit 3. Curriculum Assistance 4. Curriculum Regional
Oxnard					
Pasadena City	Foster/Freitas	11/15/2016	Roberson, Beach, Eikey, May	5/11/2018	1. Area C Meeting 2. Guided Pathways Regional Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica	McKay	9/14/2018			1. Equity and Diversity Action Committee
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					
Crafton Hills				Rutan/Beach/Foster/ Parker/Slattery-Farrell/Stanskas	03/24/2018	1. Area D Meeting
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/2017			

6

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			1. Governance
Imperial Valley	Beach	4/7/2017			1. Governance Presentation
Irvine Valley	Davison/Rutan	5/15/2017			1. Curriculum Streamlining Workshop
Long Beach City	Davison/Rutan Foster/Davison	4/26/2017 10/16/2018	Aschenbach/Rutan Beach/Pilati	11/18/2017 03/23/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional – South 3. Guided Pathways 4. Accreditation Committee
MiraCosta	Foster/Freitas	8/10/2017	May/Beach	9/28/2016	1. 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			1. SI Institute
Norco	Davison/Slattery-Farrell/Eikey/Aschenbach	1/11/2018			1. RwLS Meeting
North Orange - Noncredit					
Orange Coast	Aschenbach	2/09/2018	Beach/Pilati Rutan/Parker/Foster/Davison	3/16/2018 10/13/2018	1. SLO Symposium 2. Guided Pathways 3. Area D Meeting
Palo Verde	Rutan	8/31/2017			1. Top Code Alignment
Palomar	Aschenbach/McKay	12/03/2016			1. 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			1. Curriculum Tech Visit
San Bernardino Valley	Executive Committee	9/9/2016	Rutan	5/11/2018	1. Executive Committee Meeting 2. AB 705 Implementation

			Rutan/Parker	9/20/2018	3. AB 705 Regional
San Diego City			Beach	1/19/2018	1. 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	May	9/22/2018	1. Curriculum Streamlining Workshop 2. MQRTF Meeting
San Diego Miramar	Bruno	5/1/2018			1. Collegiality in Action
Santa Ana	Beach	8/23/2017			1. Presentation on Role of Local ASCCC Senates Governance
Santiago Canyon	Davison/Beach/Rutan	12/8/2017	Rutan/Parker	1/10/19	1. Basic Skills Committee Meeting 2. Noncredit Committee
Southwestern	Rutan Davison/Foster/ Beach Davison/Stanskas	12/12/2016 04/07/2018 9/17-18/2018	Beach/A.Foster/Smith Parker	2/10/2017 9/17/2018	1. TOP Code Alignment 2. Diversity in Faculty Hiring Regional Mtg. 3. EDAC Regional 4. TASSC In Person Meeting 5. Board of Governors and Trustee for California Online CCD
Victor Valley					

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Executive Committee Agenda Item

SUBJECT: Equivalency Regional Meetings		Month: February	Year: 2019
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval Equivalency Regional Meetings for spring 2019.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The CTE Leadership and Standards & Practice committee chairs, with their committees, are requesting approval to hold focused regional workshops during spring 2019 to promote and improve the use of equivalency throughout the California Community College system. The regional workshops are intended to provide participating teams from colleges an opportunity to learn about effective equivalency practices and to examine their own processes to determine what improvements could be made to more effectively utilize equivalency to expand candidate pools. The regional workshops are also intended to be an opportunity for ASCCC, with Chancellor's Office and CCCACHRO partners, to promote the equivalency toolkit resources developed by the CTE MQ Task Force as part of its work to address Strong Work Force recommendations, specifically Recommendation 13, "Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices."

The workshops are intended to be more like the 2017 Curriculum Streamlining Regional Workshops than traditional ASCCC regional meetings and are intended to target districts/college groups within the following workforce regions: (*specific sites are TBD)

- Sacramento/NFN region
- Bay region
- Central Valley region
- LA/OC region (may be split into LA & OC)
- Inland region
- San Diego region

Colleges will be encouraged to send teams of 5-7 people including senate presidents, MQ/Equivalency chairs and committees, HR representatives, CTE deans and CTE faculty (liaisons encouraged).

---

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

Presentation teams will include ASCCC, Chancellor's Office WED staff, and CCCACHRO representatives. Event expenses may be shared between ASCCC, Strong Work Force, and SWF regions; details are TBD.

The following format is proposed for the regional workshops.

Draft Schedule:

9:30-10:00   Check-in/Breakfast

10:00-10:50   General Session (Welcome, Background, Need for Equivalency)

10:50-11:00   Break

11:00-12:00   Equivalency Toolkit, Effective Equivalency Practices

12:00-12:30   Lunch

12:40-1:45   Examining Local Practice, Determining a Path Forward

1:45-2:00   Wrap-up

![Academic Senate for California Community Colleges logo] **Academic Senate for California Community Colleges**

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Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: February	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on current legislative issues.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	**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 attached report updates legislative actions for the past month, highlighting bills that fall under academic and professional matters as well as select bills which might also be of interest to the Executive Committee.

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

ASCCC Legislative Report
Executive Committee Meeting 1-2 February 2019

The following legislation either has implications for academic and professional matters or may impact an area of academic and professional matters peripherally. Suggestions of additional bills to follow are welcome – please email info@asccc.org with suggestions. Full language of all bills can be found at https://leginfo.legislature.ca.gov

Assembly Bills

AB 2 (Santiago) California College Promise

This bill would instead authorize a community college to use California College Promise funding to waive fees for 2 academic years for these students.

ASCCC Position/Resolutions: The ASCCC has multiple resolutions calling for an ending of fees for students in the CCC system.

AB23 (Burke) Workforce Training Programs

This bill would state the intent of the Legislature to enact legislation to incentivize systems that better facilitate communication and partnerships between businesses, labor advocates, and educational institutions for the purpose of creating tailored workforce training programs that both increase worker participation and further the attainment of increased skills. The bill would make related legislative findings and declarations.

ASCCC Position/Resolutions: The ASCCC has positions around supporting the development of workforce programs, particularly light of the creation and extension of baccalaureate programs at the CCC.

AB30 (Holden) College and Career Access Pathway Agreements – Dual Enrollment

This bill would delete the requirement on the governing board of each district entering into a CCAP partnership agreement to present the dual enrollment partnership agreement as an informational item at a separate open public meeting of that board before taking public comment and acting to approve or disapprove the proposed agreement. The bill would provide that units completed by a pupil pursuant to a CCAP agreement may count towards determining a pupil's registration priority for enrollment and course registration at a community college. The bill would require the CCAP partnership agreement to include a plan, instead of a certification, by the participating community college district to ensure specified conditions are met. The bill would require the chancellor, on or before July 31, 2020, to revise the special part-time student application process to allow pupils to complete one application for the duration of their attendance at a community college as a special part-time student participating in a CCAP partnership agreement. The bill would move the deadline for the chancellor to prepare a summary report described above from on or before January 1, 2021 to on

or before January 1, 2020, and would require the chancellor to additionally prepare a summary report that includes, among other things, an evaluation of the CCAP partnerships, every 5 years thereafter. The bill would extend the operation of those provisions indefinitely.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions around dual enrollment, although there may be concerns around this providing priority enrollment and potentially seeing increasing numbers of students in these programs. See resolutions 4.01 (f07), 6.03 (S 15), and 9.02 (F16) regarding ASCCC support for expanding dual enrollment opportunities for students.

AB130 (Low): 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. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

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

The bill would authorize the office to require the governing boards and institutions of public postsecondary education to submit data to the office on plans and programs, costs, selection and retention of students, enrollments, plant capacities, and other matters pertinent to effective planning, policy development, and articulation and coordination. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program.

The bill would require the office to report to the Legislature and the Governor on or before December 31 of each year regarding its progress in achieving specified objectives and responsibilities. The bill would repeal its provisions on January 1, 2026.

ASCCC Position/Resolutions: This bill is a reboot (word for word, with the exception of the dates) of AB 217 (Low, 2018). The ASCCC opposed the initial reboot of the California Postsecondary Education Commission (CPEC) called for by SB 42 (Liu, 2015) in resolution 6.01

(S15), primarily due to the complete lack of stakeholder presence on the commission. Subsequent attempts to create a similar organization have come from assemblymember Low's office in 2016 and 2018. In Spring 2016, the ASCCC passed Resolution 6.02 (S 16), which provisionally accepted the creation of a new commission provided that representatives from higher education were included on the advisory board – it does not appear that this condition for support is met with the new bill.

+AB151 (Voepel) – Cal Grant Program – Community College Transfer Entitlement
Under existing law, to be eligible for an award under the California Community College Transfer Entitlement Program, an applicant may not be 28 years of age or older by December 31 of the award year, among other requirements. This bill would raise that limit to 30 years of age or older.

ASCCC Position/Resolutions: The ASCCC has supported any legislation that provides more financial resources to students.

Senate Bills

SB3 (Allen): Office of Higher Education Coordination, Accountability, and Performance
This bill would establish the Office of Higher Education Coordination, Accountability, and Performance. The bill would give the office specified functions and responsibilities for purposes of statewide postsecondary education planning, oversight, data collection, and coordination. The bill would require the public postsecondary segments and the Labor and Workforce Development Agency to submit specified data to the office so it may carry out its functions and responsibilities. The bill would apply to the University of California only to the extent the Regents act by resolution to make it apply. To the extent the bill would impose additional duties on community college districts, the bill would impose a state-mandated local program.

The office shall have all of the following functions and responsibilities:
(1) It shall advise the Legislature and the Governor regarding the need and optimal locations for a new segment of public postsecondary education or new public postsecondary segment campuses.
(2) It shall receive legislative and budget proposals from the public postsecondary segments for new public postsecondary programs, priorities to guide the public postsecondary segments, and coordination between the public postsecondary segments, and nearby independent institutions of higher education, as defined in Section 66010, and private postsecondary educational institutions, as defined in Section 94858. The office shall make recommendations regarding these proposals to the Legislature and the Governor. Each public postsecondary segment shall submit all proposals for new academic programs at its campuses to the office for review together with supporting materials and documents specified by the office.

(3) It shall review all proposals for changes in eligibility pools for admission to the public postsecondary segments and their campuses, and shall make recommendations regarding those proposals to the Legislature, the Governor, and the public postsecondary segments. In carrying out this paragraph, the office shall periodically conduct a study of the percentages of California public high school graduates estimated to be eligible for admission to the University of California and the California State University.

(4) It shall periodically provide independent oversight on the public postsecondary segments' and individual campus-based programs and initiatives and cross-segmental and interagency programs and initiatives in areas that include, but are not necessarily limited to, graduation rates, affordability, transfer, financial aid, assessment and placement, remediation, degree and certificate completion, adult education, workforce coordination, student transition into the workforce, effectiveness, and alignment with state goals and performance measures in higher education, including, but not necessarily limited to, the performance measures described in Sections 89295 and 92675. The office shall make recommendations regarding these programs and initiatives to the Legislature and the Governor.

(5) It shall, through its use of information and its analytic capacity, do all of the following:

(A) Inform the identification and periodic revision of state goals and performance measures of higher education in a manner that aligns with the goals for California's postsecondary education system described in Section 66010.91, and takes into consideration the performance measures described in Sections 89295 and 92675. It shall, biennially, interpret and evaluate both statewide and regional performance in relation to those goals and performance measures.

(B) In consultation with the public postsecondary segments, set performance targets for enrollment and degree and certificate completion statewide and by region. The office shall update the performance targets every two years.

(C) In consultation with the public postsecondary segments and workforce and development agencies, including, but not limited to, the Labor and Workforce Development Agency, periodically measure the supply and demand of jobs in fields of study statewide and by region.

(D) Periodically review both statewide and regional gaps of higher education admission, enrollment, and success by race, ethnicity, gender, socioeconomic status, and additional categories of students, as determined by the office.

66914.

(a) The office may require the public postsecondary segments to submit data to the office on plans, programs, costs, admission, enrollment, retention, plant capacities, and other matters pertinent to effective planning, policy development, articulation, and coordination. The office shall furnish information concerning these matters to the Governor and to the Legislature as requested by them.

(b) The public postsecondary segments shall provide student data to the office in a manner and format prescribed by the office for the purpose of establishing a P-20 longitudinal statewide data system.

ASCCC Position/Resolutions: Akin to the original call for a recreation of CPEC, this appears to be a body that would have no stakeholder input and may require an oppose position.

SB52 (Atkins): The Cal Grant Program: Cal Grant C Awards
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.

Effective commencing with the fall term or semester of the 2020–21 academic year, this bill would require the commission to establish an application deadline of September 2 of an academic year for students to apply for a Cal Grant C award for that academic year.

ASCCC Position/Resolution: The ASCCC supports the expansion of financial aid; this area (Cal Grant C) is one of the foci of this year's Legislative and Advocacy Committee. The Executive Committee also agreed to send a letter to Vice Chancellor Metune in support of the CO's support for expansion of Cal Grant C.

+ACR14 (Limon) – Dual Enrollment Week
This measure would recognize the week of March 17, 2019, to March 23, 2019, inclusive, as Dual Enrollment Week in California and would encourage colleges and universities to visit high schools and take action to help pupils register in dual enrollment courses.

ASCCC Position/Resolutions: The ASCCC has supported faculty led efforts around dual enrollment.

*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.

+Indicates a bill introduced since the last legislative report.

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

Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: February	Year: 2019
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 40 mins.	
CATEGORY:	Action Items	**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.

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: ASCCC Faculty Diversity Leadership Program		Month: February	Year: 2019
		Item No: IV. B. i.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will discuss establishing an ASCCC Faculty Diversity Leadership Program (2019-2020 Academic Year).	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The EDAC Committee promotes Faculty Diversity regarding all local and State Leadership. EDAC would like to explore various options for discussing/establishing an ASCCC Faculty Diversity Leadership Program (2019-2020 Academic Year) in light of the conversation regarding the applicant pool for statewide service and election procedures, from the January 2019 Executive Committee meeting.

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

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: The Student Equity Plan Paper		Month: February	Year: 2019
		Item No: IV. B. ii.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft of the Student Equity Plan Paper.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity Diversity & Action Committee held a Writing Workshop meeting on 1-16-2019 at the UC Davis Center. The main goal of this meeting was to cover the committee's agenda items while focusing primarily on updating the Student Equity Paper.

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

Outline

ASCCC Student Equity Plan

(9-14-2018)

Deadline for draft: Early January

Final edits: Beginning of February

1. **Introduction (Silvester, Leigh Anne)**

   a. **Equity in CCCs**

      i. **Definition**

      ii. **Importance**

   b. **History of Equity plan**

      i. **Merging with SSSP and Basic Skills**

      ii. **Obligations of college**

2. **Process of analyzing and tracking equity at campuses (Robin)**

   a. **Completing the SEAP (Student Equity and Achievement Plan)**

   b. **Resources and staffing needed**

      i. **Colleges should have research offices**

3. **Implementing Plans and Achieving Success Components (Leigh Anne, Sandy)**

   a. **Student Success Indicators**

      i. **Access**

      ii. **Course Completion**

      iii. **ESL and Basic Skills**

      iv. **Degree and Certificates**

      v. **Transfer**

   b. **Frameworks (The Vision for Success, Equity funding, SSSP regulations, etc.)**

4. **Redesigns, Guided Pathways, and AB 705 (Nate, Carlos)**

   a. **College Redesigns**

   b. **Guided Pathways**

   c. **AB 705**

5. **How to make pathways inclusive for students (Khalid, Sandy)**

   a. **Take care to pay attention to updated terminology (i.e., eliminating any deficit-minded language such as remedial, underprepared, and shifting language like "marginalized" to "minoritized")**

   b. **LGBTQIA+**

   c. **African American**

   d. **Latinx**

   e. **DACA and nonnative English speakers**

   f. **Homeless students**

   g. **Veterans**

6.   **Campus Climate (Carlos, Nate)**

        a.   **Achieving an equitable climate on your campus**

        b.   **Campus safety**

        c.   **Designated safe spaces**

7.   **Conclusion (everyone)**

8.   **Appendix (?)**

Adopted 2018-2019 ASCCC Equity and Diversity Action Committee

Fall 2018

Silvester Henderson, Chair, Los Medanos College

Robin Allyn, MiraCosta College

Nathaniel Donahue, Santa Monica College

Carlos Lopez, Folsom Lake College

Leigh Anne Shaw, Skyline College

Sandy Somo, Glendale College

Khalid White, San Jose City College

STUDENT EQUITY: GUIDELINES FOR DEVELOPING A PLAN

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

TABLE OF CONTENTS

NOTE: Revision to come after final edits and pagination - EDAC Committee

INTRODUCTION

California Community Colleges Chancellor's Office *Vision for Success*[1] ensures open access to higher education for all students irrespective of ethnicity, gender, sexuality, age, disability, residency status, religious affiliations, or economic circumstances. This 2018 plan reflects objectives that have long been enshrined in law. A directive issued by the California Legislature in 1991 charged all levels of public education, including California community colleges, to provide educational equity "[n]ot only through a diverse and representative student body and faculty but also through educational environments in which each person ... has a reasonable chance to fully develop his or her potential" (Education Code §66010.2c).

This directive is also reinforced in §66030:

66030. (a) It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or the characteristics listed in §66270 a reasonable opportunity to develop fully his or her potential.

(b) It is the responsibility of the governing boards of institutions of higher education to ensure and maintain multicultural learning environments free from all forms of discrimination and harassment, in accordance with state and federal law.

The Academic Senate has always argued that student equity should be used to evaluate all aspects of the institution, from the classroom to the boardroom. Achieving student equity begins with college-wide collaboration using a cross-functional team that represents all areas of the college, to construct an effective student equity plan that is focused on increasing access, retention, course completion, and transfer rates for all its student groups, especially those who have traditionally been underrepresented. Under current regulations, district governing boards are required to consult collegially with their local academic senates in developing and implementing student equity plans. Since 1992-1993, when the first edition of this handbook was written, the Academic Senate has taken a leadership role in pursuing the adoption of the student equity regulations, and has strongly urged their implementation.

Furthermore, the Academic Senate has consistently maintained that colleges and districts should regularly evaluate, revise and update their student equity plans. In Fall 2000, the Senate passed resolution 6.01 urging the Board of Governors to strengthen Title 5 Regulations on student equity plan creation and revision.

6.01 F00 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to revise Title 5 Regulations §54220 to require that districts submit a current student equity plan no later than one year after revisions are developed and approved by the Board of Governors and that districts revise their plans every three years thereafter.

The *Vision for Success* is built on a long history of the California community colleges' continual work to address the needs of the students served by the now 114-college system. This paper will present the history of addressing equity in the California Community Colleges system, the current measures whereby colleges measure how they meet student needs, and guidance for infusing equitable practices into everyday services to students.

HISTORY

In September of 1992, the Board of Governors of the California Community Colleges adopted a Student Equity Policy to ensure that historically underrepresented groups in higher education have an equal opportunity for access, success, and transfer, and in 1996, the directive that all districts develop, implement, and evaluate a student equity

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[1] California Community Colleges Chancellor's Office (2018). *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. Accessed Jan. 18, 2019 at http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

plan was made a condition of funding.

The Board of Governors recommended a set of student equity indicators to assist districts in identifying equity issues, namely, access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer rate.[2] In response to the Board of Governors' adopted policy on student equity, the Academic Senate developed and the plenary body adopted the 1993 document *Student Equity: Guidelines for Developing a Plan* as a reference for local senates in creating student equity plans. The Senate understood that conscious and careful planning was the first and necessary step toward reaching the highest possible rates of student success.

Since the inception of the Student Equity Policy, many policy revisions have occurred. In 2002, the Chancellor's Task Force on Equity and Diversity was created to consider two important issues: student equity and diversity in faculty hiring. However, in response to the economic downturn of 2008-2009, many regulatory requirements were suspended. The Student Success Act of 2012 (SB 1456) reaffirmed the state's commitment to student equity with goals to restructure student support services, create a common assessment, improve services to historically underrepresented groups[3], and improve transparency and accuracy of success data throughout the system.[4] In 2014, SB 860 provided substantial funding for Student Equity, added a focus on foster youth, veterans, and low-income students, and instituted specific planning criteria for colleges.[5]

The *Vision for Success* of 2018 sharpened the equity lens for community colleges with clear goals, a broad scope, and specific obligations of campuses. Most notably, the *Vision* highlighted the need to address low completion rates, excessive credit attainment, disengagement from older and working students, cost of education, and persistent opportunity gaps for various student demographics. The *Vision* laid out specific goals to be reached by 2022, and those are laid out in section four of this paper.

Meanwhile, legislative changes further reshaped the landscape of California Community Colleges. AB 705 (2017) made historic shifts away from the mandate of the Student Success Task Force that a common assessment be created and implemented statewide for placement into sequences leading to transfer. With AB 705, colleges are now mandated to "maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe" and within a three-year timeframe for students enrolled in credit ESL.[6] The bill prohibits colleges from lengthening a student's time to degree completion via enrollment in remedial coursework unless the student is deemed unlikely to succeed, the burden of proof falling upon the colleges to provide. Further, the bill specifies that students shall be placed into coursework according to multiple measures including high school coursework, grades, and grade point average; assessment tests are to be used only in an advisory manner and not as a means of placement (at this writing, ESL may still use placement tests). Partner bill AB 1805[7] further mandated that colleges shall make students aware of their rights to access transfer-level coursework and credit ESL upon entrance to the college.

By 2018, it had become clear that the Student Success and Support Program (SSSP) and the Basic Skills Program (BSP) overlapped in scope, data, and goals equally with the new lens of Student Equity, and later that year, the three programs were combined into one with campus obligations to complete an annual review of all of these measures.

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[2] California Community Colleges Chancellor's Office (2018). Student Equity Indicators. Accessed Jan. 19, 2019 from http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity/Indicators.aspx

[3] 'Historically underrepresented group' means ethnic minorities, women and persons with disabilities. The Board of Governors recognizes that ethnic minorities, women and persons with disabilities have historically faced discrimination and other obstacles that limited their opportunities for education, and academic success." [Appendix 4: Glossary]

[4] California Community Colleges Chancellor's Office press release September 27, 2012. Accessed Jan. 18, 2019 at http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SB1456StudentSuccessActOf2012/PressReleaseSB1456StudentSuccessActOf2012SignedGov.pdf

[5] California Community Colleges Chancellor's Office Student Services and Special Programs (2017). *Fact Sheet: Student Equity*. Cached copy located at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx.

[6] Assembly Bill 705. California Education Code § 78213 (2017).

[7] Assembly Bill 1805. California Education § 78221.5(2017)

At this writing, guidance for colleges on how to meet the new reporting requirements under the newly created Student Equity and Achievement Program (SEAP) are forthcoming. SEAP's mandate includes the following:

(A) Implementing activities and practices pursuant to the California Community Colleges Guided Pathways Grant Program;

(B) Ensuring students complete their educational goals and a defined course of study;

(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.[8]

To this end, in order to receive SEAP funding, colleges are required to maintain a student equity plan, provide student matriculation services to assist students in making informed educational plans, implement AB 705, provide an education plan for each student, and report expenditures annually by the 1st of each year (see Appendix 1A).

In 2017, the Academic Senate for California Community Colleges adopted Resolution 3.03 (F 17) *Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan*. Thus, this paper revisits that document and is intended to provide an updated guideline for colleges to address the obligations under the Student Equity and Achievement Program.

The ideas in this paper are presented in five sections as summarized below.

Section One: The Process of Developing Student Equity Plans—the Basics

This section provides a recommended process for developing the student equity plan—the "Who, What, and Why" of plan development, a brief discussion of the components of the plan, and a look at some possible reservations about developing a student equity plan.

Section Two: Analyzing and Tracking Student Data

This section outlines potential processes for analyzing and tracking student equity at the campus and district levels, and the importance of completing the SEAP (Student Equity and Achievement Plan). This section also highlights the need for resources and staffing; all districts should have research offices to identify the unique equity needs of their surrounding communities.

Section Three: Implementing Plans and Achieving Success Components

This section defines student equity indicators and the means of their measurement. This section also highlights ways to identify the unique equity needs of students..

Section Four: Redesigning Community Colleges for Equity

This section defines and explores the Guided Pathways mandate and specifies particular groups of underrepresented students that colleges can focus on, and recommends strategies for fostering equity among these groups.

SECTION ONE: THE PROCESS OF DEVELOPING STUDENT EQUITY PLANS—THE BASICS

This section provides some basic responses to key questions asked regarding student equity plans. The response to these questions provide a recommended process for developing the student equity plan, particularly the "Who, What, and Why" of plan development, as well as a brief discussion of the components of the plan. We will consider

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[8] Mohr, R. (Fall 2018) Student Equity and Achievement Program Integration 2.0 Support for the Vision for Success. Powerpoint from session presented at the meeting of the Association of Chief Business Officials (ACBO), Rancho Mirage, CA.

the "Why, What, Who and How," respectively.

WHY DEVELOP A STUDENT EQUITY PLAN?

As stated above, Title 5 (§51026 and §54220) requires college districts to produce a student equity plan. However, more important than regulatory requirements is the fact that student equity is a college's obligation to a socially just education for the students we serve. When a college commits to equity for its students, the college sees all students as potential achievers and undertakes the task of providing the needed framework, environment, and structured support for students to reach their goals. An equity-minded campus ceases to view students in terms of their education debt; Ladson-Billings encourages colleges to "move to a discourse that holds us all accountable…[one that] reminds us that we have accumulated this problem as a result of centuries of neglect and denial of education to entire groups of students."[9] Thus, it is a college's obligation to structure a solid, relevant equity plan that works actively to identify and eliminate barriers to success.

WHAT IS A STUDENT EQUITY PLAN?

As stated by the Chancellor's office, "College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the Student Success Scorecard[10] and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities[11]; SB 860 (2014) added requirements to address foster youth, veterans and low income students. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college. Beyond the obvious directive, however, it is a moral obligation of our system to evaluate our offerings through a lens of social justice and ensure that each student is provided opportunities to accomplish self-stated goals.

HOW HAS THE COLLEGE'S OBLIGATION TO COMPLETE A STUDENT EQUITY PLAN CHANGED?

With adoption of the *Vision for Success,* the Student Equity and Achievement Program was created to replace the Basic Skills Report, the Student Success and Support Program report, and the Equity report. Components of the Student Equity and Achievement Plan can be grouped into four broad categories: (1) research, (2) goals, (3) implementation, and (4) evaluation.

> (1) RESEARCH: A meaningful approach to student equity begins with an analysis of the current rates of enrollment, transfer, and completion, and the identification of barriers to student success. Research used to develop a plan should include as a minimum:
>
> - surveys of campus climate;
> - reviews of existing data; and
> - analysis of potential college barriers to student success.

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[9] Ladson-Billings, G. (2007). *Pushing Past the Achievement Gap: An Essay on the Language of Deficit.* The Journal of Negro Education, 76(3), 316-323.

[10] California Community Colleges Chancellor's Office (2019). Student Success Scorecard. http://scorecard.cccco.edu/scorecard.aspx

[11] California Code of Regulations §54220(d).

Additionally, the research should include

- the extent to which additional student support services such as counseling, financial aid, employment, and tutoring can increase student success in the equity indicators; and
- the effect of instructional methodology (i.e., classroom assessment, learning styles assessment, supplemental instruction, mentoring, peer tutoring, group learning environments, or different configurations of the curriculum) on student success in the equity indicators.

If the college carefully analyzes the data and devices programs to address local needs, or adapts successful practices that have worked in analogous situations in other districts, the college is likely to make progress.

(2) GOALS: Student equity goals must be elevated to the maximum level of visibility and importance. They should be integrated into the mission statement, master planning and accreditation. Goals should be set at a level that would allow significant progress in achieving student equity and that are also realistic and attainable. Goals and objectives for approaching student equity should be developed for each of the five indicator areas discussed in Section Three (access, course completion, degree and certificate completion, ESL and basic skills completion, and transfer rate). Baseline data should be established to evaluate the progress and the success strategies in advancing institutional success goals for all students and which may illuminate the extent of student success among diverse sets of student populations.

(3) IMPLEMENTATION: Colleges need not only to develop a good plan but also to implement the plan effectively. Steps for implementing measures addressing student equity should include identifying specific activities (new or existing activities), person(s) responsible for coordinating the activities, and a timeline. Faculty, students, and staff are all important in achieving these goals. Celebrating progress on student success—for example, publishing regular updates on how the college is doing and making frequent reports to the governing board and to newspapers—can be very effective in helping the equity effort move forward.

(4) EVALUATION: The Chancellor's Office has established criteria for reviewing and evaluating student equity plans; at this writing, further guidance is forthcoming for the 2019 template for the Student Equity and Achievement Program report. Plans are evaluated for having achievable and measurable goals (in the five indicator areas) based upon well-founded research and viable implementation strategies and institutional outcome measures for achieving the stated goals. (Please see Appendix 1 for details of these review procedures and criteria.)

WHO SHOULD BE INVOLVED IN DEVELOPING A PLAN?

Equity is a commitment to a philosophy and approach at a college that prioritizes the student experience. Therefore, it is very important that all groups, including faculty, students, administrators, and staff be involved in developing the plan so that all groups support and accept responsibility for its success. Additionally, the oversight for planning should be done at the highest governance levels to ensure the maximum support of all groups and the most effective implementation. Only then will colleges ensure the best coordination of activities and the widest involvement of everyone on campus in fostering student achievement and success.

Local academic senates have special responsibility for much that is at the core of any student equity plan. Strategies for student success, educational programs, curriculum as well as processes for budget development and institutional planning are all keys to student equity, and are among the "ten-plus-one" listed items in Title 5, §53200. Indeed, each of these academic and professional matters relates broadly to student equity plans, and thus local academic senates must be active in planning and implementing student equity.

Thoughtful participants will want to maximize the effective participation of staff and students while consulting collegially in the myriad academic and professional matters that will intersect in any well- written student equity plan. The senate needs to play a key role as well in ensuring that otherwise disparate planning efforts are mutually reinforcing and reflect a common focus on student equity.

SECTION TWO: ANALYZING AND TRACKING STUDENT DATA

This section outlines potential processes for analyzing and tracking student equity at the campus and district levels, defines student equity indicators and the means of their measurement. and the importance of completing the SEAP (Student Equity and Achievement Plan).

Commitment #4 of the *Vision for Success* encourages colleges to foster the use of data, inquiry, and evidence, and revised section 78220 of Education Code now mandates that colleges conduct campus-based research on specific populations. Therefore, it is critical that every college support and maintain an effective research office with trained staff and advanced technological services. Data should be regularly pushed out to various campus departments, and research offices should be nimble enough to respond to data requests by departments at any time irrespective of program review schedules. A college that is truly committed to equity for students will engage in such practices as a balanced scorecard approach, whereby activities created to increase outcomes are monitored and efforts towards them adjusted accordingly. Section 78220 directly highlights the following populations:

A) CURRENT OR FORMER FOSTER YOUTH

In 2006, the CCCCO launched the Foster Youth Success Initiative (FYSI) which established a foster youth liaison at each of the 114 campuses[12]. SB 860 made modifications to Ed Code 78220[13] that also highlighted foster youth as a particularly vulnerable population in need of support via guided pathways. Colleges can work to improve access to support and resources, as well as engage in research on their foster youth population's term-to-term retention rates, academic performance, degree and certificate attainment, and transfer in order to better serve this population.

B) STUDENTS WITH DISABILITIES

The historic Americans with Disabilities Act of 1990 transformed opportunities for Americans with disabilities, and many colleges have robust support services for students with disabilities. In 2015, Title 5 DSPS regulations underwent significant revision, resulting in challenges for DSPS services to adequately serve students; even after a rollout of training in 2016-2017, DSPS departments continue to adjust to these regulations.[14] The funding formula with new weights for disabilities was created as well. Concerns with how AB 705 will affect students with disabilities is widely shared; with the severe reduction of pre-collegiate coursework, continued research and monitoring of programs to serve this population is critical.

C) LOW-INCOME STUDENTS

The cost of a college education has been much discussed nationwide, and the *Vision for Success* calls out factors in cost to include the lengthy time to completion that requires students to spend more time accumulating more units than they actually need to graduate. This pattern hits low-income students hardest. In 2016, Governor Brown signed the California College Promise Innovation Grant Program[15], inviting several colleges to implement new or expand existing partnerships and pathways that provide students with free or reduced-cost education. Many colleges have moved ahead with implementing Promise Grants with typical criteria including first-year to college, full-time status, and creation of student educational plans in specific areas. Additionally, Supplemental Allowances in the SEAP are provided for headcounts of students

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[12] California Community Colleges Chancellor's Office (2018) Foster Youth SUccess Initiative. Accessed Jan. 21, 2019 at http://extranet.cccco.edu/Divisions/StudentServices/FosterYouthSuccessInitiatives.aspx

[13] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB860

[14] California Community Colleges Chancellor's Office (2018). Report: Disabled Students Program and Services. Accessed Jan 21 2019 at http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2018-dsps-report-FINAL-ADA.pdf.

[15] http://extranet.cccco.edu/Divisions/StudentServices/CaliforniaPromise.aspx

who receive Pell Grants. Further, the Zero-Textbook Cost Program[16] of 2018 set a goal of providing open-sourced materials to faculty for alternatives to costly textbook adoption. Colleges are encouraged to explore these and other ways to support low-income students.

D) VETERANS

SB 860 specifically called attention to the need for community colleges to support veterans in a more intentional and effective way. Many colleges have created veterans' resource centers where veterans can find community, as well as direct services for their unique needs. Such needs may include special assistance with registration, academic support, personal counseling, health care and referrals, and counselors who specialize in helping veterans leverage their experience and skills towards certificates, degrees, and transfer.

SB 860 further stipulates the need to conduct information on the ethnic and racial categories as defined by the United States Bureau for the 2010 Census. Below are some considerations for some of those populations:

AFRICAN AMERICAN STUDENTS

African American students constitute a student population that can benefit from the Guided Pathways framework. The Guided Pathways model, combined with AB705, allows for a structure redesign which accelerates student enrollment into transfer level courses. Thus, African American student populations will begin their community college courses with completion of core guided pathway courses. Completing the core guided pathway courses will increase their ability to transfer to a four year university much sooner than in previous academic years.

It is important to note, however, that the new Guided Pathways model and framework does not come without concern. One concern that arises with the redesigned model is that the implementation and infusion of equity-based services will no longer be a focal point where African American students are concerned. It cannot be assumed that the Guided Pathways model will supplant the necessity for equity and inclusion of African American students, including understanding their groups' needs and the systemic barriers that African American students face in the California Community Colleges.

Ideally, the Guided Pathways model would create a "level playing field" for all students, including those student populations that have historically suffered from marginalization. Unfortunately, the idealized level playing field is not a reality yet. So, the need of operationalizing equitable student service practices, as well as equitable instructional practices, remains a realistic need and goal for enabling interpersonal success within the African American student population.

HISPANIC OR LATINX STUDENTS

Much like our African American students, our Hispanic or Latinx students benefit from cohort-based instruction, wrap-around student services, mentorship, and community building. One of the models widely adopted statewide that help achieve this dynamic is *Puente*, a project that was founded in 1981, to increase the number of Latinx students who complete our programs and transfer to four-year colleges and universities. *Puente*[17], like other learning communities, shows promising results, so it is imperative that we continue to support such efforts as we construct our pathways and redesign our institutions moving forward. As this population becomes the majority student population that we will be serving in our state in

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[16] https://visionresourcecenter.cccco.edu/zero-textbook-cost-program-resources-0

[17] http://puente.berkeley.edu

the coming years, we must be prepared to adequately serve them. If we are to reach our goals of closing equity gaps in the near future, as prescribed by the *Vision for Success* and by our own institutional equity plans, it's no longer sufficient for us to simply be Hispanic-Serving Institutions (HSIs), we must evolve to become Hispanic-Succeeding Institutions.

ASIAN, NATIVE HAWAIIAN, AND PACIFIC ISLANDER STUDENTS

Asian and Pacific Islander (AAPI) students face unique challenges. More than thirty-eight unique ethnicities fall under the AAPI umbrella[18]. Data needs to be carefully collected and analyzed as some subgroups are very successful, making the overall rates appear positive. The data needs to be reflective of the diversity of this group so that services may be properly directed to where it is most needed.

Current data reported by the National Commission on Asian American and Pacific Islander Research in Education (2011) reflects that mentorship and cohort-based programs have found success in meeting some of these unique needs. For example, programs such as MANA, which represents a powerful, miraculous force drawn from the cultures of Melanesia and Polynesia, design college structures that work to provide integrated student support services coordinated with counselors and faculty to build community among Pacific Islander students to achieve their academic goals.

In 2017, AB 1018[19] amended SB 860 to include homeless and LGBTQIA+ students for inclusion in our student equity plans.

HOMELESS STUDENTS

In 2016, Governor Brown signed AB 801, The Success for Homeless Youth in Higher Education Act[20], into law. California Education Code sections 66025.9, 67003.5, 69514.5, 69561 and 76300 were modified to define and prescribe certain services to foster youth, former foster youth and homeless youth. That same year, AB 1995 mandated that all colleges provide access to shower facilities for homeless students. Colleges can be intentional about ways to identify this population and refer them to services. Increasing service hours such as tutoring and library can help this population, and Academic Senates can work with their Student Associations to devise guidelines and faculty training in how to accommodate students who are undergoing the stress of unstable housing.

LGBTQIA+ STUDENTS

In 2011, the passage of AB 620 requested the annual transmittal of summary demographic data reporting to the legislature regarding sexual orientation, gender identity, and gender expression of students. This data can then be used to identify and serve the specific needs of our LGBTQIA+ students, and include them in college equity plans. However, because many of our LGBTQIA+ may feel unsafe publicly identifying their sexuality, this data can be notoriously difficult to ascertain. In addition, it is important to remember that the needs of our transgender students are unique and often different from those of lesbian, gay and bisexual students. LGBTQIA+ students are profoundly resilient and intersectional, meaning that they face systemic oppression on a variety of intersecting levels of their social identities, including race, gender, sexuality,

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[18] National Commission on Asian American and Pacific Islander Research in Education (2011) The Relevance of Asian Americans and Pacific Islanders in the College Completion Agenda. Accessed Jan 21, 2019 at http://www.apiasf.org/CAREreport/2011_CARE_Report.pdf

[19] https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1018

[20] California Community Colleges Chancellor's Office (2017). Memo. https://extranet.cccco.edu/Portals/1/SSSP/FA/FWAx/SS1707801GuidanceMemo.pdf

documentation status, and socioeconomic background. In order to attract, retain, and promote the success of LGBTQIA+ students, colleges should clearly reflect the identities of these students in the physical environment of the campus, with imagery of queer students and bold messages of support. Student clubs with engaged faculty advisors can celebrate LGBTQIA+ history and community, and hold events commemorating Pride Month, National Coming Out Day, Women's History Month, Black History Month, and Trans Day of Remembrance. Local applications can include an option for transgender students to provide an "affirmed name" on class roster, email, and the Learning Management System (such as Canvas, etc.), so that they are not misgendered and misnamed by professors and peers. Campus facilities must include commensurate and clearly located "all gender" restrooms so that our non-binary students can fulfill their basic needs without obstacles. Ideally, colleges can designate spaces for the establishment of Pride Centers, as physical locations for the development of community and success.

The Guided Pathways Framework can help our LGBTQIA+ students the way it will help all students, by making our processes and student services more effective and legible, and to provide communities of learning via a cohort model that creates synergy and community among students. However, Guided Pathways in and of themselves will not provide the equity in outcomes for our LGBTQIA+ students that we desire and they deserve. That will take a sustained human effort of love and support, led by queer faculty alongside our allies, that shows our LGBTQIA+ students their resilience, potential and power.

The text of the Guided Pathways framework provides freedom for governing boards of community college districts to add any additional categories based on local demographics. Some key populations can include:

ENGLISH LANGUAGE LEARNERS

One of the more complex populations to integrate into college pathways is that of English language learners (ELLs), who come to the U.S. community college experience with diverse educational experiences, residency status, length of time in the U.S., and linguistic proficiency. Some ELLs may have foreign degrees, established professional careers, and proficiency in multiple languages while others may have gaps in their education and limited first language literacy. ELLs may enter the college from high school English Learner (EL) programs, adult education ESL programs, international student programs, or as first-time students in the U.S. All ELLs need guidance in how the community college system works; orientation should include curriculum offerings, programs and services for non-native English-speaking students, and appropriate financial aid information.

Pursuant to AB 705, colleges may not place ELLs into a credit sequence longer than six semesters (nine quarters) including transfer-level composition. Credit ESL programs that take longer than that three-year timeline need to ensure that students are not placed lower than the levels that timeline would necessitate; additionally, they need to develop pathways through their programs that are targeted to the demographic needs of the local population. Colleges are encouraged to review the transitions between noncredit to credit to ensure adequate support and information for ELLs to make informed decisions about their pathways. Through the Adult Education Block Grant (AEBG)[21], 71 districts established consortia with their local adult education providers and have been engaging in the alignment between adult education and community college, emphasizing transitions to the community college. Coordinated outreach within consortia can reach a wide population of ELLs; such measures can range from publishing pertinent college materials (i.e. class schedule, orientation info and college catalog) in multiple languages to hiring transition coordinators who ensure a seamless integration from adult education into the college.

Like many native-English speaking community college students, a large portion of ELL students may work

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[21] https://caladulted.org/

multiple jobs with long hours. Thus, colleges should consider creating a flexible schedule of courses inclusive of their working student population. Offering courses in the evening, online and/or on Saturdays should be considered.

DACA, UNDOCUMENTED, AND AB 540 STUDENTS

Students with Deferred Action for Childhood Arrivals (DACA) status, AB 540 students, and other undocumented students require special support for their unique needs. Colleges are encouraged to create Dream Centers staffed with knowledgeable individuals who can provide direct services and referrals for this vulnerable population. The Supplemental Allocation portion of the Student-Centered Funding Formula provides for additional funding for per-district unduplicated headcount of students who receive the AB540 waiver. Colleges who create support for undocumented students have the support of several state-level bodies. In 2017, the California Values Act was signed into law which effectively limits law enforcement from questioning a student's residency status. Additionally, the Board of Governors signed on to an amicus brief supporting DACA, and the Chancellor's Office has made a formal statement in support of DACA and AB 540 students.

CAMPUS CLIMATE ASSESSMENT

Research has shown that a key factor for student persistence and success is a campus that is receptive and supportive. Therefore, part of the research behind a successful student equity plan is to review the campus climate's effect on all students, particularly minoritized and underrepresented students. The campus climate must be assessed through the eyes of these students to determine just how receptive and supportive each campus is perceived to be. Do students find the campus community—faculty, staff, students and administrators—as well as the physical plant to be friendly or hostile, warm or impersonal, welcoming or inhospitable? The campus climate is inclusive of the entire college—all programs, departments, services, and staff. Therefore, the entire institution should be welcoming and supportive of students. Surveys should be carefully crafted to reveal the students' perception of the campus and specific programs and services.

Since student satisfaction is highly contextual, colleges should look at local variables as well as assess student perceptions of their campus experiences in areas that include, but are not limited to, the following:

- instructional effectiveness,
- academic advising/counseling,
- administrative effectiveness,
- registration effectiveness,
- safety and security,
- academic services,
- admissions and financial aid,
- campus support services,
- responsiveness to diverse populations,
- and physical and environmental factors that may adversely affect some populations.

Many colleges are presently conducting local student satisfaction research, hiring private research firms, and revising program review processes to assess campus climate. Colleges are encouraged to expand their research and technology services. A campus climate committee can be entrusted with the task of planning and implementing student satisfaction assessment surveys and studies. The campus climate committee should look at various existing campus climate surveys before coming up with its own instrument. California Tomorrow, a non-profit research organization, presented a report entitled *A New Look at the California Community Colleges: Keeping the Promise Alive for Students of Color and Immigrants* (2002) which discusses research that shows that students of color and

immigrants face special challenges or barriers on their way to academic success[22]. Additionally, the 2015 publication *Redesigning America's Community Colleges* provides an analysis of gaps in serving students via a "cafeteria style" model of education and advocates several ways to evaluate college systems and offerings.

SECTION THREE: IMPLEMENTING PLANS AND ACHIEVING SUCCESS COMPONENTS

Colleges are now engaged in the process of aligning their placement processes with AB 705 and AB 1805 using multiple measures and guided self-placement into college sequences and courses. Conscientiously applied support services provide professional guidance to assist students in making their educational choices. Consideration should be given to ensure that students are afforded equitable opportunities to identify their stated academic and interpersonal goals. These goals should be based on the individual education goals of each student, as supported by their listed educational plan.

California's *Vision for Success* ensures open access for students and has set the framework for student equity at all 114 California community colleges. Data is critical for plan implementation, and at this writing, data is intended to be disaggregated by gender, race, ethnicity, and other student qualities.

The five student equity indicators[23] and the means of their measurement are:

ACCESS

Access can be determined as the percentage of each group enrolled compared to the percentage of each group in the adult population within the community served. Information regarding enrolled students is reported in the California Community College Accountability Model report as item 1.11 (General Participation: Credit) and item 1.12 (General Participation: Noncredit).

COURSE COMPLETION

Course completion can be determined as the ratio of the number of courses that students—by group—actually complete at the end of the term to the number of courses in which students in that group are enrolled on the census day of the term.

Note that "course completion" means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Cr. The number of courses in which students are enrolled is determined by the total attempted number of credit courses for which each student ultimately receives a recorded grade of A, B, C, D, F, CR, No-Credit, I, or W.

DEGREE AND CERTIFICATE COMPLETION

Degree and certificate completion can be determined as the ratio of the number of students—by group—who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.

ESL AND BASIC SKILLS COMPLETION

ESL and basic skills completion can be determined as the ratio of the number of students—by group—who complete a degree-applicable course after having completed the final ESL or basic skills course in the sequence to the total number in the group who have completed such a final course.[24]

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[22] http://www.californiatomorrow.org

[23] Title 5, §54220 (see Appendix 3).

[24] Note that ESL and basic skills courses should not be lumped together for data collection since there are major differences between ESL students for whom English is not their native language and native speakers of English with developmental needs.

Completion of a final ESL or basic skills course here means the "successful" completion of a pre-collegiate ESL or basic skills course for English equivalent to one level below English 1A with a grade of C or better; or the "successful" completion of a pre-collegiate basic skills course for math equivalent to one level below elementary algebra.

Completion of a degree applicable course currently means the "successful" completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

It should be noted that AB 705 calls out ESL as separate from remedial education, yet the equity indicators still include ESL in the category of basic skills: "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.[25]"

Historically, ESL students have only been tracked meaningfully by this indicator alone; when their status changes upon entering transfer-level coursework, gaps are created in data and have created an incomplete picture of the success of ESL students. Therefore, it is critical that colleges measure ESL students within the other four indicators as well.

TRANSFER RATE

In 2001, the Chancellor's Office defined the cohort of transfer-potential students as consisting of those students who have completed a minimum of 12 units in the community colleges and who have attempted a transfer level course in mathematics or English.[26] The transfer rate, as a student equity indicator, is determined as the ratio of the number of students—by group—who actually transfer to a four-year college or university to the total number of students in that group who are in the transfer-potential cohort.

It is important to recognize that data collection and analysis should not be viewed as mere technical compliance. The data collection component of any student equity plan must be ongoing in order to evaluate the qualitative effectiveness of the plan and to determine what works and does not work. Data should be public, collected continually, and used in support of program creation and support. Programs or services that do not achieve both the goals of the campus and the community should be identified and jointly considered in an effort to reassess student needs, reevaluate goals, and determine new strategies.

SECTION FOUR: REDESIGNING COMMUNITY COLLEGES FOR EQUITY

The Chancellor's Office conceptualizes the completion of the *Vision for Success* via the Guided Pathways Framework and the implementation of AB 705. Pursuant to the Student-Centered Funding Formula (SCFF) of 2018, funding is contingent upon compliance with these initiatives, which are all aligned to address equity. Colleges are encouraged to use an equity lens as they develop plans and processes for the establishment of these directives on campuses system-wide. In developing plans for the expenditure of resources, colleges must adhere to guidelines

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Therefore, data regarding a final ESL course completion or a final basic skills course completion should be collected and analyzed separately.

[25] AB 705 (1) (a) (7)

[26] See Chancellor's Office report, "Transfer Capacity and Readiness in the California Community Colleges: A Report to the Legislature", March 1, 2002. The report utilizes Student Right to Know data to achieve a more complete picture of transfer behavior that includes transfer to private and out-of- state colleges.

established by the *Vision for Success* in order to achieve these system wide goals for 2022, which are the following:

- 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 and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index
- 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.[27]

Student equity requires institution-wide commitment, and Ed Code states that the Office of the Chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program.

Reenvisioning the structure of community colleges may increase access to student services by integrating campus programs and services, and creating clear pathways for students ensures access to those services." Programs that were originally conceptualized to serve special populations of students are now being asked to reconceptualize their work "at scale" through the framework of Guided Pathways.

In addition, districts are busy remapping their programs to provide clear on- and off-ramps to the college experience, focusing on the completion of stackable degrees and certificates that lead to job and skills attainment, wage gains, and transfer. If a student progresses through a series of milestones marked by the attainment of degrees and certificates, not only are they more likely to persist in the completion of their goals, but if they do have to stop out somewhere in the process, they may be able to leave with one or more valuable credentials.

The Guided Pathways Framework[28] has not replaced any of the successful and innovative approaches to student success that the previous equity plans informed; the purpose of Guided Pathways is to scale these approaches to support the success of more students . In order to achieve these results, each step of a student's community college journey must be designed supportively, starting with the most marginalized students. Initiatives and plans feel good to establish, but without high-impact practices that target underserved and minoritized students, and the enthusiastic dedication of the vast majority of resources to ensure their success, equity will not be achieved. If we create pathways that are supportive of and navigable by our most vulnerable students, we will have created a pathway that well serves all students. This means focusing on our students of color, undocumented students, LGBTQIA+ students,, first generation students, students with disabilities, and our incarcerated and formerly incarcerated students, to always keep them at the heart of our efforts.

This section describes a number of activities colleges can initiate or improve upon in order to maintain the focus on student equity as we implement the Guided Pathways framework.

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[27] California Community Colleges Chancellor's Office (2018). *Vision for Success: Strengthening California Community Colleges to Meet California's Needs.* Executive Summary. Accessed Jan 20, 2019 at https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_Exec_Summary_web_2019.pdf.

[28] California Community Colleges Chancellor's Office (2017). Principles of Guided Pathways. Accessed Jan. 20, 2019 at http://cccgp.cccco.edu/Portals/0/PrinciplesofGuidedPathways-090817.pdf

GUIDED PATHWAYS CONSTRUCTION

The Guided Pathways framework was adopted in 2017 and endorsed by the Chancellor's Office as an opportunity to better support learning and educational attainment for our disproportionately impacted student groups.

While many colleges have approached innovative local approaches to Guided Pathways, all colleges are expected to embrace this framework as a model to transform community college education for greater inclusiveness, equitable approaches, and success for students, particularly the student groups who are disproportionately impacted based on Student Equity data from the college.

In addressing the four pillars[29] of Guided Pathways, colleges will notice that many of the same practices that have been producing successful outcomes are still advisable, which others may benefit from examination and revision. The four pillars are outlined here with examples of high impact practices that can assist in the transformation of teaching required to guide students to greater success.

(1) CREATE CLEAR CURRICULAR PATHWAYS TO EMPLOYMENT AND FURTHER EDUCATION:

Stackable certificates can lead to immediate employment while making it possible for students to return for focus on a degree at a later time. The Strong Workforce Initiative of 2016 was designed to develop more workforce opportunity and lift low-wage workers into higher earning jobs. The initiative thrives on robust partnerships with K-12 and adult education as well as the provision of clear pathways to goals. It is grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding.[30]

(2) HELP STUDENTS CHOOSE AND ENTER THEIR PATHWAY:

Programs that are fully mapped and aligned while providing structured and guided exploration for students is at the heart of this pillar. Combined with structured onboarding processes, proactive academic and career advising, and instructional support and co-curricular activities, students can find greater wrap-around support. Faculty statewide are already engaged in the redesign and integration of basic skills and developmental education in compliance with AB 705 to get students started on their journeys.

(3) HELP STUDENTS STAY ON THEIR PATH:

Retention and enhancement of learning is paramount to fulfilling this pillar. Responsive and integrated student tracking systems aligned with interventions and resources help students stay on the pathway, persist, and progress. Teaching practices are also being examined with an eye for transformation change and improvement. Effective practices for colleges include:

> LEARNING COMMUNITIES
>
> *Communities, educational or otherwise, which care for and reach out to [their] members and which are committed to their welfare, are also those which keep and nourish [their] members. Their commitment to students generates a commitment on the part of students to the institution. That commitment is the basis of student persistence (Vincent Tinto, 1988).*

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[29] https://cccgp.cccco.edu/Portals/0/PrinciplesofGuidedPathways-090817.pdf

[30] http://doingwhatmatters.cccco.edu/

Tinto has found that a sense of connection is one of the most critical factors in enhancing student success. Learning communities create cohorts of connection that can positively reinforce student retention by breaking down a sense of isolation for both students and faculty.

A learning community is a curricular structure that links together two or more existing courses. A typical learning community may involve several instructors in different disciplines working with the same students in order to facilitate connections between subjects or disciplines and a curriculum often based on a common theme. The concept suggests that learning is multi- dimensional with the students performing some instructional functions and the faculty engaging in the learning process along with the students. Students find greater coherence in what they are learning, as well as increased intellectual interaction with faculty and fellow students. Learning communities are powerful curricular innovations and certainly help to revolutionize the learning process.

Learning communities were first offered in the Experimental College at the University of Wisconsin in 1927. More recently, the community colleges in Washington State, Daytona Beach Community College in Florida, and LaGuardia Community College in New York have been leaders in developing various forms of learning communities. The Center for Engaged Learning at Elon University[31] provides a wealth of well-tested high-impact practices and strategies for colleges approaching development of learning communities.

ALTERNATIVE DELIVERY: BLENDED LEARNING AND FLIPPED LEARNING

It is clear that the goals of the *Vision for Success* require that colleges change their process, and that means changing the teaching that happens in classrooms. Colleges today are moving away from the traditional "sage on the stage" lecture style of learning and embracing more transformative pedagogical practices that engage learners and increase their success.

Blended learning[32] (also known as hybrid learning) is a learning environment where a portion of instruction is done "face to face" and a portion is done online. Blended learning classes can provide a greater realm of instructional support where students can access the powerpoints, lecture materials, or clarification notes directly related to class content, and the course management shell creates an automatic community in which students can more easily communicate with each other outside of class.

Flipped learning[33] is an approach to teaching that allows educators to provide content in an out-of-class delivery (via online video or outside project activity) and spend the time in class grappling with the material in a supportive atmosphere, where the instructor can better guide the internalization of concepts. This technique can be applied occasionally, frequently, or regularly, and it can result in greater engagement as well as increased autonomy due to the expectation that students prepare themselves prior to each class session.

(4) ENSURE THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES:
Outcomes assessment has been a core aspect of teaching and learning in recent years. Faculty must continue to prioritize analyzing student success data at the course, program, and college level, and ensuring that the garnered insight is used to inform the ongoing revision of student equity goals and activities.

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[31] https://www.centerforengagedlearning.org/doing-engaged-learning/learning-communities/

[32] University of Florida. Blended Learning. Accessed Jan. 20, 2019 at https://blended.online.ucf.edu/2011/06/07/what-is-blended-learning/

[33] Flipped Learning Network Hub. Flip Learning. Accessed Jan. 20, 2019 at https://flippedlearning.org/

CONCLUSION

College Student Equity Plans are not a new idea. These plans which were originally created between 1960-1975, designed the community colleges to be open access institutions. If we are truly open to all, then we must serve all our students well, leaving no one behind. That is the essence of student equity. Everything else we do in the name of student equity is merely a means to that end.

To further that end, the Academic Senate endorses the recommendation of the Chancellor's Vision for Success Plan, the Guided Pathways Program - Assembly Bill (AB) 705 (Irwin, 2017), and the Student Equity Achievement Plan (SEAP). The California Community College Board of Governors reinvigorate and support student equity by requiring colleges to regularly evaluate and revise their student equity documents, while collaboratively focusing on diversity and inclusion.

Additionally, we recommend that the Board of Governors demystify the required evaluation of these plans, administered by the Chancellor's Office. Moreover, we support the Board of Governor's regulatory plan assessment and enforcement, as it is closely tied and linked to our new funding formula.

Student Equity is essential! Only with planning can we hope to achieve student equity and success. Only then can we ensure that no one and no group is left behind. Regardless of mandates from above, planning for student equity is vital, because the cost of failing any part of California's population would be a disaster for all Californians.

RECOMMENDATIONS

RECOMMENDATIONS TO THE BOARD OF GOVERNORS AND CHANCELLOR

1. The Chancellor and the Board of Governors must

assert that in creating or revising an equity plan, the intent is not mere production of a plan, but to make a difference in the lives of our students.

2. The Board of Governors should again require districts and colleges to re-evaluate and review periodically their student equity plans. The Board should also specify a time period for such review and evaluation.

3. The Board of Governors should require districts

and colleges to implement and develop those plans as a minimum condition for funding and should direct the Chancellor's Office to enforce that condition.

RECOMMENDATIONS TO LOCAL SENATES

Academic Senate for the California Community Colleges recommends to local academic senates that they:

1. conduct research to establish baseline data in the

5 student equity indicator areas.

2. set high but reasonable, achievable, measurable goals in the five student equity indicator areas.

3. implement their college student equity plan

by establishing a timetable and identifying individuals responsible for implementation.

4. raise the visibility and progress of the plan and its

implementation within the college community.

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5. recommend that multi-language materials,

information, orientations, and services for non- English speaking populations are provided and that courses are offered at more flexible times and at convenient sites.

6. include learning styles inventories as part of

student matriculation and placement services.

7. ensure that faculty and staff development

programs provide training in the following:

> Needs of target populations;

> Learning and teaching styles;

> CATs;

> Use of technology and issues of access; and

> Innovative teaching styles.

8. conduct periodic reviews by including student

equity goals as part of program reviews and establishing periodic review of the student equity plan, revising as necessary or as called for by any existing Board of Governors regulation.

9. foster academic mentoring and job shadowing for students, particularly those in targeted populations or at risk groups.

10. examine, as part of facilities master planning, the

impact of facilities on equity goals or objectives.

11. work to ensure that sufficient numbers of basic

skills classes are offered to meet student needs.

12. incorporate student equity as a primary focus of

their staff development programs and orientations of all faculty.

13. research the link between student equity and

faculty and staff diversity.

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APPENDIX 1A: Student Equity and Achievement Plan Bill Text - California Education Code 78222

The purpose of the Student Equity and Achievement Plans, as indicated by the Chancellor's office, is to close the gap in educational outcomes among student groups. Specifically, the plans should detail how colleges will structure resources so that traditionally underrepresented student groups are receiving the support and academic services they need to complete their self-stated goals. In addition The Chancellor's office requires colleges to demonstrate how Guided Pathways funding will be used to achieve the aforementioned equity goals. In addition, Student Equity and Achievement Plans should indicated how colleges will assist students in complete transfer level Math and English in "timely manner" pursuant to the directives of AB705. In addition, the plans should demonstrate how student support services, such as orientation, counseling and advising, as well as the development of individual Student Educational Plans, will serve the goal of systemwide equity in student outcomes.

(a) (1) The Student Equity and Achievement Program is hereby established.

(2) It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following:

(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

(B) Ensuring students complete their educational goals and a defined course of study.

(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

(b) As a condition of the receipt of funds for purposes of this section, a district shall comply with all of the following:

(1) Maintain a student equity plan pursuant to Section 78220 to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

(2) Provide student matriculation services pursuant to Section 78212, including implementation of orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist a student in making informed decisions about his or her educational goal and course of study and in developing an education plan. The Office of the Chancellor of the California Community Colleges shall establish guidelines on student matriculation services, including, but not limited to, the development of an education plan leading to a course of study. Notwithstanding any other law, students who are exempted from matriculation services pursuant to Section 78215 are not subject to the requirements of this paragraph.

(3) Adopt and implement placement policies consistent with the requirements of Section 78213.

(4) Provide all students with an education plan, which identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other provision of law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.

(5) Provide a report to the chancellor's office by January 1 of each year detailing how funding pursuant to this section was expended in the prior fiscal year and for what specific purposes. A district report shall also include an assessment of the progress in advancing the goals identified in paragraph (2) of subdivision (a).

(c) (1) If the total amount of funds appropriated for purposes of this section is equal to or greater than the amount of funds appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district an amount equal to or greater than the amount allocated in the 2017–18 fiscal year.

(2) If the total amount of funds appropriated for purposes of this section is less than the amount of funds

appropriated in the 2017–18 fiscal year for the Student Success and Support Program pursuant to Section 78212, the student equity plans pursuant to Section 78221, and the Student Success for Basic Skills program pursuant to Section 88815, the chancellor shall allocate to each district the pro rata share of the amount appropriated based on the amount allocated to each district in the 2017–18 fiscal year.

(3) The Board of Governors of the California Community Colleges may require districts or colleges to provide a local fund match for funding appropriated for purposes of this section.

(4) The chancellor shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement Program is used to support the goal of eliminating disparities pursuant to paragraph (2) of subdivision (a). It is the intent of the Legislature that colleges prioritize funding for high-need and disadvantaged students, as those terms are defined in subdivision (c) of Section 78221.

(5) (A) The chancellor may allocate up to 5 percent of the total funds appropriated for the purposes of this program for state administrative operations to carry out the intent of this section.

(B) Of the amount allocated pursuant to subparagraph (A), the chancellor shall allocate to a community college district no less than the amount that was provided to a district in the 2017–18 fiscal year pursuant to paragraph (1) of subdivision (b) of Section 88815 to carry out faculty and staff development to improve curriculum, instruction, student services, and program practices in the areas of basic skills and English as a second language program.

(6) By April 1 of each year, the chancellor's office shall submit a systemwide report to the Legislature and Department of Finance that provides a summary of the district reports referenced in paragraph (5) of subdivision (b). A report to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9795 of the Government Code.

(d) (1) All districts receiving an allocation of funds pursuant to subdivision (c) shall comply with the requirements of Section 78214. In meeting this requirement, the Student Success and Support Program referenced in Section 78214 shall instead mean the Student Equity and Achievement Program.

(2) For purposes of Section 87482.3, the Student Success and Support Program shall instead mean the Student Equity and Achievement Program.

(Amended by Stats. 2018, Ch. 426, Sec. 30. (AB 1840) Effective September 17, 2018.)

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APPENDIX 1: STUDENT EQUITY PLAN REVIEW PROCEDURES AND INSTRUCTIONS

The following instructions are written to provide reviewers with a general overview of the

responsibilities and procedures associated with the review of Student Equity Plans. Listed below are key areas of the review process. Use this text as a reference throughout the review

process. If you have any questions during the review, direct them through the team leader. The review process is divided into two areas: orientation and program plan review.

READERS RESPONSIBILITIES

The major responsibility of a reviewer is to review and evaluate plans in a fair and equitable manner. Reviews are responsible for the following:

1. Determination whether a district's Student Equity Plan is sufficiently developed to move forward

    into an annual review process. Consequently a districts plan should have: > Achievable and measurable goals based upon well founded research which clearly has identified

    valid student equity issues; and > Viable implementation strategies and outcome measures for achieving their stated goals and

recording the outcomes of their progress.

2. Assessment utilizing the approved Student Equity Rating Sheet. The reviewer is to indicate

whether selected items are contained in the plan, and provide comments when evaluating each program element. There are six additional questions each reviewer is expected to respond to and comment on and make an overall assessment of the program plan.

3. All plans must be read by a team of at least two reviewers.

4. Read all plans separately and do not discuss them with any other team member until the team

subcommittee meeting and the plan is up for discussion.

RATING A PLAN Each reviewer rates the elements within each plan on the basis of how well it addresses the issues

noted in each of the 21 questions posed by the rating sheet The rating scale assigned may be as follows:

> Outstanding - Significantly exceeds requirements of an acceptable program plan. > Acceptable - Addresses the basic requirements of a program plan. > Needs Improvement — Improvements needed to meet the requirements of a program plan.

A consensus rating will be obtained for the overall plan and the basic program elements within each plan:

1. Basic Research 2. Goals

3. Implementation 4. Budget

5. Evaluation

APPENDIX 3: STUDENT EQUITY: REGULATIONS AND GUIDELINES

OVERVIEW

This document sets forth regulations related to student equity which were adopted by the Board of Governors at its November 14, 1996 meeting and technically revised on May 14, 1997. Accompanying each regulation (where applicable) is a guideline developed by Chancellor's Office staff that explains and clarifies the implementation of the associated regulation. These guidelines are not part of the regulations and, therefore, do not have the force and effect of law. They represent the Chancellor's interpretation of the regulations and respond to questions raised during the consultation process and the public comment period. They can and will be revised by the Chancellor as deemed necessary.

51026. STUDENT EQUITY

In accordance with the provisions of Section 54220, the governing board of a community college district shall adopt a student equity plan.

GUIDELINES FOR SECTION 51026

This section sets forth the adoption of a student equity plan as a minimum standard for the governing board of a community college district and must be met as a condition for receiving state aid.

54220. STUDENT EQUITY

(a) In order to promote student success for all students, the governing board of each

community college district shall adopt, by July 1, 1993, a student equity plan which includes, for each college in the district:

(1) Campus-based research as to the extent of student equity in the five areas described in paragraph (2) and the determination of what activities are most likely to be effective;

(2) Goals for access, retention, degree and certificate completion, ESL and basic skills

completion, and transfer for the overall student population and for each population group of students, as appropriate. Where significant underrepresentation is found to exist in accordance with standards adopted by the Board of Governors, the plan shall include race-neutral measures for addressing the disparity, and, when legally appropriate race-conscious measures for addressing the disparity;

(3) Implementation activities designed to attain the goals, including a means of

coordinating existing student equity related programs;

(4) Sources of funds for the activities in the plan;

(5) Schedule and process for evaluation; and

(6) An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b) These plans should be developed with the active involvement of all groups on campus as

required by law, and with the involvement of appropriate people from the community.

(c) The Board-adopted plan shall be submitted to the Office of the Chancellor, which

shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d) For the purposes of this section, "each population group of students" means American

Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. A person shall be included in the group with which he or she identifies as his or her group.

GUIDELINES FOR SECTION 54220

This provision generally requires community college districts to adopt a student equity plan and submit a copy of the plan to the Office of the Chancellor.

It is recommended that the district establish a success/equity advisory committee, including representation from all groups on campus and appropriate representatives from the community, to assist in development of the student equity plan. This advisory body is intended to be actively involved in college district planning at the highest governance levels to ensure the most effective means of implementing identified success strategies. This regulation requires the identification of an official contact person and the inclusion of an ongoing evaluation process. This reflects the intent of the Board of Governors that the planning process be an ongoing effort designed to incorporate the results of institutional self study to promote continuous improvement of the college or district.

Student success and especially the success of students from underrepresented groups should become the standard way districts and CEOs measure and advertise their achievements during the next decade.

The regulation further describes the component parts each student equity plan shall contain. Subsection (a)(1) requires a student equity plan to include basic research to determine the extent to which equity issues are revealed. This may include but is not limited to an assessment of success indicators, campus climate studies, or other effective means of identifying areas in which historically underrepresented groups may or may not be best served through the community college. By conducting a study of the problem, it is expected that a college or district will be able to detect things about the way the college is organized, the quality of its instruction, or the availability of services which create obstacles to student success.

NOTE: Revision to come after CCCCO releases template for SEAP - EDAC Committee

The Board of Governors has identified five measurable success indicators it feels are key in determining the success various population groups are achieving access, course completion, degree/certificate completion, ESL/Basic Skills completion, and Transfer. Data in these areas should be periodically reviewed and efforts should be made to address any problems that should be identified.

Subsection (a)(2) allows community colleges and districts to set goals to ensure student equity when underrepresentation is noted within any success indicator area for any student population group. Goals are usually written expressions formulated to achieve a desired outcome.

When goals are adopted, they should include specific measures for determining progress toward achieving the desired outcomes. Such measures should identify the baseline data findings from the basic research that forms the bases for noting an equity issue, as well as the amount and direction of change expected to reflect the desired outcome or amount of progress to be achieved.

Goals are typically accompanied by target dates and/or timetables to establish a time frame for assessing the effectiveness in achieving expected educational outcomes.

Colleges may establish goals and target dates to eliminate noted underrepresentation whenever it is found, as long as

its methods are limited to race/gender neutral considerations. Non- discriminatory and equal opportunity practices are intended to protect the rights of everyone and consequently are expected to be race/gender neutral.

Although the Board supports the use of race-neutral methods to promote student success/ equity, it recognizes that under certain conditions, colleges may have a legal obligation under federal law to do more.

Corrective action, however, is an affirmative measure that must be taken in accordance with this regulation when there is significant underrepresentation (below the 70% level of expected representation). When such evidence is found community colleges must go beyond complying with the nondiscrimination laws and take active steps to promote student equity. Corrective action measures may include race/gender neutral as well as methods, which take race and gender into account.

WHEN A DISTRICT DETERMINES THAT SIGNIFICANT UNDERREPRESENTATION EXISTS IT SHALL:

(1) review its practices and procedures and identify and implement any additional measures which might reasonably be expected to address the needs of significantly underrepresented groups in the success indicator areas in question;

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

(3) establish target dates for achieving expected outcomes.

It should be noted, however, that race/gender conscious methods may not be used until the district has tried race/gender neutral approaches for the reasonable period of time and found that the significant under representation persists. The Chancellor's Office recommends that race/gender neutral methods be tried for at least 3 years before consideration is given to mechanisms that take race or gender into account.

Subsection (a)(3) calls for the identification of implementation strategies to be undertaken to address student equity goals. California community colleges currently offers a variety of programs and services which, although race neutral, provide support and meet the needs of a variety of underrepresented groups. Many of these as well as others may be considered for inclusion in the student equity plan when these activities are determined to be feasible and potentially effective in the elimination of significant underrepresentation.

WHEN ESTABLISHING GOALS FOR STUDENTS WITH DISABILITIES:

Districts may concurrently utilize disability conscious measures without waiting to prove that disability neutral measures do not or will not work.

Nothing in this regulation shall be construed to prohibit a district from taking any other steps it concludes are necessary to ensure student equity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law.

Subsection (a)(4) calls for the identification of resources budgeted to carry out the plan. Student equity is an institution-wide mode of operation, its funding is implicit in the use of all institutional funds which may include but is not limited to federal and/or state resources, general fund revenue, private grants, or in kind services.

Because an institution-wide response to student equity is appropriate, all institutional funds can be viewed as resources for student equity. There are already substantial categorical monies that could be coordinated more effectively with all parts of the campus such as:

> Equal Opportunity Programs and Services

> Cooperative Agencies Resource Education

> Disabled Students Programs and Services

> Matriculation

> Financial Aid

For vocational education and employment training, the Vocational and Technical Education Act and the Job Training Partnership Act both include major provision for the support of underrepresented and economically challenged students.

Within the Chancellor's Office Education Standards and Evaluation program area, several ongoing programs working towards student equity goals are available:

> California Academic Partnership Program

> MESA/MEP - Mathematics, Engineering and Science achievement/Minority Engineering

Program

Other specific statewide system funds may be utilized to support the student equity effort include:

> Faculty and Staff Development fund

> Fund for Instructional Improvement

> Underrepresented Student Special Projects Fund

> Student Success Project Fund

Local student equity planners are encouraged to devise new ways to better coordinate these programs to support student equity efforts. There may be ways to save money by using new, more effective teaching strategies or technology, Improved advising and counseling may help student make better decisions on course selection. Effective implementation of probation and dismissal policies may also permit more effective use of the colleges' limited resources.

Subsection (a)(5) requires each district to establish a schedule and process for its evaluation. It is intended that the data collection component of any student equity plan be an on going effort and each community college district is expected to annually survey its student population to gather ethnicity, gender and disability data for use in evaluating its progress in implementing the goals set forth in its plan.

The schedule should be very specific about who is doing what and when they should be doing it. The schedule should also include how often the plan itself will be evaluated.

Each district is further required by subsection (a)(6) to develop an executive summary which identifies the groups for whom goals have been set; the goals and initiatives to be undertaken by the college or district; the resources budgeted for this purpose; and the official contact person responsible for this effort. It is intended that the designated contact be responsible for the monitoring, review, and evaluation of student success for all students as well as guiding the planning and development process to promote student success. He/she should therefore compile the results of the periodic review process to determine effective success strategies and annually report these findings to the success/equity advisory committee for consideration in their planning to promote continuous improvement of the college or district. A copy of this report along with any resulting committee or board action should also be submitted to the Office of the Chancellor.

NOTE: Revision to come after CCCCO releases template for SEAP - EDAC Committee

APPENDIX 4: GLOSSARY

Definition of terms, developed by the Chancellor's staff, commonly used in conjunction with these provisions include:

DIVERSITY. "Diversity" means a condition each district should strive to achieve in which the district's student body includes men and women, persons with disabilities, and individuals from all ethnic groups in numbers adequate to ensure that the community college provides an inclusive educational environment which fosters cooperation, acceptance, democracy and the free exchange of ideas. Although there is no universal or specific measure for determining when diversity has been achieved, the demographics of the adult population of the state and of the community served by the district should both be considered.

EQUITY. Definition TBA.

EQUAL OPPORTUNITY. "Equal opportunity" means that all qualified individuals have a reasonable chance to fully develop his or her potential through equal access to education and a full and fair opportunity to achieve student success and academic excellence.

ETHNICITY. "Ethnicity" means the ethnic group in which an individual is included or with which an individual identifies. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor and consistent with state and federal law.

ETHNIC MINORITIES. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, and Hispanics.

EXPECTED REPRESENTATION. "Expected representation" means that the percentage of persons from an historically underrepresented group is substantially the same as the percentage that members of that group would be expected to represent given the number of persons from that group in the pool of persons who are determined by the Chancellor to be available in the service population in question.

GOAL. "Goal" means a statement that the district will strive to attract and serve additional qualified members of an historically underrepresented group in order to achieve the level of expected representation for that group by a target date established by taking into account the expected turnover in enrollment and the availability of persons from that group who are qualified members of its service population. Goals are not "quotas" or rigid proportions.

HISTORICALLY UNDERREPRESENTED GROUP. "Historically underrepresented group" means ethnic minorities, women and persons with disabilities. The Board of Governors recognizes that ethnic minorities, women, and persons with disabilities have historically faced discrimination and other obstacles that limited their opportunities for education, and academic success.

PERSON WITH A DISABILITY. "Person with a disability" means any person who (1) has a physical or mental impairment which substantially 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 "substantially limited" if he or she is likely to experience difficulty in securing access to the college or achieve success.

POPULATION GROUP. "Population group" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, or other identifiable groups. A person shall be included in the group with which he or she identifies as his or her group.

RACE/GENDER/DISABILITY CONSCIOUS MEASURES: Where race, gender, or disability is included as a factor for selection or granting of a benefit of one group over another.

REASONABLE ACCOMMODATION. "Reasonable accommodation" means the efforts made on the part of the district to remove artificial or real barriers that prevent or limit educational access or success of persons with disabilities.

SIGNIFICANTLY UNDERREPRESENTED GROUP: "Significantly underrepresented group" means any historically underrepresented group for which:

1. the percentage of persons from that group served by the district in any enrollment or

service category listed is below seventy percent (70%) of the percentage that members of that group would be expected to represent given the service population in question; or

2. the number of persons from that group served by the district in any enrollment or service

category is lower than the number that would be expected given the number of persons from that group in the service population in question, and that discrepancy is found to be statistically significant to the #1 level using the chi square test or any other statistical test the Chancellor determines to be appropriate for this purpose; or

4. where small numbers are involved, both (1) and (2) are satisfied.

STUDENT EQUITY INDICATOR: A "student equity indicator" means a statistical measure that may be utilized to determine areas for which target population groups may or may not achieve equal education access or success. The Board of Governors has identified five measurable student equity indicators:

1. ACCESS: Access can be determined as the percentage of each group enrolled compared to the percentage of each group in the adult population within the community served.

2. COURSE COMPLETION: Course completion can be determined as the ratio of the number of courses that students—by group—actually complete at the end of the term to the number of courses in which students in that group are enrolled on the census day of the term.

3. ESL AND BASIC SKILLS COMPLETION: ESL and basic skills completion can be determined as the ratio of the number of students—by group—who complete a degree applicable course after having completed the final ESL or basic skills course in the sequence to the total number in the group who have completed such a final course.

4. DEGREE AND CERTIFICATE COMPLETION: Degree and certificate completion can be

determined as the ratio of the number of students—by group—who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.

5. TRANSFER:The Chancellor's Office has defined the cohort of transfer-potential students as consisting of those students who have completed a minimum of 12 units in the community colleges and who have attempted a transfer level course in Mathematics or English. The transfer rate, as a student equity indicator, is determined as the ratio of the number of students—by group—who actually transfer to a four-year college or university to the total number of students in that group who are in the transfer-potential cohort.

STUDENT EQUITY PLAN. A "student equity plan" is a written document in which a district's student population is analyzed and specific result-oriented plans and procedures are set forth for ensuring equal opportunity, promoting diversity, and achieving expected representation of qualified members of all population groups.

STUDENT EQUITY PROGRAM: "Student Equity Program" means all the various methods by which a diverse and representative student body is to be achieved for qualified members of historically underrepresented groups. Such methods include, but are not limited to, using non-discriminatory practices to promote student success, actively recruiting, monitoring and taking other steps to ensure equal opportunities, promoting diversity, and taking corrective action where significant disparities in student success levels are identified.

TARGET DATE. "Target date" means a point in time by which the district plans to meet an established goal and achieve expected representation for a particular historically underrepresented group in a particular indicator area.

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: February	Year: 2019
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**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 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.

Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: February	Year: 2019
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**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.

Executive Committee Agenda Item

SUBJECT: Publications Guideline Update for Guided Pathways Canvas Website		Month: February	Year: 2019
		Item No: IV. D. i.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval changes to the publication manual to allow the GP Canvas website to go live.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Carrie Roberson/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Part of the Guided Pathways Task Force (GPTF) efforts included the creation of a Guided Pathways website of resources through Canvas. In order to allow the website to go live, we will need to provide guidelines for colleges other stakeholders to use the materials developed by the ASCCC GPTF. The GPTF is requesting that the Executive Committee approve the use of Creative Commons language for the Guided Pathways Canvas website materials in order to allow the website to go live.

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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: Strong Workforce Program Recommendations		Month: February	Year: 2019
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**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: Revise Academic Senate Rules		Month: February	Year: 2019
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss and consider possible revision to Academic Senate Rules.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	**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 discussed this item at the January 11-12, 2019 Executive Committee Meeting and requested it be brought forward again to the February 2019 Executive Committee Meeting.

A breakout session was provided during Fall 2018 Plenary to discuss the Elections Process. There was discussion about possibly removing the "trickle" as the perception is that this prevents new faculty from being elected to the Executive Committee. There was also discussion about this recommendation in the Standards and Practices Committee. The committee is recommending the attached revision to the Academic Senate Rules.

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

Academic Senate Rules

I. Election Rules and Procedures
   A. Election of Officers
      1. Officers. The President, Vice President, Secretary, and Treasurer will be elected to the Board of Directors by balloting from all Delegates.
   B. Elections of Representatives
      1. Area Representatives. Each Area Representative shall represent one of the geographical areas designated as Area A, B, C, or D in the current Academic Senate directory. The Academic Senate shall publish a list of community colleges and districts comprising each area. Each Area Representative will be elected to the Board of Directors by balloting only from Delegates from their respective Area colleges.
      2. Two North Region representatives. The North Region consists of all those community colleges and districts comprising Areas A and B. North Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the North Region.
      3. Two South Region representatives. The South Region consists of community colleges in Areas C and D. South Region Representatives will be elected to the Board of Directors by balloting only from Delegates from the South Region.
      4. Two At-Large representatives. At-Large Representatives will be elected to the Board of Directors by balloting from all Delegates and may be a pool of all candidates who have not prevailed for other offices who indicate their intent to be a candidate as well as all candidates specifically nominated for the At-large Representative positions.
   C. Terms of Office
      1. Terms for Officers shall be one year.
      2. Terms for representatives shall be two years.
      3. Terms for representatives shall be staggered as follows. Even-numbered year elections will select the Area B and C representatives, one representative each from the North and South regions, and one of the At-Large representatives. Odd-numbered year elections will select the Areas A and D representatives, one representative each from the North and South regions, and one of the At-large representatives.
   D. Schedule
      1. The annual election shall take place on the last day of the Spring Plenary Session.
      2. If there is a vacancy on the Board of Directors, a special election to fill that vacancy may be held on the last day of the Fall or Spring Plenary Session. Any special election will be held following all regularly scheduled elections.
      3. The time at which balloting will begin shall be announced in the printed agenda. The first ballot shall not be held earlier than the announced time.
   E. Nominations
      1. Nominations may be made in two ways:
         a) In writing and delivered to the Academic Senate Office;
         b) From the floor at a general session designated for such floor action. The general session for floor nominations should be published in the agenda, and all nominations are closed at the end of that general session.
      2. Nominations may be made only with the consent of the nominee.
      3. ~~Nominees shall indicate whether they wish to stand for other positions for which they are eligible if they do not prevail for the office nominated.~~
      4. The Academic Senate Office shall provide, at the time of the elections, an announcement board that indicates the Elected Officers and other members of the Board of Directors. This announcement board will be updated as new Board of Directors members are elected, and as vacancies occur.
   F. Delegates Registration

1. Delegates must sign in by Saturday morning no later than 8:15 a.m.
G. Elections Procedures
1. The process by which the election will be conducted shall be distributed in writing prior to the day of the election.
2. Each ballot shall proceed as follows: Tellers shall distribute ballots to those Delegates eligible to vote for the specific office being contested.
   a) The Delegate shall mark the ballot, seal it, sign it, and return it to the tellers.
   b) The tellers shall retire to another room and shall compare the signatures on each ballot against the signatures on the list of Delegates eligible to vote, setting aside any ballots not submitted by a Delegate eligible to vote. Then, all ballots shall be counted.
   c) The specific process by which the election will be conducted, including the grounds and process for appeal of specific ballot results, shall be distributed in writing prior to the day of the election.
3. To be elected, a candidate must receive a vote from a majority of those delegates present and voting.
4. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes, including all ties.
5. The order of the election shall be as follows: President, Vice-president, Secretary, Treasurer, Area Representatives, North Representative, South Representative, and At-Large Representative.
6. Any candidate may observe or select someone to observe the counting of votes for the ballot or ballots on which the candidate's name appears.
7. A candidate for election may not chair the Elections Committee or participate in the distribution, collection, or tallying of votes.
8. If a candidate runs unopposed, the candidate may be elected by acclamation. The motion to be elected by acclamation must be moved and seconded by Delegates from the floor and must be approved by the body.
9. Ballots shall be kept in the Senate archives until the next election.
II. Vacancies on the Board of Directors
   A. If the Presidency is vacant, the Vice President will become the President.
   B. Vacancies for all other positions on the Board of Directors may be filled by interim appointment. Appointees shall be selected from nominations submitted by eligible Member Senates specified in Sections I.A and I.B of the Senate Rules. Nominees must meet the requirements for serving on the Board of Directors as defined in Article IV, Section 2 of the Bylaws.
   C. Any vacancy filled in accordance with these rules shall be filled by election at the next plenary session.
   D. Failure to attend either two successive meetings or six days total of Board of Directors meetings per year may be deemed a resignation, pending review by the Board of Directors and subject to the Academic Senate's Policy on the Removal of a Member of the Board of Directors.
III. Recall of a Member of the Board of Directors
   A. A proposal to recall an elected member of the Board of Directors must be in the form of a resolution from a Member Senate that satisfies the eligibility requirements in sections I.A and I.B of the Senate Rules.
   B. The resolution must include a signature of support from 1/3 of the delegates eligible to vote for the Board member being recalled.
   C. Upon receipt of the recall resolution, the President shall distribute ballots on the recall to each eligible delegate within 15 days of receiving the resolution requesting removal.
   D. Ballots must be returned within 30 days from the day the ballots were distributed. The recall shall be approved if 2/3 of eligible delegates vote in favor of it.
   E. If the recall is approved, then the Board vacancy may be filled in accordance with the section II of the Senate Rules.
IV. Relationship between the Academic Senate and the Academic Senate Foundation
   A. The Foundation shall exist at the will of the Academic Senate Board of Directors.

B. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors.

C. The Foundation shall report at each regularly schedule meeting of the Academic Senate Board of Directors.

D. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors.

E. The Foundation may seek and utilize administrative support from the Academic Senate.

F. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office.

G. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board.

V. Committees

A. There shall be standing committees for topics related to accreditation, curriculum, educational policy, professional development, standards and practices, and other topics as identified by the Board of Directors.

B. There shall be three operational committees: Budget and Finance, Elections, and Resolutions Committees.

C. The Board of Directors may create other committees, task forces, and ad hoc groups as needed to address the adopted positions of the Academic Senate.

Rules Adopted Spring 2015

NOTE: - An accompanying Resolution is needed and this would need to be adopted by the body.

![Academic Senate for California Community Colleges logo]

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Executive Committee Agenda Item

SUBJECT: Curriculum Institute Theme and Structure		Month: February	Year: 2019
		Item No: IV. G.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will provide feedback regarding the theme and structure for the 2019 Curriculum Institute.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: The Curriculum Regional Institute is taking place July 10-13, 2019 at the Hyatt San Francisco Airport.

Attendance at the Curriculum Institutes:
- 2018 – 630
- 2017 – 677

Capacity for 2019 Curriculum Institute: 670

Typically, attendance at the institutes held in the south is higher than those held in the north.

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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: Spring 2019 Curriculum Regional Meeting Program		Month: February	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Spring 2019 Curriculum Regional Meetings program.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND: Curriculum Regional Meetings are scheduled for March 15/16. Attached is the draft program to be considered for approval.

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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: 2019 Career and Noncredit Education Institute		Month: February	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review, provide feedback, and consider for approval the preliminary draft program for the 2019 Career and Noncredit Education Institute.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach/Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Career & Noncredit Education Institute is scheduled for April 25-27, 2019 at the DoubleTree by Hilton San Diego Mission Valley. The CTE Leadership and Noncredit Committees have met independently and propose the following draft program for Executive Committee review and approval.

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

Career and Noncredit Education Institute
April 25-27, 2019

Theme: None or TBD

General Sessions (3)

        Motivation/Inspiration or Student Perspectives

        Data (Kathy Booth)

        AB 705

THURSDAY, APRIL 25

9:00 am-11:30 am Pre-session (invitation only) – Liaison training

11:00 am-12:00 pm   Registration

12:00pm-2:00 pm   Lunch, General Session 1
Welcome
John Stanskas, ASCCC President
Cheryl Aschenbach, ASCCC CTE Leadership Committee and
Craig Rutan, ASCCC Noncredit Committee

General Session presentation

2:15-3:30 pm   Breakout Session 1
1.
2.
3.
4.
5.
6.
7.

3:30-3:45 pm   Coffee Break

3:45-5:00 pm   Breakout Session 2
1.
2.
3.
4.
5.

6.

7.

5:30-7:00 pm <mark>**Social ?**</mark>

Grab a drink at the no host bar and join your colleagues as they showcase innovative and productive practices in career technical education, noncredit education, and counseling and student services.

FRIDAY, APRIL 26

8:00-9:00 am **Registration, Breakfast**

9:00-10:15 am **Breakout Session 3**

1.

2.

3.

4.

5.

6.

7.

10:15-10:30 am **Break**

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

1.

2.

3.

4.

5.

6.

7.

12:00-2:00 pm **Lunch, General Session 2**

2:00-2:15 pm **Coffee Break**

2:15-3:30 pm **Breakout Session 5**

1.

2.

3.

4.

5.

6.

7.

3:45-5:00 pm   Breakout Session 6

1.

2.

3.

4.

5.

6.

7.

5:15 - 6:30   Fireside Chat - John Stanskas <mark>?</mark>

Join President John Stanskas and members of the ASCCC Executive Committee for a robust conversation regarding the state of career and noncredit education and counseling in our system. Bring your questions and your ideas!

SATURDAY, APRIL 27

8:00-9:00 am   Registration, Breakfast

9:00-10:00 am   General Session 3

10:15-11:30 am   Breakout Session 7

1.

2.

3.

4.

5.

6.

7.

11:30 am   INSTITUTE CLOSES

Possible Topics for Institute

1. Noncredit Progress Indicators, Data Collection, and Metrics
2. Incorporating and Integrating Noncredit into Institutional Planning
3. Online Education for Noncredit with the Creation of the Fully Online Community College
4. Developing Success Metrics and Integrating Noncredit into the Student Centered Funding Formula
5. Integrating Noncredit Faculty into Collegial Governance
6. Full-Time Noncredit Faculty and the Faculty Obligation Number (FON)
7. Counseling and Student Support Services for Noncredit Programs
8. Tutoring, Supplemental Instruction, and Other Support Services in the World of AB 705
9. What Everyone Needs to Know About the California Adult Education Program (CAEP)
10. Developing Pathways from Noncredit into Credit
11. Basics of Noncredit
12. Noncredit Curriculum Requirements and Approval Processes
13. Building Bridges between K-12 and California Community Colleges in Adult Education
14. Collaboration between Credit and Noncredit in Strong Workforce Program (overlap with CTE)
15. Beginning and Expanding Noncredit at your College
16. Integrated Immigrant Education
17. Inmate Education and Formerly Incarcerated Students
18. Noncredit Teaching and Pedagogy
19. Competency Based Education (overlap with CTE)
20. Scheduling Options and Attendance Accounting in Noncredit
21. Exploring New Opportunities in Noncredit: Cooperative Education, Internships, and Externships (overlap with CTE)
22. Noncredit Prerequisites and Corequisites
23. Contextualized Curriculum (overlap with CTE)
24. Tutoring
25. CTE MQs and Equivalency / CTE MQ Task Force Equivalency Toolkit
26. Apprenticeship
27. Regional Consortia
28. Advisory Committees
29. Work-based Learning
30. CTE C-ID/MCW
31. Strong Workforce Resources: Collaborating with SNs & DSNs
32. Strong workforce – basics & funding
33. Workforce development
34. Maker Spaces
35. Regional projects – (Highlight strong workforce stars/champions)
36. Practices with promise (from SWF web)

37. Re-enrollment regulations & local processes for CTE
38. Connecting students & instruction with industry and professional organizations
39. Career Assessment and counseling
40. CTE-specific counseling

Possible General Session Topics

1. AB 705 (could be moved to a breakout if needed, will need to focus on CTE and noncredit impacts)
2. Student Panel (could reach out to SD for students that started in short term vocational program in noncredit and moved into a credit CTE program)
3. Coding Changes with Kathy Booth

Possible Pre-session Liaison Training

Executive Committee Agenda Item

SUBJECT: Work-Based Learning Paper		Month: February	Year: 2019
		Item No: IV. J.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft of the Work-Based Learning Paper.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the Spring 2018 plenary session, the body passed resolution 13.05, which stated, "Resolved, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval." The ASCCC CTE Leadership Committee was tasked with producing the paper. The attachment provided is the first draft for review. Comments and suggestions are appreciated.

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

Work Based Learning in California Community Colleges

Career technical education (CTE), more recently labeled career education by the California Community Colleges Chancellor's Office, has been given a boost in recent years by legislation and funding intended to support expansion of CTE programs in an effort to close both the skills gap and employment gaps anticipated in coming years. While classroom instruction is a critical component of CTE programs preparing students for the general and job-specific demands of occupations, work-based learning plays a no less important role.

Work based learning provides students as aspiring employees the opportunity to explore careers and, in its most advanced forms, to turn theory and simulation to practice by gaining on-the-job experience. Students completing CTE programs with varied forms of work-based learning embedded are often better equipped to enter the workforce.

With the increased attention being paid to career technical education and work-based learning, there is some confusion about the terms and types of work-based learning in the California Community College system. In an effort to ease the confusion, delegates at the 2018 Academic Senate for California Community Colleges (ASCCC) Spring Plenary passed resolution 10.05, which requests the following of ASCCC in its resolved statement:

Resolved, That the Academic Senate for California Community Colleges develop a paper that clearly explains and differentiates Career and Technical Education, Cooperative Work Experience, internship, and apprenticeship programs, including their regulations, funding models, and overall guiding principles, and bring the paper to the Spring 2019 Plenary Session for approval.

This paper is the ASCCC response to that direction. While it did not seem imperative that career and technical education be defined, conversations within the field supported the need for more clarity about cooperative work experience, internship, and apprenticeship programs as well as clinical/practicum experience, externships, preceptorships, and other forms of work-based learning used within the community college system.

This paper was developed based on efforts of the ASCCC 2018-2019 CTE Leadership Committee.

Work-Based Learning Continuum
So what is work-based learning? Work-based learning is an educational strategy used to connect classroom learning to careers by providing students with opportunities to reinforce and make relevant their classroom learning. It also allows students to explore potential career fields and, most importantly, demonstrate their skills in an authentic setting.

Work-based learning is not a single strategy, instead it is a range or continuum of strategies. Each strategy serves a different purpose and is found at different points in the student educational and career journeys. While there are other strategies embedded within the continuum, three points along the continuum are common: career exploration, job shadowing or mentoring, and job-based learning.

Career exploration builds students' awareness of possible careers. This should start during a students' K-12 years, particularly during 7th to 12th grades, but still has a place within the community colleges. Information about various careers, particularly in the community college's region, shoud be available in the career or counseling office on each campus as a resource for students exploring career fields and

employment possibilities. A speaker series with speakers from a variety of career fields and employers may also be a means of introducing career possibilities to students with a wide range of interests but little awareness of possibilities available to them. One important element of career exploration is an assessment….BUILD ON THIS MORE. Include info re: career exploration within specific disciplines/majors, career fairs, etc.

A second element of work-based learning is job shadowing. Job shadowing allows students to learn more about a career field or occupation by following an employee over the course of a day or length of time. By observing the employee at work and by asking questions, the student can learn more about specific occupations. Job shadowing does not include hands-on activities unless initiated by the employee being shadowed as a means of helping the student learn more about the occupation. Based on information gathered through the observations made possible by job shadowing, students can make a more informed decision regarding academic majors or careers.

A third element of work-based learning for the student to apply classroom skills to a work environment. This may be accomplished in a number of ways, but common within the California community college system are internships, cooperative work experience, and apprenticeships. Other terms used are externships, clinicals or pre-ceptorships, and work study. The remainder of this paper seeks to define each of these work-based learning experiences by providing information about the intent, objectives, guiding regulations, and stakeholder roles.

Internships
Within career technical education programs and across the state, the word internship is frequently used to describe some form of work-based learning. Some confusion exists whether internships in California community college programs are cooperative work experience and whether cooperative work experience opportunities are internships. This section is intended to help clarify elements of internship, the overlap between internships and cooperative work experience, and possible differences between internships and cooperative work experience.

Intern, as defined by Merriam-Webster Collegiate Dictionary (11th edition, online), is a noun described as "an advanced student or graduate usually in a professional field (such as medicine or teaching) gaining supervised practical experience (as in a hospital or classroom)." Google further defines internship as "the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification." While the terms are used more broadly in California community college and other educational institutions, these terms provide a good starting point for understanding what in internship is, what role it plays in a student's educational and occupational journey, and how it may differ from cooperative work experience.

Although the Merriam-Webster dictionary definition of intern described an advanced or graduate student, internships are common in the California community college career education programs as a final requirement and preparation for work for students finishing an associate's degree or certificate. As noted, internships provide work-based learning opportunities for anyone desiring to learn more about a career field by working in that field, usually on a temporary basis. Internships may be paid or unpaid. Internships provide interns experience applying the skills learned in another environment, usually but not always an academic environment, in practical, real employment positions. Internships also allow employers to see potential employees in action and may influence future hiring decisions.

Given what internships provide to interns and to employers, the purpose and intended outcomes of internship opportunities are not really different than cooperative work experience, and a cooperative work experience opportunity is an internship whether paid or unpaid. In fact, one could consider internships as a broad category of temporary work-based learning opportunities, paid or unpaid, with the purpose of having students applying classroom learning to on-the-job experiences; in this case, cooperative work experience falls under the internship umbrella as a type of internship opportunity within the California community colleges. Cooperative work experience (CWE) exists within other branches of secondary and post-secondary education, but for the purpose of this paper, the primary difference between internship and CWE arises in the coordination and regulation of cooperative work experience education opportunities within California community colleges. Despite considering this a difference, many cooperative work experience programs at California community colleges consider the work-based placement, especially for shorter terms, as internships and the encompassing educational program, including development of learning objectives and guidance from the employer and instructor towards achievement of a student's learning objectives, as cooperative work experience. For more about how cooperative work experience education is coordinated in California community colleges and how that coordination differs from that of internships, read ahead to the section on cooperative work experience.

Internships may be offered by an employer and sought out by a student or interested individual, may be coordinated on behalf of program-specific students by an instructor within a California community college, or may be coordinated by an external group or agency. In each instance, the intent of the body doing the coordinating is to provide on-the-job experience to a student/future employee. The employer also benefits by having a temporary employee and, as noted, by having an opportunity to watch a potential employee perform while handling typical on-the-job responsibilities, potentially influencing future hiring decisions.

Cooperative Work Experience (CWE)
While cooperative work experience can be considered a type of internship, not all internship opportunities within the California community colleges are coordinated as cooperative work experience opportunities. Although one reason may be that employers cannot or do not want to participate in the coordination of CWE opportunities with colleges and districts because it requires more of them than simple internships do, another significant reason is that many entities do not understand cooperative work experience education. This includes students, instructional faculty, college personnel, career education advisory committees, and employers. By better understanding how cooperative work experience education works within the California community colleges, there could be broader utilization in cases where the benefits of learning through CWE are greater for the student than through a simple internship.

Work experience education is defined by Title 5 §55250.3: "Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees." As implemented within California Community Colleges, cooperative work experience is based upon cooperative agreements between the college and employers. The commitment of employers to the growth of each student is imperative; employers should not be using cooperative work experience agreements for their benefit alone. Further, college instructors and CWE coordinators play an integral role in mentoring students, building connections with employers, facilitating placement and supervision of students, and ensuring compliance with all cooperative work experience regulations.

Title 5 §55252 further defines cooperative work experience education as "a district-initiated and district-controlled program of education" which consists of two types: general work experience and occupational work experience. Both are supervised employment coordinated by a college or district. General work experience is a broader employment experience "intended to assist students in acquiring desirable work habits, attitudes and career awareness" that does not need to be related to a students' educational goals. For the purpose of curriculum and Management Information Systems (MIS) reporting to the Chancellor's Office, the TOP (Taxonomy of Programs) Code is 4932.00. Where general work experience is about general employment experience, occupational work experience is intended to relate specifically to a students' educational or occupational goal meant to extend "classroom based occupational learning at an on-the-job learning station." For curriculum and MIS reporting, the TOP Code for occupational work experience must be the same TOP code as the program to which it is related.

As previously mentioned, cooperative work experience is a regulated program of cooperative instruction in California community colleges, with the California Code of Regulations, Title 5 being the source of regulations. Most of the cooperative work experience regulations are in Title 5 sections 55250-55257. Section 58009 covers the attendance accounting method used for cooperative work experience, and Section 53416 dictates minimum qualifications for cooperative work experience instructors and coordinators.

Cooperative Work Experience and Students
According to Title 5 §55253(a), students may earn up to a total of sixteen semester (twenty-four quarter) credit units through general and occupational work experience, with limitations:
- For general work experience education, students may earn a maximum of six semester (nine quarter) credit units during one enrollment period.
- For occupational work experience education, students may earn a maximum of eight credit hours during one enrollment period. For occupational work experience, there is no distinction between semester or quarter unit maximums.

As stated in §55253(b) but based on district policies adopted pursuant to Title 5 §55040, students may repeat cooperative work experience courses any number of times as long as the total limits of sixteen semester or 24 quarter credit units is not exceeded. Colleges may claim state apportionment for all repetitions of cooperative work experience courses (Title 5 §55253(b), §58161).

Each unit of work experience counts as one student contact hour (§55256.5). Cooperative work experience units are dependent on the number of paid or unpaid hours of work attempted and completed by the student. For colleges on the semester system, 75 hours of paid work or 60 hours of unpaid work equals one semester credit. For colleges that schedule by quarters, 50 hours of paid work or 40 hours of unpaid work equals one quarter credit. Units may be awarded in 0.5 increments with the required hours for 0.5 increments being determined by dividing by half the total hours of work necessary for one credit, regardless of a college being on a semester or quarter system. For all CWE unit loads, the learning experience and on-the-job learning objectives identified for the student in collaboration with the CWE instructor/coordinator and the employer must be sufficient to support the number of units attempted and awarded.

To participate in cooperative work experience, students must coordinate a planned program with a CWE instructor or coordinator who can assist in identifying and evaluating learning objectives and will work with the employer to verify hours worked. Because CWE is intended as a learning experience, students are expected to identify personal learning outcomes and have on-the-job learning experiences beyond

those experienced during prior employment, particularly if the work experience is being completed in collaboration with the student's existing employer. For general work experience enrollments, student objectives should be related to development or improvement of general employment skills. The learning objectives for occupational work experience enrollments must contribute to students' career-specific goals.

All California community college students, full- or part-time, may participate in cooperative work experience, although there may be additional considerations for minors, veterans, and students with disabilities. For minors, Title 5 §55250.2 dictates that all laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. This means work permits are needed and limits on hours worked each day and each week exist. California's child labor laws (California Labor Code, §§1290-1312) also limit the occupations in which a minor may be employed, although §1295 allows for some limits to be lifted for minors enrolled in vocational training programs, apprenticeship training programs, or work experience programs "provided that the work experience coordinator determines that the students have been sufficiently trained in the employment or work otherwise prohibited by these sections, if parental approval is obtained, and the principal or the counselor of the student has determined that the progress of the student toward graduation will not be impaired." For veterans, attendance at a weekly class or other special attendance requirements may be necessary when using G.I. education benefits. In these cases, students and work experience instructors/coordinators should contact the campus personnel responsible for monitoring education requirements of the Department of Veterans Affairs. Title 5 §55250.4 allows a community college district governing board to use funds from any source, as allowable by law or regulation, to pay the wages for students with developmental disabilities. According to the regulation, this ensures that the CWE program offers a maximum educational benefit to students and serves a public purpose.

Cooperative work experience education may involve apprentice-able occupations. As specified in Title 5 §55250.5, CWE in apprentice-able occupations must comply with Apprenticeship and Pre-apprenticeship codes (Division 3, Chapter 4, §§3070-3100 of California Labor Code) and with standards established by the California Apprenticeship Council. For more about apprenticeship courses, see the Apprenticeship section of this paper.

Much has been made of the fact that California community college students swirl between colleges in an area or the fact that some community college districts are only a few miles from another community college district. It is not unusual for students to attend a community college (or multiple community colleges) and have a job outside of that district. This is allowable per Title 5 §55250.6, which states, "The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district.

Cooperative Work Experience Funding
Community college cooperative work experience education programs benefit students, and there are also benefits to colleges. The primary benefit is in the form of FTES generation, which in turn generates apportionment funding for the college. There are two elements of regulation specific to funding: one focuses on FTES computation for cooperative work experience programs, and the second focuses on faculty load in cooperative work experience programs.

Like with other credit units, computation of apportionment is based on FTES or full-time equivalent students. Per Title 5 §58051.a., a FTES in California community colleges normally means 525 hours of

attendance. For CWE programs, an FTES is either 30 units of CWE credit per week for a 17.5 week term or 15 hours of CWE credit per week for 35 weeks. To confirm that this FTES count is consistent with FTES calculation in other credit courses, multiply 30 units (or student contact hours, since as noted earlier in Title 5 §55256.5, each unit of work experience counts as one student contact hour) times 17.5 weeks. The total is 525 weekly student contact hours (WSCH). Divide this by the WSCH standard of 525, and the result is 1 FTES, just as stated in Title 5 §58051.

The second element related to funding for cooperative work experience programs is faculty load. While there is no limit to the number of FTES generated by work experience coordinators, Title 5 §58051.b. does limit the student/instructor ration to 125 students per each full-time equivalent coordinator. This limit is presumably set because of the amount of mentoring of individual students necessary as well as the amount of required communication with individual employers needed to properly facilitiate and supervise each student's learning experience.

Stakeholder Responsibilities: Colleges
There are definite benefits to colleges in the form of FTES and apportionment generation, but there are also requirements that also must be met to have an approved work experience program. These requirements are established by California Education Code and Title 5 and include developing an approved CWE plan, provision of related district services and, when needed, worker compensation insurance, maintenance of all records, and ensuring CWE instructors meet minimum qualifications.

To ensure that a district's cooperative work experience program is implemented to best benefit students, Title 5 §55250 requires that any cooperative work experience program for which a college claims apportionment must have an approved plan adopted by the district governing board. Said plans must set the structure of a designed program intended to provide realistic work-based learning experiences for students. Title 5 §55251(a) specifies the elements required in the plan, which include a statement that the district has officially adopted the plan pending approval by local governing board; a specific description of responsibilities of the college, student, employer, and other cooperating agencies; and a specific description for each type of CWE program (presumably general and occupational). The plan must also include a description of how the college will provide the following services: counseling and guidance services, sufficient qualified academic personnel, appropriate documentation of students' written measurable learning objectives for on-the-job learning, appropriate evaluation of students in coordination with employers, a clear basis for awarding credit and grades, and adequate clerical and instructional services. Any changes to the plan require local governing board approval.

More detail about the services provided by districts to cooperative work experience programs and students are delineated in Title 5 §55255. Relative to on-the-job learning stations, program coordination, and student supervisions, Title 5 §55255(a) requires the district provide a plan for sufficient resources for initiation and maintenance of these services. The plan for coordinated supervision of students must be included in learning agreements. Both the employer and qualified CWE instructor/coordinator share responsibility for on-the-job supervision, required at least once each semester or quarter for each enrolled CWE student, in the following ways:

"(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
(3) Consultation with students in person to discuss students' educational growth on the job."

In cases where a student is working outside of the college's immediate region, a college may hire qualified adjunct faculty to develop the learning contracts and make the "in-person" consultations

required. Per Title 5 §55255(b), the requirements for shared supervisory responsibility may be delegated to the Joint Apprenticeship Committee for legally indentured apprentices to avoid duplication of supervisory services. However, in these cases, the responsibility for compliance with Education Code and Title 5 requirements for cooperative work experience always remains with the college where the student is enrolled. The last portion of this Title 5 section allows that a district may utilize approved alternatives for the in person consultations required with students and employers, but only in limited situations and only in ways defined by guidelines issued by the Chancellor. In the case guidelines are necessary, Title 5 §55255(c) requires that the "Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups."

A district must have a locally approved cooperative work experience plan and must provide required services as they relate to cooperative work experience. Districts must also maintain cooperative work experience records as delineated in Title 5 §55256. There are two elements of the required records: first, the types of general records required, and second, specific academic records that must be signed and dated by academic personnel. The records that must be maintained include "The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience", a record of any work permits issued, the "employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives", and "[n]ew or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student." Student work hours require verification, either by time sheets, weekly or monthly, or by a summary statement at the end of the semester or quarter. Besides the employer-related records that require a signature by academic personnel, academic personnel must also maintain signed and dated records documenting consultations with the employer, consultations with the student, evaluation of student achievement of learning objectives, and the student's final earned grade. These records must be maintained in the same manner of all academic records, further delineated in Title 5 <mark>GET RECORDS SECTIONS</mark>.

Just as with any academic position, districts must ensure that cooperative work experience instructors meet minimum qualifications. For CWE instructor/coordinators, Title 5 §53416 defines the minimum qualifications necessary as the minimum qualifications in any discipline in which work experience may be provided at the college employing the instructor or coordinator.

The final requirement of colleges is actually designated by California Education Code with some clarification in Title 5. Ed Code §78249 defines the community college district providing supervised work experience education as the employer for the purposes of compliance with Division 4 of the California Labor Code. Exceptions to the district as employer are when persons during the work experience or occupational training are being paid by a private employer or the employer otherwise opts to provide workers' compensation insurance. Title 5 more directly confirms this in §55250.7, "Districts may provide workers' compensation insurance for students in work experience as may be necessary." This section of Title 5 also allows for coordination of public or private employment for students enrolled in cooperative work experience programs and for payment of cooperative work experience part-time jobs. However, payment for jobs may only be arranged by districts for student employment in public agencies; no payments may be made to private employers.

In addition to district-specific responsibilities in cooperative work experience programs, employers also have responsibilities. Title 5 §55257 establishes that employers (or their designated representatives) agree with the "intent and purposes of Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives." Further, employers must ensure that there is a reasonable opportunity for continued work experience for the student during the term the student is enrolled in cooperative work experience. Together with the CWE instructor/coordinator, the employer or designated representative agrees to provide adequate supervision during the learning experience, and the employer also agrees to provide adequate facilities, equipment, and materials for the student to achieve their work-related learning objectives and receive maximal educational benefit. Lastly, employers participating in cooperative work experience agreements must comply with all federal and state employment regulations.

Revisiting some of the district responsibilities that were shared with the employers, Per Title 5 55250.7 and California Education Code §78249, the employer must provide workers' compensation insurance for students doing paid cooperative work experience and may provide it for students undergoing unpaid learning experiences. Together with the district, the employer must maintain accurate records of the student's attendance (Title 5 §55256).

Some other considerations for employers or their designated representatives include assisting the student and district instructional personnel in identifying the potential learning present in a work experience education, identifying the skills, knowledge, and aptitudes the student should bring to the job, identifying directing the student's daily progress toward learning objectives, and identifying the potential for student growth, to be developed into learning objectives. As an extension of the college instructional staff during the cooperative work experience enrollment, the employer also needs to teach or reinforce skills needed in the workplace, especially those best learned in the work place, and direct each student's daily progress toward learning objectives.

Apprenticeship
Just as cooperative work experience falls under the umbrella of internships but is more regulated within the California community colleges and requires coordination between employers, students, and educational institutions, apprenticeship also could be considered a type of work-based learning opportunity coordinated by a trio of parties and regulated within the state of California. However, there is much about apprenticeship that differs from internship and cooperative work experience. These differences can be seen in the intent, the regulations, the participating and regulatory bodies, the funding, and the benefit to students and employers.

Like internships and cooperative work experience, an apprenticeship is a combination of education and training. Students of an occupation or trade, called apprentices, spend time in a classroom learning theory and practical skills specific to an occupation, and then apply those skills in on-the-job training. While its origins may be debated, the idea of apprenticeship is apparent as early as the Babylonian Code of Hammurabi nearly four thousand years ago. Artisans were to teach their crafts to youth. There is also evidence of skills being passed along in the same ways in early Egypt, Greece, and Rome. In these early civilizations, as youth spent many years learning their trades as apprentices under a master and later achieved the status of master worker, they became important members of society. These elements exist in today's apprenticeship structures: a trade is taught to learners or apprentices by those most skilled in the trade, and then the apprentice spends years practicing the trade in an attempt to become a journeyman and, in some trades, finally a master craftsman.

Apprenticeship programs operate very differently than internships or work experience. For one, the primary laws and regulations for apprenticeship programs are not in education code but rather in Labor Code. The funding is different. The provision of classroom education may involve a school or college but most often is delivered by trade- or labor-related organizations. Sometimes the delivery of classroom education is done in coordination with schools or colleges; often it is not.

Apprenticeship Laws and Regulations
The National Apprenticeship Law, commonly known as the Fitzgerald Act, was passed by Congress in 1937 and served to promote standards of apprenticeship. It established what is now called the Bureau of Apprenticeship and Training, charged with carrying out the objectives of the law with recommendations by the Federal Committee on Apprenticeship, within the Department of Labor. The structure for apprenticeship in California is similar. The Shelley-Maloney Act of 1939 created the current state apprenticeship system, which includes the Division of Apprenticeship Standards (DAS) within the Department of Industrial Relations. The Division of Apprenticeship Standards sets policy for apprenticeships based on the guidance of the California Apprenticeship Council (CAC). The California Apprenticeship Council provides policy advice on apprenticeship matters to the chief administrator of apprenticeship, ensures selection procedures are impartially administered to applicants, conducts appeals hearings on apprentice agreement disputes, establishes new apprenticeship standards for approval and apprenticeship program administration, and adopts regulations carrying out the intent of apprenticeship legislation.

Similar to the duration of a community college or university education, an apprenticeship may last one to five years dependent on the trade being learned. This time allows for apprentices to learn, do, and improve until they meet the knowledge and performance standards necessary to be a master of their skilled craft or trade. The structure of an apprentice's journey and the standards they must meet are consistent for all aspiring apprentices in a given trade; these structures and standards are established by the trade or labor organization and are required in the plans that must be submitted to the Division of Apprenticeship Standards as part of the application process of starting an apprenticeship program.

In California, laws related to apprenticeship programs can be found in Labor Code, Division 3 Employment Relations, Chapter 4 (§3070-3100). There, one can find four articles on apprenticeship:

> Article 1. Administration (§3070-3074.7)
> Article 2. Apprenticeship Programs ($3075-3092)
> Article 3. Other On-The-Job Training Programs (§3093)
> Article 4. Preapprenticeship Programs (§3100)

In summary, Article 1 truly is administrative as it establishes the composition, frequency of meetings, responsibilities and charges for the California Apprenticeship Council and the Interagency Advisory Committee on Apprenticeship. Article 1 also establishes the position and responsibilities of the Chief of the Division of Apprenticeship Standards, the role of the division, and its role in reports to the legislature and other bodies. Further, Article 1 sets the standard of no discrimination in apprenticeship programs as well as the intent of encouraging greater participation by women and ethnic minorities.

Article 2 defines apprenticeship programs and the standards for and process of application. Of note, §3075 establishes that apprenticeship programs "may be administered by a joint apprenticeship committee, unilateral management or labor apprenticeship committee, or an individual employer." Note that there is no mention of schools or colleges, and this is where a significant difference exists between other forms of work based learning and apprenticeship. Schools or colleges may be partners in

apprenticeship instruction, but programs are housed within organizing committees or employers as noted in §3075. Education Code §79148 makes clear the role of DAS and DIR as the administrative entities as it relates to collaboration with California community colleges, "the Division of Apprenticeship Standards of the Department of Industrial Relations, in partnership with the California Community Colleges, shall develop and implement innovative apprenticeship training demonstration projects in high-growth industries in emerging and transitioning occupations that meet labor market needs and that are validated by current labor market data."

Article 3 further lays the groundwork for collaboration between

Supporting regulations are found in Title 8 Industrial Relations, Division 1 Department of Industrial Relations, Chapter 2 California Apprenticeship Council.

Funding of Apprenticeship Programs

Apprenticeship Education in California Community Colleges

Instructor Qualifications for Community College Based Apprenticeship Instruction

Summary & Recommendations

Appendix:
Potentially a summary table of work-based learning options

Resources

Executive Committee Agenda Item

SUBJECT: Update of the paper "Noncredit Instruction: Opportunity and Challenge"		Month: February	Year: 2019
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft of the revised 2009 noncredit paper.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	X
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The Academic Senate originally adopted "Noncredit Instruction: Opportunity and Challenge" in Spring 2009. In Fall 2015, the body adopted resolution 13.02:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise the 2006 document Noncredit at a Glance or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and

Resolved, That the Academic Senate for California Community Colleges update its paper Noncredit Instruction: Opportunity and Challenge, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.

The Noncredit Committee updated the paper to include the California Adult Education Program (CAEP), the Strong Workforce Program, the passage of AB 705, the changes in community college funding, and updated the recommendations to align with the current needs in noncredit education.

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

Noncredit Instruction: Opportunity and Challenge

Adopted Spring 2009

Revised Spring 2019

2018 – 2019 Noncredit Committee

Craig Rutan, Secretary, Chair

LaTonya Parker, South Representative

Wendy Brill-Wynkoop, College of the Canyons

Galin Dent, Clovis Community College

Tina McClurkin, North Orange Continuing Education

Sachiko Oates, Santa Barbara City College

Thais Winsome, Mission College

Jan Young, Glendale Community College

Table of Contents

Executive Summary

This paper provides information about noncredit instruction in the California Community Colleges and has updated the original 2009 "Noncredit Instruction: Opportunity and Challenge" paper to incorporate subsequent changes that have happened in the last decade. Since the passage of SB361 (Scott), noncredit instruction has seen significant changes including the equalization of some areas of noncredit instruction, the passage of the Adult Education Block Grant that created adult education consortia including K-12 and community college adult education providers, and the passage of AB 705 (Irwin) that specifically encouraged colleges to use noncredit courses to support the needs of credit students. Despite its long history in the community colleges, there are a limited number of robust noncredit programs and many colleges may be looking to offer noncredit courses for the first time. This paper is intended to provide information about noncredit instruction that will be useful to individuals with varying backgrounds and experience with noncredit and to provide some recommendations that will help noncredit continue to serve the needs of our diverse student populations.

Noncredit students pay no enrollment fees and normally receive no college credit. Noncredit courses are still funded entirely by state apportionment, with different rates of apportionment depending on the area of noncredit instruction. The landscape for noncredit instruction has evolved dramatically since the publication of the original version of this paper in 2009. In passing SB 361 in Fall 2006, the California legislature created a two-tier funding system that would eventually lead to certain areas of noncredit instruction being funded at the same rate as credit instruction. Additionally, noncredit programs have been essential in the transformation to adult education that began with the passage of AB 86, have been an essential provider of vocational training and were specifically included in recommendations created by the Taskforce on Workforce and a Strong Economy, and the passage of AB 705 specifically mentioned using noncredit to meet the needs of credit students.

The increasing interest in noncredit programs shown by the Academic Senate, the Chancellor's Office, the Legislature, and other professionals is not a coincidence. Several studies have focused on the changing student demographics and the need to increase the number of skilled workers to

meet the needs of the California economy. This paper will describe several legislative and policy developments to explain the link between noncredit history and current hopes for improved student success through enhanced funding, staffing, and academic integrity of noncredit programs.

The Academic Senate has an established history of advocating for the continued development and expansion of noncredit programs to support the needs of students. To help facilitate that expansion and ensure the offering of high quality programs, the Academic Senate has advocated for equalized funding with credit, inclusion of noncredit faculty in the Faculty Obligation Number (FON) and the development of an equivalent to the 75% law for noncredit instruction, equalization of statewide processes for credit and noncredit curriculum, more accurate noncredit outcomes and the design of metrics that accurately represent the quality of noncredit programs, and the recognition that noncredit instruction meets the needs of students that may not be served by credit and that noncredit should not be fundamentally changed to serve the needs of credit students if it means no longer being able to serve the needs of the traditional noncredit student. Considerable progress has been made in some of these areas, but there is continued uncertainty about whether noncredit programs will be given the support necessary to allow them to flourish. Continued advocacy is vital to ensure that the progress that noncredit has experienced in the last 10 years continues and that noncredit programs continue to evolve and serve the changing needs of students.

Introduction

Noncredit instruction has provided a significant part of California community college instruction for many years; in fact, the roots of noncredit instruction (1856 in San Francisco) predate the earliest community college (1907 in Fresno). The Academic Senate has been active in attempting to address issues regarding noncredit instruction through the adoption of resolutions, the publication of papers in Rostrum articles, the creation of the ASCCC Noncredit Committee, and the offering of institutes for noncredit practitioners beginning in 2017. In 2006, the Academic Senate adopted the paper **The Role of Noncredit in The California Community Colleges** that introduced readers to the world of noncredit instruction, surveyed the status of noncredit instruction statewide, and examined a range of issues related to noncredit instruction. Its approach is primarily descriptive and generally makes the case for the value of noncredit programs. Building on the attention garnered for noncredit instruction by the 2006 paper and growing interest in noncredit, the Academic Senate passed resolution 13.03 in Fall 2007:

> Whereas, The Academic Senate for California Community Colleges wrote a descriptive and foundational paper in 2006 called The Role of Noncredit in the California Community Colleges that was used to provide basic information about noncredit courses and programs; and

> Whereas, There is a need for a follow-up paper, or series of papers, addressing quality standards and unique issues in noncredit instruction;

> Resolved, That the Academic Senate for California Community Colleges produce a paper about current issues concerning noncredit courses and programs within the California Community College System.

Following the adoption of the original version of this paper in 2009, the Academic Senate continued its work in noncredit by establishing a standing committee dedicated solely to noncredit instruction. Over the ensuing decade, noncredit instruction has continued to evolve, necessitating an update to the 2009 version of this paper. In Fall 2015, the Academic Senate approved resolution 13.02:

Whereas, Changes to regulations governing course repeatability, the recent efforts at realigning adult education (AB 86 and AB 104, Budget Committee, 2013), the recent equalization of funding for Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equity, and Student Success and Support Programs, and the Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) are all resulting in an increased focus on the use noncredit instruction to improve student success and close equity gaps in basic skills as well as provide additional options for preparation for courses in career and technical education programs; and

Whereas, Both the Chancellor's Office document Noncredit at a Glance, published in 2006, and the Academic Senate paper Noncredit Instruction: Opportunity and Challenge, adopted by the body in Spring 2009, are outdated and require revision in order to reflect the recent changes to credit course repeatability and potential use of noncredit as an alternative to course repetition, the efforts to realign adult education, the changes to CDCP noncredit funding, and the current focus on career technical education programs and workforce development and to provide timely and relevant guidance to the field in these and other areas;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise the 2006 document Noncredit at a Glance or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and

Resolved, That the Academic Senate for California Community Colleges update its paper Noncredit Instruction: Opportunity and Challenge, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career

Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.

This paper identifies recent changes and argues that additional changes are necessary to respond to the evolving needs of students and the state. Its recommendations focus on a series of changes necessary to improve the availability of all services provided to noncredit students—both in and out of the classroom. Noncredit has attracted increased attention over the past few years. It builds on the 2006 and the 2009 papers and discusses a range of subsequent developments in the California economy and in noncredit instruction, including the changes to the Adult Education Program, the role of noncredit in the Strong Workforce Program, and the adoption of AB 705 (Irwin, 2017).

Noncredit instruction is limited to the following areas of instruction:
1. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
3. English as a second language.
4. Classes and courses for immigrants eligible for educational services in citizenship, English as a second language.
5. Workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision- making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training.
6. Education programs for persons with substantial disabilities.
7. Short-term vocational programs with high employment potential.
8. Education programs for older adults.
9. Education programs for home economics.
10. Health and safety education.

The passage of Senate Bill (SB) 361 in Fall 2006, codified in Education Code §84760.5, introduced increased apportionment for specific areas of noncredit instruction. Increased

apportionment funding for some aspects of noncredit has already changed how noncredit is viewed and strengthened the potential for closer integration with credit instruction. These noncredit categories, known as Career Development and College Preparation (CDCP), emphasized the vocational training and college preparation aspects of noncredit programs. For colleges to receive "enhanced apportionment funding," a course must be part of one of the four approved areas of CDCP instruction and be part of a Chancellor's Office approved certificate program that consists of a minimum of two courses within a sequence or a set of closely related courses. The areas of noncredit instruction that qualify for CDCP funding are:

1. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
2. English as a second language.
3. Short-term vocational programs with high employment potential.
4. Workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision- making and problem-solving skills, and other classes required for preparation to participate in job-specific technical training.

In 2014, SB 860 increased the CDCP funding rate to be equivalent to the credit apportionment rate, meaning that some noncredit courses were viewed as being equivalent to credit courses from the funding perspective. The increase in the funding rate for CDCP approved courses was intended to increase the availability of noncredit instruction to meet increasing student demand, but the majority of the funding has gone to districts that already had robust noncredit programs. As of 2018, noncredit courses are still funded only through apportionment and are not included in the metrics for the Student-Centered Funding Formula. The Chancellor's Office has indicated that they intend to include noncredit funding in future versions of the formula, but they do not expect major changes before 2020.

Understanding Noncredit

While credit and noncredit instruction are both designed to meet the needs of students, there are fundamental differences between the two. Credit practitioners often have limited experience with noncredit programs, and this can lead to misunderstandings, myths, and misconceptions that can be created. In order to develop effective noncredit programs and help them succeed, it is vital that credit practitioners understand how the differences in noncredit can advantageous when developing creative strategies to serve the needs of diverse student groups.

Noncredit Philosophy, Pedagogical Differences

Both credit and noncredit programs in the community college system aim to provide quality education in order to fulfill the mission of the California community colleges and to meet the needs of diverse Californians. Noncredit instruction is "an essential and important function of the community colleges" (California education code §66010.4), and along with credit, noncredit instruction helps **"**advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement" (California education code §66010.4).

Education Code §84757 outlines the 10 areas of noncredit instruction that qualify for state apportionment. Some of the subject areas such as citizenship, health and safety, courses for adults with disabilities, parenting, home economics, and courses for older adults are unique to noncredit and provide meaningful opportunities for lifelong learning that supports the development of productive members of society to benefit the State of California. The other approved areas for noncredit overlap with credit such as pre-collegiate basic skills, ESL, short-term vocational, and workforce preparation programs. Because of the overlap, colleges can meet the diverse needs of the students and offer varied educational experiences and learning outcomes.

Noncredit courses help maintain and assure open access to California's diverse and underserved population (PCAH, Program and Course Approval Handbook). Noncredit courses are generally more flexible and accessible with its tuition-free model offered at various community sites. Free noncredit courses offer great alternatives to the credit options for students who do not qualify for

financial aid. Noncredit courses can be open entry/open exit and benefit adult students with busy work schedules, family responsibilities, and other obligations. Noncredit programs can also provide short just-in-time learning and targeted instruction to meet students' professional development needs. Noncredit instruction supports the underserved such as first-generation students, students who are underprepared for college-level coursework, and English language learners (PCAH). The fact that noncredit courses focus on skills attainment and are repeatable can help those underrepresented students build confidence and gain both cognitive and noncognitive skills that are necessary for success in credit courses. Students with negative educational experiences in the past, with low literacy skills, and/or with gaps in their education can benefit from the additional time needed for the development of requisite skills. In addition, noncredit courses provide entry-level career technical certificates or elementary to pre-collegiate level basic skills instruction and offer multiple accessible entry points to career and academic pathways (PCAH). Credit and noncredit programs can be considered as an educational continuum where the two options supplement each other to support student success and workforce development.

Misconceptions About the Rigor and Structure of Noncredit Instruction

The noncredit curriculum approval process ensures that "noncredit students receive the same quality of instruction provided to other students" (PCAH). Noncredit programs also ensure that noncredit instruction is effective "in helping students to transition to college, gain meaningful wage work and contribute to the community and society (PCAH). In addition, recent legislative changes along with national and state initiatives are changing the face of noncredit and increased rigor and formal structure are being required in noncredit. While noncredit courses are not applicable toward a degree, upon successful completion of a series of two or more required classes, students can earn a noncredit certificate of completion or competency. With the creation of Career Development and College Preparation (CDCP) courses, noncredit programs are providing pathways that lead directly to employment, credit career education, or transfer programs. Those CDCP courses require rigorous curriculum that prepares students for credit curriculum or for the workforce (PCAH).

Furthermore, some colleges offer mirrored, dual-listed or cross-listed courses. A mirrored, dual-listed, or cross-listed course means that a noncredit course shares the same course outline, syllabus, and class schedule with a credit course and is taught by the same faculty. A certain number of seats are reserved for noncredit students in the course, and students can take the course at no cost and work on all the same assignments as credit students. In the mirrored noncredit course, the focus remains on skills attainment as with all the other noncredit courses. Students earn a pass or no pass grade in these mirrored courses. This system can be a great free, low-stakes option for students who want to try out a course, who need extra time mastering the content, and/or who do not qualify for financial aid.

The Need for Noncredit Instruction in the California Community Colleges

This section identifies California's increasingly critical need for educated citizens and how the ongoing development of noncredit instruction over the coming years can produce community college programs that are well placed to respond to those needs.

Changes in our Economy due to Demographic Shifts and Technology

For the past decade, a variety of reports have focused attention on the educational and economic impacts of demographic changes that involve race, ethnicity, and educational preparation throughout America, and specifically in California. The year 2030 marks a demographic turning point for the United States as all baby boomers, California's most educated group, will be retirement age or older forming 20% of the population. By 2035 older adults will outnumber children. Natural population growth due to births will be dwarfed by immigration further increasing the diversity of the country. (Vespa and Armstrong, 2018, pg. 1)

In addition to the changing demographics, the economy of California, which is particularly reliant on technology is facing a deficit of more than one million college degree holders by 2030 (Johnson, 2016). Automation and artificial intelligence are dramatically changing the nature of work as we know it predicting that most the jobs of today will shortly be obsolete. According to a 2017 Institute for the Future report, it is "estimated that around 85% of the jobs that today's learners will be doing in 2030 haven't been invented yet." For colleges to better prepare our future workforce to meet the challenges of our changing economy increasing degree completion is imperative, retraining is essential, and lifelong learning crucial. A 2016 Obama Whitehouse era report encourages, "A key step towards preparing individuals for the economy of the future is providing quality education opportunities for all." (Artificial Intelligence, Automation, and the Economy 2016)

The 2007 Educational Testing Service report *America's Perfect Storm* is one of the most cited reports on the forces that will impact our country: divergent skill distribution, a changing economy, and demographic trends. California is the "poster child" for the country's current economic, educational, and demographic trends. Predictions are dire. The report states:

If we are unable to substantially close the existing skills gaps among racial/ethnic groups and substantially boost the literacy levels of the population as a whole, demographic forces will result in a US population in 2030 with tens of millions of adults unable to meet the requirements of the new economy. Moreover, a substantial proportion of these adults will be members of disadvantaged minority groups who will likely consider themselves outside the economic mainstream. This is clearly not the preferred direction for the nation to be moving. (Educational Testing Service, 2007, p.24)

More specific to the situation in California is the series of reports from the Institute for Higher Education Leadership and Policy by Nancy Shulock and co-authors: *Rules of the Game*, *Beyond the Open Door*, *Invest in Success*, and *It Could Happen*. Whether or not one agrees with the recommendations from these reports, the recommendations are nevertheless based on two undeniable premises: that California's future economy is at risk from a shortage of educated workers, and that California Community Colleges, the largest post-secondary education system in the nation, is the primary pathway to a college education and upward mobility for many Californians. In 2017-2018, the system served 2,393,675 students. While little doubt exists that the system serves an incredible number of students, some have questioned whether the system and its colleges are serving all the students who need to be served.

Improved Educational Opportunities

Many of the needs resulting from the changing demographics in the economy and employment in the future of work can be addressed with noncredit education. Noncredit curriculum's primary purpose is to provide education in "skills they need to participate in society and the workforce." (Restructuring California's Adult Education System, 2012). Through noncredit education students can gain proficiency in English as a Second language, earn a GED, study for citizenship, learn basic skills, master competency-based skills, and explore career opportunities, all of which are elements of college readiness that ultimately keep students on the pathway to a degree. Courses for upskilling and older adults will continue lifelong learning enabling adults to participate in the workforce longer. Noncredit program schedules are often more flexible than the traditional academic calendar allows, noncredit removes financial barriers with little to no

student fees, it allows for repeatability in coursework to accommodate mastery of skills, and noncredit courses are often offered at off-campus, community friendly, locations.

The mission of California's community college system is to provide remedial instruction for those in need of it and to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement. (CA Ed Code Section 66010.4 (a)). To those working within the system, this three-pronged focus is nothing new. However, California community colleges are not in all cases truly serving all students seeking transfer, workforce training, or basic skills development. As of 2017-2018, 94.2% of the 1,182,986.30 system FTES were credit, meaning that only 5.8% of the system's FTES were generated through noncredit (68,645.28). Noncredit has seldom been more utilized; even at its peak in 2008-2009, noncredit only accounted for 7.5% of the system's total FTES. An estimated 80,000 students were lost in noncredit during budget cuts, resulting in a loss of 31,142 noncredit FTES. Noncredit programs felt cuts more significantly because of the lower funding rate for noncredit: colleges felt less incentive to retain noncredit sections. California's community colleges, the largest system of higher education with the ability to offer needed coursework at little to no cost to the student, remains the best option to meet the demands of educated citizens in California. (Aschenbach and Young, 2016)

The enormous scale of California's community colleges makes them well suited to train people for middle-skills positions such as technicians, health care professionals, and advanced manufacturing trades. Of the 8 million students enrolled in credit courses and another 4 million in noncredit courses nearly 40% are older than 24 and 60% attend school part-time. Compared with four-year colleges, these schools have more minority, self-supporting, and first-generation college students. (Kochan, 2012)

California needs more ways to bridge the gap for those thousands of adults who need a better job, who want more education, who want a better life for themselves and their families; yet are not able or ready to make that big step into the credit programs of community colleges and higher education. Moreover, to make that bridge successful, California needs to commit to resources and regulations sufficient to improve the instructional and support environment

provided to noncredit students so that it becomes more comparable to the experience of credit students. The value to the individual, their families, the community, and society as a whole is worth the investment from the state; it is even more critical now in light of reports like *America's Perfect Storm* as both noncredit and K-12 adult education can serve as a pathway to work, college, and a better life.

The task of educating and training students taking noncredit classes is perhaps the most challenging, as noncredit students are, as a whole, even less prepared than credit students and have significant work commitments and life responsibilities that can affect their path to student success. Ironically, they receive fewer college resources, particularly in student services resulting in programs for noncredit students that lack adequate numbers of full-time faculty, counselors, and student services. In general, noncredit faculty teach more hours than their credit counterparts, resulting in reduced availability for class preparation, grading and student feedback, office hours, and program development. These are precisely the program characteristics that research has shown to enhance student success. It is time for community colleges to invest equitably in all their students by providing, at the least, equivalent instruction and services to credit and noncredit students alike. There is little difference in the cost of delivering credit versus noncredit courses, yet noncredit instruction plays "a critical role in contributing to the human capital of the state's labor force." (Murphy, 2004, pg. 65). The California Community College system's Vision for Success agrees:

> The CCCs are also a major provider of adult education, apprenticeship, and English as a Second Language, offering thousands of valuable work and life skills courses to adults seeking to improve their lives or reenter the education system. Finally, the colleges are a source of lifelong learning, offering recreation, enrichment, and exercise to California's diverse communities. These opportunities for learning, training, and civic engagement together make the CCCs a rich source of opportunity for all Californians. (Vision for Success, page 5)

The recent equalization of funding for Career Development College Prep noncredit certificates has created an opportunity for colleges to consider the maintenance and development of

noncredit courses without the disincentive of lower funding. In addition, the initiatives of Doing What Matters and Strong Workforce as well as the system's Vision for Success have highlighted this need for parity and provided additional incentives for districts to respond to the growing skills gap, and to further support and develop career education programs and pathways. As CDCP noncredit certificate programs are expanded at the local level, districts need to reinvest the funds generated from these programs into similar support services for both students and faculty in noncredit programs, so support is equal to that of credit programs. Legislative changes allowing for local approval of noncredit curriculum, increased funding for all areas of noncredit, and the allowability of the census roster accounting method for all noncredit managed enrollment courses, including courses offered through distance education, would allow districts to be nimble enough to develop and offer programs to meet the diverse training and educational demands for our growing state.

Thousands of adults need a high school diploma: in California over half of the low-income households are headed by an adult lacking a high school diploma and over one million Californians between the ages of 18 and 25 lack this diploma (California Community Colleges, 2006, p.5). Although one does not need a high school diploma to enroll in a community college, students lacking one are more likely to also lack the basic skills to be college ready. Overall, workers who complete high school have better job prospects and earn higher wages than their counterparts who lack a diploma (Liming and Wolf, 2008, p.22). If more community colleges offered noncredit basic skills, including noncredit Adult High School Diploma programs to fill this gap, and if more community colleges designed pathways to support students transitioning into college credit programs, then a whole new cohort of residents and students might be served.

Offering noncredit instruction at community colleges can be advantageous to both credit and noncredit students because credit students often utilize noncredit to initiate and support their credit journey. Noncredit programs are an important portal to credit higher education, offering proximity and built-in linkages and transitions. However, even colleges that offer noncredit instruction find it difficult to develop sufficient collaboration, linkages, and articulation between noncredit and credit. Effectively connecting to K-12 adult education is an even greater challenge. Nevertheless, it is crucial that these opportunities be available as a seamless educational

continuum for those adults who need such pathways to higher education, jobs, and retraining. (Shulock, 2007a, p.1)

Even as noncredit programs meet these and other educational needs, they can also be the magnet to draw new adult learners into the community college system who might not otherwise think of themselves as college students or as able to access advanced vocational training. Sometimes it is a matter of bringing students to this realization and increasing their confidence as they become successful in their educational endeavors. It is vital to have the encouragement and support of transitional programs to help students to make that leap. Noncredit basic skills, English as a Second Language (ESL), and Career Technical Education (CTE) are the noncredit programs from which students would be most likely to transition into credit programs.

Statewide Changes in Noncredit Education

This section considers a variety of recent state-level policy changes in the funding and delivery of noncredit instruction in California's community colleges.

Work by the Academic Senate for California Community Colleges

The Academic Senate has consistently taken a strong position to recognize noncredit courses and programs as an integral and respected component of higher education and to encourage their inclusion in the community-college curriculum. To further these goals the Senate adopted Resolution 1.03 S10 at the Spring 2010 Plenary Session, which increased the status of the Senate's *ad hoc* Noncredit Committee to that of a standing subcommittee of the Academic Senate. The Senate followed up in Spring 2015 with the passage of 17.05 S15, to encourage local senates to establish a noncredit liaison position at each college to facilitate communication among local noncredit faculty, the local academic senates, and the ASCCC. Senate positions on specific issues within noncredit education are briefly reviewed below.

Student Services

The Academic Senate has taken a number of positions in support of expanded access and better outcomes and opportunities for students who enroll in noncredit courses and programs. One barrier to access for many noncredit students is the applications process itself, as the CCCApply Standard Application is designed for students pursuing credit certificates and degrees and is a significant deterrent for students who only wish to take noncredit classes. Senate Resolution **16.02 F16, Modification of the CCCApply Standard Application for Noncredit Students** called for the development of a streamlined application process designed for noncredit enrollment. Title 5, §58003.3 includes language that prevents districts from collecting apportionment for noncredit enrollments by undocumented students, which is not aligned with the criteria of AB 540 (Firebaugh, 2001) that allows undocumented students to enroll in credit programs. Resolution **7.06 F17, Access to Noncredit Courses for Undocumented Students,** affirmed the Senate's position of support for access to noncredit instruction for all students and directed the Academic Senate to work with the Chancellor's Office to repeal Title 5, §58003.3.

The tracking of student progress in noncredit courses has been somewhat of a challenge, as Title 5 language did not allow for much flexibility in this regard. The Senate took steps to rectify this with Resolution **14.02 S14 Local Use of Available Noncredit Progress Indicators** with the Chancellor's Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable progress indicator; however, many colleges do not have the financial resources necessary to incorporate this new metric into their Student Information System (SIS).

A number of colleges are expanding noncredit offerings to include programs that mirror credit programs in many respects, but there are barriers to full integration at both the local and statewide level. One such barrier is the fact that colleges may not collect apportionment for noncredit internship opportunities that might otherwise be of benefit to students in certain noncredit programs. Resolution **7.04 F17, Internship Opportunities for Students Enrolled in Noncredit Courses and Programs** called upon the Senate to work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate state-level barriers to providing internship opportunities for students enrolled in noncredit courses and programs.

Faculty Matters

Noncredit faculty are overwhelmingly part-time, are generally paid less than their credit counterparts and, in some districts, are considered non-faculty, fee-for-service employees and are not included in the local faculty bargaining unit. In recognition of this, the Academic Senate has taken a number of positions in support of noncredit faculty.

The Senate took a major step forward in support of noncredit faculty in Spring 2010, when the Senate called for the placement of minimum qualifications for noncredit faculty in the Disciplines List, instead of in Title 5 §53412 (Resolutions **10.01 S10 Noncredit Minimum Qualifications, and 10.03 S10 Removing Faculty Minimum Qualifications from Title 5**). Including noncredit minimum qualifications with credit minimum qualifications in the Disciplines List establishes noncredit faculty as faculty in every sense of the term. The efforts of the Academic Senate to make this a reality were successful; as of 2014 (doublecheck – earlier?)

the ten state-approved noncredit subject categories were included in the Disciplines List. One major advantage in placing noncredit faculty minimum qualifications on the Discipline List is that it has made it much harder for districts to continue to exclude noncredit faculty from participation in faculty bargaining units.

The Academic Senate has also adopted resolutions calling for support for the hiring of full-time noncredit faculty and the adjustment of the FON to include noncredit faculty (**7.01 F14 Restructure the FON to Include Noncredit Faculty, 6.04 S15 Support Legislation on Full-time Faculty Hiring, Full-Time Noncredit Hiring, and Part-Time Office Hours, 7.01 F18 Redefine the Faculty Obligation Number to Include Noncredit Faculty).** Given that noncredit courses and programs are likely to increase in number due to legislation (e.g. AB705) and state initiatives (e.g. Guided Pathways), making a place for noncredit faculty in system-wide faculty accounting metrics would facilitate districts' progress toward meeting the requirements of mandates such as the 50% law, the 75% law and the FON.

The increased role of noncredit in community college curriculum has also contributed to a renewed interest on the part of the Academic Senate in providing support for districts seeking to eliminate the practice of differential load between lecture and laboratory hours (**19.02 S16 Career Technical Education and Laboratory/Activity Faculty and College Governance)**. This practice prevents many faculty from participating fully in shared governance because their work loads are higher than those who teach lecture-only courses. It is also highly detrimental to students, in that it provides a disincentive for faculty to adopt activity-based and noncredit course modalities because of the increased teaching load.

In acknowledgment of the complexity of noncredit instruction and the need for faculty to have access to up-to-date training materials, the Academic Senate adopted Resolution **12.01 S17, Professional Development College Modules on Noncredit,** that called for the Academic Senate to design and implement a Professional Development College module that provides training on recent developments affecting noncredit.

Curriculum

An ongoing issue with noncredit instruction is where it fits with existing, credit curriculum and how best to incorporate it into the rapidly changing landscape of basic-skills and other below-transfer curriculum. The Academic Senate has consistently taken positions affirming the need for all types of instruction and encouraging colleges to use pedagogy and not apportionment as the basis for decisions governing the placement of courses into credit vs. noncredit. For example, **9.14 F15, Resolution in Support of Credit ESL,** affirmed that the right to decide the credit or noncredit status for any class is an academic and professional matter and hence under the purview of the local academic senate. Resolution **9.02 F11, Defining Credit and Noncredit Basic Skills and Basic Skills Apportionment**, also affirmed the role of pedagogy in making curricular decisions about noncredit courses but urged the Student Success Task Force to work with the Chancellor's Office and other stakeholders to adopt apportionment rates that would not penalize colleges for developing noncredit basic skills courses.

Another challenge noncredit courses and programs have faced, especially in times of budget cuts, has been the decision on the part of many colleges to convert these courses and programs into fee-based Community Education programs. The Academic Senate has consistently opposed this practice because disadvantaged students may be deprived of access to fee-based courses and programs due to their cost, and because noncredit faculty in many districts have little or no input in the decision-making processes at their colleges (**Resolution 9.06 S10, "Curricular Priorities Versus Budget-Driven Priorities").**

The Senate has also cautioned against transferring noncredit courses and programs to Adult Education Programs without first ensuring that the appropriate transition pathways are in place to assist student progress from Adult Ed into the community college (**13.01 F11, "Supporting Student Access**").

Attendance accounting and MIS coding of noncredit instruction is handled elsewhere in this paper, but in terms of curricular issues surrounding coding and other matters, the Senate has worked to develop and apply rubrics to bring noncredit courses into alignment with credit courses wherever possible. For example, **Resolution 9.08 S10 Application of Rubrics to**

Recode Noncredit Courses Prior to Transfer (CB 21 Rubrics), established CB21 tracking rubrics for noncredit courses similar to those previously adopted for below-transfer credit courses.

Distance Education is a fairly new modality in noncredit instruction and carries with it its own set of challenges and opportunities. Primary among these are a number of regulatory and fiscal barriers to offering noncredit courses via distance education, but over the past few years the Senate has worked with the Chancellor's Office to address many of these issues and to educate the colleges about online noncredit and its potential for students. Resolution **7.02 F17, Identify and Remove Barriers to Offering Noncredit Distance Education Courses,** directed the Senate to work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education. Even with this progress, colleges struggle to collect apportionment for these courses given the required changes to local SIS systems.

In Fall 2017 the Chancellor's Office implemented a streamlined process for approval of credit courses. The new process relies on a college providing a document certifying that the college complies with all Title 5 regulations with respect to its curriculum. Noncredit instruction was excluded from this new process, primarily because of Title 5 language that requires a full review by the Chancellor's Office to ensure the curriculum meets the criteria for one of the allowable categories of noncredit and is eligible for apportionment. However, the review process can delay the implementation of noncredit curriculum, and the Senate recently adopted Resolution **9.02 F18 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes,** to direct the Academic Senate to work with the Chancellor's Office to revise Title 5 language and create a process that aligns noncredit approval processes with those of credit curriculum.

Statewide Initiatives

Noncredit instruction is likely to become an important component of curriculum designed to meet the requirements of recent, statewide mandates and initiatives such as Guided Pathways and

AB705. In recognition of this, the Senate adopted Resolution **7.03 S18, Including Noncredit in All Student Success Statewide Initiatives,** which directed the Academic Senate to work with the Chancellor's Office and system partners to identify noncredit programs as integral components of all current and future student success efforts, including Guided Pathways, to ensure the inclusion of noncredit allocation in the initial release of statewide initiatives and to support colleges and districts in their efforts to include noncredit programs in their planning and implementation efforts. The Senate also adopted Resolution **17.01 S18, Noncredit Instruction in Guided Pathways Efforts,** to acknowledge the importance of Career Development and College Preparation (CDCP) noncredit instruction as a valuable bridge for underprepared students as they transition into college. This resolution further directed the Senate to provide guidance to local senates on how best to use CDCP instruction in Guided Pathways implementation efforts.

Legislative Changes to Noncredit

Adult Education Realignment

In 2013-14, the state sought to restructure adult education by creating a clear and cohesive alignment for the delivery of adult education programs and services between the California Community College system and K-12 system. This came on the heels of two reports by the Legislative Analyst's Office's (LAO) report "Restructuring California's Adult Education System" (December 2012) and the Little Hoover Commission's report "Serving Students, Serving California" (February 2012). Both reports compared the similarities and disconnects between the two systems and concluded that current separate structures for statewide services were not adequately meeting the educational needs for adult learners. Acting upon recommendations from the LAO and discussions between the two systems, Assembly Bill 86 was signed into law by Governor Brown in 2013. A March 2014 ASCCC paper "AB 86: A Brief History and Current State of Affairs from the Noncredit Task Force" provides a comprehensive summary of the history and driving forces behind the realignment of California adult education, along with the ASCCC'S recommendation for local and state senates' participation.

Fast forward to the present day and significant policies have emerged beyond AB 86 and creation of the regional plans and consortia. The 2015-16 Budget Act allocated $500 million in ongoing Proposition 98 dollars to fund adult education, and specifically, Chapter 13 of 2015 (AB 104, Committee on Budget), created the Adult Education Block Grant (AEBG). Funding was established to move forward the restructuring that began in 2013 and then subsequently identified in the regional consortia 3-year plans. Under the restructuring, consortia would implement plan goals to improve coordination and better serve the needs of adult learners within each region.

There are 71 consortia comprised of adult education providers within boundaries that coincide with community college district service areas. Consortia membership is clearly defined as school and community college districts, county offices of education (COEs), and joint powers agencies (JPAs). Each official member is required to be represented by a designee named by the member's governing board. There are also stipulations that consortia will have partners such as other adult education and workforce service providers (such as local libraries, community organizations, and workforce investment boards) to provide input on implementing the regional plan. Funding is only allocated to official consortia members.

State law authorized five program areas under AB 86, but as part of AB 104 program areas were expanded to seven. Thus, the list below reflects existing program areas along with the two new programs for which consortia can use AEBG funds:

- Elementary and secondary reading, writing, and mathematics (basic skills).
- English as a second language and other programs for immigrants.
- Workforce preparation for adults (including senior citizens) entering or re-entering the workforce. *
- Short-term career technical education with high employment potential.
- Pre-apprenticeship training activities coordinated with approved apprenticeship programs.
- Programs for adults with disabilities.
- Programs designed to develop knowledge and skills that enable adults (including senior citizens) to help children to succeed in school. *

New program areas

Initial AEBG funding was allocated based on two criteria: 1) $375 million for K-12 adult education providers based on their 2012-13 funding base and 2) $125 million for need-based funding. The statute designated need to be determined within each region by the measure of the adult population, employment, immigration, educational attainment and adult literacy. Community college allocations have been derived from the need-based funding portion and determined by each consortium's governing board. The statute also ensured that for subsequent years individual consortium members would not receive less than the previous year's funding. Moreover, AB 104 also contains language directed at member effectiveness which has led to emphasis on defining what constitutes an effective member.

The Governor's 2018-19 budget brought the most significant changes to AB 104 since it was signed into law in 2015. The changes included an increase in the fund from $500 million to $527 million mostly due to a 4.3% COLA increase. The budget also provided $5 million ongoing dollars for data projects to track student outcomes. Another important addition to the budget was the inclusion of a trailer bill that set a cap of 5% on the indirect rate that may be charged by a K-12 district or community college. Further, the budget package renamed the Adult Education Block Grant to the "Adult Education Program (AEP)" which came as a result of consortia members needing to dispel the myth that AEBG funds were categorical and not ongoing. Some member institutions had been limited to investing in permanent staffing or expanding program offerings until the type of funding was clarified. And finally, the 3-year regional plan update was delayed until 2019 so that consortia could reflect on their outcome data and current progress as well as member effectiveness.

One of the most significant impacts on the regional consortia and adult education was the establishment of statewide adult education metrics which reconciled the disparities between the K-12 and community college data systems used to collect these data elements. In summer 2017, field teams comprised of the Chancellor's Office, the California Department of Education, workforce agencies, and community college and K-12 practitioners convened for several meetings to identify and establish data elements that would adequately and consistently represent

progress for adult education students across the state. Within these discussions emerged a decision to create data elements within community college Management Information System (MIS) so that colleges would not be required to use K-12 data collection systems. Beginning in 2018-19 adult education outcome data from community college students accessing noncredit instruction and services are now being collected through MIS. The Chancellor's Office has established the majority of the data elements, but the process is still evolving. Colleges are working to create capacity within their own data systems to accurately collect California Adult Education Program (CAEP) student data. Moreover, there is still important faculty work needed in order to update CB 21 levels for noncredit English, math, and reading, and to ensure that measurable skill gains (MSGs) can be collected for noncredit students in MIS.

Related to the metrics, AB 2098 which focuses on immigrant integration was approved and signed by the Governor in September 2018. The intent of this bill is to address the lack of metrics for immigrant students by incorporating immigrant integration metrics consistent with English Language Civics ("EL Civics") and associated Civic Objectives and Additional Assessment Plans (COAAPs) that are already in use for federal Workforce Innovation and Opportunity Act (WIOA) reporting purposes into the Adult Education Program. Doing so will help preserve and ensure access and support for these students who are most in need of the programs and services and to demonstrate outcomes and progress for these students. Moreover, reporting these types of outcomes will also show the scope and diversity of services delivered by noncredit and K-12 adult education programs. Consortia members have the flexibility of choosing whether to collect these data as the policy is not mandate, nor did it include additional funding.

Strong Workforce and Noncredit

In June 2016, the California Legislature and the Governor approved Strong Workforce Program funding for the purpose of improving the skills of low-wage workers and increasing the numbers of middle-skilled employees. To achieve this, funds of up to $250 million annually have been directed to colleges and regions in order to collect economic and workforce data, develop curriculum in high demand areas, promote professional development, and ensure regional collaboration and coordination.

The majority of regional and local funding is allocated annually to credit CTE programs in order to achieve regional outcomes. And although some regions and colleges have allocated funding specifically for noncredit projects, this has not occurred frequently. For those regions that have committed funds to noncredit programs, projects are focused on creating pathways to credit and employment. Further, there are unique noncredit Strong Workforce Program (SWP) metrics achievable by noncredit CTE or short-term vocational (STV) programs and students. These metrics include the completion of 48 hours of attendance in noncredit STV courses, achievement of local noncredit vocational certificates and state Career Development and College Preparation Certificates of Completion, and attainment of employment and wage increases.

With the onset of the Guided Pathways initiative, noncredit vocational coursework is an increasingly viable way to prepare students for credit CTE coursework and then support students in credit career education programs. This can be done by faculty through the development and offering of mirrored noncredit courses and pre-CTE courses, along with the collaboration with high schools and K-12 adult schools faculty.

AB 705

The signing of AB 705 (Irwin) in October of 2017 fundamentally changed placement and instruction in mathematics, English, and English as a Second Language for credit and noncredit students. The law requires colleges to maximize the likelihood that students enter and complete a transfer level course in mathematics and English composition in one year and that ESL students should complete a transfer level composition course within three years. While these timelines do not apply to noncredit students, the implementation of the law will directly impact noncredit programs.

One potential impact for noncredit programs is the need to offer basic skills and lower level ESL courses to a greater number of students, with many of the additional students coming from the college's credit program. With new limitations on the length of credit ESL sequences and the placement of students into below transfer courses in mathematics and English, some colleges are considering offering far fewer sections, and in some cases no sections at all, of these courses.

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While some believe that these courses are no longer needed, there will be students that still want to access them and would benefit from completing them. For these students, the availability of noncredit versions of these courses would allow them to enroll in the course that they feel best meets their needs while not having to pay any additional course fees. The noncredit versions of these courses could be scheduled through "managed enrollment" to make it more familiar for credit students or they could be scheduled as open entry/open exit to allow students greater flexibility in how they access the course content. While noncredit students are not subject to the timeline restrictions created by AB 705, credit students may only be placed into a noncredit course if the college can demonstrate that the placement aligns with the new legal requirements.

An additional impact on noncredit programs is the use of noncredit corequisites to support the needs of credit students. AB 705 specifically states that a "community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options." The use of noncredit corequisite support courses have some significant advantages for students and colleges. Noncredit courses can be regularly scheduled and mirrored with an equivalent credit course, but the noncredit version would not have any enrollment fees and students would be able to retake the support course even if they have successfully completed it previously. Noncredit support courses could also be offered as open entry/open exit allowing students to enroll in the course after the typical enrollment period for credit courses and students would be allowed to only attend the course for the skills where they require additional assistance.

For colleges that do not currently offer noncredit instruction, utilizing the flexibility that noncredit offers may require a significant investment of institutional resources. One of the possible advantages of AB 705's adoption is that it will encourage colleges to develop noncredit curriculum when they had previously decided to not explore noncredit options. While the expansion of noncredit into other colleges was not the primary intent of AB 705, it is a very likely consequence of the legislation.

Guided Pathways

Exploring new noncredit options including tutoring, and also repurposing existing noncredit course offerings present new opportunities for colleges and students in the era of AB 705 and Guided Pathways (Freitas, 2018). Both AB 705 and Guided Pathways aim to close achievement gaps. As mentioned above, noncredit courses can serve as bridges to various career technical and other credit courses. In addition, some colleges are utilizing noncredit courses as prerequisites or corequisites to credit English and math courses in order to comply with the AB 705 and Guided Pathways requirements (Freitas, 2018). When modularized, these noncredit developmental courses qualify for CDCP certificates.

Credit and noncredit programs should work together to provide students, instructors, and counselors with a clear understanding of all the career and academic pathways available at the college. On the one hand, it is important that often underrepresented noncredit students are introduced to and encouraged to pursue more advanced career credentials or degree programs that lead to family sustaining jobs or careers in high-demand fields when appropriate. Noncredit students can be exposed to varied career and academic pathways, set goals, and start preparing for credit options early in their academic journey. On the other hand, it is equally important that students who are on a pathway to a credit career technical certificate, an associate degree, or transfer are presented with the support options noncredit can offer that build basic skills at no cost to the students without affecting their financial aid status when such support is beneficial.

Residency Requirements

AB 540 (2001) granted access to in-state tuition for undocumented and other eligible students at California's public colleges and universities. This bill allowed undocumented students that are residents of California to qualify for the $46/unit fee for credit instruction. Unfortunately, noncredit programs were not given this type of flexibility. For many years, Title 5 §58003.3 restricted colleges from collecting apportionment for any hours of noncredit instruction provided to undocumented students. Because of this restriction, many colleges chose to collect information about a student's immigration status, which forced some students to forgo their education.

On May 14, 2018, the Board of Governors approved the following new language for §58003.3:

> Notwithstanding section 68062 of the Education Code, for the purposes of crediting community college attendance for apportionments from the State School Fund, a community college district may claim the attendance of students living in California enrolled in noncredit courses in the district.

With the passage and chaptering of this revised regulation, colleges are now able to collect apportionment for any student wishing to enroll in a noncredit course and they are no longer required to collect information about the student's immigration status. This provides a huge benefit to students because they will not have to fear possible deportation just because they are trying to better themselves through education and colleges will not be required to collect any information about the student that has no impact on the educational services the college provides.

Challenges for Noncredit Programs

If noncredit instruction is going to help meet the needs of adult learners in California, it is time to provide noncredit students, faculty, and programs with resources that permit the same level of instruction and support enjoyed by credit students. Current funding for noncredit programs is inadequate (despite improvement provided by SB361), staffing levels of full-time faculty are even more inadequate, student support services are missing or minimal, faculty workload expectations discourage effective class preparation and monitoring of student work let alone impromptu interactions, faculty struggle to participate in program development and local governance, and peer review as provided through Education Code, Title 5, program review or accreditation is not always adequate. In this section we examine some specific problem areas and suggest possible solutions to ensure that noncredit programs can offer their students the same academic integrity as credit programs by providing comparable levels and quality of instructional and support services.

Funding

Noncredit enrollments have a long history of being funded at a level substantially below that of credit instruction although prior to implementation of the 1981 Behr Commission report, they received equal funding. In 2006 legislation approved an enhanced rate of CDCP funding (Career

Development and Career Preparation) that gradually increased to matching the equivalent credit rate of funding in 2015. Noncredit CDCP courses, however, still maintain the positive attendance accounting model which inevitably leads to lower apportionment dollars. In addition, CDCP courses are defined only if there are a sequence of courses leading to a Certificate of Completion for those programs that lead to improved employability or job placement opportunities, or for a Certificate of Competency in a recognized career field by articulating with college- level course work, completion of an associate degree, or transfer to a four-year degree program. These CDCP certificates include classes and courses in elementary and secondary basic skills, workforce preparation, short term vocational programs with high employment potential as well as ESL (English as a Second Language) and VESL (Vocational English as a Second Language.) Funding for the remaining noncredit categories remained --and still remains-- at approximately 60% of the credit rate. This two-tier funding model is confusing for colleges and provides little incentive to support areas such as Adults with Substantial Disabilities, Older Adults, and Parent Education programs. Case in point: these specialized populations are not eligible for CDCP funding via Certificates of Competency or Completion.

An additional challenge still facing noncredit programs is securing a "fair" share of local general fund income. Noncredit programs are not categorically funded and are paid for with a part of the general fund revenue a district receives. The allocation of general fund expenditures is a purely local decision; thus, there is considerable statewide variation in the amount of resources different districts decide to allocate to their noncredit programs. Furthermore, with the merging of grant programs under SEA (Student Equity Achievement Program), there are no longer funds earmarked specifically for noncredit such as the NCSSSP (Noncredit Student Services Support Program). Additionally, noncredit students are increasingly vulnerable to limited resources as they are not included in the metrics for many of the major initiatives and funding. Noncredit practitioners have already experienced what occurs when separate funds are not specifically allocated to noncredit. Since the introduction of the Student Equity grant in 2014, colleges have primarily used grant funds to fund programs targeting credit students although the original allocations from the State were based on demographic information that included noncredit students. In fact, a strong case could be made that all noncredit students are disproportionately impacted.

In the spring of 2018 a new performance-based funding formula for California Community Colleges was passed by legislation. Colleges' apportionment will be determined by base allocations as well as performance metrics relating to equity and student success. At this time, noncredit courses-- CDCP and regular noncredit classes --are **not** included in the success metrics for the new Student Centered Funding Formula and are funded based solely on hours accrued. While this exclusion of performance based funding initially appears favorable for college revenue, there are risks associated with being outside of the student performance metrics. Not being able to reflect the success of noncredit students demonstrates a potential inequity for students and does not promote noncredit instruction as critical to the Community College mission.

Recommendations

1. The Academic Senate for California Community Colleges should work with the Chancellor's Office to allow "managed enrollment" noncredit courses to use the same attendance accounting methods available for credit courses that are based on enrollment at census.
2. The Academic Senate for California Community Colleges should work with the Chancellor's Office and system partners to develop noncredit measures for the Student Centered Funding Formula and have the funding model modified to include the funding of noncredit courses.

Full-Time Faculty

The extremely low ratio of full-time to part-time faculty is perhaps the most glaring symbol of the inferior status accorded noncredit programs by some funding and policy makers. The Senate has long cited research showing that full-time faculty are the best investment a college can make in its students' success and showing correlation between instruction by full-time faculty and measures such as student completion and graduation. (LAO, 2017) While part-time faculty are often excellent classroom teachers, promoting long-term student success means providing faculty who are available to students outside of the classroom and for program assessment and development.

For noncredit instruction, there are unique challenges for those classes taught in an open-entry/ open exit environment with students entering the class at different points without the benefit of developing earlier foundational skills. Because adult students have varying gaps in their academic knowledge, it is not uncommon to have a wide spectrum of ability in a given class. Thus, pedagogy becomes increasingly important with instructors scaffolding lessons to different groups in the classroom. Given many students have failed traditional basic skills class in math and English, it is equally important to employ different teaching strategies to enable students to succeed.

Full-time faculty identify with, commit to, and serve their colleges, their programs, and their students in ways that cannot be expected of part-time faculty. An absence of full-time faculty is likely to mean that there is no meaningful faculty voice to advocate for noncredit students and programs and that faculty responsibilities such as curriculum development are carried out by program staff or administrators. In AB1725, the legislature set 75% of hours taught as the goal for the percentage of credit instruction to be provided by full-time faculty. Unfortunately, many districts interpret this number as a maximum – a ceiling rather than a floor – although the original Education code language clearly stated "at least." (Walton, 2014) There is no corresponding goal for noncredit instruction. However, many times administration feels justified in not providing more noncredit instructional faculty because noncredit counseling faculty do count towards the faculty obligation number.

The Senate has never disputed the idea that exigencies like enrollment fluctuation and the need for faculty with current expertise in technical fields create the need for institutions to employ part-time faculty in certain areas. However, the current 5% figure for the percentage of noncredit instruction taught by full-time faculty goes far beyond any justifiable need for flexibility. Many of the problems and solutions identified here echo the conclusions and recommendations in the Academic Senate's 2002 paper on the use of part-time faculty in general, *Part-Time Faculty: A Principled Perspective*. However, they take on a new urgency in the noncredit area, given its much higher use of part-time faculty and the complete lack of regulation or goals for improvement.

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Few districts have reached the 75% goal for credit instruction. The average for districts across the state has decreased in recent years and is now below 60%. Many districts are below 50%. From the perspective of full-time noncredit faculty, however, the circumstances of full-time credit faculty look remarkably good. A survey conducted for the Academic Senate's 2006 noncredit paper determined that statewide full-time faculty provide only 5% of noncredit instruction; this means, of course, that the level is even lower at many colleges, and in some colleges noncredit is taught entirely by part-time faculty. Noncredit instruction historically was funded at a lower rate than credit giving some administrators a reason that the institution could not support full-time noncredit faculty.

As mentioned above, such decisions affecting the academic integrity of a program are made in the local budget allocation process and should not be based exclusively on economic grounds. (Colleges would not commit to many high-cost career and technical programs were the reimbursement for such programs is the sole criteria for offering them.) The state's rationale for increasing the CDCP rate to 100 percent of the credit rate was three-fold:

- **Program Costs.** A subset of noncredit programs may have above-average costs due to expensive equipment, supplies, and facilities, as well as lower student-to-faculty ratios.
- **Program Quality.** An increased funding rate could facilitate the hiring of more full-time faculty. Colleges typically have a low share of full-time faculty in their noncredit programs compared with their credit programs. The lack of full-time faculty can hamper course and program development, faculty coordination, and program oversight.
- **Financial Incentives.** Equal funding rates would remove the incentive to emphasize degree and transfer programs over noncredit programs.

Enhanced funding for CDCP and the increased funding for noncredit has hopefully provided some incentive to hire more full-time noncredit faculty.

Recommendation

The Academic Senate for California Community Colleges should work with the Chancellor's

Office to establish both interim and final goals for a noncredit full-time to part-time faculty ratio—perhaps by amending regulations to mandate that a portion of any additional noncredit funds be used to hire additional full-time noncredit faculty.

Faculty Workload and Salary

While working conditions are not generally under the purview of the Academic Senate, the circumstances in which noncredit instruction takes place raise significant concerns about the broader quality of instruction being provided to students. Despite the excellence of individual instructors, the overall academic environment for noncredit students is deficient in several ways because of the direct effects of faculty workload. Full-time noncredit faculty are generally, but not always, on the same salary schedule as their full-time for credit counterparts. However, they almost always have a higher workload in terms of direct classroom contact hours. This is particularly pernicious because the automatic, underlying assumption behind teaching more classroom hours is that noncredit faculty do not need time to prepare for class, or to evaluate and respond to student work, or to provide feedback in the broader ways cited above as important to student success. In certain noncredit classes this assumption may be valid, but it is not the case in CDCP classes, and the calculation of appropriate faculty load needs to be undertaken with much more care. In addition, part-time noncredit faculty are often paid on a lower salary scale than their part-time credit counterparts, which can create higher turnover as well as difficulty recruiting talented and industry specific faculty. Noncredit salary schedules should be based on instructor qualifications and experience, as they are in credit; a lower schedule solely because the class is noncredit should be avoided.

In part because noncredit instruction is often based on a fundamentally different enrollment model (open entry/open exit), faculty often do not have the same student population from the beginning to the end of the class, and student work performed outside of class—a Title 5 requirement in degree applicable credit instruction—is treated differently in noncredit instruction. These factors combine to require appreciably more contact hours for noncredit faculty than would be required of a credit faculty member teaching the same load. What has gone unnoticed is many CDCP classes have standard entry/exit, students are assessed and receive grades. The rigor of the class is complementary to the credit side, the students just don't receive

credits. Spending more time in the classroom by individual faculty members means less time available to prepare for class, assign and evaluate student homework assignments, or participate in program planning, development, or assessment. Most noncredit faculty—in part because of the heavy use of part-time faculty - also have fewer available facilities and fewer requirements to make office hours available to students.

Increased workload also makes it more difficult for noncredit faculty to involve themselves in the academic and professional life of their colleges even when they wish to do so. While credit faculty sometimes question the burden imposed by institutional service when half to a third of faculty are part-time, the burden of institutional service is much heavier on full-time noncredit faculty, who comprise less than 5% of the faculty in noncredit instruction.

All of these problems are exacerbated under compressed calendars. While matching credit and noncredit calendars can facilitate student transitions, noncredit programs should seriously consider the potential detrimental effects on their programs of any decision to change the calendar without first resolving the issues of excessive faculty load.

Recommendation

Local academic senates and bargaining units should collaborate to ensure that equitable working conditions for noncredit faculty are used to provide equitable services to noncredit students.

Effective Participation in Governance

The enormous over-reliance on part-time noncredit faculty also raises significant problems for effective participation of noncredit faculty in governance. Since both "Educational program development" and "Standards or policies regarding student preparation and success" are collegial consultation areas in which governing boards and faculty senates must cooperate, the lack of full-time noncredit faculty available within a college means that local senates lack faculty expertise in an area in which they themselves must act as expert advisors to their governing boards. This clearly has undesirable consequences for the quality of program development, curriculum development, practices supporting student success, the ability of the local senate to create educational policy, and ultimately the quality of noncredit instructional programs.

Recommendations

1. Local academic senates should work with their bargaining units to ensure that the workloads of full-time noncredit faculty include institutional service should provide the ability for noncredit faculty to participate in a comparable manner to credit faculty.

2. Local academic senates should encourage the inclusion of noncredit faculty in collegial governance.

Curriculum and Program Development

Curriculum Requirements and Process

There are ten legislated instructional areas that colleges can develop and offer courses under noncredit. Nine of the noncredit instructional areas are defined in Ed. Code § 84757 and the tenth in Title 5 § 55151 (PCAH). The ten areas are:

1. English as A Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics or family and consumer sciences
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

Colleges with approved apprenticeship agreements have the ability to offer noncredit apprenticeship programs. In addition to the 10 areas, noncredit programs may offer supervised tutoring and learning assistance in support of another course or courses (Title 5 § 58172). For those open entry/open exit courses that provide supplemental learning assistance, "*the COR for the supplemental open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue...the supplemental COR must be prepared in light of the primary course objectives, but the hours for the supplemental COR will*

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then be based on the objectives and related assignments specified in the supplemental COR (PCAH p. 115).

CDCP v non-CDCP

All noncredit courses and any connected programs that qualify for state apportionment must be approved by the State Chancellor's office. *"The Chancellor's Office reviews community college proposals within the context of title 5. Community college noncredit course and program approval must be submitted electronically using the Chancellor's Office Curriculum Inventory"* (PCAH). The five criteria used by the Chancellor's Office to approve noncredit programs and courses are as follows:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (PCAH)

At the local level, the noncredit curriculum development and approval process is similar to that of the credit process and requires a local curriculum committee and district governing board approval. Some colleges include approval of noncredit curriculum under the purview of the local credit curriculum committee. Colleges can create a local curriculum guide to address some of the questions about credit purview over noncredit curriculum. (For example, Santa Barbara City College created a collaborative Noncredit Curriculum Guide approved by the local Senate to address the role of credit faculty in noncredit curriculum development).

Local districts are responsible for ensuring that the submitted Course Outline of Record (COR) contains all required elements (PCAH). The Course Outline of Record (COR) is a legal contract between the faculty, students, and the college and must contain certain required elements that are outlined in §55002 of Title 5. The following 5 elements are required in noncredit CORs (PCAH):

1. Number of contact hours normally required for a student to complete the course
2. Catalog description

3. Objectives

4. Content in terms of assignments and/or activities

5. Methods of evaluation for determining whether the stated objectives have been met

6. Methods of Instruction

Additionally, the following fields are recommended to be included in noncredit CORs (PCAH):

1. Course number and title

2. Status (noncredit versus credit or others)

3. Contact Hours

4. Catalog Description

5. Prerequisites, corequisites, advisories on recommended preparation, or other enrollment limitations (if any)

6. Field Trips

7. Assignments and/or Other Activities

It is a responsibility of the local curriculum committee, which must be "established by mutual agreement between the college and/or district administration and the local Academic Senate" (PCAH), to ensure that the courses recommended for approval "cover the appropriate subject matter and uses resource materials, teaching methods and standards of attendance and achievement that the committee deems appropriate of the enrolled students (PCAH)."

Mirroring of Credit and Noncredit Courses

Mirroring existing credit classes into noncredit class offerings addresses the unique college and career goals of adult education noncredit students who are interested in exploring the rigor and expectation of credit courses without the pressure of the credit course such as the tuition fees, the Carnegie rule, and the course repeatability restrictions. Additionally, students are able to achieve Career Development and College Preparation Certificates of Competency and / or Completion typically in the CTE and ESL disciplines.

A mirrored class COR includes the exact same content and required fields as the credit class COR and goes through a similar approval process. These mirrored courses are listed in the

schedule of classes, and usually have the credit faculty as the instructor of record. Noncredit students register for the noncredit course, but there is often a limit on how many noncredit students may enroll. The number of seats available to noncredit students is decided discipline by discipline. Noncredit students attend the course lectures and/or labs throughout the given semester and are required to complete the same work and assignments as the credit students enrolled in the dual-listed credit course. The significant difference is that the noncredit students will earn a Pass / Some Progress / No Pass grade while the credit students will earn a letter grade after completing the course.

Mirrored courses provide an opportunity for institutions to bridge pathways for the adult noncredit learner populations to achieve academic success in credit courses. Mirrored courses also provide an opportunity to build new, and strengthen existing, relationships across campus and with industry partners. There are also areas of growth which promote effective articulation agreements and incorporate more accurate metrics and analytics to support more mirrored classes into ongoing institutional student-focused guided pathways and meta- major frameworks from college to career.

Noncredit as Prerequisites and Corequisites

The use of noncredit courses to serve as a prerequisite or a corequisite to a credit or noncredit course was not explicitly included in §55003, but the Chancellor's Office maintained that it was permissible. Initially, it was believed that noncredit courses could be used to satisfy prerequisite or corequisite requirements, but that a student (either credit or noncredit) could not be required to take a specific noncredit course.

In August 2018, the Chancellor's Office and the Academic Senate released a set of frequently asked questions related to the local implementation of AB 705 (Irwin, 2017) that stated that colleges could require students to enroll in a noncredit prerequisite or corequisite if the requirement was validated. This is a significant shift in interpretation that has been codified in the 2019 revisions to §55003.

Colleges have the ability to use noncredit courses to meet prerequisite requirements. This would allow colleges to shift basic skills courses out of the credit program and offer them as noncredit courses where students would not be required to pay fees. There are advantages to offering basic skills instruction through noncredit, including the lack of excess unit accumulation, no per unit fees for students, the courses may have more flexible scheduling options, and the course may be competency based instead of being based on how much material the student is able to master during a semester. Colleges considering this option should remember that many credit students are required to take a minimum number of units to maintain financial aid eligibility.

The use of noncredit corequisites allows colleges to offer support courses for credit courses in mathematics, English, and English as a Second Language where the student will be able to re-enroll in the support course until they are able to successfully complete the parent course. These courses could be scheduled as open entry/open exit, allowing the student to drop in when they need additional support, but not be forced to attend support every week if they don't need it. The courses could also be offered via managed enrollment and offered as a mirrored course where students can be enrolled in either a credit or noncredit version of the support course. With the recent changes to Title 5, colleges will be able to require students to enroll in noncredit corequisites, just like they would with a credit corequisite, but the student will not be forced to pay any additional course fees.

Course Repetition

Since the modifications to Title 5 §55041 in 2012, community colleges have been exploring different options to address the loss of most course repeatability. While noncredit courses cannot replace all of the loss of repeatability, students are permitted to retake noncredit courses that they have successfully completed without petition.

Many colleges have encountered challenges accessing the course repetition options available in Title 5 §55040 because students do not want to complete the required petition necessary to retake the credit course. In some cases, the college can create equivalent noncredit courses, particularly in vocational programs where recertification may be required, and a student can enroll in those courses as many times as they choose. This is an excellent option for students that do not require

units, but just need to complete a course that allows them to demonstrate competency. These repeated enrollments would have no course fees.

For courses in the fine and performing arts, it is possible that colleges could create courses for older adults that would allow some students to participate in things like theatrical productions or a choir, but these courses would need to be designed for older adults and would be funded at the same rate as traditional noncredit classes. Open access courses that are equivalent to existing credit courses in areas like music, art, theater, and dance are not likely to fit within any of the allowed areas of noncredit instruction and would be rejected by the Chancellor's Office when submitted for approval.

While noncredit does give access to courses that can essentially be repeated, not all credit courses that lost repeatability are appropriate for noncredit instruction and those that are may not be a better solution than having students complete a petition to retake the existing credit course.

Competency Based Education, Digital Badging, and Micro-Credentials

Competency based education has become an important part of education that directly aligns with noncredit instruction. Noncredit courses are an effective and convenient way for busy working adults to gain employability skills, to upskill for career advancement, and update their knowledge to meet the ever-changing job demands. However, it has been difficult to recognize and validate student learning in noncredit as students do not earn letter grades or credit units (Radionoff, 2016). Allowing the student to attend courses when they are available (open entry/open exit), providing the ability to continue a course from one term into the next, and providing the student with the flexibility to not sit through classes on topics that the student has already mastered have always been fundamental components of noncredit instruction. Noncredit can be offered online or face to face, can be offered in various scheduling formats including full semester, intensive short courses, modules, and courses that span multiple terms, and the student has the flexibility to re-enroll in courses to ensure that they have mastered all of the skills in a course or to refresh the skills that they previously mastered.

One way that colleges are recognizing achievement in competency-based education is with digital badges. Instead of giving students units, students are given badges to indicate they have

mastered particular topics. Digital badges are an innovative and practical way to recognize and share student achievement, especially in noncredit. Digital badges are a portable online representation of skill achievement. Many of the California community colleges are starting to utilize the digital badging system to validate student skill attainment in their workforce preparation programs, short-term vocational courses, and in some cases, credit courses (Wollenhaupt, 2018). Digital badges can lead to employment and support lifelong learning (Foundation for California Community Colleges, 2018). By clearly articulating and showcasing the skill sets students demonstrated, digital badges help employers understand students'/employee's/applicants' abilities. (Wollenhaupt, 2018)

As students acquire skills and collect digital badges, they could eventually complete all of the skills necessary for a certification. Certifications often include several different skill areas and each skill area might include several different digital badges. To help students identify the different skill areas required for a credential and to help them document their progress, some colleges have begun exploring the idea of micro credentials. Micro credentials represent a collection of digital badges that make up a skill area within a larger credential. This is similar to stackable certificates where colleges break a certificate that could take several years to complete into smaller certificate programs that students can complete more quickly. Each stackable certificate is designed to build upon the previous one until the student has completed the full certificate program. Noncredit programs may begin exploring micro credentials as new educational options are brought into the community colleges with the development of the California Online Community College.

Credit by Examination and Credit for Prior Learning

In order to support student persistence and accelerated and cost-effective degree completion, California community colleges are exploring new ways to facilitate the degree acquisition process. Credit for prior learning is one such method gaining attention in recent years (Davison, 2016) and the Academic Senate for the California Community Colleges has passed a number of resolutions in support of offering students credit-by-exam options for prior learning (ASCCC, 2008-2016). Prior learning experience can be attained through various sources such as military training, noncredit coursework, work experience, and employer training programs. While colleges should already offer a clear credit-by-exam policy in pursuance of California Education

Code, it is recommended that this policy include other sources and measures of prior learning assessment (Valenzuela & Karandjeff, 2016). For example, students who have taken a noncredit basic skills course or a short-term vocational course can be awarded college credits by passing an exam or another form of assessment.

The credit for prior learning system can also incentivize the noncredit student population to get and stay on the path to higher education and meaningful careers. Research shows that students who earn prior learning assessment (PLA) credit have higher graduation rates than their peers who do not earn PLA credit (Valenzuela, MacIntyre, Klein-Collins, & Clerx, 2016). In studies done in university settings, it became evident that prior learning assessment (PLA) can benefit underrepresented students, especially Hispanic students (Klein-Collins, 2010 as cited in Valenzuela et al., 2016). In California's community colleges, the West Hills Community College District is currently piloting a prior learning assessment program (Ono, 2017). It is the district's hope that awarding credit for prior learning such as work experience in a trade can open doors to higher education for non-traditional students and help them persist in a community college program (Ono, 2017). In this pilot model, students will submit a digital portfolio to showcase their knowledge of the subject. A faculty panel will review the portfolio and determine if the student demonstrated the learning outcomes of the course (Ono, 2017). In order to support underrepresented non-traditional students, it is important for the colleges to explore PLA options and further solidify the policies around the credit-by-exam, multiple measures assessments, and other PLA systems. Successful completion of noncredit courses can also be a part of those assessments. Noncredit and credit faculty need to collaborate to articulate and communicate clear sets of competencies required to earn credit by exam.

Approval of Noncredit Curriculum

Currently, all noncredit courses and certificate programs require approval by the Chancellor's Office. The state-level curriculum approval process can be long and often becomes a roadblock to offering innovative and current curriculum that responds to the needs of an evolving workforce and the community. As has been done with credit curriculum in 2017 - 18, approval of noncredit curriculum must be shifted from the Chancellor's Office to the local curriculum committees, academic senates, and governing boards. Shifting to local noncredit approval of

curriculum will streamline approval and allow colleges to better address the changing needs of students, like those related to the implementation of AB 705 and the alignment of curriculum with Guided Pathways. System partners also advise Title 5 language changes to allow for local approval of the noncredit course outlines and programs (Beach, R. & Young, J., 2018).

Recommendations

The Academic Senate for California Community Colleges should work with the Chancellor's Office, through the California Community Colleges Curriculum Committee, to shift the approval of noncredit curriculum from the Chancellor's Office to the colleges.

Noncredit Student Services, Assessment and Matriculation

The challenge of providing effective counseling and other student services to noncredit students is equally daunting. The transition to the Student Support Services Program metrics provided funding for noncredit assessment and counseling services that were similar to credit, but many of the services offered to noncredit students are either provided by credit practitioners or by noncredit counseling faculty that are usually even more outnumbered by their credit counterparts. It is unclear how the shift to the new Student Equity and Achievement Program (SEA) from SSSP and Equity will impact noncredit programs, but there are concerns because the funding for noncredit services is no longer separate from those for credit. The Chancellor's Office is currently working out the details about how the SEA Program will be implemented, but there is a push to continue tracking noncredit services and outcomes separate from credit to ensure that there is a means to guarantee that SEA Program funds will be allocated to support noncredit students.

The onboarding process for noncredit students includes many of the same components as credit students, but many of the tools used for credit students are not designed to meet the needs of noncredit students. For example, CCCApply includes many questions that do not directly apply to noncredit students and could discourage students from enrolling. Assessment for noncredit students is often a moving target, but the recent changes to §55003 could allow colleges to place students into a specific noncredit course instead of providing information about which course the student should take. Many noncredit students will need to go through some form of guided

placement with a counselor to help students reach their academic goals; however, unlike with many credit students, the noncredit student may have limited experience with formal education or may not have identified their educational/career goals. Unfortunately, noncredit students generally receive fewer counseling services than their credit counterparts. To achieve significant student success in noncredit programs, colleges will need to commit resources to dedicated counselors or counselors with significant experience in working with noncredit students.

Financial resources are necessary not only for noncredit programs and to hire teachers and counselors, but noncredit students themselves may need greater financial support. In spite of the fact that noncredit programs do not have enrollment fees as credit programs do, the noncredit student still may face all the other financial hurdles that can be a barrier for educational participation and progress: the need to work full-time, transportation costs, child care expenses, class textbook and supplies costs. Yet few noncredit students receive financial aid. The main reason is that to be eligible for financial aid noncredit students must be enrolled in a program with a minimum of 600 hours. Few noncredit programs meet those requirements with, for example, short-term training and CTE programs typically having fewer hours. Mechanisms to increase the amount of financial aid available to noncredit students should be explored.

Recommendations

1. Colleges should use noncredit matriculation SEA Program funds to provide noncredit students with counseling and other student services equivalent to those provided to credit students.
2. The Academic Senate for California Community Colleges should work with the Chancellor's Office to ensure that noncredit student and support services continue to be funded adequately and that noncredit specific outcomes be developed to ensure that noncredit services are properly funded.

Attendance Accounting

Face-to-Face Courses

One of the areas where noncredit instruction most varies from credit instruction is in attendance

accounting patterns. This affects both the educational relationship between teacher and student, and the funding of noncredit programs. Credit instruction is largely designed around units, hours of instruction listed in the COR, and the assumption that the student will participate for the entire term. In contrast, noncredit instruction frequently uses the open entry-open exit format where students come and go throughout the term. This creates a very different educational philosophy as students may complete a short-term goal and leave. Both credit and noncredit faculty are aware that student attendance varies as students are often pulled from class attendance for a wide variety of lifestyle reasons—jobs, family responsibilities, health and other matters.

However, in noncredit, this can have a significant impact on program funding because almost all noncredit apportionment is calculated only on a positive attendance model, which means that colleges are only funded for the hours during which students actually attend class. In contrast, credit courses can be funded using a variety of models (full-term census is the most common). There are numerous problems with positive attendance being used for almost all noncredit funding. More options are needed. For example, this limitation makes it difficult for faculty to develop programs with long-term educational potential which don't lend themselves to immediate positive attendance. College also offer courses through "managed enrollment", where students who are able to commit to a more structured schedule enroll in a course, but these courses are still funded through positive attendance despite being scheduled like most credit courses.

Distance Education

Increasingly, more students are taking Distance Education (DE) courses as part of their educational programs. In 2016-2017 approximately 28% of credit students had completed at least one DE course with DE completion rates now within 4% of traditional face to face instruction. (NC First Friday Webinar Erin Larson 11/18). Unfortunately, noncredit has not seen the same increases in access to DE instruction with only 1% of all noncredit students having taken any form of DE course. In 2016-2017, noncredit students were more likely to complete a DE course vs a face to face course by 10%. While this data might be misleading because noncredit online classes are usually managed enrollment classes that tend to have higher completion rates than a mix of "open-entry, open-exit" and managed enrollment face to face classes, but the higher

completion rate of noncredit DE courses is worth additional exploration. With such promising initial results, why is there such disparity between the number of credit students taking DE courses versus noncredit students?

The answer can partially be attributed to colleges' mistaken belief that noncredit DE courses are not financially viable given the accounting formula outlined in Title 5. Many colleges still believe noncredit DE courses are not cost effective and they choose to not offer the option to students; however, upon closer examination of the DE noncredit formula, there are opportunities for colleges to earn additional apportionment from these classes.

First, as with all noncredit classes, attendance is based on positive attendance. Unlike most noncredit classes that collect attendance based solely on contact hours in the classroom (as noted on the noncredit COR), noncredit DE classes can augment these hours in two ways:

1. The number of hours expected for any outside-of-class work.
2. Any instructor contact as defined by Title 5 §55204(b) " includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities."

Both of these extra hours must be noted on the course outline of record or distance education addendum. With these increased student contact hours, most noncredit classes will receive additional apportionment dollars versus a traditional face-to-face course.

Unlike credit classes which uses census-based accounting to record the number of students after the first two weeks, noncredit DE classes are required to capture positive attendance both at the 20% mark and at the 60% mark of the class. In theory, capturing this MIS data should be straight-forward, but most colleges do not have the resources necessary to modify their MIS system to accommodate these two noncredit benchmarks; therefore, colleges that are offering noncredit DE courses have had to collect this data manually. While the manual collection of

noncredit DE apportionment is feasible on a small scale, few colleges have the ability to collect this data at the scale of DE course offerings that are present in credit.

Recommendations

1. The Academic Senate for California Community Colleges should work with the Chancellor's Office to investigate whether a regulatory change could provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses. Care should be taken to add possible mechanisms and **not** to constrain the flexibility of noncredit programs to offer open entry/open exit and other modes of instruction useful to a wide variety of student needs.
2. The Academic Senate for California Community Colleges should work with the Chancellor's Office to ensure that noncredit online courses offered by the current 114 accredited community colleges are funded at the same rate as those offered by the Online College. This equalization would eradicate the need for expensive MIS changes and be equitable to all colleges wanting to offer DE short-term vocational programs.

Accreditation

The Accrediting Commission for Community and Junior College (ACCJC) accredits both credit and noncredit programs, but colleges do have another option for the accreditation of their noncredit programs. The ACCJC's accreditation standards do not specifically mention noncredit programs, but many colleges choose to include their noncredit offerings as part of the Institutional Self Evaluation Report (ISER). Colleges will often include examples from their credit and noncredit programs when responding to questions about instructional student services and support programs. Additionally, the college may include how noncredit fits into decision making, college administration, budget allocation, and collegial governance.

Noncredit programs also have the option of being separately accredited by the Adult Schools division of the Western Association of Schools and Colleges. Large noncredit programs that are almost their own separate college, like San Diego Continuing Education and North Orange County Continuing Education, have their own specific sites, their own academic senate, and their own president/provost. These operations are larger than some California community colleges,

but the CCCCO has yet to recognize a college that only offers noncredit instruction. Being accredited separately from other colleges within the district has the potential benefit of being recognized as a separate entity and not part of a college, but a potential drawback could be an inappropriate alignment with K-12 structures and methods that might make integration with the rest of the college or district more difficult.

Recommendations

1. Colleges should ensure that their noncredit programs receive effective inclusion in the ISER, preferably in a way that promotes integration with other programs, including the transition of noncredit students into the college's credit offerings.
2. The Academic Senate for California Community Colleges should investigate the alignment of WASC-ACCJC expectations for noncredit programs to ensure effective inclusion and integration of noncredit programs into the college's accreditation work, including the identification of institutional goals, improvement plans, and the Quality Focus Essay (QFE), whether they are organizationally part of a college or are a separate institution in a district.

Metrics and Accountability

Along with all other areas of the California Community College System, noncredit programs must respond to requests from accreditors and legislators to effectively demonstrate accountability for student success. The extreme range of student and state goals for noncredit means that particular care must be taken to design measures of success that are not overly narrow or simplistic; however, metrics that reflect the range of successful student outcomes for noncredit students will only be possible if the data collected by the Chancellor's Office is accurate and complete.

If promoting increased noncredit-to-credit integration implies a bifurcation of noncredit courses and programs, then SB361 makes that division explicit with the two tiers of funding in noncredit. Along with the higher funding came increased scrutiny and accountability expectations. Most faculty are aware that teachers at all levels, from preschool to advanced professional schools, are being asked to meet ever increasing levels of "accountability." To conduct the research necessary

to document the effectiveness of the increased funding, noncredit measures were added to the system wide Accountability Reporting for Community Colleges (ARCC). When the ARCC Report was replaced by the Student Success Scorecard, a specific metric for Career Development and College Preparation students was created. Unfortunately, the metric's design only tracks students that are part of a CDCP program, and the six-year cohort makes it difficult to use the metric to inform institutional change.

Beginning with the Institutional Effectiveness Partnership Initiative (IEPI), the Chancellor's Office has been working with system partners to develop a set of comprehensive metrics that accurately reflect the good work done in the community colleges. Beginning in 2019, the Chancellor's Office will be releasing a set of new metrics, the Student Success Metrics, that include Adult Education/ESL and include similar success measures as the Student Success Scorecard (transition from noncredit to credit or the completion of an approved noncredit certificate). In order for these new metrics to be successful, colleges must do a better job of tracking the progress of noncredit students and submitting accurate noncredit data into the Chancellor's Office Management Information System (MIS).

Many noncredit programs do not track student progress in their Student Information System (SIS) and do not offer transcripts for students. To develop accurate metrics, including noncredit success metrics for the Student Centered Funding Formula, it is vital that colleges collect all student progress data possible, including the use of the SP progress indicator. Additionally, to ensure that students enrolled in noncredit programs are not negatively impacted, noncredit programs should develop and provide a noncredit transcript that contains a record of all courses and certificates that a student has completed.

Recommendations

The Chancellor's Office, constituency groups, and local colleges must ensure that the data being submitted to MIS accurately reflects the progress and outcomes of noncredit students and that the newly developed metrics provide accurate information to colleges, the Legislature, and members of the public.

Conclusion

Noncredit instruction has continued to evolve and expand, but there are still challenges that must be addressed before noncredit can achieve its full potential. It is clear that the Legislature sees value in noncredit instruction to support the needs of adults in basic skills and workforce education and they have attempted to encourage colleges to expand the use of noncredit by increasing the funding rate to be the same as credit.

With all of the progress in noncredit, noncredit faculty are still not part of the Faculty Obligation Number, the majority of noncredit instruction takes place in a handful of colleges across the system, noncredit curriculum must still be approved by the Chancellor's Office, and noncredit was not included in the success metrics of the new Student Centered Funding Formula. Noncredit programs have demonstrated that they are essential to meeting the needs of a wide variety of students and the Academic Senate for California Community Colleges must continue to advocate for noncredit programs and faculty to be treated fairly and have access to the same options as credit.

Summary of Recommendations

The Academic Senate for California Community Colleges makes or restates previously adopted recommendations for changes for the continued growth and success of noncredit programs.

Statewide Recommendations

1. The Academic Senate for California Community Colleges should investigate the alignment of WASC-ACCJC expectations for noncredit programs to ensure effective inclusion and integration of noncredit programs into the college's accreditation work, including the identification of institutional goals, improvement plans, and the Quality Focus Essay (QFE), whether they are organizationally part of a college or are a separate institution in a district.

2. The Chancellor's Office, constituency groups, and local colleges must ensure that the data being submitted to MIS accurately reflects the progress and outcomes of noncredit students and that the newly developed metrics provide accurate information to colleges, the Legislature, and members of the public.

3. The Academic Senate for California Community Colleges should work with the Chancellor's Office to investigate whether a regulatory change could provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses. Care should be taken to add possible mechanisms and **not** to constrain the flexibility of noncredit programs to offer open entry/open exit and other modes of instruction useful to a wide variety of student needs.

4. The Academic Senate for California Community Colleges should work with the Chancellor's Office to ensure that noncredit online courses offered by the current 114 accredited community colleges are funded at the same rate as those offered by the Online College. This equalization would eradicate the need for expensive MIS changes and be equitable to all colleges wanting to offer DE short-term vocational programs.

5. The Academic Senate for California Community Colleges should work with the Chancellor's Office to ensure that noncredit student and support services continue to be funded adequately and that noncredit specific outcomes be developed to ensure that noncredit services are properly funded.

6. The Academic Senate for California Community Colleges should work with the

Chancellor's Office, through the California Community Colleges Curriculum Committee, to shift the approval of noncredit curriculum from the Chancellor's Office to the colleges. The Academic Senate for California Community Colleges should work with the Chancellor's Office to establish both interim and final goals for a noncredit full-time to part-time faculty ratio—perhaps by amending regulations to mandate that a portion of any additional noncredit funds be used to hire additional full-time noncredit faculty.

7. The Academic Senate for California Community Colleges should work with the Chancellor's Office to allow "managed enrollment" noncredit courses to use the same attendance accounting methods available for credit courses that are based on enrollment at census.

8. The Academic Senate for California Community Colleges should work with the Chancellor's Office and system partners to develop noncredit measures for the Student Centered Funding Formula and have the funding model modified to include the funding of noncredit courses.

Local Recommendations

1. Colleges should ensure that their noncredit programs receive effective inclusion in the ISER, preferably in a way that promotes integration with other programs, including the transition of noncredit students into the college's credit offerings.

2. Colleges must collect and report accurate data on student progress and success at the course and program level. Colleges should explore developing transcripts for their noncredit student population.

3. Colleges should use noncredit matriculation SEA Program funds to provide noncredit students with counseling and other student services equivalent to those provided to credit students.

4. Local academic senates should work with their bargaining units to ensure that the workloads of full-time noncredit faculty include institutional service should provide the ability for noncredit faculty to participate in a comparable manner to credit faculty.

5. Local academic senates should encourage the inclusion of noncredit faculty in collegial governance.

6. Local academic senates and bargaining units should collaborate to ensure that equitable

working conditions for noncredit faculty are used to provide equitable services to

noncredit students.

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Executive Committee Agenda Item

SUBJECT: SLO Symposium		Month: February	Year: 2019
		Item No: IV. L.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will determine the role of the ASCCC with the SLO Symposium 2020.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The SLO Symposium was held on January 25, 2019 at Santa Ana College. At the time this agenda item was prepared, there were 146 people registered to attend. There is hope that the number of attendees will reach 200. The 2018 SLO symposium had 200 attendees and feedback was generally positive.

This is the third time ASCCC held the event with a system partner, and the sixth time the Symposium was coordinated in this way. Additionally, in 2010 and 2011, ASCCC held its own SLO Institutes. This year, there was a committee that worked with our system partner to coordinate the SLO Symposium.

The Executive Committee will determine the role of the ASCCC with the SLO Symposium in 2020.

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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: Faculty Roles in Planning and Budget Paper		Month: February	Year: 2019
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft for the paper on Budget Processes.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The last paper on budget processes was approved in Fall 2001. Given that there have been significant changes throughout the system since that time, an updated paper is warranted. A resolution (2.01 S18) requesting a review and possible update of the paper was approved. Upon reviewing the paper, an update is necessary.

The first draft of the paper on Faculty Roles in Planning and Budget is presented to the Executive Committee for comments and revisions.

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

Draft 1

Faculty Roles in Budget Processes

Introduction

The revision to several previous Academic Senate for California Community Colleges' papers comes as a result of two resolutions. The older of these, resolution 2.01 (Spring 2008), stated:

> "Whereas, The Accreditation Standards adopted in 2002 require community colleges to demonstrate the linkages between planning and budgets, and we recognize that student learning outcomes and program review are an integral part of the planning and budget process under the accreditation standards;
>
> Whereas, A college and its students benefit from building their budget and planning based upon their mission, values, and student learning;
>
> Whereas, The planning and budget process drives the effective use of the human, physical, technology, and financial resources to achieve educational goals and achieve student learning outcomes; and
>
> Whereas, The Academic Senate adopted paper *"The Faculty Role in Planning and Budgeting"* was approved in Fall 2001 before the adoption of the 2002 Accreditation Standards, and these standards greatly impact the discussions around this process;
>
> Resolved, That the Academic Senate for California Community Colleges review its paper *"The Faculty Role in Planning and Budgeting"* to determine whether any update or further action is warranted in light of the 2002 Accreditation Standards."

In November 2009, a *Rostrum* article, written by the then-chair of the ASCCC Accreditation and SLO Committee, concluded that the core of the 2002 paper was still valid and that the call to update the paper was premature. However, the Rostrum author noted that, "should issues of SLOs, assessment, and budget and planning processes evolve as rapidly as they have in the last couple of years, it [the paper] probably should be [updated] in the not so distant future."[1]

A second resolution, 5.03 (F 2018), asked for a second update, this time to the "Budget Considerations – A Primer for Senate Leaders" article, which was published in 2009. This resolution called for the paper not only because of accreditation issues, but also responded to concerns regarding the new funding formula. The resolution reads:

> "Whereas, The Academic Senate for California Community Colleges' paper *Budget Considerations – A Primer for Senate Leaders* (2009) built upon the previous paper *The Faculty Role in Planning and Budgeting* (2001) by providing guidance to local senate leaders monitoring and assessing specific types of budget information;

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[1] ASCCC Rostrum, "Updating the Faculty Role in Planning and Budget Paper?" (https://asccc.org/content/updating-faculty-role-planning-and-budgeting-paper), November 2009.

1

Whereas, The Academic Senate for California Community Colleges' Paper *Budget Considerations – A Primer for Senate Leaders* (2009) was written long before new considerations in local budgeting processes, including additional sources of information that should be assessed and monitored following the enactment of AB 1809 (Ting, 2018), which added a new funding formula, the Student Centered Funding Formula, to the California Education Code, allocating funds to community college districts based on enrollment, equity, and student success factors; and

Whereas, The concerns raised in the Academic Senate for California Community Colleges' Paper *Performance Based Funding: A Faculty Critique and Action Agenda* (1998) about pressure on academic integrity and neglect of academic expertise under outcomes-based budgeting are relevant under the Student Centered Funding Formula;

Resolved, That the Academic Senate for California Community Colleges develop resources with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula and ensuring local budgeting processes respect academic integrity and academic expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption."

Because these two resolutions called for updating papers which had similar topics and themes, and because it is virtually impossible to separate out individual elements of the budget due to the recent consolidations in the Chancellor's Office around categorical and other programs, the decision was made to expand the initial resolution regarding the impacts of the 2002 Accreditation standards to include the larger budget implications of the changes that we have seen over the past few years. These changes, including the new Student Centered Funding Formula and consolidation of categorical programs, have altered many of the elements of how the budget works locally, what the role of faculty leaders is in terms of local budgets, and what role stakeholders have vis-à-vis the Chancellor's Office in terms of the statewide budget.

This paper aims to serve various purposes. It provides a basic primer of how the system wide budgeting process works prior to colleges receiving monies from the state, to allow faculty leaders to understand how these processes work. It details some of the changes occurring at the state level around the Student Centered Funding Formula, changes to categorical programs, and the like – all of which have implications for local faculty leaders. Finally, it describes local processes from several different perspectives – those of a single college district, a small multi college district, and a large multi college district – to provide practices that may be helpful for faculty leaders tackling budget concerns at their own colleges.

It may seem odd that this paper is being authored by the Accreditation Committee, as this is in many ways more of a paper around Educational Policies or Legislative and Advocacy issues. However, the original resolution from 2008 specifically asked to look at changes that had occurred due to the implementation of the 2002 Accreditation Standards as promulgated by the Accrediting Commission

for Colleges and Junior Colleges (ACCJC). As such, the decision was made to have the paper housed with the Accreditation Committee. While the Accreditation Standards will be discussed in the paper (note that we will refer to the more recent 2014 Standards rather than 2002 standard referred to in the resolution), this is not solely a paper for local accreditation leaders – it is designed to serve, as mentioned above, multiple purposes for all faculty leaders. This paper addresses different aspects of the campus budget and proposes processes to consider and is intended as a reference, especially for that faculty who are not inherently comfortable with budget speak and processes.

Legal Grounds for Faculty Involvement

The legal grounds for faculty involvement in the budget processes exists in both education code and title 5. While it is the job of budget administrators to look after the detailed expenditures and budget allocations and to insure compliance with all state and federal requirements, faculty involvement should be at view from a broader sense. Education Code Section 70902 (b)7 requires boards to ensure the right of faculty to participate effectively in district and college governance and Title 5 §53203 requires that "the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters." Further, academic and professional matters are defined in Title 5 §53200 (often referred to as the 10+1) and specifically guarantees faculty roles in processes for institutional planning and budget development; but not in line item budgeting. The faculty voice is essential in helping to determine the budget priorities for the college and helping to align the priorities with institutional planning and established goals. Faculty can be effective in this role without needing a master's degree in accounting or a CPA license.

Educational Grounds for Faculty Involvement

While no one would doubt that the primary mission of community colleges is to serve students, how those students are served, including facilities, faculty, and support services, will depend on how the budget is dispersed. As faculty are at the forefront in serving students, it is imperative that faculty are involved in the budget process, especially as it pertains to determining budget priorities. Faculty are in the best position to assess what is needed to effectively educate students, therefore making budget decisions without faculty input, however well intentioned, is likely to not meet the students' needs in a way that can maximize their success and may lead to unintended consequences that could have been avoided were faculty included in the process. Even when sufficient funding is available, if faculty are not involved in the budget process there can be a mismatch between resources allocated and faculty-identified educational needs. This can cause not only frustration, as faculty want to serve student needs but are not allocated resources, but may also result in unnecessary waste. For example, if resources are allocated to renovated educational spaces that subsequently make the space unusable for the faculty assigned to that space, additional funds may be necessary to correct this preventable problem.

Since effective fiscal management requires that planning and budget are tied together, it is imperative that faculty are involved in budget as well as in planning. Program development and continuous quality improvement cannot be effective without a connection to the budget processes

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and budget priorities. Budget and planning processes are most effective when they have significant input as close to the end user as possible. In our colleges, the end users are our students. Since faculty are on the front lines with our students, they have a unique perspective on how to help these students meet their educational and career goals. If the college is to have a high level of success, this perspective must be included in the budget as well as the planning processes. Further, faculty inclusion in the process is essential when budget priorities are set as they may be able to provide insight as to how such priorities may affect the ability to serve our students. This is especially important as shifts in budget priorities may have unintended consequences. Including the faculty perspective may make it easier to identify and avoid such consequences that may negatively impact students and our ability to serve them.

Statewide Processes Around Budget

The budget for the California community colleges is built more than a year prior to the enactment of the budget legislation. California Education Code section 70901 (b)(5)(A) charges the California Community College Board of Governors (BoG) with the responsibility to prepare and adopt an annual system budget request although the BoG defers to the Chancellor's Office to prepare the actual budget request item.

Until 2016, the Chancellor's Office typically convened a "Budget Work Group" of Chancellor's Office representatives, Consultation Council members, and other selected representatives to help develop the budget request. In 2016, the process was changed to a convening of these representatives to hear potential budget suggestions and provide comments and additional suggestions to the Chancellor's Office; while this process was efficient, it did not feel inclusive and there were concerns about the lack of transparency. In 2017, the process changed, to allow constituent groups to submit budget requests to the Chancellor's Office; this process was continued in 2018, with more detailed forms provided to the constituent groups. While the process seemed more transparent in 2018, concerns remain around the overall consultative process and the comparative lack of input from stakeholders.

Budget requests were required to be submitted to the Chancellor's Office by the end of June, 2018 for consideration in the 2019-2020 budget request. At its September 2018 board meeting, after discussion at both Consultation Council and the Board of Governors in July, the BoG approved the budget request. Upon approval by the Board of Governors, the system budget proposal is submitted to the Department of Finance (DoF) in the form of Budget Change Proposals (BCPs).
These documents are then reviewed and analyzed by the Department of Finance staff, and the successful Budget Change Proposals are then included in the Governor's budget proposal, which is released on annual on or around 10 January. These budget change proposals are changes to the base budget from the previous year, and can include both increases or decreases in amounts in addition to new budget items.

On or around 10 January (the variation is due to 10 January falling on a Sunday), the Governor's budget proposal is introduced as a bill to each house of the legislature. Once the bill is Late February through early May, legislative hearings are held with DOF, the Legislative Analyst's Office, System Office staff and others providing testimony at the budget subcommittee hearings.
In May, the Governor provides the May Revision to the budget, which is submitted to the Legislature

and consists of changes in Proposition 98 revenues, general fund revenues, enrollments, population, and any other issues that might impact the budget overall. Because of the timing of the May Revision, budget committees in each house usually wait until after its release to pass their budget bills out of committee and to the full house.

Budget bills are then voted on in each house and are usually referred to a "conference committee" to resolve differences in terms of language and numbers that exist between the Senate and Assembly Budget Bills.   In order for the budget packet to pass out of the legislature and be presented to the Governor for the Governor's signature, a 2/3rds vote in each house is required. The Constitutional deadline for the Legislature to pass the Budget Bill in 15 June, a deadline which has been met consistently in the past few years. The Governor may choose to reduce or eliminate any budget item through a line-item veto. Once the Governor signs the bill, it becomes law and is known as the Budget Act of that year.

One of the most confusing parts of the state budget is that it can include separate items known as "trailer bills", which can serve a variety of purposes. While they are often deemed necessary to authorize or implement various program or revenue changes, they can also include other political or budget items. Because trailer bills do not have to go through the regular processes, they can include items which can be of concern; as such, it is crucial that faculty leaders pay close attention to what is contained in the trailer bills.

One of the keys to remember here is that state funds for districts and colleges cannot come to the district until the budget is enacted. If the Legislature and the Governor fail to come to an agreement on the budget, no money can be provided to college districts for that fiscal year, which means that districts would need to rely on their reserves to remain open. As such, while the budget processes at the state level may seem very distant for local colleges, it is essential that senate presidents and other faculty leaders pay close attention to the workings of the budget at the state.

Student Centered Funding Formula

Until the 2018-2019 budget cycle, colleges were funded primarily on apportionment – that is, by the number of students enrolled and taking courses at the colleges. While some districts received direct funding through property taxes (those colleges that are considered "Basic Aid", the majority of colleges in the California community college system were funded in this manner.
In 2018, a new funding formula was introduced for colleges that are not Basic Aid colleges. This new formula, called "The Student Centered Funding Formula" is viewed as one means by which the Chancellor's Office believes that colleges can reach the goals articulated in Chancellor Oakley's Vision for Success.

"The Student-Centered Funding Formula" is made up of multiple elements. First, colleges' base allocations are based on enrollment factors that are currently used, coupled with a supplemental allocation that is determined by the number of students who receive a College Promise Grant, a Pell Grant, or both, or who are AB 540 students. There are also student success allocations which are based on a series of metrics including how many students earn degrees or certificates, complete specific indicators (such as completing transfer level math and English within a specific timeframe), complete nine or more Career Transfer Education (CTE) units within a specific time frame, or achieve

specific outcomes, including transferring to a four year university or attaining the regional living wage within one year of leaving the community college. While the majority of the allocation (at least 70% to start) will still be based on apportionment, a portion of the monies will now be based on performance-based funding.

"The Student Centered Funding Formula" will be phased in over three years, and all districts will be held harmless for the first three years of implementation, meaning that no district will see less funding than they received in 2017-18. Those districts that financially benefit under the new formula will receive the higher amount based on the new formula; districts that do not see a financial increase will retain their funding for the 2017-18 year along with a cost of living adjustment.   Non-credit FTEs will continue to be funded at current rates. In addition, the new formula will continue the idea of the "summer shift" and will also establish three-year rolling averages for FTES calculations.

In order to ensure that the funding formula is implemented correctly, and that colleges and students are not harmed, a 15-member Funding Formula Oversight Committee will evaluate and review implementation of the new funding formula. In addition, the Chancellor's Office Implementation Team will also review the information reported by districts and colleges, and will be expected to provide a report that will look at the progress toward the Vision for Success goals; that report will be sent to the Legislature and to the Department of Finance, and is due by July 1, 2022.

While the majority of the funding remains based on apportionment, most faculty leaders have expressed concerns that colleges may begin "chasing" monies by creating additional certificates and other types of awards to increase the number of students who appear to complete. In addition, as of this writing, the funding formula allows for students to be counted multiple times, so that a student who receives both an Associate Degree for Transfer (ADT) and a local associate's degree would receive more points than a student who only received one degree. The ASCCC has consistently opposed the implementation of performance-based funding, and has expressed concerns to the legislature and to the Chancellor's Office about the introduction and implementation of performance-based funding.

Overview of the Broad Campus Budget

A budget reflects the priorities of the institution, however the budget should not set the priorities for the institution. Priorities are set in a number of different ways across campuses including the Educational Master Plan or Strategic Plan and Board Goals. Faculty input is guaranteed in the process of collegial consultation throughout the shared governance groups. Deliberations in planning meetings can ensure that faculty have a voice in setting the priorities for the college, and that the priorities are built from the ground up.

California's community college budgets are full of accounts that help budget officers and business service officers allocate funds. An institution's funds are built through revenue allocated by the state. This revenue is expended on two types of funds: unrestricted and restricted. Unrestricted funds are typically allocated from an institution's or district's general fund. These funds are expended on salaries, supplies, hospitality, activities like commencement, and contract services that may include auditing, and fingerprinting, and the like. On the other hand, institutions and districts are allocated the restricted funds on project- and legislation-specific activities that may include but are not limited

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to Student Equity, Strong Workforce, miscellaneous grants, foster care, Gear-Up, Title IV, Upward Bound, Adult Education, Federal Work Study.

The majority of a budget for a community college is likely to be spent on salaries and benefits; this represents the salaries and benefits for staff, faculty, and management. Salaries and benefits are paid from an institution or district's general fund. It is a necessity that institutions and districts be able to pay salaries and benefits, and reserves are often accumulated to ensure that payment can be issued in times of economic hardship. The California Community College Chancellor's Office recommends that reserves be set at a minimum of 5%, but often encourages districts to have higher reserves to avoid credit and accreditation related financial issues. However, a reserve that is set too high may also trigger concerns, so it is important that the discussion regarding reserves involve all stakeholders.

Institution's budgets are often set six or more months in advance, since the institution has allocated payment for the staff, faculty, and management on record. Given this typical advanced allocation of salaries and benefits, and the fact that salaries and benefits must be paid first and foremost, institutions may have less control over a budget than desired. In this case, institutions may elect to make fiscal cuts to areas other than salaries and benefits, for instance reducing travel funds or food expenditures. Academic Senates, through shared governance structures and professional development, can help educate faculty on the 'alchemy' of the institutional budget. A faculty that is educated on basic budget terminology (such as expenditure, general and restricted funds, Total Cost of Ownership or Return on Investment) and a faculty that understand the warning signs of a financially troubled department or district can have a positive impact on the collective approach to budgeting and planning.

Especially in times of fiscal hardship, it is essential that clear and consistent communication take place that reaches all of the institution's stakeholders, including faculty. At each California community college, the view that "everyone owns the budget" can not only help to get faculty involved, but can also help an institution come together to make cuts in strategic areas that do not adversely impact the institution's mission to serve students. After all, every resource has a constituency. Academic Senates at each college should work with their local budget officers and business service officers to understand how they can 'own' the budget. One productive step that Academic Senates can take is to ensure that the budget accessible to all stakeholders.

Aligning Budget Priorities with the College Mission and Goals

The college mission provides the framework for all institutional goals, plans, strategies, and activities. Colleges communicate their mission through a statement affirming the institutional commitment to student learning, student success, and service to the community. This affirmation is further contextualized within broad academic goals, whether completion, transfer, career technical education, and lifelong learning.

Institutions organize their decision-making through a variety of plans that include mission-driven goals, objectives, measures, and responsible parties, whether individuals, department or units, or governance bodies. As the guiding framework for all institutional actions, the mission statement should inform all planning and resource allocation decisions derived from that planning. Adequate human, physical, and financial resources to ensure that the institution can accomplish its goals should

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support each of the elements in a plan.

There is no one recommended model for how institutions choose to develop their processes and procedures for resource allocation. Some institutions use a prioritization pyramid that cycles the resource requests through each of the college's divisions and culminates in a combined prioritization list while others may resort to a holistic model. Regardless of the modality, decisions about resource allocation should refer to a prioritization rubric that refers to the mission and the mission-driven goals identified in the planning documents.

As the colleges regularly review and evaluate their progress towards goals, the analysis should contemplate whether more resources should be given in areas where progress is not satisfactory or not on track to be met by the desired deadline. High cost programs or community programs should be reviewed periodically to ensure an effective alignment with the mission and goals of the college.

The college budget committee, and in multi-colleges district the district budget committee, should establish clear policies and protocols to ensure that their allocation models and decision-making processes explicitly align with the priorities established by the college and district mission. These committees should review expenditures and transfers frequently in order to assess whether the resources are effectively moving the institution towards the achievement of their mission-driven goals.

Relationship of Budget to Planning

College planning processes should always drive budget development and growth. All too frequently, budget reductions, funding formula changes, grants, and statewide initiatives create reactive planning environment rather than proactive planning environment. When budget and outside factors function as the driving force behind planning, limitations are placed on innovative and visionary long-term planning. Proactive planning allows the college to use budget windfalls to support already identified planning goals and guide budget development.

In order for planning to drive budgeting, a college must have well-developed participatory program review and budget processes. At some colleges, program review and budget function as one committee; other colleges may have separate committees for program review and budget. Some colleges may have program review and planning prioritization as one process, while other campuses may separate program review and planning prioritization. However, a college chooses to conduct program review, planning, and budget development, careful attention must be paid to the timeline for each process to ensure that all planning processes are completed prior to budget development.

Accreditation standards also state that it is essential for program review and planning to drive budget development. The accreditation standards state:

> Standard I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Standard III.D.2: The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Simply stated, colleges evaluate the achievement of their mission through program review (I.B.5) and integrate program review, planning, and resource allocation processes to address short and long-range needs (I.B.9). Financial planning is integrated with and supports all institutional planning (III.D.2). The distribution of resources should support the institution's mission, programs, and services (III.D.2; III.D.1).

Hence, in order to support institutional planning and the achievement of the college mission budget process must follow and respect college planning processes.

The *Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (ACCJC 2018) provides ample examples of how program review and planning documents are used as evidence to support the standards, and as part of the review criteria for a standard. For instance, suggested evidence and review criteria for Standard I.B.9 includes "Procedures that document how resource allocation requests are included as a component of program review" and "The College's resource allocation is driven by program review (or other institutional evaluation process)". Evidence and review criteria for III.D.1 and II.D.2 include "The institution's resource allocation process provides a means for setting priorities for funding institutional improvements." and "Budget process that ties resource allocation to planning and program review". These examples serve to reinforce the assertion that planning precedes budget development.

As stated earlier, faculty participation in title 5, "processes for institutional planning in budget development" is one of the 10+1 areas defined in Title 5 §53200 and therefore the governing board should collegially consult with the college and district (if applicable) academic senates on the development of planning and budget processes. Additional support for faculty participation in the development of planning and budget processes can also be found the accreditation standards, notably;

III.D.3 The institution clearly defines and follows its guidelines and processes for financial

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planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

This standard includes as a component of its evidence and review criteria "Documented budget development process that identifies responsible parties for steps in the planning process and that identifies opportunities for input from constituencies"; and "The college's mechanisms or processes are used to ensure constituent participation in financial planning and budget development.'

It is clearly demonstrated in the analysis of the accreditation standards that program review and planning should drive budget allocation; and it is clearly demonstrated in Title 5 §53200, and the accreditation standards that academic senate should be actively participating in the development of planning and budget processes.

What else should academic senate consider during planning and budget development, and how can faculty further contribute to these processes?

- As one of the primary authors of the local program review process the academic senate should ensure that all elements cited in the accreditation eligibility requirements and standards are present in the program review and planning process, including but not limited to the college mission, college goals and objectives, student learning outcomes, and student achievement data.
- Program planning should be inclusive of ongoing costs and in-kind costs.
- The academic senate and faculty serving on planning and budgeting committees should ensure that processes are transparent and follow policies.
- Document! Use agendas, minutes, handbooks, and reports to demonstrate collegial consultation and to record campus planning and budget processes. These documents are essential to provide evidence and continuity for accreditation and in cases of administrative turnover.

College/District Planning and Budget

Academic Senate leaders and faculty should strive to constantly and consistently question where and how the rules around the revenue match the institution's priorities. This can include conducting critical review and evaluation of budget and planning priorities to better understand what an institution is currently spending funds on and what they need to be spending funds on. In order to accomplish this, the ASCCC recommends that local academic senates ensure that shared governance structures codify faculty input in planning and budgeting. Planning councils and budget committees are effective shared governance structures; their implementation and maintenance is supported by resolutions from the statewide senate.

While planning councils and budget committees can operate independently, they often move together in sync to develop and fund the institution's priorities. For example, during joint meetings of the planning and budget committees, members can share information and synthesize knowledge to adopt refined institutional priorities to shape and guide budget priorities. The goals that planning councils develop and the budgets that budget committees adopt should be considered holistically rather than as separate entities. Until the Board of Trustees adopts the goals and budget that the

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planning and budget committees develop, institution stakeholders should be afforded the opportunity through meetings, presentations, and written reports to ask questions and seek clarifications.

College/District Planning Councils

The college and/or district planning council is frequently the structure through which the stakeholders of an institution give rise to the goals and priorities that guide the institution's services and instructions to students and their communities. Given that Title 5 assures that academic senates have a role in planning and budget process, it is imperative that the local senate appoint faculty to serve on campus/district planning councils. At some colleges and districts, a faculty member appointed by the local academic senate serves as the co-chair of the planning council. Membership of the planning council should be composed of sensible representation of faculty, administration, classified professionals, and students.

The planning committee can review plans sent forward through the locally determined process. Planning councils can review plans for consistency among institutional goals, to synthesize various plans to locate where strategies and requests intersect, and to investigate trends that emerge across planning documents.

Regardless of the structure of the council, the senate-appointed members of the planning council should communicate frequently with the academic senate through written reports and/or presentations that enhance communication and understanding among stakeholders.

College/District Budget Committee

In some colleges and districts, a faculty member is appointed by the local academic senate to serve as the co-chair of the budget committee. Regardless of how the committee chairs are determined, membership should be composed of sensible representation of faculty, administration, classified professionals, and students.

Budget committee members may decide to engage in a ranking methodology to help the institution adequately fund projects and activities that match the Planning Committee's goals. In this way, the faculty play a role in developing priorities from the ground up so that the institution's budget reflects the its goals and priorities. These processes should be clearly spelled out in policy that is institutionally agreed upon.

Faculty appointed by the academic senate to serve on these committees should actively participate to ensure faculty perspectives have been voiced. As with the planning council academic senate appointees, the senate-appointed members of the budget committee should communicate frequently with the academic senate in either written reports and/or presentations that enhance communication and understanding among stakeholders.

Budget Processes in Multi-college districts

The Accrediting Commission for Community and Junior Colleges delineates expectations for multi-

college districts in Standards III and IV. Respectively, the institution should demonstrate that it effectively utilizes financial resources to achieve its mission to improve academic quality and effectiveness. This Standard emphasizes the importance of shared governance and collegial consultation, where the establish procedures allow for the governing board, administrators, faculty, staff, and students to deliberate on goals and budgets that steer the institution toward enhanced quality and services.

Importantly, with respect to multi-college districts, the ACCJC outlines that the systems of shared governance that bridge the institutions should be clearly articulated. The roles of the stakeholders from each institution should be aligned with the district-wide procedures or setting goals and adopting budgets for resource allocation. The role of the academic senate at each institution cannot be understated.

Standard IV outlines the leadership and governance at California's community colleges. Subsection D addresses the importance that the institutions within a multi-college district demonstrate that they participate in multi-college planning. The academic senate can assist its local institution by ensuring that the district/system has articulated a policy for how goals are set and how resources are allocated across the district.

Institutions can better demonstrate effective planning and resource allocation when faculty are included throughout shared governance structures, including institutional/district-wide planning and budget committees.

Costs Models

In order to assure that programs are adequately funded, a budget model should address the disparate costs of the various programs within the college and district. While some programs require only faculty, classroom supplies, and general educational technology (computers, projectors, etc.), other require significantly greater expenses included highly specialized equipment, supplies, consumables, and other services.

Many CTE programs have higher costs associated with them and should be budgeted accordingly. It can be useful to understand the source of those costs. In some cases, it is due to the smaller class sizes often mandated for such programs by outside accreditors or safely regulations. In other cases, it is the cost of highly specialized equipment and supplies. This is common in programs including automotive technology, welding, cosmetology, and nursing, among others. Non Career Technical Education (CTE) programs may also have significant expenses associated with them that may not be immediately apparent. This includes programs such as theater and art, which may have significant materials cost, as well as some of the sciences, including biology and chemistry. Often not considered in the budget is the cost of hazardous waste disposal. This cost is typically in tens of thousands of dollars. In some districts, although these costs have been historically treated as utilities (much like electricity and heating) and paid directly from the college or district's operating budget, there has been a recent trend to push these costs on to departments or divisions without concomitant increases in the base budget of these entities. When it comes to significant expenses like waste disposal, such moves have the effect of a substantial budget cut.

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In times when budgets are tight, shifting costs is one way to make budget cuts without appearing to do so. Especially vulnerable are high-cost programs with expenses (such as waste disposal) that may not seem invisible in the budget. While no single faculty or academic senate leader can be expected to understand the intricacies of cost models for each program, an awareness of the potential for shifting budget costs can be useful. It is important, regardless of the cost models for various programs, that budget decisions are made in accordance with the mission, goals, and objectives of the college and that the role of faculty in the budget process is not circumvented. It is the mission of the community colleges to serve all diverse students and their educational needs. Part of the faculty role is to assure that programs are not reduced or eliminated simply by shifting budgets, but that an assessment of how we are serving the needs of students is included.

Categorical Programs

Categorical Programs are defined as those established by state or federal legislation which are designed to supplement existing instructional programs. Most categorical programs are developed to serve a specific targeted group or audience, although some categorical programs may serve a significant portion of the population.

Traditionally, categorical programs have been funded using a different model than most programs in the California community colleges. Instead of monies being placed in the general fund for these programs (which historically have included programs including apprenticeship, EOPS, DSPS, CalWORKS, and the like), categorical funds have been a separate line item. The decision to separate out these programs was made to try to protect categorical programs from being cut during budget downturns; however, at many colleges, it has made these programs more vulnerable to cuts, especially when the monies being used to fund categorical programs are one-time monies. Prior to the decision in 2016 to combine many of the categorical programs into a single budget allocation (the Student Equity and Achievement Program, or SEA Program), which combines the categorical funding from the programs focused on Basic Skills, Student Equity, and Student Success and Support. As this paper goes to print, the Chancellor's Office is considering modifications and further information for categorical programs.

Grants and One-Time Funding

Colleges rely on a variety of funding streams. One funding opportunity that has seen increasing use at the colleges is the application for and use of grants. All grants have different expectations when it comes to use, intent, application procedures, and expected deliverables. Some grants are for a short-term application that will sunset upon completion (one-time funding), and others are renewable. Regardless, faculty and local academic senates should be involved in all college grant discussions and processes.

There are many questions that local faculty leaders should ask about the use of grant funding on campuses. For example, how are faculty/senate on your campus involved in the search/application process for grants? Is there a clear process on how faculty initiate grant opportunities? How and when does the local academic senate review and provide input for applications and reports? Is there a situation where the academic senate would not or should not endorse the college administration in the competition for a grant?

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Establishing and documenting clear procedures for the review of grants/one-time funding will minimize frustration and potential conflict when the college considers any grant opportunity. Some colleges have established local budget or planning committees that have faculty/senate representation where there are internal committee practices to determine the viability of any grant application. Other strategies include a designated office that searches for grants and then makes these opportunities know to administration that will then include faculty input. Whichever way a local college manages these processes, the involvement of the faculty must be considered.

Some college academic senates have expressed frustration that the application for grants seem like "we are just chasing dollars" or "we are now asked to justify the money we used for a report that is due now." Local academic senates can take some preventative actions to ensure that there is clear communication for the intent and expectation of the grant. In addition, academic senate leadership can request periodic reports/updates on grants, and work with administration to see draft reports before official submissions (especially for any grant that requires a senate sign-off).

Another concern is the "life after the grant." If the grant funding is one-time or limited, the college will need to plan for how to sustain any work that is supported by funding that will soon sunset, as well as the potential implications for and positions impacted by the grant. Does the college have a transition plan? Will the college feel an abrupt change once the grant has concluded? With the end of a grant, what affect will this have on potential curriculum and staffing? If a faculty member was hired as a result of a grant, does that faculty member have the right to continue at the college if a position opens? What about implications around tenure and other bargaining rights? These are all college-wide questions where the academic senate should be actively involved in the conversation.

Facilities and Technology Planning

College districts must maintain facility and technology master plans. In multi-college districts these may be district-wide documents with individual colleges delineated. Program reviews may capture program specific facilities and technology needs; however, colleges should also plan for spaces that are utilized by multiple programs and other shared areas. How do these requests inform the master plans? For example, a computer lab that is used by multiple programs. Who is responsible to identify and request updated equipment or facilities? Are the lab computers included in an update rotation? Would this rotation be similar or different than office/workspace computers replacement schedules? How are these requests integrated with other requests? Does the planning process have a clear matrix/rubric to help prioritize these needs? If replaced, how will this be funded? As you can see many questions arise and we quickly see a ripple effect. Because facilities and technology can impact academic matters, the local academic senate and faculty should be involved. It is encouraged that when a program is developed, the college understands the "total cost of ownership" for the program. Beyond staffing, any program that has unique or specific facility, technology, or equipment needs should also plan for any potential future costs that may be necessary and anticipate the life span of the technology/facility. For program specific needs, these can be captured in the program review process, which is an area over which the academic senate has purview. Capturing the "total cost of ownership" during the request will allow for long-term budget planning to support student success. It will then be the responsibility of the budget planning process to determine how and where funding will occur.

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While the process of program review is a senate purview, some facilities and technology needs are not captured in the program reviews. For facilities and technology needs that do not originate from program reviews, how and where will the academic senate/faculty have an opportunity to provide feedback or input? At one college, before the formal adoption of the masterplans at the governing board level, a standing committee that has broad representation (including faculty) have an opportunity to review, solicit feedback from their constituents and provide guidance on the finalization of these plans.

Planning for Compliance and the Emerging Landscape

Even with thoughtful planning, as the cliché warns, expect the unexpected. Although a college or district may have well-functioning integrated budget planning processes, there needs to still be an option for flexibility. Outside situations (e.g. new regulations/legislation, state/federal budget changes, community needs, etc.) may require a college/district to reassess budget decision and adjust accordingly. The need for compliance or adaptability to respond to emerging change is inevitable. Does the college have a mechanism to allow for necessary augmentation while including academic senate in these deliberations?

Budgetary Reserves

As fiscal agents of the Boards of Trustees, districts are required to have reserves or contingency funds, not only for good fiscal management, but also to be in compliance with state Governmental Accounting Standards Board (GASB), California Community Colleges Chancellors Office guidelines and accreditation standards for fiscal viability. These reserves may be in a separate reserve fund, but are often simply seen as the ending account balance. Although the minimum amount necessary for a reserve is often described at the bare minimum to assure solvency, determining what constitutes a healthy reserve is often a matter of debate. There is no magic number in terms of an ideal reserve, though a fiscally conservative board will generally insist on a much higher reserve than other boards.

There are advantages and disadvantages to having a larger reserve. The major advantage is that it insulates the district in the event of a significant financial downturn, minimizing the need for layoffs of full-time faculty and staff or for pay reductions. The disadvantage is that is leaves less money available to run the college in the current fiscal year including money for important programs, equipment, facilities, maintenance and of course, salary and benefits. Each district must find a balance between those disparate **needs and faculty need to be involved in these conversations.**

Faculty Hiring

The hiring of full-time faculty is one of the most important functions of any college or district. However, it seems that the number of full-time faculty hired in a district is more often tied to legislative mandates than to student success or pedagogical needs. Further, because there are multiple pieces of legislation that address faculty hiring, they are often conflated. The three typically cited are the 50 percent law, the faculty obligation number (FON) and the 75:25 legislative goal. Each of these will be addressed here.

First, the 50 percent law. The oldest of the three, this legislation, crafted in 1959, was originally designed to decrease class sizes in K-12 and was extended to include junior colleges. In its current form, Education Code Section 84362 requires that requires that a minimum of 50% of the District's current expense of education be expended during each fiscal year for "salaries of classroom instructors." Salaries include benefits and the salaries of instructional aides. This law is often seen as problematic because of the number of faculty and staff essential to the education of our students that are not included as "classroom instructors." These include faculty such as counselors and librarians as well as faculty directors such as EOPS, Transfer Center, and Athletic Directors. Failing to comply with the 50 percent law has significant ramifications for a district. As a result, districts may often need to hire new faculty just to assure that they do not fall below the 50 percent threshold. While hiring more full-time faculty is a desired outcome, one of the obvious concerns with this law is that it provides no incentive to hire counselors or librarians. This is why they along with some other duties that are essential to student success, including some faculty reassigned time, are often described as being on the "wrong side" of the 50 percent.

The 75:25 legislative goal. Sometimes called the 75:25 law, this legislation aims to have 75 percent of all instruction performed by full-time faculty. This was an aspirational goal that is thought colleges and districts would strive to achieve because of the obvious benefits of having more full-time faculty on campus including more availability to students. Movement toward this goal, however, was not incentivized due in part to the fact that no additional funding was provide to districts, and there was no penalty for failing to move toward that goal.

The Faculty Obligation Number. Passed in 1989, the Faculty Obligation Number (FON) was intended move districts toward the 75:25 goal by setting a floor on the number of full-time faculty in a district. According to Title 5 §51025 community college districts must increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit FTES. Failure to do so invokes a penalty equal to the average replacement cost of a full-time faculty member (salary and benefits) multiplied by the number of faculty below the FON. The intent was that, as a district's apportionment grows, the number of full-time faculty in that district should grow in kin, therefore setting at a minimum, the percentage of full-time faculty that was in place at the time the legislation was enacted.

Districts generally make every effort to assure that they do not fall below their FON, as the penalty associated with non-compliance is substantial (essentially paying the salary and benefits of a faculty member that is not employed by the district). While the FON is generally welcomed as another mechanism to assure the hiring of full-time faculty, there are a number of concerns with the FON as it currently exists. First, it is inherently inequitable since it was established not based on any formula, but based on a snapshot in time. Whatever number of full-time faculty a district employed at the time of the legislation in 1989, became its FON. Since the ratio of full-time to part-time instruction varied greatly throughout the state at that moment, institutions of similar size could have drastically different FONs. Tying the FON to incremental changes in FTES then insured that those inequities were locked into the system.

VII. Effective Local Budgeting Models--All
    a. Single College Districts,

      b.   Multi-college districts
VIII. Resource List with Major Committees--Celia
IX.   Conclusion.

Executive Committee Agenda Item

SUBJECT: Accounting Policies and Procedures		Month: February	Year: 2019
		Item No: IV. N.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the amended Accounting Policies and Procedures manual.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will review and approve the combined and updated Accounting Policies and Procedures for the Academic Senate, with edits made based on the January 2019 Executive Committee meeting. Please note: the table of contents is not updated and will be updated after the committee approves.

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

The Academic Senate for California Community Colleges

Accounting Policies and Procedures

Prepared by:
Krystinne Mica, Executive Director
Alice Hammar, Financial Controller
Dated Jan 2019
Approved MM.DD.19

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Table of Contents

1.0 General Accounting Procedures

1.10 Accounting Method
It is the policy of the Academic Senate to use the accrual basis of accounting. Revenues are recognized when they have been earned and expenses when they have been incurred.

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

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

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

1.30 Chart of Accounts
It is the policy of the Academic Senate to maintain a chart of accounts. Financial Controller will maintain the chart of accounts. All employees involved with account coding responsibilities or budgetary responsibilities will be issued a chart of accounts. The chart of accounts must be reviewed and updated as necessary at least every six months.

1.40 Clearing Accounts
It is the policy of the Academic Senate to use clearing accounts for certain expenses.
In these instances, additional research may be required to properly identify the appropriate general ledger account to which an item should be coded. Such items should be immediately posted to the clearing account. Once the proper account or allocation is determined, Financial Controller will prepare a journal entry to move the item to the proper general ledger account(s). All items posted to a clearing account will be re-allocated to the appropriate account before the close of the fiscal year.

1.50 Prepaid Expenses
It is the policy of the Academic Senate to treat all payments of expenses that have a time-sensitive future benefit as prepaid expenses on the financial records.

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Financial Controller will record the prepaid expenses on the financial records and then expense them in the proper period via a journal entry to debit expense and credit prepaid expense. Prepayment of any expense in the amount of $500 or less will not qualify as a prepaid expense. Records of prepaid expenses will be maintained, and budgets will be established accordingly.

1.60   Deferred Revenues

It is the policy of the Academic Senate that revenues received that have not been earned will be included on the financial statements as deferred revenue and recorded as revenue when earned.

When cash is received for revenues that have not been earned, an invoice will be created to code the receipt of deferred revenue and the cash will be deposited.

1.70   Capitalization and Depreciation

Capitalization Cut-off Point

It is the policy of the Academic Senate to capitalize and depreciate assets which cost more than $5,000 individually.

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

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

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

Depreciation

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

- Computer Software   3 years
- Computers and Equipment   5 years

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- Office Furniture   7 years

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

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

Leases

It is the policy of the Academic Senate to record leases as either capital leases or operating leases in the financial records.

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

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

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

1.80   **Financial Statement Presentation of Net Assets**
In accordance with FASB's Accounting Standard Update (ASU) 2016-14, it is the policy of the Academic Senate to present the net assets on the statement of financial position in the following categories: Net Assets with Donor Restrictions, and Net Assets Without Donor restrictions.

Net Assets Without Donor Restrictions
The Academic Senate will treat board-designated funds as unrestricted net assets on the statement of financial position. A statement of activity for board-designated funds will be included with footnotes to the financial statements as supplemental information, if applicable.

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

1.90 Accounting and Finance Staff Roles
Management and staff authorized to carry out accounting and financial transactions are Executive Director, Financial Controller, Associate Director of Administration, Accounting Clerk, Administrative Clerk. These roles to be known hereafter as ED, FC, AD, and Clerk.

2.0 Expenditure and Accounts Payable Procedures

2.10 Procurement Procedures

Bid Requirements and Vendor Approval
It is not generally the policy of the Academic Senate to require bids for expenditures.
Bids are not currently required. If the Academic Senate enters into a grant agreement with an agency which requires the use of bids, the ED will draft, and the Budget and Finance Committee will approve a bid policy.
All new major vendors must be approved by the ED.

Purchase Orders
It is the policy of the Academic Senate to not require a purchase order system.

2.20 Expenditure Authorization
It is the policy of the Academic Senate that expenditures require processing through Bill.com payment software and completion of the approval workflow. The Clerk receives all vendor invoices or Expense Reimbursement forms by mail, email to the accountant@asccc.org account, fax, or in person. All submissions should state purpose of an invoice. The bill will then be uploaded to Bill.com and processed if it is for an existing vendor. If the vendor is new, the FC will review the invoice and set up the new vendor. After the bill is processed, it will be reviewed and approved by the FC. Program related expenditures, and expenditures over $5000 to be reviewed and approved by ED.

2.30 Office Supply Purchases
It is the policy of the Academic Senate to maintain control of the ordering and storage of office supplies.
Office supplies are to be maintained and ordered on a periodic basis as directed by management. Employees are to submit supply requests to the AD either

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formally, via e-mail or written correspondence, or informally via verbal request. The AD will then approve the requests, compile a listing of office supply purchases, and will submit the listing of office supply purchases. The AD will:

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

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

2.40   Vendor Review and Approval

It is the policy of the Academic Senate to perform a review of vendors to whom payments were made each quarter.
The FC enters new vendors into the accounting system (Bill.com) and ensures receipt of back-up for 1099s. The FC performs a quarterly review of payments by vendor and reviews the list of vendors. The FC's review is specifically designed to aid in the identification of payments to fictitious or unauthorized vendors. The FC also reviews and approves the 1099s issued for the calendar year. 1099s are issued annually by Academic Senate.

2.50   Accounts Payable Procedures

It is the policy of the Academic Senate to keep unused manual check supplies safeguarded under lock and key. All accounts payable checks are issued through Bill.com. It is the policy of the Academic Senate to require the approval of a Vendor invoice or Expense Reimbursement form for all Accounts Payable payments.
All check disbursements will require approved invoices, or a completed Expense Reimbursement Form attached, along with substantiating documents. Invoices received directly from vendors are stamped and processed in Bill.com by the Clerk. Invoices are accepted by mail, email, fax, or in person. Account codes and departments will be assigned by the Clerk. The invoice proceeds through the Bill.com workflow where the FC will review coding and ensure all substantiating documents are complete before approval. Program or event expenses are reviewed and approved by the ED or AD as appropriate. Invoices over $10,000 must be approved by ED. After final approvals, the bill is then ready for payment to be issued through Bill.com payment software.
Invoices paid with a manual check are processed though the same procedure in Bill.com, with the payment designated as Paid Outside of Bill.com. All manual

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check supplies are safeguarded under lock and key in the AD's desk. When a manual check is needed, FC will prepare the check pdf through Intacct and the AD will print the check for signature of ED.

Authorizations For those expenditures over $50,000, the expenditure must be identified in the annual budget and not exceed approved budget. If the item exceeds approved amount, the Treasurer's signature on the Expense Reimbursement Form will constitute authorization for the FC to issue a warrant. Expenditures over $50,000 that are not identified in the annual budget require prior approval of the President and the signature of the Treasurer on the invoice Expense Reimbursement Form.

2.60 **Travel and Expense Reimbursement Procedures**

It is the policy of the Academic Senate to reimburse the relevant expenses incurred by individuals while serving in an official capacity on behalf of the Academic Senate as provided in the budget approved by the Executive Committee and confirmed by ED.

All expenses shall be paid in accordance with Senate policies. Any items remitted for reimbursement or charged directly to the Academic Senate which exceed those outlined in Senate policies will be capped at the limits outlined in Senate policies. The excess charges will not become the responsibility of the Senate and shall not be charged to the Senate Grant or any other grant administered by the Academic Senate.

A person is expected to neither gain nor lose money while traveling on Academic Senate business and shall travel in the most economical means possible considering the circumstances of the travel. Travel expenses will be reimbursed up to the current approved limit based on relevant state and federal guidelines. The ED may authorize higher limits for expenses such as lodging in high cost areas if funds are available in the approved budget.

The policies listed below are intended to provide ease of use and administration while maintaining prudent accountability.

Travel will be reimbursed as authorized in accordance with the following:

1. When personal contact is the most efficient and/or effective method of conducting Academic Senate business. Travel is limited to persons concerned with topics discussed or business to be transacted.
2. When the most economical method of transportation is selected. For airline travel, when individual effort to obtain state or lowest rate for airfare is used.
3. When travel is scheduled to avoid backtracking and duplicate travel whenever possible.
4. When appropriate receipts and reports have been submitted.

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Employees and committee members are expected to use economy lots whenever possible and be aware that, for overnight travel, parking costs may exceed the cost of door-to-door shuttle service. Therefore, individuals should ~~give consideration to~~consider using available shuttle services. Parking exceptions are accepted when there are safety concerns due to location or time of travel.

When travel arrangements require an individual to leave home before 6:00 am or return later than 7:00 pm, reimbursement for additional meal expenses may be authorized.

Authorizations Approval of the Expense Reimbursement Form by the ED in the Bill.com approval workflow will constitute authorization for the FC to issue a warrant for said amount and will also serve as the second signature on the disbursement.
It is the responsibility of the ED to ascertain the necessity and reasonableness of the expenses for which reimbursement is claimed. Claiming an expense does not guarantee reimbursement. **No Person May Encumber an Expense on Behalf of the Academic Senate in Excess of $300 Without Prior Approval of the ED based on available funds in the approved budget.**
If the ED is unavailable for an extended period of time, the President or Treasurer will approve expenditures.

Travel Advances It is the policy of the Academic Senate not to supply travel advances.

Personal Mileage Employees and committee members will be reimbursed for use of their personal cars on Academic Senate business at the current federal rate. Commuting mileage will not be reimbursed.

Public Carrier ~~Employees and committee members traveling by public carrier must use the Senate Office to book travel. However, costs will be reimbursed if a more cost-effective means of travel (such as ordering online) is available. Receipts are necessary.~~ The Academic Senate will reimburse individuals for the State of California rate when traveling by air between California cities. Individuals must obtain prior approval from the ED to be fully reimbursed for air travel costs that exceed the State of California Rate. Comparably priced railway fares or other public transit will be reimbursed. Receipts are needed for all reimbursable expenses. With advance notice (3 weeks preferred), the Senate will book travel arrangements, so member does not need reimbursement.

Lodging Lodging facilities must be approved by the ED. Employees and

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committee members will be reimbursed entirely for the basic room charge and applicable taxes. Detailed receipts are necessary.

Meals Employees and committee members will be reimbursed up to the California State per diem rate for the cost of meal. Itemized receipts are necessary for meals.

Taxi, Ride On-Demand Services Actual taxi, shuttle, or ride fares, including tips, will be reimbursed entirely when no other reasonable mode of transportation is available. Receipts are necessary. Tips must be noted on receipts.

Parking, Tolls and Public Transit Parking fees, toll expenses, and public transit fees will be reimbursed. Receipts are necessary. Toll expenses without receipts should be listed under Other Expenses with description and should be substantiated by included mileage maps.

Incidentals Tips for hotel staff, baggage carriers, etc, up to the maximum daily allowance, will not require a receipt. This is available to Executive Committee members only.

Car Rentals Car rentals will be reimbursed if approved in advance by the ED. Receipts are required.

Supplies Executive Committee members may be reimbursed for supplies, postage, equipment, hosted functions, and other charges necessary for the completion of official business. RReceipts are required.

Conference Fees Travel expenses and registration fees incurred while attending an authorized conference, convention, or business meeting within California will be reimbursed. Receipts are required. (See Executive Committee policy on non-Senate conference attendance.)

Out of State Travel All out-of-state travel must be approved by the ED or President in advance.

Reports With the exception of official Academic Senate meetings (standing and ad hoc committees), where minutes are kept, a **written** document substantiating attendance report of the meeting must be submitted with the expense form before reimbursement for travel expenses can be made. This could be an agenda, minutes, notes, or other description of the event.

Lost Receipts If the employee or committee member is unable to locate a required receipt for valid expenditures, the Academic Senate requires the

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completion of an affidavit (lost receipt) form for each separate invalidated expenditure. Affidavit to include purpose, attendees, <u>business name and </u>location, and date.

Senate Credit Card The Senate credit card should only be used for expenses that would be within the approved reimbursement policies. The actual detailed receipt(s) should accompany the credit card reconciliation for each individual, for all items purchased using the Senate credit cards.

Expense reimbursement forms are received by the Clerk who date stamps and verifies that a signature is included, confirms the expenses are based on Senate policies, and confirms that sufficient documentation is attached to the request. Processing of expense forms includes account coding designation, department (grant) designation, and review for accuracy and completeness of substantiating documentation.
The bills and back-up documents are then scanned into Bill.com and posted by Clerk. FC reviews and approves expenses. Program or event related expenses are then reviewed and approved by ED or AD. Payment is issued through the Bill.com payment software. Note: The President and the ED cannot approve his/her own expenses. These expenses are sent to the appropriate Executive Committee member for approval. ED travel expenses <u>under</u> $300 may be approved by FC and AD.
If the ED is unavailable for an extended period, the President or Treasurer will approve expenditures.

2.70   Accrual of Accounts Payables
It is the policy of the Academic Senate to accrue unpaid expenses on its financial records at year end if such expenses are more than $500 individually. Accordingly, expense reimbursement requests are to be submitted by July 10 for any expenses incurred on or before June 30.
The FC evaluates the invoices and expense reimbursement requests to determine if the expense should be accrued at year end. The FC reviews the accruals for proper inclusion in the financial records.

2.80   Photocopy Expenses
It is the policy of the Academic Senate to allocate photocopy expenses to the function responsible for incurring the expense. This policy applies to both in-house and out-of-house photocopying expenses.
Photocopy expenses such as the maintenance agreement, toner, and expenses for copies will be allocated to the appropriate grant each month based on the actual use of the machine, or a percentage per grant agreement. Out-of-house photocopying expenses will be charged to the function responsible for incurring the expense.

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

2.90   Postage and Overnight Expenses

It is the policy of the Academic Senate to maintain a postage log, and the report is utilized to charge each respective function for actual postage used.
This applies to both in-house and out-of-house postage that is mailed from the Chancellor's Office.
The Academic Senate does not make a practice of shipping for overnight delivery unless it is the most cost-effective manner to disseminate information. When overnight delivery is necessary, the Senate does require the use of approved vendors to maintain the lowest cost.

2.100   Telephone Expenses

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

2.110   Check Preparation and Distribution Procedures

It is the policy of the Academic Senate to issue accounts payable payments through Bill.com payment system.
Once the FC or ED approves processed expenses, payment is scheduled through Bill.com based on due date. Checks or electronic payments are then generated from Bill.com. Checks are issued by Bill.com, utilizing Bill.com check stock and signatures.
Treasurer or President approves Expense Reimbursements over $300 submitted by the ED. This authorizes the FC to generate a check through Bill.com to the ED. Amounts under $300 may be approved by the FC and AD.

It is the policy of the Academic Senate to give check-signing authority for Manual checks to the following positions:

- President
- Treasurer
- ED

No check signer shall sign a manual check issued in his/her name. In addition, the employee who prepared or requested the manual check is not authorized to sign it. Additionally, individuals involved with the preparation of checks and bank reconciliations are prohibited from having signing authority for manual checks.

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3.0   Voided / Lost Checks

It is the policy of the Academic Senate to account for voided checks within the bill payment software and accounting software. Returned Manual checks that are voided will be defaced and kept in numerical order.

If a check issued through Bill.com is lost, the check will be voided in Bill.com, and the reason the check is voided will be documented. This will generate a stop-payment fee to Academic Senate. In the event a manual check is lost, the FC shall alert the bank to stop payment, which will incur a stop payment fee. The recipient must reimburse the Academic Senate for the cost to issue a stop-payment on lost checks. A replacement check will be issued for the amount less the stop payment cost and applicable fees.

4.0   Stale-Dated Checks

It is the policy of the Academic Senate to make every attempt possible to contact the payees of outstanding checks that have failed to clear the bank.

Checks that have been outstanding more than three months will be declared stale-dated and Bill.com will automatically expire the check. Attempts to contact the payee will ensue. If the attempts are unsuccessful, outstanding checks will be handled in accordance with applicable state escheat or unclaimed property law, after all incurred fees are applied.

5.0   Revenue Recognition

It is the policy of the Academic Senate to generally recognize revenue at the date of the invoice.

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

5.10   Invoicing of Revenues

It is the policy of the Academic Senate to create an invoice for all grant revenue, dues, services, and products to properly track payments by source.

All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be applied to the appropriate invoice.

5.20   In-Kind Donations Revenue

It is the policy of the Academic Senate to accrue expenditures more than $500. Although the Academic Senate fully expects to receive a bill for the expenditures, there are certain instances when an agency providing the service for which the expenditure was accrued never generates a bill to the Academic Senate.

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Examples of transactions for which the Academic Senate may not receive an invoice are as follows:

- Expenditures for postage and printing services provided by the Chancellor's office that exceed the annual allowance provided the Academic Senate by the Senate grant.
- Reassigned time payable to a member District/College for the time spent by a District/College employee on Academic Senate business.

The Senate will make every attempt possible to contact the provider of the service that has failed to invoice the Academic Senate for services provided. If an invoice for services rendered is not received one year after the invoice was accrued, the Academic Senate will recognize an in-kind contribution. For example, an expenditure which accrued June 30, xxx1 will be recognized as in-kind revenue June 30, xxx2 if no invoice is received.
The Academic Senate will not recognize in-kind contributions on any portion of a transaction that was charged to and reported as an expenditure of a grant. Accordingly, each potential in-kind contribution will be reviewed to determine if any portion of the transaction was charged to and reported as the expenditure of a grant. The Academic Senate will generate the appropriate expense form and supporting documentation for any unpaid grant expenditures; a check will be generated and mailed to the provider of the service for any and all grant expenditures. The remaining balance of the transaction will be recognized as in-kind contribution.

5.30 Recognition of Chancellor's Office Allowance for Postage and Copies
The Chancellor's Office provides the Academic Senate with postage and copy services. An annual allowance is established, and services provided in excess of the allowance are to be repaid to the Chancellor's Office upon receipt of an invoice. The original intent of the allowance was to provide the Academic Senate with services free of charge. Once the Academic Senate began to service grants, the services rendered began to exceed the annual allowance. Accordingly, the Academic Senate policy is to pass through the printing and postage expenditures applicable to the individual grant.
The Academic Senate policy is to track the services rendered by the Chancellor's Office and recognize the associated expense and revenue.
The AD receives a billing slip from the State printer's office for each transaction. The AD enters the cost, the activity it services, and a brief description of the services rendered into a spreadsheet that clearly segregates each grant from the basic Senate activities. FC extracts the information from this spreadsheet and recognizes the postage and copy expenditures and the related revenue to the accounting system via journal entry.

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6.0   Accounts Receivable Receipts Procedures

6.10   Cash and Check Receipts Procedures
It is the policy of the Academic Senate to immediately log all receipts to the organization to maintain controls. The Academic Senate requests that all amounts owed to the Academic Senate be paid by check or credit card. When received, checks are restrictively endorsed with a stamp which denotes:

> Pay to Order of the Bank Name
> For Deposit Only
> Account number

The Clerk, or other designated staff member as assigned by the AD, opens the mail, logs the checks in an Access Database, and restrictively endorses the checks. Depending on the timing and size of the deposit, the checks are either given to the FC or AD for immediate deposit or locked in the AD's desk until the deposit is prepared. Check deposits will occur weekly.
A Check Detail cover page is generated for each check deposit. The deposit receipt from the bank, a verifying calculator tape, and copies of all checks are attached to the cover page. The AD reviews the documents and initials his/her approval for the coding on the hard-copy. The Clerk then applies each receipt to an outstanding accounts receivable invoice or creates an invoice for the check received and applies it. The FC reviews and approves the coding and processed cash deposit before uploading the deposit to Intacct accounting system and filing back-up documents in Bill.com. Cash and check deposits are reconciled to bank balances as part of bank reconciliation. Any discrepancies with the bank balance are investigated. In monitoring the long-term outstanding accounts receivables, quarterly the FC prints out an accounts receivable report for review by the ED and AD. Given the limited funding sources of the Senate, all accounts receivables are aggressively pursued. See Section 7.0 for Accounts Receivable Procedures.

6.20   Off-Site Collection Procedures
It is the policy of the Academic Senate that the AD and Clerk account for the financial activities related to Events.

On-site collections are documented in an Accounting Roster, which lists all registrants and their respective payment status, a pre-printed receipt for each registered attendee, and a prenumbered receipt book will be used to track and account for all funds associated with the event.
When an attendee checks into event registration, the AD or Clerk will verify their name on the Accounting Roster and find their pre-printed receipt. If the attendee prepaid, the receipt will be issued to the attendee and their attendance will be

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

After each event, the AD prepares the deposit. Both parties count the cash and initial the deposit slip, which is attached to the deposit slip. Collection receipts will be reconciled with the Accounting Roster. The Accounting Roster will be reconciled with the off-site registration forms and the receipts in the receipt book. Any differences must be investigated and resolved. Any overages or shortages are to be documented on the Accounting Roster. The deposits must be properly safeguarded and taken to the bank immediately upon return to the Senate Office.

6.30 Credit Card Receipts

It is the policy of the Academic Senate to accept payment by credit cards. The Academic Senate may levy a fee upon the payer to cover processing and administrative costs associated with the transaction. All payments accepted by credit cards are automatically deposited into Academic Senate's bank account. The Clerk prints the receipt from Authorize.net and generates a Credit Card Detail report with date, documenting each payment. The detail report is used to code each receipt with customer name and purpose of payment. AD reviews event coding and initials her/his approval on the document. FC uploads the approved excel document into Cash Receipts Journal of Intacct account software. These deposits are reconciled to bank balances at month-end as part of bank reconciliation. Any discrepancies with bank balance are investigated.

6.40   Bank Reconciliation Procedures

It is the policy of the Academic Senate to address mailed bank statements to the ED who shall perform an initial review of the transactions or do so online. A copy of the monthly bank statement will be emailed to the Treasurer upon receipt.

FC will review bank activity online on a regular basis. FC will review all checks and deposits that cleared or voided during the month and research any questions. The bank account will be reconciled by Clerk or FC monthly. The Treasurer shall review and approve the bank reconciliation along with the original

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supporting documentation quarterly.

Neither the ED nor the Treasurer have editing access within the Intacct Accounting software. Check disbursements are issued through Bill.com payables software and Bill.com interfaces transactions within Intacct. The FC issues warrants from the two source documents, Vendor Invoices or Expense Reimbursements. Program expenses must be approved through the Bill.com approval workflow by the FC and either the ED or AD. The Treasurer must approve expenses over designated minimums, or checks over $300 to the ED. Warrants in excess of $10,000 must have final approval and payment authorization by ED. No payment can be issued for bills without two approvals. Check stock is provided by Bill.com Inc, maintained at their location, and issued by their bill payment service. All supporting documents and check copies are maintained digitally in Bill.com.

On rare occasion, the Senate Office will issue a check. The FC generates the check information for the AD, who has blank check stock locked in her/his desk drawer. The AD prints the information on the check stock and submits to the ED for signature.

FC oversees and approves preparation of the monthly bank reconciliation and uploads the bank reconciliation and all supporting documentation to Bill.com upon completion of Bank Reconciliation Package. The ED review bank reconciliations within Intacct for accuracy and completeness.

The Treasurer will receive a copy of the bank statements monthly via email. On a quarterly basis, the Treasurer will receive the Bank Reconciliation Package consisting of bank statement, Intacct Reconciliation Report, and Bill Payment report from Bill.com. The Treasurer will verify that the account is properly reconciled and will review the bank statements for payroll deductions, deposits, transfers, voided checks, manual checks, and reasonableness of transactions. When the Treasurer is satisfied that the Bank Reconciliation Report is complete and accurate, the Treasurer will sign and date the approval form for each month and return it to the Senate Office where it will be scanned into Bill.com.

The Treasurer at no time will have access to Bill.com, or the checks. The Treasurer does not have a key to the Senate Office.

7.0 Accounts Receivable Invoicing Procedures

7.10 Invoicing Procedures

It is the policy of the Academic Senate to create an invoice for all grant revenue, dues, services, and products to properly track payments by source.

Invoices are issued in numerical order through Bill.com receivables software. All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be applied to the appropriate invoice.

Substantiating documentation will be scanned to the Bill.com receivables

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software and be digitally attached to the invoice. Hard copies of documentation supporting the invoice will be stapled to the invoice copy and mailed or emailed to grantor as required.

7.20 Accounts Receivable Write-Off Procedures and Authority (Bad Debts)
It is the policy of the Academic Senate to ensure that individuals are afforded every opportunity to process and pay invoices recorded as accounts receivable by the Academic Senate before write-off procedures are initiated.
The Academic Senate makes every effort to collect past due accounts receivables. Accordingly, every quarter invoices are emailed to individuals with past-due balances.
If an invoice is written-off, the following accounting treatment applies:

- Invoices written off that are dated during the current year will be treated as a reduction of the appropriate revenue account.
- Invoices written off that are dated prior to the current year will be treated as bad debt expense.
- An allowance for bad debt will not be recorded.
- The invoice tracking sheet is updated to record the date written off.
- The invoice is added to the invoice write off tracking sheet.

In monitoring the accounts receivable for long-outstanding items, every six months the FC generates an accounts receivable report for the ED and AD. The report is reviewed, and FC is authorized to write off receivables deemed uncollectable. If an invoice is written-off, the accounting treatment outlined in accounts receivable Write-Off Policy above applies. The invoice is added to the invoice write off tracking sheet and collection efforts are continued by the AD until it is determined that the item is not collectible. The District/College/member will not be allowed to register for any future events unless they pay in advance.

7.30 Tracking Procedures for Accounts Receivable Write-Offs
It is the policy of the Academic Senate to continue collection efforts on all unpaid invoices.
When directed to write-off an invoice for non-payment, the FC will place the invoice information on the A/R Collections Tracking Sheet. The Uncollected Invoices Tracking Sheet is a spreadsheet maintained by the AD to continue tracking invoices that are selected for write off. When checks are received for these written off payments, the AD will update the A/R Collections Spreadsheet. Every six months, reminders will be emailed to individuals of unpaid invoices. Annually, the ED will review the report to determine which invoices, if any, should be removed from the Uncollected Invoices Tracking Sheet. Once an invoice is removed from the Uncollected Invoices Tracking Sheet, reminders will no longer

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be emailed, and collection efforts will be terminated. The District/College/member will not be allowed to register for any future events unless they pay in advance**.**

7.40 Non-sufficient Funds Checks Procedures
It is the policy of the Academic Senate to record checks returned by the bank because of non-sufficient funds in the accounting records as an Accounts Receivable due from the individual who wrote the check. The individual is also liable for any bank charges associated with the non-sufficient funds checks.
If the check in question is eligible for redeposit, the subsequent deposit will reduce the receivable account accordingly and an invoice will be generated for the bank charges only. If the check in question is prohibited from redeposit, an invoice will be generated to the individual for bank charges plus the initial amount of the invoice.

7.50 Refund Procedures
It is the policy of the Academic Senate to publish the Academic Senate's Refund Policy on session enrollment forms.
Refunds issued will reduce the corresponding event revenue account accordingly. No refunds will be given if notification is received beyond the cut-off date for session enrollment unless approved by the AD or ED. Cancellations made prior to the deadline and paid by personal check or credit card will be refunded as requested. Payments made by schools will be refunded after the event, to allow the campus the opportunity to find a replacement participant. Provided the campus has no outstanding membership dues owed, any cancelled event registrations will be refunded within two weeks of the date of the event.

8.0 Payroll and Pay Period Record Keeping Procedures

8.10 Payroll Controls & Procedures
The ED has the authority to hire and fire, set salary schedule, and benefits, as appropriate to run the office in accordance with the ED duties set forth by the Budget and Finance Committee and included in the overall approved budget. The ED has the authority to determine if an employee is exempt or non-exempt, following the guidelines of CA and federal laws, and to determine the rate at which each individual employee will be paid as long as the rate falls within the maximum pay scale as documented. These rates will be reviewed annually by the Budget and Finance Committee who will revise them as necessary. ED payroll decisions are limited by the overall approved budgets. The President must approve any exceptions to the above maximums. In no case will the exception be allowed if this will cause the budget to be exceeded.
When interviewed, employees provide a resume and references. References are verified for potential hires. Once hired, the AD prepares a hire letter, creates the personnel file, and provides the hire packet. The ED signs the letter and reviews

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the file. The file contains a salary history that is updated when raises are received. The Budget and Finance Committee sets the staff salary budget. All pay rates, other than the ED salary and benefits, are approved by the ED and documented in the personnel file. The ED salary and benefits are determined by the Executive Committee. FC is notified of changes to salaries or benefits for staff, and notifies the payroll service company, Secure Payroll, LLC. FC monitors payroll reports for accuracy of all changes.
Personnel files are maintained in the ED's office. Only the ED has access to the files. All in-force employment contracts kept with Mark Alcorn, Esq.

8.20   Timesheets

It is the policy of the Academic Senate to require the completion of timesheets for purposes of allocating compensation.

Timesheets are submitted every other Friday to the AD who verifies and approves the time worked. An Accrued Benefits report is provided by the FC. The AD reviews and approves all over-time, holiday, sick pay, or accrued paid time off used (if any). The AD or FC works with the employees as needed regarding any timesheet corrections and then submits timesheets to the FC for final approval and processing.

8.30   Pay Periods and Payroll

All payroll is processed bi-weekly through the payroll system every other Friday. The FC enters the time into the timesheet system. Payroll processing services are provided by Secure Payroll, LLC. Secure Payroll processes the payroll and generates reports. Payroll data is input into the CalPERS retirement system by Secure Payroll. Payroll report, PTO accrual reports, and CalPERS reports are reviewed by the FC. General ledger entries for payroll related transactions are entered into accounting system monthly. All changes or updates to employees or other payroll activity is monitored per pay period by FC.

8.40   Paid Time Off/Sick Pay

It is the policy of the Academic Senate to require all employees to take annual leave due them.

All staff is required to take accrued Paid Time Off annually. The AD and FC will monitor staff accruals to ensure that Paid Time Off for full-time employees and Sick Pay for part-time employees is taken appropriately. Sick Pay is accrued and paid based on CA Sick Pay Laws. PTO accruals caps at 120 hours for employees in the first two years of employment and 240 for employees with two plus years of employment. At that point, the employee will cease to accrue additional PTO. Academic Senate requires employees to schedule PTO with advance approval. Advance notice is not mandated for illness or other

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unforeseen emergencies. All employees are required to take compensated PTO each year. Accrued PTO will roll-over to next year.

If requirements of the employee's workload prevent the employee from taking all annual PTO, an employee with an accrued balance of 120 hr or more may request a one-time payout of PTO hours annually, up to 80 hours.

Compensatory Time Off

It is the policy of the Academic Senate to comply with state overtime laws and regulations.

Non-exempt employees earning overtime may bank one and a half hours for each hour of overtime worked at their written request. This compensatory time is tracked by AD, and time off should be used within the next two pay periods.

Upon employee request, Academic will pay accrued overtime compensation through payroll. See the Employee Handbook for established limits and further detail.

8.50 Salary and Benefit Allocations

It is the policy of the Academic Senate to distribute fringe benefits to the functions of the Academic Senate based on actual salaries charged or negotiated overhead percentage per grant.

Fringe benefits include Medicare taxes, unemployment taxes, employee insurance premiums, and pension payments.

It is the policy of the Academic Senate that all employees complete and sign timesheets for every pay period.

The Academic Senate requires that all employees complete a timesheet to document time spent on various functions in increments of not less than one-half hour.

From this information, the FC will prepare a document of time spent per activity. Compensation will be allocated to the various functions based on the pro-rata share of actual hours worked or negotiated overhead percentage per grant.

Allocations of salaries and benefit amounts to the appropriate grants are calculated monthly. The employee's timesheet and payroll reports are the main source documents for payroll expenses.

8.60 Flexible Benefits Account - n/a

9.0 Miscellaneous Accounting and Management Procedures

9.10 Financial Statement Preparation and Distribution

It is the policy of the Academic Senate to prepare year-to-date financial statements to include the Statement of Financial Position and the Statement of Activities monthly.

The Budget and Finance Committee shall receive budget performance reports

quarterly. The ED shall have available the Budget to Actual Statement of Activities (Income Statement) and Statement of Financial Position (Balance Sheet) for their review. These reports reflect revenue and expenses for grants, events, and Senate operations from the Intacct accounting system through the most recently closed month.

Financial statements to be reviewed monthly by ED, regularly by the Treasurer, periodically by the Executive Committee, and each spring by the Budget and Finance Committee and the organization's delegates.

9.20 Overhead Allocation
It is the policy of the Academic Senate to allocate overhead expenses to the various grants of the Academic Senate.

FC allocates overhead expenses to the various functions of the Academic Senate based on the allocation of time per the work assignments and/or employee timesheets on a monthly basis. Alternatively, a percentage of overhead is allocated depending on grant guidelines.

9.25 Senate Reserves
It is the policy of the Academic Senate to maintain a reserve equivalent to a minimum of three months' operational costs, up to six months.

Operational costs to be determined prior to annual budget process. The ED makes a recommendation for how much to maintain in the reserves to the Budget and Finance Committee each May. Each quarter, the ED will monitor the reserves available.

9.30 Rent
It is the policy of the Academic Senate to allocate rent expense to the various functions of the Academic Senate based on the percentage of employees assigned to that function in relation to the total number of employees of the Academic Senate on a monthly basis. Alternatively, overhead may be allocated based on percentage based on grant agreement.

9.40 Computer File Back-Up Procedure
It is the policy of the Academic Senate to maintain a computer file back-up for accounting records. All accounting, accounts payable, accounts receivable, and payroll data files and back-up documentation are stored on secure cloud-based platforms.

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

Bill.com bill payment and receivable tracking system is a SaaS product with

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

9.50 Computer Passwords

It is the policy of the Academic Senate that each individual who has access to corporate server, data files, or accounting records have a unique identification login.

The AD maintains a master record of employee Windows and network passwords including email, travel software, etc., with a copy given to the ED. A master record of accounting system access by employee will be maintained by the FC. Passwords and accounting software access of terminated employees will be canceled immediately. All passwords will be changed quarterly.

9.60 Budget and Finance Committee

It is the policy of the Academic Senate to maintain a Budget and Finance Committee consisting of the Treasurer, President, Vice President, Secretary, Executive Director. The Treasurer will chair the committee, prepare the agenda, ensure corrective action is taken when necessary, and report on budget committee action to the Executive Committee.

The Budget and Finance Committee has the authority to adjust the budget line item within category total and/or up to 10% between categories based on budget performance and need every six months. The Budget and Finance Committee, excluding the Executive Director, will also function as the Audit Committee, as required by the Non-Profit Integrity Act of 2004.

9.70 Bartering Prohibited

It is the policy of the Academic Senate to prohibit entering into bartering agreements with members whereby dues are foregone in exchange for goods or services provided by the member. Any other type of bartering agreement, in any form, is also prohibited.

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

9.80 Credit Cards

It is the policy of the Academic Senate to issue bank credit cards to the President, Vice President, Treasurer, Secretary, and Executive Director. All individuals who are issued Senate credit card are to sign and submit the ASCCC Credit Card Use Policy and Agreement.

Academic Senate has an American Express card designated for the use of travel expenditures. The credit card bills are reconciled monthly to the supporting documentation. Each month, the FC will print the credit card statements and give

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to the Clerk to code each item and match up receipts to the appropriate expenditures. Credit card holders or authorized users are to provide detailed receipts for each charge. Once credit card bills are coded and the Expense Authorization generated, the FC and ED will review the supporting documentation to verify that transactions did not result in the issuance of any cash to the credit card user and that each and every transaction charged to the account was for a valid and reimbursable expense. If a prohibited charge is found, the ED will notify the officer involved and take appropriate action. If the FC finds the ED is involved, then the Treasurer will be notified. Once the transactions are reviewed and approved the ED will initial approval on the hard-copy document. The Clerk will then scan the statement and back-up documents to Bill.com for processing. Approval workflow is completed in Bill.com to verify all documents are coded and complete. Credit card bills are paid online prior to due date and designated as Paid Outside of Bill.com in the Bill.com software to record the online payment.

9.90 Loans Prohibited
It is the policy of the Academic Senate to prohibit loans to employees, Executive Committee members, Executive Director or any individuals under all circumstances.

9.100 Bonding of Employees
It is the policy of the Academic Senate to bond or carry fiduciary crime insurance on all employees and committee members involved in the financial functions of the Academic Senate.
The FCAD reviews the insurance policies annually to ensure all employees and members involved in the financial functions of the Academic Senate are bonded or covered by insurance.

9.110 Contract Signing Authority
It is the policy of the Academic Senate to grant authority to sign contracts to the President, Treasurer or ED, as long as the financial implications of the contract are included in the Academic Senate's budget.
If the financial implication of signing a contract is not included in the Academic Senate's budget, the Budget and Finance Committee must approve the contract and bring the necessary budget revisions to the Executive Committee for approval and ratification before authority to sign the contract is granted.

9.120 Journal Entries
It is the policy of the Academic Senate to control the journal entry posting process to ensure access is restricted, usage is for specific purposes, and entries are reviewed by the ED as a matter of course during financial statement review.
Usage: Journal entries are used for very specific purposes:

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- To correct the coding of cash disbursements and cash receipts that are originally coded to the wrong account.
- To allocate operating costs to a specific grant based on the respective percent of staff time worked on the grant during that period.
- To manually correct balance sheet items other than cash at year end. (Examples are cash on hand, receivables, prepaid expenses, accounts payable, accrued expenses, fixed assets and so forth.)
- To reverse manual accruals posted in the prior year that have an effect on current year.
- To post prior year audit adjustments in the current year.
- If an item adjusts cash, it must be documented and posted from the bank transaction JE form.

All Journal entries are maintained in Intacct accounting system and may only be posted by FC.   Back-up documents, if applicable, are filed in the accounting system for retention and reference. All journal entries will have a documented explanation of purpose.

10.0   Tax, Audit, and Records Management Procedures

10.10 Access to Records by Individuals, Members and the Public
It is the policy of the Academic Senate to allow individuals, members and the public to inspect the following records of the Academic Senate:

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

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

10.30 Independent Contractors
It is the policy of the Academic Senate to evaluate criteria established by the IRS when assigning an individual employee or independent contractor status. All persons qualifying as independent contractors will sign an Independent

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Contractor Agreement and provide a signed W-9. In addition, it is policy of the Academic Senate to report stipends paid to committee members as IRS Form 1099 miscellaneous income. In compliance with federal guidelines, a 1099 will be issued to each qualifying person whose annual compensation exceeds the federal exemption limit.

10.40 IRS Form 1099

It is the policy of the Academic Senate, in compliance with federal guidelines, to complete and issue IRS Form 1099 to individuals, businesses that are not corporations, independent contractors, committee members receiving stipends, and any other eligible vendor receiving $600 or more compensation from the Academic Senate.

A log of Vendor Federal Identification Numbers will be maintained in Bill.com.

10.50 Record Retention and Destruction

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

The appropriateness of the destruction of records will be determined by the following timetable:

Records	Length of Time
Worker's Comp Accident Reports	7 years
Accounting Ledger Records	7 years
Accounts Payable Support	7 years
Bank Reconciliations	4 years
Canceled Checks	4 years
Chart of Accounts	Permanent
Contracts	Permanent
CPA Audited Financial Statements	Permanent
Depreciation Records	7 years
Employee Personnel Records	Permanent
Grant Records	Permanent
Insurance Policies	4 years
Invoice Records	4 years
Minutes	Permanent
Payroll Records (keep annual reports permanently)	7 years
Legal Correspondence	Permanent
Tax Records	7 years
Trust Records	Permanent

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10.60 Selection of CPA Firm

It is the policy of the Academic Senate to contract with the CPA firm selected to audit the Academic Senate for a period not to exceed five years.

At the end of this period, The Academic Senate's Treasurer, with the assistance of the ED and FC, will solicit proposals from a minimum of five CPA firms specializing in auditing not-for-profit organizations. A recommendation to the Budget and Finance Committee shall be made for final selection. Re-awarding the contract for auditing services to the existing auditing firm is acceptable as long as the interview and selection criteria clearly indicate the firm is the most qualified and cost effective.

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

10.70 Annual Information Return

In compliance with Federal and State requirements, it is the policy of the Academic Senate to file the federal Form 990, Return of Organization Exempt From Income Tax, and the state Form 199, California Exempt Organization Annual Information Return on an annual basis. Additionally, the organization will file California Statements of Information (SI-100) bi-annually, and the State Attorney General Annual Registration Renewal Fee Report (RFF-1) annually.

The Academic Senate will engage a certified tax preparer to complete the federal Form 990 and the state Form 199 each year. Both annual information returns are due November 15th. An extension will be filed if timing for completion of annual audit impedes meeting this deadline. The ED and the FC will review the Form 990 and the Form 199 with the Treasurer and the President. Following this review, the Form 990 and Form 199 will be brought to the Board of Directors for review and approval prior to filing.

10.80 Unrelated Business Income Tax (UBIT)

It is the policy of the Academic Senate to avoid activities which will generate UBIT. Any exception to this policy must be approved in advance by the Executive Committee.

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

10.90 Accounting and Support Services Provided to the Foundation

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It is the policy of the Academic Senate to provide accounting and support services to The Foundation of the Academic Senate for California Community Colleges. In view of the Foundation needs that may be readily met by the Academic Senate using its trained personnel and available facilities, the Academic Senate intends to enter into an annual agreement with the Foundation to do the following:

a. Provide at nominal rates technology support service as well as online access to such Academic Senate files as are relevant to the business and purpose of the Foundation.

b. Provide at nominal rates access to the Academic Senate's auxiliary services including copy services, internet and website, graphics, mail service, event scheduling, and related activities.

c. Provide at nominal rates access to and services provided by the Academic Senate's employees, accounting staff, support staff, and independent contractors as deemed necessary.

d. Provide at nominal rates office space, general supplies and other goods or services as deemed necessary to fill the Foundation's operational needs

The ASCCC Policies and Procedures are used by the Foundation.

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Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: 2019 Spring Plenary Session Preliminary Program		Month: February	Year: 2019
		Item No: IV. O.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2019 Spring Session preliminary program and discuss keynote presentations.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the preliminary schedule for the upcoming 2019 Spring Plenary Session, to be held at the Westin San Francisco Airport on April 11-13, 2019. The members will also consider potential keynote speakers.

Timeline:

February
1. Pre-Session resolutions due to Resolutions chair February 22, 2019.
2. Second draft of papers due February 12, 2019 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 15, 2019

March
1. Final resolutions due to Krystinne for circulation to Area Meetings March 6, 2019.
2. AV and Event Supply needs to Tonya by March 4, 2019.
3. Presenter's list and breakout session descriptions due to Krystinne by March 4, 2019.
4. Final Program to Krystinne by March 8, 2019.
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 25, 2019; Area C & D March 26, 2019.
6. Final program to printer March 18, 2019.
7. Materials posted to ASCCC website March 29, 2019.

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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: Legislative Training for Leadership Institute		Month: February	Year: 2019
		Item No: IV. P.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider possible activities and topics for the pre-Leadership Institute legislative training.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	**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 following schedule of possible activities/topics for the pre-Leadership Institute legislative training is being brought to the Executive Committee for discussion.

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

Suggested schedule for pre-Leadership Legislative Session

Depending on how much time is available for a legislative review, this could be increased or reduced. Some suggestions are below:

Legislative Cycle and the Need for Advocacy: Political Landscape and Power Dynamics of Sacramento (75 minutes)

Possible presenters:

Jonathan Lightman, former executive director, Faculty Association of California Community Colleges

Evan Hawkins, executive director, Faculty Association of California Community Colleges

The impact of legislation on local colleges often seems to happen out of nowhere, but the intricacies of the political landscape often shape how we are able to serve our students at the colleges. This general session is intended to provide an understanding of how legislation and the budget happen and the mechanisms we have to influence the directions of each of these important components.

Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics (75 minutes)

Possible presenters:

Laura Metune, CCCCO
Jeanice Warden Washington, Chief Consultant, Assembly Committee on Higher Education
Wendy Brill-Wynkoop, chair, FACCC Legislative and Advocacy Committee

If your local senate has identified a legislative liaison or your senate is interested in expressing an opinion regarding legislative actions or intent, you may wonder what comes next. How can you guide your college to effectively advocate from your senate's perspective, and how does that task align with the work of the ASCCC and the Chancellor's Office? This session will provide local senates with guidance on when and how to influence the legislature and navigate the landscape of Sacramento to benefit students.

System Practices and Consultation (60 minutes)

Possible presenters:

Legislative and Advocacy Committee members, John Stanskas, Dolores Davison, Other Executive Committee members

Practice Scenarios (1 hour)

Possible presenter: Jonathan Lightman, former Executive Director of FACCC

Are you ready to interact with legislators? Jonathan Lightman will lead some practice interactions with scenarios designed to prepare you for visits both locally and in Sacramento

Advocacy Talking Points Review (45 minutes)

Review of talking points around advocacy at the state and local levels, as well as goals completed this year and new plans moving forward

Meeting with the Chancellor's Office (45 minutes)
Possible tour of the CO/discussion with vice chancellors and senior deans

Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: February	Year: 2019
		Item No: IV. Q.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive a Faculty Development Committee update and provide guidance or approval for the Women's Leadership Circle.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	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 Development Committee actions.*

In response to the 2014 resolution #12.03 Faculty Professional Development, the committee will receive a copy of the article.

To meet the FDC Committee plan Objective 2.1 Increase leadership development opportunities to prepare diverse faculty to participate, the committee will receive an update and provide guidance or approval on actions under strategy 2.1 and 2.2, the Faculty Diversity Regionals and Women's Leadership Circle.

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

FACULTY DEVELOPMENT COMMITTEE

Wednesday, November 21, 2018

8:00-9:30 AM

Meeting Notes

I. Call to Order and Adoption of the Agenda
II. Member Roll Call

Michele Bean	Mayra Cruz
Carolyn Holcroft	Rebecca Eikey
Elizabeth Imhof	~~LaTonya Parker~~
Manjit(Manny) Kang	

III. Approval of 10/19 Minutes – approved by consensus.

IV. Review Work Plan and Assignments
https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn
2.1A Lead professional development opportunities designed to promote recruitment of diverse faculty
Meeting is planned next week with EDAC to work on the hiring regionals.

2.1C Design leadership development opportunities focused on specific populations of faculty
No update on the women's circle.

2.2B Develop and strengthen partnerships with organizations that specifically serve racially/ethnically diverse populations and recruit members to serve in ASCCC committees
Update on the UMOJA/A2MEND Educational summit was provided. The work plan was updated to include "recruit members to serve in ASCCC committees" and perhaps there could be intentional collaboration/recruitment with UMOJA/A2MEND leaders.

3.2 A. Implement a comprehensive ASCCC Professional Development Plan
Update provided on Guided Pathways Taskforce and communication related to professional development. The Chancellor's Office is interested in taking the lead on professional development with Guided Pathways. There will be more conversation related to developing improved partnership with ASCCC and the Chancellor's Office.

V. Update on Status of Committee Priorities for 18-19
https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368
a. Rostrum articles update
  i. Information to local senate leaders regarding faculty professional development and its role at their colleges; rights and responsibilities for involvement in the development of faculty professional development policies, including the use of potential funding provided by AB 2558 (Williams, 2014) *(Lead: Carolyn Holcroft)*
  Carolyn will be taking the lead on the development of the rostrum article. AB 2558 (Williams, 2014) was not funded. **Carolyn will draft an outline of the article to include role of academic senate and**

use of funds.

ii. Assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development; California Community Colleges work with the Chancellor's Office and other system partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates

Will be discussed at next meeting.

    b. Hiring priorities criteria survey and proposed timeline draft

The survey was updated to include additional questions and criteria. It will be submitted to ASCCC Executive committee for December 7/8 meeting.

VI.   Status of Previous Action Items

See below on page 3.

VII.   Fall 2018 Plenary Report/Resolutions

https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session

The final resolution packet has been uploaded to ASCCC website.

VIII. ASCCC Spring 2019 Hiring Regionals and CCC/IEPI Building Diversity Summit

November 29th Joint Planning Meeting with the Equity & Diversity Action Committee

2-6pm, Sacramento City College Rodda Hall North (RHN) 258

An agenda is developed and a list of potential topics and speakers is being developed for the Regionals.

For the IEPI Summit, there are a number of committee members interested in being part of the Summit in February. Mayra is working with ASCCC office to determine how many members can attend. There are also members of EDAC who are interested in attending. **A submission form is due November 30th**.

IX. Announcements

    a) Upcoming Committee Meetings

       December 5, 2918 8:00-9:30am

       Faculty Development Committee Meeting

       ZOOM

    b) Upcoming ASCCC Events

       https://asccc.org/calendar/list/events

    c) Application for Statewide Service

        http://asccc.org/content/application-statewide-service

    d) On Dec 19, Santa Barbara City College is hosting their Affective Learning Institute and members of the committee are invited.

X. Committee Meeting Calendar

    a. January 22nd 8-9:30am

    b. Feb & March 2019- TBA

XI. Adjournment

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
   - ➢ Rostrum article #1
   - ➢ Faculty Diversification Hiring Regionals & CCC/IEPI Building Diversity Summit planning
   - ➢ Women's Leadership Circle

B. **Completed** (include a list of those items that have been completed as a way to build the end of year report).
   - ➢ 2019 Faculty Development Work Plan
   - ➢ Hiring Priority Criteria Survey (11/21/18)

The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assess the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities. https://www.asccc.org/directory/faculty-development-committee-1

Faculty Role and Responsibility in Professional Development

By Carolyn Holcroft, Foothill College
Mayra Cruz, ASCCC At-Large Member
Michelle Bean, Rio Hondo College
Elizabeth Imhof, Santa Barbara Community College

Local academic senates are tasked to make recommendations for faculty professional development policies and activities[1] at their colleges. Such policies may include consideration of how faculty professional development is defined, how much is required, when/where/how it will be offered, whether faculty will be compensated, who will be responsible for selecting and planning particular activities and assessing their efficacy, and how funds are allocated for PD activities. Because many of these policies overlap with union interests (e.g., professional development requirements and compensation) local PD policy recommendations are often made in collaboration with faculty union colleagues.

To ensure faculty primacy, local senates can provide leadership in each of the areas suggested here:
- Defining "faculty professional development"
- Strategic planning
- Strategic budgeting
- Fostering engagement
- Closing the loop

Given the broad latitude afforded local senates, there are many potentially effective approaches to the details of each. Here are some specific suggestions:

- Defining "faculty professional development"

    Talk to five individual faculty and you'll likely get five different definitions of professional development. If you don't already have one, or haven't revisited it for some time, your local academic senate could lead discussion about the definition and senate values around PD[2]. This not only helps clarify what does or doesn't "count" for meeting contractual obligations, but more importantly, can result in thoughtful dialogue around the importance of faculty PD and foster a college culture where investment in PD is respected and valued. In addition, recurring senate-sponsored opportunities for faculty to share what they've learned at events they've attended can help to foster the desired

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[1] Title 5 §53200 (c)

[2] If you're curious, California ed code section 87153 provides insight into what the California legislature envisioned as professional development.

culture. This practice can be especially helpful to share knowledge and increase impact when the cost of off campus events may limit faculty attendance.

- Strategic planning

    Academic senates already partner with administrators and staff in the creation of college-wide plans such as the strategic master plan and the student equity plan, and certainly engage in program review for systematic evaluation and planning at the program level. These processes often surface faculty professional development areas needed for successful implementation of the plans. We can subsequently use these identified needs to lead formation, adoption, and implementation of a systematic PD plan for our college. Until such a collegewide-plan is adopted, academic senates can still consult collegially to recommend processes to select and implement specific professional development activities based on needs identified in the college's other strategic plans.

    In both situations, it can be especially effective if planning aims to create systematic, interconnected PD activities rather than individual one-offs that may be quickly forgotten. For example, if your college has an overarching plan to eliminate achievement disparities, your local senate can provide visioning to provide explicitly interconnected PD opportunities around equitable pedagogical practices over time.

- Strategic budgeting

    The state allows colleges to use their unrestricted and/or restricted general fund allocations for staff development[3]. It should be relatively easy to review your college's budget to see how much they've allocated for PD. Because "processes for institutional planning and budget development" is another 10+1 area it is certainly reasonable to engage with administrators about the budgeting processes and how the college determines the PD allocations from the general fund, especially in an environment where those resources are often significantly limited. There may also be other categorical funding sources that allow monies to be used for staff PD, such as the Student Equity and Achievement Plan, Guided Pathways, etc., and it's appropriate for senates to engage in discussion of allocating portions of those for faculty PD, as well. Once an overarching PD budget is in place, senates can provide leadership around specific prioritization of those funds, i.e., connect them back to your campus PD plan or alternative PD activity prioritization process.

    Our current reality is that many California Community Colleges have only limited monies available for PD. With this in mind, local senates are encouraged to work closely with your legislative liaisons to engage in state advocacy activities to ensure ongoing funding is available for professional development. Many initiatives, currently including AB705,

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[3]http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget%20and%20Accounting%20Manual%202012%20Edition.pdf

Guided Pathways, and Faculty Diversity & Strong Workforce initiatives, require a substantial faculty development investment to yield results. The [2013 Chancellor's Office Professional Development Committee report](#) asserts the importance to creating a "continuum of professional development opportunities for all faculty, staff and

administrators to better prepared to respond to the evolving student needs and measures of student success" with appropriate resources. Advocacy for larger state budget allocations for professional development must be an ongoing effort at the local level.

Fortunately, there are still some attractive low-cost and/or free options for faculty to participate in professional learning. For example, the Chancellor's Office provides access to professional learning options through the [Vision Resource Center](#), and many of these provide PD support specifically for current statewide initiatives (Guided Pathways, AB 705, etc.). Moreover, colleges also have the option to fully integrate the VRC at their local level so all employees receive a VRC account, see a customized landing page with local content, and may create local learning communities. There are many [free or low-cost courses through @ONE](#) (in partnership with OEI). Finally, your State Academic Senate frequently offers web-based learning opportunities, especially related to current system wide initiatives. Visit the webpage for more information on upcoming events and webinars https://asccc.org/ .

- Fostering Engagement

The best laid professional development plans fall short if faculty don't ultimately engage in the activities when they are offered. Senates can help by fostering a culture that signals PD is of high priority and professional value.

Practices that can evince these values include making PD relatively easy for faculty to participate – i.e., offering activities at convenient times and locations. Senates can also encourage the college to provide a designated space and time for people who have participated in PD events or are returning from a professional development leave to share what they've learned with colleagues. It's good to avoid creating the expectation that faculty who've attended a workshop should then present the workshop to their college peers. Rather, inviting colleagues to share newly-acquired expertise can be a powerful way to foster a culture where faculty learning is valued. For example, Foothill College has a series called, "Thursday Thoughts on Equity Professional Development" where faculty (and staff) who participated in an equity related professional development opportunity such as NCORE share out their takeaways with colleagues who were not able to attend. You could also designate an annual event at which faculty returning from professional development leave share their experiences with interested colleagues. These practices can ameliorate the concern that resources spent on PD only help a small number of faculty.

Another effective practice is compensating faculty for their efforts – this sends the strong signal that PD is valued. At the most basic level, it helps to provide faculty with

allowances to fund their attendance at conferences. An even stronger message is conveyed when we actually pay faculty for their time – especially part time faculty who may have no contractual incentive to participate. We can remove some potential logistical barriers by advocating for the use of flex days rather than requiring faculty to attend PD on their own time.

Last but not least, don't underestimate the value of providing refreshments. Provided judiciously and in accordance with your local board policy, this is not only a signal that the college is investing in their professional development, but because learning is a social activity, providing food often creates effective spaces for faculty learning. Your unrestricted general fund and/or categorical allowances may in some select cases be used, and it is always prudent to double check with your college budgeteer.

- Closing the loop

    Perhaps the most effective way to foster a culture where PD is valued by both faculty and administration is to demonstrate its impact. Academic senates have a tremendous opportunity to provide leadership here by recommending processes and indicators to assess the impact of professional development events and long-term PD plans with the ultimate goal of demonstrating investments of time and financial resources have benefited students. Useful indicators should include both quantitative and qualitative data such as whether the faculty made pedagogical or curricular changes based on their participation and whether those changes resulted in the desired outcomes – at least one of which is certain to be increases in student success. Based on these data we can recommend modifications to PD planning as needed.

By attending to the above areas, local senates are positioned to lead efforts to make professional development a rewarding experience for faculty and ultimately for our students.

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Approve Filing of Federal Form 990 Fiscal Year 2017 Tax Return		Month: February	Year: 2019
		Item No: IV. R.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will be presented the Form 990 for Fiscal Year 2017 for review and approval.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

All tax-exempt organizations are required to submit a Form 990 to the Internal Revenue Service each year. The requirement to file a Form 990 is a condition for maintaining tax-exempt status. Furthermore, nonprofit organizations are required to make their Form 990s available to the public on request. The ASCCC submits its Form 990s to Guidestar, which posts information about nonprofits (http://www.guidestar.org/Home.aspx). During the legal board training in August, the Board was reminded that reviewing and approving submission of the Form 990 is part of its fiduciary duty. The Form 990 for fiscal year 2016-2017 is being presented to the Executive Committee for review and approval, prior to filing with the IRS.

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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: Role of Library Faculty in California Community Colleges		Month: February	Year: 2019
		Item No: IV. S.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft for the paper on Library Faculty role.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**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:

At the Fall Plenary session 2017, the body passed Resolution 16.01 directing the ASCCC to explore methods to update and expand the content of the papers <u>Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities</u> and <u>Standards of Practice for California Community College Library Faculty and Programs</u> to illustrate the vital and important role that libraries and librarians can and do play in contributing to the success of our students.

The paper is being brought forth for consideration and approval by the Executive Committee.

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

Academic Senate
for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Effective Practices for Online Tutoring		Month: February	Year: 2019
		Item No: IV. T.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider for approval the draft for the paper on Online Tutoring.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**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:

Resolution 13.04 S08 directed the Academic Senate to:

> Resolved, That the Academic Senate for California Community Colleges research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs. MSC Disposition: Local Senates

The Transfer, Articulation, and Student Services Committee has drafted a paper for review and consideration.

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

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: January	Year: 2019
		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: January	Year: 2019
		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 December. 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.

Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: January	Year: 2019
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	John Stanskas/Virginia May	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 Online Community College District Board of Trustees Meeting. 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:

https://doingwhatmatters.cccco.edu/FullyOnlineCommunityCollege/CaliforniaOnlineCommunityCollegeDistrict.aspx

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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: University of San Francisco's "Demystifying Community Colleges" Panel Report		Month: February	Year: 2019
		Item No: V. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the visit to University of San Francisco's "Demystifying Community College Careers": Advice from the Expert Panel.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: University of San Francisco's Department of Leadership Studies and the Department of International & Multicultural Education at the School of Graduate Education hosted the "Demystifying Community College Careers": Advice from the Expert Panel – 1/18/2019.

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

UNIVERSITY OF SAN FRANCISCO

CHANGE THE WORLD FROM HERE

November 28th, 2018

Silvester Henderson
Los Medanos College
2700 East Leland Rd
Pittsburg CA 94565

Dear Silvester Henderson,

I hope this message finds you well. I'm honored to invite you to speak at "Demystifying Community College Careers: Advice from the Experts" Panel. "Demystifying Community Colleges" is a panel being curated by the Department of Leadership Studies and the Department of International & Multicultural Education at the School of Education, University of San Francisco. Our goal is to bring together current members of Bay Area Community Colleges to give talks that are focused on demystifying the Community College Sector and can provide relevant information for USF Graduate Students (MA and Doctoral level) interested in breaking into the Community College sector.

We would like for you to talk for 15-20 minutes about the Academic Senate and Faculty Role in Shared Governance, and we welcome any employment advice for students. At the end of the three panelists' presentations, we will hold a Q&A for our moderator and students to ask questions. We are expecting three panelists from other Bay Area Institutions and hope to cover a significant amount of information that students can benefit from.

The panel is scheduled for January 18th, 2019 from 3:30-5:00pm. It will take place at the School of Education, 2350 Turk Blvd, in our Presentation Theater. We believe your voice would be a critical addition to the panel. Please let us know by December 6th, whether or not you'd be interested in speaking. Thank you and we very much look forward to hearing from you.

Sincerely,

Jane E.Bleasdale Ph.D
Assistant Professor
Chair: Department of Leadership Studies
School of Education
University of San Francisco
Phone: 415-422-4311

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: February	Year: 2019
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
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: Equity Diversity & Action Committee		Month: February	Year: 2019
		Item No: VI. A. i.	
		Attachment: Yes (16)	
DESIRED OUTCOME:	EDAC will share their agenda & approved minutes from their 12/19/2018 meeting.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Information	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity Diversity & Action Committee meeting was conducted on December 19, 2018. Meeting Agenda/Approved Minutes has been attached.

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

ASCCC Diversity, Equity and Action Committee (EDAC)
Friday October 26, 2018
11:00 A.M. – 1:00 P.M.
Location: Zoom/CC Confer
Minutes

11:00 A.M. – 11:20 A.M.

- Order of the Agenda
- Roll Call/Membership Review: members in attendance indicated by XX.

EDAC Membership List - (2018 - 2019)

XXSilvester Henderson, Chair - Los Medanos College - Area B
XXConan McKay - Chair (2nd) - Medocino College - Area B
XXRobin Allyn - Mira Costa College - Area D
XXLeigh Ann Shaw - Skyline College - Area B
Van Rider - Antelope College - Area C
XXKhalid White - San Jose College - Area B
XXCarlos Lopez - Folsom Lake College - Area A
XXNathaniel Donahue - Santa Monica College - Area C

- Review of the Minutes from 9-14-2018 Meeting
    a. Minutes were approved
- EDAC Four Priorities/New Business (Discussions):

- Faculty Diversity & Hiring **(I)**
- Student Equity, Student Services & Support **(II)**
- Research & Academic Guides for Equitable Student Success **(III)**
- Pathways to College Teaching – A2MEND **(IV)**

(11:20 A.M – 11:50 A.M.)

5. EDAC Priorities

Area I

"Faculty Diversity Hiring & System Partnerships"
Update Status Report:
I
 "Chancellor Office/Senate Faculty Diversity Hiring Summit" Khalid, Nate, Carlos possible attendance
Date: 2/8/2019 – 2/9/2019
Location/Time: TBA
The Chancellors office is looking for recommendation from EDAC on breakout topics. Professional
Development and EDAC will meet on Nov 29 to brainstorm ideas for the Faculty Hiring Diversity.

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ASCCC Hiring Regionals (Three)
10:00 A.M – 3:00 A.M.

February 21, 2019 – Bakersfield College (Area A) Khalid, Nate
February 25, 2018 – Butte College (Area A) Carlos, Leigh Anne
February 28, 2018 – Norco College (Area D) Robyn, Nate
EDAC Outcomes: Breakout Suggestions from EDAC/FDC Joint Planning Meeting scheduled for
November 29, 2018 – Sacramento City College – 2:00 P.M. – 6:00 P.M. (All invited)
- Focus on hiring Questions as it related to HR and Dept Chairs.
- Cultural Competence breakout with a Focus on LGBTQ+   How to infuse this into hiring practices and interview questions.
- Los Rios Faculty Diversity Hiring and Skyline to bring to Nov 30
- Encourage colleges to develop a cultural competence practices.
- UC data on Diversity Hiring regarding Race and Ethnicity

Area II

"Student Equity, Student Services & Support"
Update Status Report:

"LGBTQIA"– Expanded Support
Nate/Conan – Rostrum Article Outline Update
- Nate submitted an outline for the Rostrum Article. Nate and Conan will work on a Rostrum article in November and will bring a draft to the Dec EDAC meeting

"DACA Expanded Support"
Leigh Ann/Carlos - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion
- Wanting to send out a email to all senate president to determine what is going on with DACA students at their local campus.
- What is being done and what is not being done regarding DACA.
- Possible survey regarding DACA and do campus have resources.
  - Not 100% agreement on DACA students
- Possible Plenary breakout in the Spring regarding DACA students.

"Student Safety & Support/Sexual Assault"
Silvester – Chancellors Office – Emailed 10-21-2018 – Discussion
- Silvester sent out an email to the General Council at the California Community College Chancellor's Office. Waiting to hear a response.

"Inmate Education"
Silvester – Chancellors Office – Emailed 10-21-2018 – Discussion - **(Attachment)**
"Corrections to College Sponsored Meeting"
Corrections to College California is a project of Renewing Communities, a four-year initiative designed to build a network of bridges from corrections to college in California. Renewing Communities is a joint initiative of The Opportunity Institute and the Stanford Criminal Justice Center.

- Silvester will be visiting a prison and will be reporting back in December.
  New York University McSilver Institute: Trauma Informed & Resiliency Based Project
  (Attach PowerPoint)
  Chancellor Office Meeting – October 16, 2018
   Suggested Action – Breakout – "Prison Education Programs" – Spring 2019 Plenary
  Peter Fulks – Cerro Coso College (Interested in Co-Presenting) - Discuss
  Assigned Person: Silvester & _____

(11:50 A.M. – 12:35 P.M.)

"Research & Academic Guides for Equitable Student Success" (III)
Update Status Report

A: Student Equity Plan Outline & Original Attached
Assigned Persons/Areas
(Designate who will work on what sections)
Agreed Upon Date of Submission Updates/Outlines

- EDAC committee members divided the paper. All drafts of the paper are due early January

(12:35 P.M. – 12:55 P.M.)

Area IV
" Pathways to College Teaching"
Update Status Report

A2MEND – Partnership Presentation (March 2019)
(EDAC Chair has been asked to prepare various breakouts for approval & presentation)
- Status: A2MEND has not published the date for "Breakout Submissions"

  o Khalid and Conan will develop an outline for the December outline.
  o Ensure to include all ethnic groups, gender, and LGBTQPOC
  o Racism/discrimation
  o Look at Harvard Case regarding Asian Students.
  o Silvester and Khalid will submit a proposal to present a breakout and a General Session.
    Including Nate with LGBTQ+POC
New Business (10 Minutes)

- **Education Code 87408 (See Attachments)**

  Discussion/Impact on Faculty – See Attachment
  Professor Richard Weinroth – Senate President
  "San Diego Continuing Education"

- Richard contacted ASCCC regarding ED Code 87408. Regards any communicable disease. To broad and did not specifically mention the communicable disease. Language is too broad. How to approach.
- Possible resolution at Plenary regarding the language as student success and to include privacy
- Leigh Anne will work on a resolution with Richard for a Resolution at the Spring Plenary.
- Google communicable disease

(12:55 – 1:00 P.M.)

- Future Meeting Dates & Senate Announcements
  a. Nov 29 in person in Sacramento 2pm-6pm
  b. December 19 8am meeting. Zoom
  c. January 16 10am-3pm Los Rios District
  d. January 31 1pm-3pm Zoom
  e.

- – November 1-3, 2018 – Fall Plenary – Irvine, Ca
7. Final Comments & Wrap Up
  - EDAC meeting ended at 12:54pm

ASCCC Diversity, Equity and Action Committee (EDAC)
Wednesday December 19, 2018
8:00 A.M. – 10:00 A.M.
Location: Zoom/CC Confer

8:00 A.M. – 8:15 A.M.

1. Order of the Agenda
2. Roll Call/Membership Review/Welcome New Member (Sandy Somo)*

EDAC Membership List - (2018 - 2019)

Silvester Henderson, Chair - Los Medanos College - Area B
Conan McKay - Chair (2nd) - Medocino College - Area B
Robin Allyn - Mira Costa College - Area D
Leigh Ann Shaw - Skyline College - Area B
Sandy Somo – Glendale College – Area C* (Recently Appointed)
Khalid White - San Jose College - Area B
Carlos Lopez - Folsom Lake College - Area A
Nathaniel Donahue - Santa Monica College - Area C

3. Review of the Minutes from 10-26-2018 Meeting
4. EDAC Four Priorities: Review

- Faculty Diversity & Hiring **(I)**
- Student Equity, Student Services & Support **(II)**
- Research & Academic Guides for Equitable Student Success **(III)**
- Pathways to College Teaching – A2MEND/Continued Business (IV)

(8:15 A.M. – 8:45 A.M.)

5. EDAC Priorities:

Area I – (15 Minutes)
"Faculty Diversity Hiring & System Partnerships"
Update Status Report:

I
"IEPI Buidling Diversity Hiring Summit"
Date: 2/8/2019 – 2/9/2019
Location/Time: Gateway Los Angeles Hotel
6101 W. Century Boulevard
Los Angeles, CA 90045

EDAC Outcomes: Breakout Suggestions from EDAC/FDC to the ASCCC President
<mark>(See Breakout Attachments Submitted to State Chancellor's Office – Six)</mark>

II

ASCCC Hiring Regionals (Three) – <mark>(15 Minutes)</mark>
10:00 A.M – 3:00 A.M.

February 21, 2019 – Bakersfield College (Area A)
February 25, 2018 – Yuba College (Area A)
February 28, 2018 – Norco College (Area D)
EDAC Outcomes: Breakout Suggestions from EDAC/FDC Joint Planning Meeting scheduled for
November 29, 2018 – Sacramento City College – 2:00 P.M. – 6:00 P.M.
<mark>A: See Attached Proposed Program Agenda & Presenters (Created from Joint Meeting)</mark>
B: Discuss Travel & Hotel Accommodation Concerns/Please Discuss/Emails Sent!

(8:45 A.M – 9:15 A.M.)

<mark>**Area II – 30 Minutes/5 Minutes Each**</mark>
"Student Equity, Student Services & Support"
Update Status Report:

I

"LGBTQIA"– Expanded Support
<mark>**Nate/Conan**</mark> **–** Rostrum Article – Pride Month – Discussion /Update
A: Submission Date

"DACA Expanded Support"
<mark>**Leigh Ann/Carlos**</mark> **-** Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update

A: "What is being done and what is not being done regarding DACA
B: " Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)

"Student Safety & Support/Sexual Assault"
<mark>Silvester</mark> – Chancellors Office – Emailed 10-21-2018 – Discussion/Update

A: Peter Chang – Deputy Counsel Response November 2, 2018
<mark>**(See Attached Letters/Email Request)**</mark>

"Inmate Education"
<mark>Silvester</mark> – Chancellors Office/Update - Discussion
A: Trailer Bill 1809
B: *Currently and Formerly Incarcerated Students Reentry Program* Grants Information
<mark>(See Attached)</mark> - Application Due: 1-31-2019

ASCCC/EDAC – Prison Visit
A: EDAC Chair - **"Cal City Correctional Institute"** – Reschedule (TBA)
B: Spring Plenary Breakout – **"Prison Education Programs & Performing Arts"**

"Research & Academic Guides for Equitable Student Success" (III)
Update Status Report:

I
A: Student Equity Plan Outline & Original Attached
Assigned Persons/Areas – Review
B: ASCCC Executive Members Suggestions

The Executive Committee reviewed the outline for updating the ASCCC Student Equity Plan Paper. The committee recommended the following:

- Include additional student groups such as the following: veterans and those with disabilities.
- It was recommended to include a caveat (explanation) indicating that the *"Student Equity and Achievement Plan"* is designed to serve all underrepresented students.
- It was suggested to use "developmental education reform" or "student capacity and support needs" instead of AB 705 as a section title.
- **Outline Accepted & Approved with above suggestions & modifications on October 31, 2018.**

C: Chair Suggestions:– Major Focus – Writing Day – January Meeting **(Three - Four Hours)**
Contact/Location: Carlos Lopez (TBA)

(9:35 am – 9:45 am.)

Area IV (15 Minutes)
Pathways to College Teaching – A2MEND **(IV)**
Update Status Report:

I
A2MEND – Partnership Presentation (March 2019)

A: (Silvester - EDAC Chair has been asked to communicate with A2MEND Leaders.
B: See Attached Emails/Discuss Next Steps to be taken!

II

New/Continuted Business (10 Minutes)
Update Status Report

A: Education Code 87408 (See Attachments)
B: Possible Resolution – Spring Plenary (Leigh Ann/Richard Weinroth)

(9:55 am – 10:00 am.)

6. Future Meeting Dates:

January 16, 2019 (All Day/Face to Face) - Los Rios District/TBA
Contact Person – Carlos Lopez (Confirm by Email)
January 31, 2019 (Zoom) 1:00 P.M. – 3:00 P.M.

7. Closing Comments - Happy Holidays EDAC Committee – Lets Stay Together & Love Each!

EDAC Minutes 12-19-18

Academic Senate of California Community Colleges

Members Present for ZOOM Meeting:

Silvester Henderson

Leigh Anne Shaw

Nate Donahue

Robyn Allyn

Sandy Somo

Kahlid White

Carlos Lopez

1. Meeting commenced at 8:08am
2. EDAC welcomes new member Sandy Somo, who is replacing Van on the committee
3. Minutes approved for the 10-26-2018 EDAC, with the correction of the spelling of Leigh Anne's name in the document. meeting (8:14am)
4. The Chair of the Committee, Silvester Henderson, reviewed the four priorities of EDAC

AREA I- "Faculty Diversity and System Partnerships"

a. EDAC decided which committee members will attend the IEPI "Building Diversity Summit. 2/8/19-2/9/19. Nate indicated that he could drive to the conference.. The EDAC committee is still waiting to hear from the state which five of the six workshop ideas that were submitted will be accepted. Committee .members participating in the regional meetings number five members from EDAC, and six from FDAC. Please note Robyn will not be able to attend the Summit.

b. Silvester, Leigh Anne, Nate and Carlos committed to attending the Bakersfield session.
Leigh Anne can attend the Yuba event. Kahlid will now attend the Yuba City Regional instead of the Bakersfield Regional.
Carlos will participate in Breakout session #4, "Mentoring a diverse faculty". Carlos mentioned the possibility of inviting Jacob Knapp, from Los Rios College District, to the Bakersfield Regional. Committee members were encouraged to invite experts in the field to the hiring regionals.
Nate and Robyn will attend Bakersfield and NORCO, but not Yuba.
Sandy can attend all three regionals.
Silvester reminded the committee that the focus of diversity in regional hiring is race and ethnicity.

AREA II- "Student Equity, Student Services, and Support"

1. Nate indicated that he would have a draft of the paper "LGBTQ support services" ready for the 1/16.
2. Leigh Anne and Carlos are continuing to work on the "DACA Expanded Support" paper, and may present it as a possible breakout topic for spring plenary"
3. Silvester updated the committee on a breakout session called "Student safety and support regarding sexual assault". Nate will invite Lisa Winter, Title IX coordinator of SMC to participate. Silvester indicated he would propose a title for this breakout session by 1/31/19.
4. "Inmate Education"- Silvester provided an update on the grant from the Chancellor's Office to support inmate education. The committee discussed a possible breakout session for spring plenary on this topic.

AREA III: "Research and Academic Guidelines for Equitable Student Success" Paper

1. The Statewide ASCCC has accepted EDAC's outline for the above mentioned paper. The committee will use a large portion of our 1/16/19 meeting to write and put the paper together. The committee reviewed the outline and writing assignments.
2. The next meeting of EDAC on 1/16/19 will be at the Davis Center of Sacramento City College, located on the UC Davis campus.

AREA IV: A2MEND Conference, 2019

Silvester introduced the work of Dr. Bush, one of the founders of the A2MEND conference. The A2MEND conference organizers would like EDAC to present some breakout sessions. Three to five representatives from the ASCCC will attend the conference. The committee agreed to advertise the conference among their faculty.

ED CODE 87408 DISCUSSION:

1. The committee discussed a resolution in response to Education Code 87408, which discusses communicable diseases and conditions of employment. The resolution would make sure that the law does not discriminate against folks who may have a medical condition.

   NEXT MEETING 1/16/19, Davis Center of Sacramento City College at UC Davis, 10am-3pm.

   Meeting adjourned at 9:53am.

ED CODE – "Communicable Disease"

ED code 87408 (2011) states a district shall require a medical certificate for academic employment showing freedom from **any communicable disease**. The list of communicable diseases is quite extensive. In addition to tuberculosis the list includes HIV, syphilis, gonorrhea, and many other illnesses. Paragraph (a) refers to applicants and (b) to current employees. SDCCD Board Policy 7300 as currently written is limited to tuberculosis. The proposed update to BP 7300 to include this ED Code language any communicable disease is worrisome.

ED code 87408.6 (2018) recognizes a medical certificate of freedom of communicable tuberculosis within the last four years, when an employee transfers his or her employment from an **educational** institution. The code, however, is silent on new employees who have a medical certificate stating freedom from TB obtained when they were not employed by an educational institution. Interestingly, ED code 87408.6 (2018) only refers to tuberculosis and includes both academic and classified employees.

Has the limitation of the list of communicable diseases or acceptance of certificates from non-educational employment been discussed by the ASCCC?

ED Code 87408.

(a) When a community college district wishes to employ a person in an academic position and that person has not previously been employed in an academic position in this state**, the district shall require a medical certificate showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students**. The medical certificate shall be submitted directly to the governing board by a physician and surgeon licensed under the Business and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure. The medical examination shall have been conducted not more than six months before the submission of the certificate and shall be at the expense of the applicant. A governing board may offer a contract of employment to an applicant subject to the submission of the required medical certificate. Notwithstanding Section 87031, the medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.

(b) The governing board of a community college district **may require academic employees** to undergo a periodic medical examination by a physician and surgeon licensed under the Business

and Professions Code, a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, or a commissioned medical officer exempted from licensure, to determine that the employee is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students. The periodic medical examination shall be at the expense of the district. The medical certificate shall become a part of the personnel record of the employee and shall be open to the employee or his or her designee.

(Amended by Stats. 2010, Ch. 512, Sec. 9. (SB 1069) Effective January 1, 2011.)

Thanks,

Richard

Richard Weinroth

San Diego Continuing Education

Academic Senate President

SDCE Shared Governance Handbook

12-11-2018

Dear Krystinne/John:

Hello! I spoke with Dr. Edward Bush from A2Mend on 12-10-2018. First of all, I would like to "Thank" Dr. Bush for demonstrating such enormous respect and care for all faculty and students. Dr.Bush is kindly delightful and he is a great and humble leader and administrator. Dr. Bush has suggested that ASCCC assist the upcoming A2mend conference (2019) with the following:

A: Advertise to the ***"Entire Faculty Field"*** the upcoming A2Mend Conference (2019) - March 6-9, 2019. (Please view conference information below).
Goal: To engage faculty participants from all cultures, gender representations and ethnic backgrounds - Not just African American Faculty!

B: ASCCC to provide several "Faculty Scholarships" to attend the conference.
Goal: To allow some well deserved Faculty the opportunity to attend the conference. Guidelines to be determined by ASCCC.

C: ASCCC EDAC's Committee to present submit ***"Five Breakouts"*** *(Topic, Presenters, Descriptions) Due: 1-31-2019.* Focus on the following:

1. Pedagogical Teaching Strategies & Practices that focus on improving learning for African American Males
2. Instructional Innovations that will improve Student Learning Outcomes for African American Males
3. Curricular Strategies for teaching African American Males

Goals: To present faculty with new tools/ideas that can be used to improve academic success for all African American Males.

D: ASCCC Approved Representatives (3-5) to serve as the ***"Facilitators/Presenters"*** for all ***"Faculty Strand Breakouts".*** Introduced and Facilitate all Faculty Strand Sessions.
This will probably involve the ***Pre- Conference*** sessions as well. Additionally, the ASCCC will facilitate the Breakouts approved by the A2Mend Board of Executive Board.

Goal: ASCCC to offer leadership regarding all Academic & Professional Matters.

E: ASCCC to be ***"Intentional"*** in the recruitment efforts for more *Non - African American Faculty* to attend the conference.
Goal: To share instructional tools with all faculty regarding the teaching of our African American Males.

Thank you Dr. Bush! **John/Krystinne, please inform me as to the steps you suggest regarding the listed request. Happy Holidays!**

Warmest Regards,

Silvester

http://a2mend.org/aamalesummit/

African American Male Summit – A2MEND | African American Male Education Network and Development

a2mend.org

The African American Male Educational Network and Development (A²MEND) organization is comprised of African American male administrators who utilize their scholarly and professional expertise to foster institutional change within the community college system.

RESPONSE FROM OUR NEW ASCCC EXECUTIVE DIRECTOR (JANUARY 1, 2019) – Krystinne Mica

From: Krystinne Mica <krystinne@asccc.org>
Sent: Friday, December 14, 2018 10:59 AM
To: Henderson, Silvester
Cc: Stanskas, Peter-John
Subject: Re: Dr. Edward Bush - A2Mend Conference - Requested Assistance/Conference March 6-9, 2019

** Email from External Sender **

Good morning Silvester,

Thank you for starting the conversation with Dr. Bush for the A2Mend Conference. We definitely support A. B. and E. but because we do have some budgetary constraints in terms of sending faculty presenters to the conference, I think what we can feasibly do is the following for C. and D.:

1-3 breakouts total, with the same presenters acting as the facilitators on the faculty strands

Before I respond to Dr. Bush and the group, let me know what your thoughts are.
Thank you,
Krystinne

Krystinne Mica, M.Ed.
Chief Operating Officer
Academic Senate for California Community Colleges
One Capitol Mall, Suite 340, Sacramento, CA 95814
phone: 916.445.4753 fax: 916.323.9867

Providing leadership, empowerment and voice to California community college faculty

Currently and Formerly Incarcerated Students Reentry Program grants.

From: CCC Inmate Education <INMATE-ED@LISTSERV.CCCNEXT.NET> **On Behalf Of**
LeBlanc, Leslie
Sent: Monday, December 3, 2018 1:25 PM
To: INMATE-ED@LISTSERV.CCCNEXT.NET
Subject: Currently and Formerly Incarcerated Reentry Program Grants

The California Community Colleges Chancellor's Office is pleased to announce the creation of the *Currently and Formerly Incarcerated Students Reentry Program* grants. Budget Assembly Trailer Bill 1809 provides one-time funding of $5,000,000 to establish or support programs serving formerly incarcerated students enrolled in a California community college, or providing face-to-face instruction to community college students in prison or jail. The grants will be focused on the students' reentry into their communities in order for this underrepresented group to succeed. It is the intent of the Chancellor's Office to award up to 50 grants with $5,000,000 in funds for reentry students into the community college system.

Please see our web page for Currently and Formerly Incarcerated Students for further information, or you may access the full application here.

Leslie LeBlanc

Specialist, Academic Planning and Development

Academic Affairs │ **Intersegmental Support**

California Community Colleges Chancellor's Office

1102 Q Street│ Sacramento, CA 95811

916.323-2768 │ lleblanc@cccco.edu

CURRENTLY AND FORMERLY INCARCERATED STUDENTS REENTRY PROGRAM GRANTS

QUESTIONS and ANSWERS

Q: Is there a maximum grant amount we can apply for?

    A: $100,000.00

Q: Can the funds be used to pay for administrators, managers, or directors, or coordinators?

    A: Yes, and those would be shown in object code 1000. See attached Crossover Chart. Instructional salaries are not allowed.

Q: "Be able to provide or connect students with direct student financial support." Can we interpret this to mean that grant funds CAN be used as direct financial aid/assistance for formerly incarcerated students? I.e. can it pay for students' books, meals, stipends, etc.? Can it be used to give grants directly to students? For example, could a portion of the money be set aside for emergency grants?

    A: The funds must be clearly tied into meeting a workplan objective which supports the grant's primary objective. It may not be just a handout nor supplant something the college does now via their funds.

Q: Does "foster peer mentors" mean the ability to hire peer mentors and pay them as student workers?

    A.   Yes

Q: Is the grant solely for adult prisons/jails or can we service youth in juvenile detention facilities?

    A.   As long as the juvenile facility provides face-to-face community college programs, they are eligible to apply.

Q: Will there be any additional funds available?

    A: If less than 50 grants are selected, the remaining balance of the $5,000,000 in funds will be augmented to the selected grantees. Additional funds may also become available if the legislature provides additional funding.

Q. What about diversion programs? If judges sentence to community college programs in lieu of jail time, would that fit in?

    A. The funds must be clearly tied into meeting a workplan objective which supports the grant's primary objective. It may not be just a handout nor supplant something the college does now via their funds.

Q. Is the award amount per year or $100k for the whole 2 year, 6 month performance period?

    A. The total funds available per grant are $100,000 and this is for the entire performance period.

Q. Can allowable budget expenses include gas cards, textbook vouchers, meal vouchers, etc.

    A. As stated previously, the funds must be clearly tied into meeting a workplan objective which supports the grant's primary objective. It may not be just a handout nor supplant something the college does now via their funds.

Q. Can funds be used for faculty counseling hours or overload for faculty providing academic support services such as SI?

    A. Yes. See attached Crossover Chart. There is a subcategory 1400 under Object Code 1000 that includes non-instructional, non-regular salaries.

Q. Can the funds be used to pay for a classified staff's salary? Office assistant?

    A. Yes. See attached Crossover Chart. There is a subcategory 2300 under Object Code 2000 that includes non-instructional, classified salaries.

Q. Can the funds be used to subcontract with non-profit partners to provide things such as social services, housing assistance, legal aid services, etc.?

    A. Yes, but detailed information about the subcontract would need to be included in the application.

Q. In a multi-college district, can more than one college apply?

    A. Yes.

Q. In Section G, #4a (page 10), the RFA asks to include each of the 8 core benefits (objectives) in Section D. Is this referring to a-h Program Requirements in Section D?

A. Yes, more particularly, a-h in Section D.1.

Q. Can the institutional match include "in-kind" or resources provided directly towards the program from vested partners?

A. Yes.

Q. Can Federal WOIA funds be used as a match?

A. The Chancellor's Office is not familiar with the terms and conditions of the use of WOIA funds and the applicant should verify and provide documentation that the funds may be used as a match for state public funds grants. If allowable, then yes, this can be a funding match.

Q. Can funds be used to support currently incarcerated individuals in a Federal Prison located in California?

A. As long as the federal facility provides face-to-face community college programs, they are eligible to apply.

Crossover Chart

Expenditure by Object Titles (EOT)*

USE THIS *(VATEA Reports EOT Number)*	FOR THIS *(Budget and Accounting Manual EOT Number)*
1100 Instructional Salaries	1100 **Academic Salaries, Instructional, Regular Salary Schedule** 1300 **Academic Salaries, Instructional, Non-Regular Salary Schedule**
1210 Supervisor[1]	1200 **Academic Salaries, Noninstructional, Regular Salary Schedule** *Sub-Category Administrators and Supervisors: (Superintendents, Asst. Superintendents, Presidents, Vice Presidents, Deans)*
1220 Project Director[2]	1200 **Academic Salaries, Noninstructional, Regular Salary Schedule** *Sub-Category Project Director*
1230 Counselor	1200 **Academic Salaries, Noninstructional, Regular Salary Schedule** *Sub-Category Vocational Counselors*
1240 Other	1200 **Academic Salaries, Noninstructional, Regular Salary Schedule** *Sub-Category Other: (Salaries other than Administrators/Supervisors, Project Directors, and Vocational Counselors)*
1400 **Noninstructional Salaries** *(Use same sub-category detail as object 1200)* 1410 Supervisor[1] 1420 Project Director[2] 1430 Counselor 1440 Other	1400 **Academic Salaries, Noninstructional, Non-Regular Salary Schedule**
2100 **Classified Salaries, Noninstructional** *(Use same sub-category detail as object 1200)* 2110 Supervisor[1] 2120 Project Director[2] 2130 Counselor 2140 Other	2100 **Classified Salaries, Noninstructional, Regular Salary Schedule**

Crossover Chart *(Continued)*

USE THIS *(VATEA Reports EOT Number)*	FOR THIS *(Budget and Accounting Manual EOT Number)*
2200 Instructional Aides' Salaries	2200 Classified Salaries, Instructional Aides, Regular Salary *Direct Instruction, Other*
2300 Classified Salaries, Noninstructional *(Use same sub-category detail as object 1200)* 2310 Supervisor[1] 2320 Project Director[2] 2330 Counselor 2340 Other	2300 Classified Salaries, Noninstructional, Non Regular Salary Schedule
2400 Instructional Aides' Salaries	2400 Classified Salaries, Instructional Aides, Non-Regular Salary Schedule *Direct Instruction, Other*
3000 Employee Benefits	3000 Employee Benefits *(3100-3900): STRS Fund, PERS Fund, Old Age, Survivors, Disability, and Health Insurance (OASDHI), Health and Welfare Benefits, State Unemployment Insurance, Workers' Compensation Insurance, Local Retirement Systems, Other Benefits*
4000 Supplies and Materials	4000 Supplies and Materials *Instructional and Noninstructional Supplies and Materials (have a useful life of less then one year) (i.e, office, library, medical, food, periodicals, magazines, pictures, maps, computer software)*
5000 Other Operating Expenses and Services	5000 Other Operating Expenses and Services *Depreciation, Dues & Memberships, Insurance, Legal, Election & Audit Expenses, Personal & Consultant Services, Postage, Rents, Leases & Repairs, Self-Insurance Claims, Travel and Conference Expenses, Utilities and Housekeeping Services, Other*
6000 Capital Outlay	6000 Capital Outlay 6400 *Equipment (i.e., desk, chairs, vehicles, etc.)*
7000 Other Outgo	7000 Other Outgo *(7100-7900): Debt Retirement; Interfund Transfers-Out, Other Transfers, Student Financial Aid, Other Payments to/for Student, Reserve for Contingencies*

Outline

ASCCC Student Equity Plan
(9-14-2018)

1. Introduction

    a. Equity in CCCs

        i. Definition

        ii. Importance

        a. History of Equity plan

    i. Merging with SSSP and Basic Skills

        ii. Obligations of college

2. Process of analyzing and tracking equity at campuses

    a. Completing the SEAP (Student Equity and Achievement Plan)

    b. Resources and staffing needed

        i. Colleges should have research offices

3. Implementing Plans and Achieving Success Components

    a. Student success indicators

        i. access

        ii. course completion

        iii. ESL and basic skills

        iv. Degree and certificates

        v. transfer

    b. Frameworks (The Vision for Success, Equity funding, SSSP regulations, etc.)

4. Redesigns, Guided Pathways, and AB 705

    a. College redesigns

     b.   Guided Pathways

     c.   AB 705

5. How to make pathways inclusive for students

     a.   Take care to pay attention to updated terminology (i.e., eliminating any deficit-minded language such as remedial, underprepared, and shifting language like "marginalized" to "minoritized"

     b.   LGBTQIA+

     c.   African American

     d.   Latinx

     e.   DACA and nonnative English speakers

6. Campus Climate

     a.   Achieving an equitable climate on your campus

     b.   Campus safety

     c.   Designated safe spaces

7. Conclusion

8. Appendix

REPORT FROM THE OFFICE OF THE CHANCELLOR
RE: Student Sexual – Student Assault

From: Khang, Peter <pkhang@CCCCO.edu>
Sent: Friday, November 2, 2018 10:41:41 AM
To: Henderson, Silvester
Subject: RE: ASCCC Question - Update: "Student Sexual - Student Assault" -

** Email from External Sender **

Silvester,

Your email was forwarded to my attention. I'm unaware of any official Chancellor's Office Policy Enforcement Procedure/Policy in response to the ASCCC resolutions you referenced. The Chancellor's Office has however, provided trainings regarding campus safety and even dedicated a staff member to issues concerning campus safety. Please contact Kimberly Cortijo at kcortijo@cccco.edu for further information.

You may also visit our webpage on the Clery Act Policy (http://extranet.cccco.edu/Divisions/Legal/CleryAct.aspx) and see the attached flyer for additional information on trainings on campus safety and sexual assault (http://extranet.cccco.edu/Portals/1/AA/CIOs/2018/FirstFridayUpdateSeptember2018.pdf).

Thank you.

Peter V. Khang

Deputy Counsel │ Office of the General Counsel

California Community Colleges Chancellor's Office

1102 Q Street│ Sacramento, CA 95811

916.445.8508 │ pkhang@cccco.edu

From: Henderson, Silvester <SHenderson@losmedanos.edu>
Sent: Friday, October 26, 2018 8:32 AM
To: legalaffairs <legalaffairs@CCCCO.edu>; Stanskas, Peter-John <pstanska@sbccd.cc.ca.us>
Cc: Henderson, Silvester <SHenderson@losmedanos.edu>; Krystinne Mica <krystinne@asccc.org>
Subject: ASCCC Question - Update: "Student Sexual - Student Assault" -

10-26-2018

Dear CCCCO General Counsel:

Hello! My name is Silvester Carl Henderson. I am the Chair of the Equity Diversity & Action Committee (EDAC), for the Academic Senate for California Community Colleges. As the Chair of EDAC, I have been assigned the task of inquiring about the *Chancellors Office Policy Enforcement Procedure/Policy* regarding the following:

"Student Sexual - Student Assault"

I have attached the *"Approved"* ASCCC resolutions that would support my inquire. I appreciate your office's time sensitive update regarding this matter. Thank you for your kind consideration and assistance. Have a productive day!

Cordially,

Silvester Henderson, Chair
Equity Diversity & Action Committee
(925) 565-6107 (Cell)

ASCCC Spring 2019 Hiring Regionals
Theme: A Equitable Approach to Increasing Student Success
2/21 - Bakersfield
2/25 - Yuba College
2/28 - Norco College

Program Description:
Faculty diversity is a critical component in the support of student success, and each California community college has a responsibility to develop a workforce that reflects the diversity of its community and is best prepared to serve the college's specific student populations. At this event titled: *"An Equitable Hiring Approach to Increasing Student Success",* the Academic Senate for California Community Colleges Equity Diversity and Action Committee and Faculty Development Committee will present important considerations for conversations on faculty hiring, including ways to diversify and expand hiring pools and reshape search processes to focus on candidates who understand and are committed to our students. By highlighting the importance of cultural sensitivity and appreciation as well as instructional excellence, along with considering the specific needs of our local student populations and communities, we can promote both student success and faculty diversity, two concepts that not only are not in opposition but that in reality are linked to each other. Topics to be discussed will include recruiting and diversifying applicant pools, hiring committee processes and structures, hiring criteria, using equivalency processes effectively, and more. Attendees will engage in hands-on exercises to develop equity-focused and student-focused interview questions that they can take back to their colleges. Join us for this important discussion as we all work to increase student success by promoting greater faculty diversity and a focus on understanding and serving students.

Program Goals:
1. Explore how to achieve the racial and ethnic diversification of faculty
2. Examine hiring processes and procedures from an equity lens
3. Examining systems for implicit bias and unconscious design flaws

Program Outcomes:
Participants will end the day with an action plan to transform or improve their local hiring committee policy, processes and procedures.

Program Outline

9:30-10:00   Registration and Sign-in

10:00-10:05   Welcome and Opening (Cruz/Henderson)

10:05-11:05   General Session 1: Implicit Bias

Mayra Cruz, At-Large Representative ASCCC
Presenters to invite: Dr. Veronica Neal, De Anza College
Dr. Byron Cliff-Breland, Chancellor San Jose Evergreen Community
College District

11:05-11:15   BREAK

11:15-12:15   General Session 2: EEO/Legal Requirements
Silvester Henderson, At-Large Representative ASCCC
David Morse, Past-President ASCCC, Long Beach City College
To be invite: Laura Schulkind, Partner
Liberty, Cassidy & Whitmore Law Firm

12:15-12:45   LUNCH

12:45-2:00   Breakout Sessions:
Breakout #1 **Innovative Strategies for Hiring Faculty of Color**
This breakout will cover various innovative strategies that can be used to
expand hiring opportunities for racially & ethnically diverse faculty.
Presenters:
Silvester Henderson, At-Large Representative ASCCC
LaTonya Parker, South Representative ASCCC
Khalid White, San José City College

Breakout #2 **Revamping the Recruiting Process to Attract a Diverse
Faculty**
The focus of this session is on creating an inclusive job announcement and
successful marketing process.
Presenters:
Mayra Cruz, At-Large Representative ASCCC
Veronica Neal, De Anza College
Leigh Anne Shaw, Skyline College

Breakout #3 **Broadening Screening Pools Through Effective Minimum
Qualifications and Equivalency Screening Criteria**
This session will explore intentional approaches for mitigating barriers
created by current equivalency processes, minimum qualifications,
preferred qualifications and screening criteria.
Presenters:
Rebecca Eikey, Area C Representative ASCCC
Conan McKay, Are B Representative ASCCC
Sandy Somo, Glendale College

2:00-2:15   BREAK

2:15-3:30   Breakout Sessions

Breakout #4 **Mentoring and Retaining a Diverse Faculty**
The focus for this session is on ways to welcome, retain and support faculty to ensure that a diversity of voices creates a culture that contributes to student success.
Presenters:
Silvester Henderson, At-Large Representative ASCCC
Rebecca Eikey, Area C Representative ASCCC
Nathaniel Donahue, Santa Monica College
Khalid White, San José City College

Breakout #5 **Achieving common ground: Creating common understanding and expectations**
This session will focus on achieving common ground to hire for diversity. Explore the importance of Faculty and Administrators dialogue to align goals to hire for diversity.
Presenters:
LaTonya Parker, South Representative ASCCC
To be invited: Regina Stanback-Stroud, President Skyline College
David Morse, Past-President ASCCC, Long Beach City College
Sandy Somo, Glendale College

Breakout #6 **Approaches to professional development to transform hiring practices**
This session will explore how should we approaching professional development and deepen our conversation on implicit bias and merit based decisions.
Presenters:
Conan McKay, Are B Representative ASCCC
Leigh Anne Shaw, Skyline College
Michelle Bean, Rio Hondo College
Elizabeth Imhof, Santa Barbara City College

3:30   Closing Session

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Equity Diversity & Action Committee		Month: February	Year: 2019
		Item No: VI. A. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent EDAC Meeting.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Information	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity Diversity & Action Committee held a meeting at the Sacramento City College Davis Center, on 1-16-2019. The agenda and approved minutes are attached for review and recording.

---

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

ASCCC Diversity, Equity and Action Committee (EDAC)
Wednesday January 19, 2019
9:30 A.M. – 4:00 P.M.
Location: Sacramento City College Davis Center 1720 Jade Street Davis, Ca 95616
Room: 112

9:30 A.M. – 9:45 A.M.
(Please Enjoy Continental Breakfast & Juice)

1. Order of the Agenda
2. Roll Call/Membership Review

EDAC Membership List - (2018 - 2019)

Silvester Henderson, Chair - Los Medanos College - Area B
Robin Allyn - Mira Costa College - Area D
Leigh Ann Shaw - Skyline College - Area B
Sandy Somo – Glendale College – Area C***** (Recently Appointed)
Khalid White - San Jose College - Area B
Carlos Lopez - Folsom Lake College - Area A
Nathaniel Donahue - Santa Monica College - Area C

3. Review of the Minutes from 12/19/2018
4. Member *Resignation* – Conan McKay
5. EDAC Four Priorities:

- Faculty Diversity & Hiring **(I)**
- Student Equity, Student Services & Support **(II)**
- Research & Academic Guides for Equitable Student Success **(III)**
- Pathways to College Teaching – A2MEND/Continued Business (IV)

(9:45 A.M. – 10:15 A.M.)

5. EDAC Priorities:

Area I – (10 Minutes)
"Faculty Diversity Hiring & System Partnerships"
Update Status Report:

I
"IEPI Buidling Diversity Hiring Summit"
Date: 2/8/2019 – 2/9/2019
Location/Time: Gateway Los Angeles Hotel
6101 W. Century Boulevard
Los Angeles, CA 90045

EDAC Outcomes: Breakout Suggestions from EDAC/FDC to the ASCCC President
(See Approved Breakouts – List Attachments)

II

ASCCC Hiring Regionals (Three) – (20 Minutes)

February 21, 2019 – Bakersfield College (Area A)
February 25, 2018 – Yuba College (Area A)
February 28, 2018 – Norco College (Area D)
EDAC Outcomes: Review Attached Regional Programs – (Three Colleges)

(10:15 A.M. – 10:45 A.M)

Area II – 30 Minutes **"Student Equity, Student Services & Support"** Update Status Report:

I

"LGBTQIA"– Expanded Support
Nate – Rostrum Article – Pride Month – Discussion /Update
A: Article – ASCCC Rostrum Submission

"DACA Expanded Support"
Leigh Ann/Carlos - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due – 1/25/2019 (Agenda Preparation)

"Student Safety & Support/Sexual Assault"
Silvester – Chancellors Office — Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due – 1/25/2019 (Agenda Preparation)

"Inmate Education"
Silvester – Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Spring Plenary Breakout – **"Prison Education Programs & Performing Arts"**
C: Title & Description Due – 1/25/2019 (Agenda Preparation)

(10:45 am – 12:30 am)

Area III – (15 Minutes – Review Goals) **"Research & Academic Guides for Equitable Student Success" (III)** Update Status Report:

I
(15 Minutes)
A: Student Equity Plan Outline <mark>(Designations)</mark> & Original Attached
Review ASCCC Suggestions - Assigned Persons/Areas – Writing/Editing

The Executive Committee reviewed the outline for updating the ASCCC Student Equity Plan Paper. The committee recommended the following:

- Include additional student groups such as the following: veterans and those with disabilities.
- It was recommended to include a caveat (explanation) indicating that the *"Student Equity and Achievement Plan"* is designed to serve all underrepresented students.
- It was suggested to use "developmental education reform" or "student capacity and support needs" instead of AB 705 as a section title.
- **Outline Accepted & Approved with above suggestions & modifications on October 31, 2018.**

<mark>**(11:00 A.M. – 12:30 P.M.)**</mark>
Writing/Editing Workshop – "Student Equity Paper"
Final Paper Due: 1-31-2019

12 :30 P.M.– 1:00 P.M.
Lunch

<mark>**(1:00 P.M. – 3:30 P.M.)**</mark>
Writing/Editing Workshop – "Student Equity Paper"
Final Paper Due: 1-31-2019
A: EDAC Paper Organizer – Leigh Ann Shaw (Suggestion)

3:30 P.M – 3:50 P.M

<mark>**Area IV (15 Minutes)**</mark>
Pathways to College Teaching – A2MEND **(IV)**
Update Status Report:

I
A2MEND – Partnership Presentation (March 2019)

A: (Silvester - EDAC Chair has been asked to submit proposed **"Breakouts"** *to A2MEND Leaders, by 1-31-2019*
B: Faculty Outreach/Co- Presenter Suggestions – Dr. George Sellu, Santa Rosa Junior College
See Attached Email sent to Dr. John Stanskas & Krystinne Mica – ASCCC Executive Director

II

New/Continuted Business (5 Minutes)
Update Status Report

<mark>**A: Education Code 87408 (See Attachments)**</mark>
B: Possible Resolution – Spring Plenary (Leigh Ann/Richard Weinroth) – Update

6. Future Meeting Dates/Select Remaining Meeting Dates
A:January 31, 2019 (Zoom) 1:00 P.M. – 3:00 P.M.
B: Upcoming Meetings (Feb – May 2019)
7. Closing Comments - **Happy New Years! - EDAC Committee – Lets Stay Together & Love Each!**

ASCCC Diversity, Equity and Action Committee (EDAC)
Wednesday January 19, 2019
9:30 A.M. – 4:00 P.M.
Location: Davis Center 1720 Jade Street Davis, Ca 95616
Room: TBA

9:30 A.M. – 9:45 A.M.
(Please Enjoy Continental Breakfast & Juice)

1. Order of the Agenda
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Carlos Lopez - Folsom Lake College - Area A Present
Nathaniel Donahue - Santa Monica College - Area C Present

3. Review of the Minutes from 12/19/2018
4. Member ***Resignation*** – Conan McKay. Mayra Cruz has been appointed to Area B rep leaving her At-Large Rep position open.
5. EDAC Four Priorities (based on four state priorities):

- Faculty Diversity & Hiring **(I)**
- Student Equity, Student Services & Support **(II)**
- Research & Academic Guides for Equitable Student Success **(III)**
- Pathways to College Teaching – A2MEND/Continued Business (IV)

(9:45 A.M. – 10:15 A.M.)

5. EDAC Priorities:

Area I – (10 Minutes)
"Faculty Diversity Hiring & System Partnerships"
Update Status Report:

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"IEPI Buidling Diversity Hiring Summit"
Date: 2/8/2019 – 2/9/2019
Location/Time: Gateway Los Angeles Hotel
6101 W. Century Boulevard
Los Angeles, CA 90045

EDAC Outcomes: Breakout Suggestions from EDAC/FDC to the ASCCC President
(See Approved Breakouts – List Attachments)
Update: Chancellor's Summit approved breakouts have been released.

II

ASCCC Hiring Regionals (Three) – (20 Minutes)

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February 25, 2018 – Yuba College (Area A)
February 28, 2018 – Norco College (Area D)
EDAC Outcomes: Review Attached Regional Programs – (Three Colleges)

Leigh Anne not available for Norco, so Robin will replace Leigh Anne on Norco.

(10:15 A.M. – 10:45 A.M)

Area II – 30 Minutes
"Student Equity, Student Services & Support"
Update Status Report:

I

"LGBTQIA"– Expanded Support
Nate – Rostrum Article – Pride Month – Discussion /Update
A: Article – ASCCC Rostrum Submission
LGBTIQ+ expanded support: Nate shared a draft of Rostrum article; committee gave feedback. Revised draft to be shared at Jan 31ˢᵗ Zoom meeting.

"DACA Expanded Support"
Leigh Ann/Carlos - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due – 1/25/2019 (Agenda Preparation)
Leigh Anne and Carlos presented outline for DACA Rostrum article Draft of DACA article to be shared at February meeting.

"Student Safety & Support/Sexual Assault"
Silvester – Chancellors Office — Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due – 1/25/2019 (Agenda Preparation)
Silvester still working on the Sexual Assault and Student Safety report, waiting for clarity on any direct System policies that have been/may be created. May hold off on the planned breakout.

"Inmate Education"
Silvester – Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Spring Plenary Breakout – **"Prison Education Programs & Performing Arts"**
C: Title & Description Due – 1/25/2019 (Agenda Preparation)
Inmate education: Silvester presented idea for a breakout on Urban Music.
(10:45 am – 12:30 am)

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Area III – (15 Minutes – Review Goals)
"Research & Academic Guides for Equitable Student Success" (III)
Update Status Report:

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Final Paper Due: 1-31-2019
A: EDAC Paper Organizer – Leigh Anne Shaw (Suggestion)

3:30 P.M – 3:50 P.M

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Area IV (15 Minutes)
Pathways to College Teaching – A2MEND **(IV)**
Update Status Report:
Two presentations slated for Diversity Regionals related to A2MEND.

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I
A2MEND – Partnership Presentation (March 2019)

A: (Silvester - EDAC Chair has been asked to submit proposed ***"Breakouts"*** *to A2MEND Leaders, by 1-31-2019*
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New/Continuted Business (5 Minutes)
Update Status Report

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A: Education Code 87408 (See Attachments)
~~**B: Possible Resolution – Spring Plenary (Leigh Anne/Richard Weinroth) – Update**~~
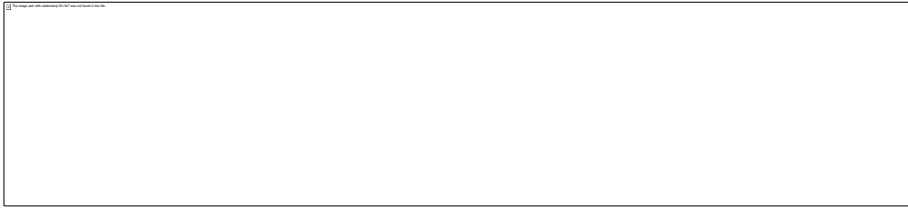
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A:January 31, 2019 (Zoom) 1:00 P.M. – 3:00 P.M.
B: Upcoming Meetings (Feb – May 2019)
7. Closing Comments - Happy New Years! - EDAC Committee – Lets Stay Together & Love Each!

Relations with Local Senates Committee Meeting
DATE: Wednesday, September 5, 2018
TIME: 1:10pm – 2:00pm
CONFERENCE CALL INFORMATION:
Join from PC, Mac, Linux, iOS or Android:
https://cccconfer.zoom.us/j/7503831898?pwd=M1MycHVoM2ZnNytPTXo2RlBTb2NLZz09
Password: RWLS2018

Or iPhone one-tap (US Toll): +16468769923, 7503831898# or +16699006833, 7503831898#

Or Telephone:
Dial:
+1 646 876 9923 (US Toll)
+1 669 900 6833 (US Toll)
Meeting ID: 750 383 1898
International numbers available: https://zoom.us/u/bo2PJBhZQ

Or Skype for Business (Lync):
SIP:7503831898.467230@lync.zoom.us

MINUTES – Approved on October 17, 2018

I.   Call to Order and Adoption of the Agenda.
      The meeting was called to order at 1:08 PM.

II.   Introductions. LaTonya Parker, Carrie Roberson, Gayle Pitman, Robert Stewart, and Miya
      Parry were in attendance, and introduced themselves.

III. Note Taker Selection. Gayle volunteered to take notes.

IV.   Review Last Meeting Minutes April 16, 2018 Local Senate minutes_4_16_18.docx
      Committee members were asked to review minutes from this committee, as well as
      previous meeting minutes, in order to stay abreast of the committee's activities.

V.   Status of Previous Action Items
      a. Assigned Resolutions
          i. Using Data to Assess the Impact of AB 705 (Irwin, 2017)
              The committee determined that work on the first "resolved" could begin now,
              while the second "resolved" would need to wait until data is collected.
              Committee members will review the KPIs developed by the CCCCO to inform our
              work. At our next meeting, we will discuss whether there are other data points
              that need to be considered.

ii. Increase Participatory Governance on Colleges' Satellite Campuses

The committee decided that further information was needed before moving forward. We discussed putting together a short survey of college Academic Senates to determine which colleges have satellite campuses, whether Senate meetings were ever held at satellite campuses, or if satellite campuses were taken into consideration when scheduling Senate meetings or other shared governance activities. A survey can help us understand what colleges are already doing, and what limitations faculty who teach at satellite campuses experience.

iii. Faculty Involvement in Responding to Litigation or Student Complaints

The committee will bring this resolution to the October Executive Committee meeting to get clarification so we can better understand the intent of the resolution. We also discussed whether this resolution falls more appropriately under the Educational Policies Committee's purview. The committee discussed some possible scenarios where overlap might occur between academic and professional matters and litigation/grievance processes. The committee also noted that ACCJC standards may contain language that could help guide our work.

VI. Committee Priorities for 2018-2019

The committee identified the following priorities:
- Identify colleges that haven't been visited by ASCCC;
- Submit an article for publication in the *Rostrum*
  - Robert will write an article focused on Resolution 13.03 (Fall 2017) – Faculty Involvement in Financial Recovery Plans.
- Review the ASCCC Strategic Plan to ensure that our efforts are in alignment;
- Organize and present a session at ASCCC Fall 2018 Plenary, focused on navigating Plenary, networking and connecting with Senate leaders from other colleges, or addressing/preventing breakdowns in collegial consultation.

VII. Future Meeting Dates

Wednesday, **October 17, 2018** 1:10pm-2:00pm Zoom Meeting Our Next Meeting
Wednesday, **November 14, 2018** 1:10am-2:00pm Zoom Meeting
Wednesday, **January 16, 2018** 1:10am-2:00pm Zoom Meeting
An in-person meeting is tentatively scheduled on **Wednesday, February 13** from 10:30 AM-3:00 PM. Robert offered to host at Los Angeles Southwest College.
Wednesday, April 3, 2018 1:10pm-2:00pm Zoom Meeting

VIII. Announcements

There were no announcements.

IX. Adjournment

The meeting was adjourned at 1:53 PM.

Relations with Local Senates Committee Website Link: https://www.asccc.org/directory/relations-local-senates-committee

Chancellor's General Education Advisory Committee
Tuesday, November 6, 2018
Anacapa Room, CSU Chancellor's Office
1:00-4:00 p.m.

Mary Ann Creadon, Chair, ASCSU Senator, Humboldt
Mark Van Selst, Vice Chair, ASCSU Senator, San Jose
David Barsky, ASCSU Senator, San Marcos
Denise Fleming, ASCSU Senator, East Bay
Gary Laver, ASCSU Senator, San Luis Obispo
Susan Schlievert, ASCSU Senator, Fresno
John Tarjan, ASCSU Senator, Bakersfield
Cynthia Trevisan , ASCSU Senator, Maritime
Darlene Yee-Melichar, ASCSU Senator, Chair Academic Affairs Committee, San Francisco
Virginia May, California Community College Academic Senate Representative, Sacramento City College
Tiffany Tran, CCC Articulation Officer, Irvine Valley
Jenni Robinson, CSU Articulation Officer, Humboldt
Alice Perez, Vice Chancellor of Academic Affairs, CCC Chancellor's Office
Alison Wrynn, Interim Assistant Vice Chancellor, Academic Programs & Faculty Development Interim State University Dean, Academic Programs
Jason Sexton, Interim State University Associate Dean, Academic Programs

Minutes
1. Approval of Agenda (Mary Ann Creadon). MSP
2. Approval of May 2018 Minutes (Mary Ann Creadon) MSP
3. Approval of September 2018 Minutes (Mary Ann Creadon) MSP
4. Report of survey of CSU History Chairs on AP World History Exam changes (Mary Ann Creadon)
   - Consensus that 3 units makes sense for AP World History Exam (formal recommendation)
   - Other comments re: does a reduction in units mean lower demand?
   - Discussion of how to outreach to a discipline (GEAC appears to have pursued an acceptable path on this issue).
5. GE Task Force Update – time certain 2:15 p.m. (Jodie Ullman)
   - GETF has had a number of difficult discussions – we have not made any decisions (which will arrive in the form of recommendations). We put out the principles in October, and we've tried to keep the central focus on the outcomes for the students. Mapping back to our principles – is student centered, etc. The specific task force principles distributed in October are:
   1. The GE program must indeed be a CSU systemwide program, with internal coherence and consistency, and with its goals and relationship to other aspects of higher education understandable to students, faculty, and external stakeholders alike (e.g., legislators, taxpayers, and employers).
   2. The GE program must align readily with the curricula offered by the California Community Colleges and, when possible, the University of California, so that transfer among these sister institutions is in no way impeded and, ideally, enhanced.
   3. The GE program should meet all three goals of higher education, i.e., familiarization with "ways of knowing," proficiency with fundamental skills, and enhancement of the dispositions of an engaged citizenry.
   4. The GE program should contain clear learning outcomes and be reviewable and subject to assessment and alteration where and as needed.
   5. The GE program, in particular, campus course offerings, should allow for appropriate campus autonomy within the systemwide GE program to express the uniqueness and strengths of each campus without hampering student transfer.
   6. The GE program should be coherent, easy to navigate, and consistently provide high quality learning experiences for all CSU students.
   7. The GE program should lead to persistence to degree completion and increased confidence in the students' ability to succeed in college.
   8. The GE program should be delivered in a context relevant to students (e.g., by encouraging campus-driven "themes" and "pathways" that link and provide multiple angles of view on a topic of significance).
   9. The GE program and related graduation requirements should be properly proportionate in number of required units to the entire undergraduate curriculum.
   10. The GE program should consist of the highest-quality educational experiences and high- impact practices: encouraging multi-disciplinary efforts, establishing student-student and student-faculty interaction, amplifying the creativity and energy of faculty, instilling curiosity in students, and enhancing their joy of learning.

Aligning UC and CSU needs: (1) language requirement into CSU, (2) writing intensive critical thinking, (3) area E (drop from CSU, out of alignment with most GE programs outside of the CSU), (4) add oral communication, (5) Area by area certification, (6) American Institutions.

What are the precise problems that the GETF, the CSU CO GE implementation of EO1100, and GEAC are trying to address?

6. Survey Results of Campus GE Coordinators on best practices in assessment; next steps (Mary Ann Creadon)
   - Internal vs. public web-site
   - What constitutes a best practice (who curates?)
   - What is the mechanism for queries, etc. re: assessment?
   - Using the system as an asset (discipline groups, assessment coordinators, e.g.) [cf., WASC ARC pre-convening] – do CCC assessment officers (faculty and admin at course and program level) share GE related assessment. ACCJC (WASC junior) – professional development on assessment meeting in early May (Santa Ana). ASCCC working on white papers on SLO assessment (Ginny May)
   - A good practice: Three program outcomes per year, nine total outcomes, quick turn-around on closing the loop.
   - Areas (not courses) to GE outcomes (too much variation per course and too many options in setting specific SLOs).
   - "What are you doing on your campus to not disadvantage transfer students?"
   - Next steps: re: assessment in GE
     - might be to ask for curriculum maps (e.g., https://www.csulb.edu/assessment-office/creating-a-curriculum-map)
     - ask how assess five core competencies
     - might be to show how GE is assessed elsewhere
     - build towards an affinity group for GE Assessment
     - program review for GE (are campuses doing it? Is GE efficacious?)
     - is there a system map for GE (this is also advice for GETF proposal)
     - the request from August look for campus trends in GE implementation.
     - Bakersfield revision to GE grounded in persistence towards graduation – intentional, useful, coherent…

7. Update on online community college (Alice Perez)

   - CEO search unfolding (likely January hire)
   - Will be a busy time for the online college (spring 2019)
   - Seven-year implementation and validated business plan for the online college.
   - Student centered design, competency-based learning in the online college ("the stranded worker")
   - Industry-vetted, industry-approved competencies and credentials (pathways most likely to focus on nested/scalable content)
     - Healthcare business services (e.g., $32 @ entry… stack to higher level support)
     - Technology support (e.g., $28 @ entry… stack to higher level IT support)
     - First line supervisor skills for multiple industries (e.g., @$23/hr → $35/hr)
     - The Board of Governors of the CCC is currently acting as the online college board but a new campus-specific board will be impaneled.
   - Industry-informed (but not industry developed)… faculty have to create the curriculum.

8. New Business/Discussion

   - CSU CO actions are undoing what campuses have seen as effective GE programs/policies in the service of standardizing GE across campuses. This is in the context of an ASCSU/CO task force that looks to improve the clarity of GE outcomes and a more effective pattern for students writ large.
   - What is the current status?
     - 1) CSU CO is enforcing deep standardization in GE across campuses of the CSU.
     - 2) GETF will come out with a report and recommendations at some point.

9. Adjourn

SEA Program Workgroup Meeting Notes

September 26, 2018

Review trailer bill language:

Bill is titled student equity and achievement programs. EDC 78222

Item (a) the group will need to decide what this is

Ed plan requirements in 78222 (b)

- o June 20th the first ed plan is due
- o Matriculation requirements based on 78212. We are no longer paying you with each widget then how will CO make sure the colleges comply with each widget is something this group will need to figure out. This money are supposed to be served for student support services only. Not for things like maintenance that don't support students. The chancellor's office will develop education goals to help develop ed plans.

  Item (4) must provide all students with an ed plan and certain language that needs to be included in each.

- o Reports should receive reports by Jan 1 of each year starting in 2020. This refers back to the ed plan as well. The colleges can help us design that report. It needs to tell us how the funding was spent and for what purposes. It is not specific in the law how specific we want this ed plan but we all have to decide jointly how specific we want this to give us enough info without making it burdensome. It also should have info about advancing the goals.
- We have given colleges two years to spend the money. The colleges can put on their reports that they have not yet spent all funds by the time they do this required report.
- The money doesn't necessarily have to be spend in 2 years
- Maybe have in report a detailed plan about how the money will be spent in a given amount of time. It doesn't have to be two years but just have a plan.
  - o Caveat - not all campuses have adjusted to the consolidated program and some colleges are still in the middle of combining money so to make these decisions now is not that easy. How can we make a plan on what we are spending the money if some colleges don't know what they will be getting in the future or have formula info
- Concern of how to break down the money on the different parts.
- Again, colleges haven't figured out how the money will be disbursed. When it hits the colleges it's hard to disburse from the districts.

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- Right now with all the finding being received everyone should be chancing the 6 goals of the vision for success and the money being disbursed should all be getting spent changing these goals.
- Until the language is changed in ed code, everyone will get a bit more money based on the new college funding formula.
- the CO is seeking leg authority to do a new funding formula for SEA program
    - We don't know when this will be implemented, if 2020 or 2021.
- the chancellor would like to see a funding formula that is as close as the college funding formula that is FTES, success, equity and low income students
- Don't think we will get as complicated as the point system in the overall college funding formula.
- Comment (James) – the landscape has changed a bit because the disbursement is now to districts and not to college anymore. There should be a way to see how colleges perform so districts can understand how colleges get this money.
- Colleges have been using apportionment for tutoring. 21% can be used for tutoring and the rest to offset the cost for another programs. How can we continue to use the 20% towards tutoring? BIG QUESTION
    - This may result in maybe more tutoring.
    - With 705 we are getting rid of basic skills. SO can this money be used for all classes?
    - How can we use SEA program funds for instruction. Can there be a mix?
    - We can't use SEA funds for any FTES generating things. CO has asked for a legal opinion but how can we use it for FTES generating and not double dip.
- Did SSSP allow for double dipping, yes it did to some extent but it was never allowed though many colleges did do it. Some colleges did gain apportionment from tutoring.
- The issue is how to allow to use this money on tutoring because you can't gain FTES although tutoring is a student support which SEA allows to spent money on.
- There are other things that are done outside of the classroom that they want to continue to use the funds for.
- CO says that we want to allow colleges to continue to spend money on the same thing they have been spending money on before.
- They can pay for instructors that are inside the classroom but not outside.
- With data- can we show that those students that received tutoring succeeded more than the other regular matriculation services. Santa Rosa Jr. College says they have data on their website.
- The two year cycle has worked well, if not then it would leave too many books open. Rhonda says that you can always close those books and just carry over the funds from whatever that was not spent. The report will just have to capture the funds but has nothing to do with leaving books open or closed, just report what you did.

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- A caveat for the legislature is that if the CO shows there have been carryover funds from year to year than it might make it hard for the future to request funds in the future. There may be a way to use the annual report and make it informative enough in order to make certain priorities and make sure funds will always be available for certain priorities.
- New bill being sponsored regarding tutoring. We need to connect the dots with the new legislation about the tutoring.
- We will not be requiring match for 18-19. We will be sending out guidance about this in the future.
  - If the colleges take away the match requirement for a long time, the colleges may not be prepared to match it whenever it does come back.
  - Will there be a COLA? Fear that much about the money will not reach all of the programing.
  - The expenditure guidelines has no match listed on there so for now that is the documentation.
- We would also not increase the match.
  - The CO will provide expenditure guidelines which have already gone out but we may have to look at them again, including tutoring etc. Now it conflicts with some of the requirements and FTEs. We don't want to put out any more details. We just want it to be reasonable and justifiable to the intent of the funds and legislation. As long as it accomplish the goals of the vision for success goals. We don't want to put out anymore guidelines but we do have the purview to do so.
- "It is the intent that colleges prioritize funding for high need and prioritized students". This intent language that allows colleges to say they colleges need more money for certain pops than other pops from the whole pot and just the SSSP pot that no longer exists. Out of this whole pot it is the intent that colleges all prioritize $ for the most needy students.
- It's a return on investment – for a student that is CalWORKs and BOG waiver etc. you earn more money on that student (8,000) versus a white student who is good at math and English the school earns (4,000).
- There is an absence in non-credit because they are missing in all the metrics. There is no language to include non-credit. They would like the CO help that these programs are considered when helping the students in need. When you have many students who are in non-credit and not tied to the metrics.
- Rhonda- there was not a desire to single out to non-credit students. In the memo it was said this applies to both credit and non-credit. In the initial funding formula proposal, it was in there then removed because there was no data to help the argument.
- Colleges want an encouragement to know that the practitioners will not be forgotten because these programs do provide a lot of beneficial support.
  - We need to submit a leg report as well.

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- 78222 shall comply with 78214.

2. 87482.3 says student and achievement has replaced this language.

- Is this helpful? YES, reading through the law is highly beneficial as well as programmatic change info. People want good examples best practices in the trainings.
- Additional comments: the equity plans are per college and not per district.

The integrated plan is going away but colleges should still be following it for this year.

Regulation with SSSP still needs to be cleaned up and we are in the process to align and eliminate conflict.

PROGRAMMATIC CHANGES

- We encourage the colleges to do an integrated plan locally but not required to submit to the CO.
- All this aligns to equity and closing gaps. The equity plan should address all things intended to close achievement gaps and meet goals in the vision of success.
- Conversation about the ed plan count, whether that needs to be counted and if so then should it be reported to MIS to the CO?
    o Abbreviated ed plans v. comprehensive ed plans. Local decision on whether to do abbreviated ed plans. The CO wants to know that every student has a comprehensive ed plan.
- Also take into consideration that priority registration ties to comprehensive ed plans. Need to review priority registration regulations.
- The data at Santa Rosa shows that the matriculation process of priority registration and comprehensive plans that students do well in this process. Opinion is to not make changes just now but that is not to say that they can't make changes in the local level.
- If colleges don't record in all of the ed plans that doesn't matter, it's not an auditable issue. This is due to some colleges designating some people to exclusively input data.
- When CO goes out to the field they will say that there is no changes in data collection.
- Conversation about Equal v. equity.
- Request for training – what are guided pathways activities and practices as it is outlined in 78222. Would like to get examples and the how to of the activities and practices. These are mostly the pillars required for the guided pathways. (CHECK WITH ROB) about this.
- Also, in the training we should integrate the guided pathways being the framework for everything.
- Simplified metrics are going to be released in the next few weeks.
- Training request – would like a crosswalk throughout all of the elements and roles in the colleges.

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- Q: why is it not called equity and achievement? It brings a lot of questions about whether it is eliminating elements that it had before? Needs to explained better.

LUNCH

- 78212 – these services are not required for every student but rather that all of these services are required to be provided. Colleges have been operating as if they are required unless they are exempt.
    - For example if there is a student that misses orientation what happens? They block that student's registration.
    - So should the district provide it? Or should the student receive it? Some colleges do different things. For example Delta only provides it but doesn't require students to receive it if they don't want it or reject it. They just don't give priority registration but regular registration. Other colleges block the whole registration such as San Mateo County.
    - Q: Should every student require these services? NO it should be required for the colleges to provide but not required for the students to receive.
- 78215 no longer is law.
    - Caveat of not requiring is the guided pathway pillars and the impact on that – comment from Nadia.
    - The CO needs to write in the regulation what happens if the student doesn't have a comprehensive ed plan or doesn't show up to orientation. The college can require these things but that doesn't mean that the student does it. The colleges need more guidance on how to address this issue of requirement.
    - It is important that all students are offered all these services because that is where all the money is tied to.
- Assessment v. placement are interchangeable. Assessment doesn't need to be an exam it can be multiple measures. It's the process behind assessment that is changing. Training needs to address that the assessment is not the issue because colleges don't get it and want to just eliminate assessment centers.
- In the SSSP regulations, orientation and counseling services are required as well.
- All required from EDC 78220 are still in effect.
- A plan is due to CO June 30, 2019.
- New formula will be developed
- Integrated plan information does not replace student equity plan
- Folks agree to get a template.
    - These plans need to address a lot of goals outlines in the law.

78220

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- Campus based research – percentage point gap was set at the methodology. By gender for 15 required categories that need to do each by gender. Also by age and other categories that the district governing board requires.
    - Goals and retention
    - ESL and basic skills (705 implementation)
    - Transfer for overall student pop
    - And for each pop group of disadvantaged (so for the 15 above)
    - An exec summary is also required and that has requirements within itself.
- Previously the plan it asked for some of this plan is asking now and at times it asked for much more than the current plan is asking for.
- Everyone wants a template for this plan.
    - They agree they would want something simpler in the form of charts and bullets.
    - This plan should have a section that aligns the vision for success goals and guided pathways pillars.
    - Need to make clear what a goal is and what is an activity.
    - We want a goal for a base line. E.g. Latino males and the baseline for completion of ed goals is 23% and over the next three years to 43% (this is a goal) and there should be activities tied to how this is going to happen.
        - E.g. Lassen served a high number of incarcerated students. So they can create a goal for just these students because they have such a high percentage. The activities for these students will not show any equity gap on campus. When before this was not the case.
- The law that says colleges have to have an equity plan has been in place for about 30 years. Colleges got confused with integrated plan.
- For the report due June 30, 2019 use the 17-18 numbers to make an approximation.
- No one wants to reference the integrated plan goals. No need to give reference to a plan that is no longer required.
- SEA doesn't say to stop doing any of the things that we were already doing. All it did is formalize flexibility on how to spend your money. The integrated plans are still working towards the vision of success and colleges still should be using the goals in the integrated plans to work from even though the plan its self is not a requirement anymore.

BASIC SKILLS INITIATIVE

All of it aligns with 705

- What happens to the students whose goals are not to transfer and still need to take basic skills? Same rules apply for students whose path is not to transfer, these class levels are called college level which is the same for English but not the same for Math (e.g. for welding certificate this

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means that if the required math is lower than transfer level then that is the college level requirement and they have 1 year to complete).

- o Non-credit- for e.g. the students who also have a path for cert. – this info is not clear. Need clarification.
- The basic skills committee is no longer in place, plan was to integrate it to SEA committee.
- Training need – address what happens with all the committees were in place at a local level.
- Equity advisory committee – in the law it says colleges need to have this.

Group activity

- Training suggestion – begin with how all of this start with guided pathways and how that connect with vision for success and close on that note as well.
- They want a timeline as well on all the important due dates. This should include ab 705 info too.
  - o Colleges feel like this is separate and colleges need to know these are all the same building blocks.
  - o TED talk about – what and why!
  - o Simon Sinek is a good speaker as well!
- Another a topic of conversation is to make sure we don't lose populations because of the new focus in equity. What about the students who the funding formula doesn't focus on? What will our student population look like tomorrow?
- Who is missing at this table and need to include for the future.
  1. Find students who would like to join this committee
  2. Instructional faculty
  3. Basic skills
  4. Someone from IT team given the MIS changes or requests
  5. CBO
  6. Guided pathway rep

Group activity notes

Group 1:

- Challenge/ issues:
  - o How do we effectively utilize the SEA funding to best serve our students?
- Impacts on students/staff:
  - o Some students populations are still not utilizing the services (students don't do optional)
  - o Institutional barriers – the people at this table know the importance but CBO and other officials do not see the need and do not distribute the money appropriately.
  - o People working at the operational level often don't make budgetary decisions. We don't have power to make changes.

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- Possible solutions
  - Need stronger local leadership and accountability
  - Training for CBOs through an equity lens
  - Do guided pathways work through an equity lens

Group 2:

- Budget transition intervention/ retention.
- What technology has been leveraged?
- Starfish – early alert
- "warrior experience" campus Logic- Qualtrics – intake form

Group 3:

- Political landscape of the combined funding (decision making body)
- Connection of SEA to guided pathways
- The communication of the integrated plan work
- Confusion about having to do a separate equity plan
- GP needs to fold in with SEA somehow.
- Overall: goals – identify tangible outcomes. Consistent with efforts.

Group 4:

- Issues on campus
  - Change in philosophy with how we are serving students
  - Merge GP with consolidated program since they are essentially the same goals
  - Keep track of all the changes
  - Re-do calendar for June 30th and produce plan
  - Dean of equity – new
  - Consolidate – positions, funding, etc.
- Solutions
  - Trainings/ clarity/ awareness/ inclusions/ regarding policies, GP, and college promise
  - Assess/ reconfigure – consolidation. How we do business with consolidating criteria programs.
  - Budget management
  - Stability in state regulations

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Get another institutional effectiveness person on the meeting (research)

Maybe add Todd Hoig too this committee.

Reporting for the SEA program is after the 1 year although colleges will have 2 years to spend the money.

Intent of this work group is to complete the 6 goals.

1. Complete ed goals in students course of study
2. Implement ab 705
3. In order to receive SEA money you need to complete equity plan. The intent is that this plan be combined with comprehensive plan in your colleges.
    a. The goal of this plan is to see where the money was spent tied to what the purpose was to spend that money.
    b. We don't want to see how much was spent on salaries, t-shirts, office supplies.
    c. We want to see, what priorities did you put this money towards to achieve student success.

Equity plan itself will be a different subgroup in another day

4. Matriculation services - subgroup
5. Development of ed plan – report due Jan of each year from every college. This will have its own committee. Some discussion points for this are:
    a. This group should discuss course sequencing to match the program's course of study.
    b. Milestone achievements
    c. Do we want to say that only when you reach 15 units or when they start?
    d. Discussion of meta majors and maybe choose one meta major and create ed plan to begin with general classes that can apply to many different majors and then get specialized towards the end of the path.
    e. Career plan v ed plans. Explore.
    f. Might want to build in language adopted from strong work force.
    g. Require career assessment in order to make ed plans more accurate and students can stick to it.
    h. Have RP group in the committee given they are developing meta major research.
6. Flexible Expenditures and integrated planning to ensure planning for the student equity and achievement program.

What kind of language needs to be strengthened to support ed code.

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Equity plan is due June 30

Goal is to have all details done by July 1st.

We will have subgroups on each goal.

MIS data elements:

- This will be a subgroup
- Some of the basic skills data elements will be covered by the AB705 group and gathered through that area.
- There needs to be an overall effort of what needs to be reported instead of having data collection silos.
- The Chancellor expects a funding formula to be developed to be the same or similar to the student centered funding formula.
  - Largest percentage for FTES and additional weight to Pell grant recipients, AB 540 and Cal grant.
  - Success metrics. These are basically completions (cert, degree, CTE, transfer level math and English in the first year).
- Opinion – continue tracking ed plans but don't dive down in each, although colleges can do so themselves.
- Funding formula – should the funding formula be tied to local goals or to the vision of success. This can be taken back to the Chancellor for consideration.
- Issue –how much data does the CO want to get.
- There is no issue with reporting more data to MIS if it's of local benefit to the districts.
  - What we don't want is to over collect.
  - Every data point needs to have a purpose for usage.
- What can we track that we can correlate to actual outcomes? How are we really closing achievement gaps? One thing it to track activities but are those things really getting to the success factors we really want. Instead of working on metrics first and then to the end of the goal, fist we need to think of what it takes for success then do the metrics.
- No changes will be made for fall 2019. Don't stop reporting what we already report on without having a new plan.
- Under SEA program there is no mention about a comprehensive ed plan. Is there any benefit to abbreviated ed plans. For priority enrollment, it is abbreviated.
- Exceptions to completion goals. There areas students that are except under the prior SSSP that can still be exempted on these rules. Keep these exemptions, e.g. Students who enroll to speak English better, to learn something for fun.
- Ed plan issues – need to put in a sequence that the student can actually attain. There can't be an Ed plan for classes that are full or just not possible to attain.

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- o We need a CIO because this issue is in their purview
- o There needs to be mention of programs instead of just courses. The programs have to have an actual sequential plan.
- The law allows the CO to require a match! The CO has decided to not require a match! This will be sub regulatory guidance.
- Build your CO expectations into this guidance as well.
- We would like recommendations on what to include in the CO legislative update.

Subgroups

- 1- MIS – this group needs Todd in it!
- 2- Funding formula
- 3- Policy alignment
- 4- Format of the annual report
- 5- Ed plan development
- 6- This work group was immediate guidance but has been changed and it is now tasked to every workgroup to determine any needed guidance for each issue.
  - One needed (immediate guidance) institutional goals and how those will and need to align with the equity plan that is being developed. The colleges need the guidance.