Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Friday, March 1, 2019 to Saturday, March 2, 2019
Los Angeles Southwest College
1600 West Imperial Highway, Los Angeles, CA 90047
Meeting Room: Multipurpose Room

Friday, March 1, 2019
11:30 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
6:30 p.m. to 8:30 p.m. Dinner
Paul Martin's American Grill
2361 Rosecrans Ave, El Segundo, CA 90245

DoubleTree Hotel LAX - El Segundo
1985 East Grand Ave., El Segundo, CA, 90245
Meeting Room: Pacific Palisades, Section C

Saturday, February 2, 2019
8:00 a.m. to 9:00 a.m. Breakfast, Meeting Room
9:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 3:00 p.m. Executive Committee Meeting

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 not on the agenda. No action will be taken. Speakers are limited to three minutes.
   D. **Executive Committee Norms, pg. 5**
   E. **Calendar, pg. 7**

F. **Local Senate Visits, pg. 13**
G. **Dinner Arrangements**
H. **One Minute Check-In**

II. **CONSENT CALENDAR**
A. **February 1-2, 2019 Meeting Minutes, Rutan, forthcoming**

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 – 20 mins., Davison, pg. 21**
   The Executive Committee will be updated on current legislative issues.
B. **CCC Guided Pathways Award Program – 30 mins., Stanskas, pg. 31**
   The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
C. **Faculty Diversification – 20 mins., Stanskas, pg. 39**
   The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
D. **Strong Workforce Program Recommendations – 10 mins., Stanskas, pg. 41**
   The Executive Committee will be updated on the Strong Workforce Program Recommendations and discuss future direction.
E. **AB 705 Update – 20 mins., Stanskas, pg. 43**
   The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.
F. **Spring 2019 Pre-session Resolutions – 60 mins., Dyer, pg. 45**
   The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in March of 2019.
G. **The Student Equity Plan Paper – 20 mins., Henderson, pg. 47**
   The Executive Committee will review and consider for approval the draft of the *Student Equity Plan* paper.
H. **The Role of Library Faculty in California Community Colleges Paper – 20 mins., Bean, pg. 87**
   The Executive Committee will review and consider for approval the draft of the *The Role of Library Faculty in California Community Colleges* paper.
I. **Effective Practices for Online Tutoring Paper – 20 mins., Bean, pg. 123**
   The Executive Committee will review and consider for approval the draft of *Effective Practices for Online Tutoring*.
J. **Update of the paper "Noncredit Instruction: Opportunity and Challenge" – 20 mins., Rutan, pg. 149**
   The Executive Committee will review and consider for approval the draft of "Noncredit Instruction: Opportunity and Challenge".
K. **Work-Based Learning Paper – 20 mins., Aschenbach, pg. 193**

2

The Executive Committee will review and considers for approval the draft of the Work-Based Learning Paper.

L. Career & Noncredit Education Institute – 10 mins., Aschenbach/Rutan, pg. 217
The Executive Committee will consider for approval the draft program for the Career & Noncredit Education Institute.

M. Legislative Training for Leadership – 10 mins., Davison, pg. 229
The Executive Committee will consider for approval activities and topics for the pre-Leadership legislative training.

N. 2019 Spring Session Planning – 60 mins., Stanskas/Mica, pg. 233
The Executive Committee will consider for approval the 2019 Spring Session draft program and discuss keynote presentations.

O. Executive Committee Meeting Dates 2019 -2020 – 15 mins., Mica, pg. 235
The Executive Committee will consider for approval the 2019 – 20 Executive Committee meeting dates.

P. Action Tracking Spreadsheet – 15 mins., Mica, pg. 237
The Executive Committee will determine if the continued use of Action Tracking Spreadsheet, the procedure for updating, and criteria for items.

Q. Professional Development College – 20 mins., May/Pilati/Mica, pg. 239
The Executive Committee will determine the future of the Professional Development College.

R. General Education Task Force Report – 20 mins., Stanskas, pg. 245
The Executive Committee will consider recommendations to ICAS regarding the General Education Task Force Report.

S. System-wide Data – 40 mins., May/Roberson, pg. 269
The Executive Committee will have a discussion on statewide data and provide direction on how to move forward.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 45 mins. pg. 271 *(Date certain: Saturday March 2, 2019)*
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. 273
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. 275
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.

D. CVC-OEI Augmentation Funding – 15 mins., Dyer/Aschenbach, pg. 277
The Executive Committee will discuss CVC-OEI Augmentation Funding and the potential to align it with CTE C-ID.

E. Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 317
The Executive Committee will receive a Faculty Development Committee update.

F. Meeting Debrief – 15 mins., Stanskas, pg. 321
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. 323
 ii. Guided Pathways Task Force, Roberson, pg. 331
 iii. Noncredit Committee, Rutan, pg. 337
 iv. Online Education Committee, Dyer, pg. 339
 v. Resolutions Committee, Dyer, pg. 343
 vi. Transfer, Articulation, and Student Services Committee, Bean, pg. 345
 B. Liaison Reports
 C. Senate and Grant Reports
 D. Local Senate Visits
VII. ADJOURNMENT

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.
        ii. Guided Pathways Task Force, Roberson, pg.
        iii. Noncredit Committee, Rutan, pg.
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        vi. Transfer, Articulation, and Student Services Committee, Bean, pg.
    B. Liaison Reports
    C. Senate and Grant Reports
    D. Local Senate Visits
VII. **ADJOURNMENT**

Executive Committee Community Norms
Approved February 2-3, 2018

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

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

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

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

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Calendar		Month: March	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
- **ASCCC Legislative and Advocacy Day** – Sacramento – March 12, 2019
- **Executive Committee Meeting** – Millbrae – April 10, 2019
- **Spring Plenary Session** – Millbrae – April 11-13, 2019
- **2019 Career and Noncredit Institute** – San Diego Mission Valley – April 25-27, 2019
- **Executive Committee Meeting** – Sacramento – May 10, 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

March 22, 2019

- Agenda items for April 10 meeting
- Reports
- Action Tracking Updates

April 23, 2019

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

Spring Plenary
March

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

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

2019 Career and Noncredit Institute
April
1. Final program due to Krystinne by April 1, 2019.
2. Final program to printer April 12, 2019.
3. AV and event supply needs to Tonya by April 12, 2019.
4. Materials posted to ASCCC website April 19, 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	

[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 5/7/13/18/21, 2019 – AB705 Data Revision Project Recoding Regionals
*March 15/16 – Spring Curriculum Regional North/South

*Approved

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 Aschenbach	10/06/2018 1/16/2019	Beach/Parker	03/08/2018	1. AB 705 Regional 2. TASCC Regional 3. Governance
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					
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	Aschenbach/Eikey	1/17/2019			1. Minimum Qualifications
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

2

Cañada	Rutan	02/09/2018			1. Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Bruno/Davison		1. Area B Meeting 2.
	Davison	9/13/2018	Rutan	11/6/18	3. FACCC Meeting 4. Noncredit Visit
	Davison/Roberson	1/31/2019			5. Governance
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	May/Rutan	1/22/2019			1. Noncredit Curriculum
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.
			Stanskas	8/28/2018	2. Peralta District Collegiality in Action
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
	Eikey	1/15/2019			3. Minimum Qualifications Equivalency
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

3

College					
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 College of	Davison	3/8/2017			1. Technical Curriculum
San José City	Davison	5/24/2017	Rutan/May	5/18/2018	1. Curriculum Streamlining Workshop 2. Curriculum Regional
San Mateo, College of	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/Smith/Davison	10/14/2016	Rutan; Foster/Davison	2/16/2017 10/27/2017	1. Area B Meeting 2. BDP Accreditation 3. EDAC Regional
West Valley	Davison Aschenbach Aschenbach/Davison/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	10/21/2016	Davison	10/5-6/2017	1. MQ & Equivalencies Presentations 2. Civic Engagement Summit

4

			May/Roberson/Eikey	12/18/2017	3. Resolutions Committee Mtg.
	Aschenbach	10/18/18			4. Tech Visit, Advisory Committees
Cerritos	Rutan/May	5/19/2018	Davison	1/18/2019	1. Curriculum Regional 2. FACCC Policy Forum
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	Eikey/Aschenbach	3/16/2019			1. Governance
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
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	Beach	Fall 2018			1. Guided Pathways
Santa Barbara City	Stanskas	1/18/2019			1. Collegiality in Action
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			
Desert, College of the	Rutan/Fulks	1/24/2019			1. Guided Pathways/AB 705
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	Rutan	1/30/2019	1. SI Institute 2. Chemistry
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	Rutan	1/30/2019	1. Curriculum Tech Visit 2. Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Rutan Rutan/Parker	5/11/2018 9/20/2018	1. Executive Committee Meeting 2. AB 705 Implementation 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	Foster/May	1/25/2019	1. Presentation on Role of Local ASCCC Senates Governance 2. SLO Symposium
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					

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: March	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: 20 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. The Executive Committee will also be updated on the ASCCC Legislative Advocacy Day, scheduled for Tuesday, 12 March.

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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 March 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: This is one of several bills introduced by Assembly Member Voepel around financial aid and financial assistance for students. The ASCCC has supported past legislation that provides more financial resources to students.

+AB 154 (Voepel) – Income Share Agreement
This bill would require the California State University and, as a condition of receipt of funds appropriated for purposes of the bill's provisions, the University of California to each select a campus of their respective system to establish, commencing with the 2021–22 academic year, a pilot program for participating students to enter into an income share agreement with the campus. These agreements would specify that moneys for the pilot program would be provided to students for costs of attendance, with students agreeing to pay a portion of their future incomes in exchange. The bill would provide that the period of repayment shall not exceed 10 years and shall commence 6 months after the student's graduation. The bill would require the income share agreement to be subject to specified requirements, including, among others, that the agreement provide for monthly payments to be based on a specified percentage of the student's annual income. The bill would require the pilot program to be open to students in their sophomore, junior, or senior year, and would authorize the campus to impose other eligibility requirements and cap the number of participants based on the amount of moneys appropriated for the pilot program.

ASCCC Position/Resolutions: This is one of several bills introduced by Assembly Member Voepel around financial aid and financial assistance for students. The ASCCC has supported past legislation that provides more financial resources to students.

+AB 232 (Cervantes) – Articulation Platform

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

ASCCC Position/Resolutions: Cervantes introduced a bill last year asking for a statewide articulation officer – that portion of the bill (AB 1786, 2018) was removed. This seems to be getting at making sure that veterans can easily transfer into our 4 year partners.

+AB 239 (Salas) – Registered Nursing Programs

Existing law authorizes a community college registered nursing program to use any diagnostic assessment tool that is commonly used in registered nursing programs and approved by the Chancellor of the California Community Colleges. Existing law authorizes a community college registered nursing program to use additional multicriteria screening measures, administered in accordance with specified requirements, if it determines that the number of applicants to that registered nursing program exceeds its capacity. Existing law authorizes such a community college registered nursing program to admit students in accordance with a random selection process or a blended combination of random selection and a multicriteria screening process, as specified. Existing law repeals these provisions relating to admission to community college nursing programs on January 1, 2020.

This bill would extend operation of these provisions relating to admission to community college nursing programs until January 1, 2025.

ASCCC Position/Resolutions: This bill is being supported by the CCCCO.

+AB 244 (Voepel) – Cal Grants

This bill would declare the intent of the Legislature to enact legislation that would increase awards under the Cal Grant Program from $10,000 to $15,000 annually.

ASCCC Position/Resolutions: This is one of several bills introduced by Assembly Member Voepel around financial aid and financial assistance for students. The ASCCC has supported past legislation that provides more financial resources to students.

+AB302 (Berman) – Parking – Homeless Students

This bill would require a community college campus that has parking facilities on campus to grant overnight access to those facilities to any homeless student who is enrolled in coursework, has paid enrollment fees, and is in good standing with the community college, and would require the governing board of the community college district to determine a plan of action to implement this requirement. By imposing additional duties on community college districts, this bill would impose a state-mandated local program.

+AB331 (Medina) – Ethnic Studies

This bill would add the completion of a one-semester course in ethnic studies, in either the subject of social studies or English, based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the 2023–24 school year. The bill would authorize local educational agencies to require a full-year course in ethnic studies at their discretion, as specified.

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.

+SB158 (Allen) – Academic Achievement

Existing law requires the State Board of Education to adopt statewide academically rigorous content standards in the core curriculum areas of reading, writing, and mathematics to serve as the basis for assessing the academic achievement of individual pupils, schools, school districts, and the California educational system. Existing law makes these provisions inoperative on July 1, 2011.

This bill would repeal these provisions.

ASCCC Position/Resolution: Unclear what this repeals, since the provisions were supposed to become inoperative in 2011. We do have resolutions from 2012 endorsing the Common Core Standards.

+SB291 (Leyva) – CCC Student Financial Aid Program

The bill would establish the California Community College Student Financial Aid Program, to provide need-based grant awards to eligible community college students who attend an eligible California community college, as specified. Subject to an appropriation by the Legislature, the bill specifies that the program shall be administered by the Board of Governors of the California Community Colleges and implemented by the eligible California community colleges. To the extent the bill would impose additional duties on community college districts, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

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

+SB296 (Allen) – Student Financial Aid – Students Seeking Asylum

Existing law, the Cal Grant Program, establishes the Cal Grant A Entitlement Awards, the Cal Grant B Entitlement Awards, the California Community College Transfer Cal Grant Entitlement Awards, the Competitive Cal Grant A and B Awards, the Cal Grant C Awards, and the Cal Grant T Awards under the administration of the Student Aid Commission, and establishes eligibility requirements for awards under these programs for participating students attending qualifying institutions.

Existing law requires that, in order to be eligible to receive a Cal Grant Program award, a student either be a citizen of the United States or an eligible noncitizen, as defined.
This bill would also provide eligibility to a noncitizen who has filed a designated application for asylum, has a valid employment authorization document and social security number, and has signed a specified affidavit.

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

+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: CCC Guided Pathways Award Program		Month: March	Year: 2019
		Item No: IV. B.	
		Attachment: Yes (1)	
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: 30 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.

California Community Colleges

MEMORANDUM

February 13, 2019   Via Email

    TO: Chief Executive Officers

FROM: Eloy Ortiz Oakley, Chancellor

    RE: Coherence in Goal-Setting and Planning

State law requires colleges to adopt local goals aligned with the *Vision for Success*, produce several plans to guide how the colleges will use state resources consistent with the Guided Pathways framework, and adopt budgets each year to support those activities. As a system, we must begin to better "connect the dots"—for our colleges and our communities—as we implement these requirements. **This memorandum provides instructions related to goal-setting and planning. Please forward it to individuals in your teams that are responsible for these activities.**

ACTION REQUIRED

We are excited to support colleges in using our planning system, NOVA, to inform goal-setting that is aligned with the *Vision*. **We need your help in identifying the lead contact specifically for *Vision* goals adoption at your college.** This lead contact will be the individual responsible for directing the process of approval for local goals submitted through NOVA. The lead contact will receive additional information moving forward. To identify your lead contact, please fill out the Lead Contact Form by February 22, 2019.

SUMMARY TIMELINE

The following is a summary of deadlines related to planning and budgeting in the coming months. More details are provided later in the memorandum.

Deadlines	Submittal
February 22, 2019	Lead contact for *Vision* goals

Chancellor's Office

1102 Q Street, Sacramento, California 95811 | Sixth Floor | 916.445.8752
www.CaliforniaCommunityColleges.cccco.edu

April 30, 2019	Initial Guided Pathways "Scale of Adoption Self-Assessment"
May 31, 2019	*Vision* goals
June 30, 2019	Student Equity Plan
June 30, 2019	California College Promise certification (only for colleges who have not yet certified)
June 30, 2019	Tentative annual budget and financial report (not submitted to Chancellor's Office)
September 30, 2019	Final Guided Pathways "Scale of Adoption Self-Assessment"
September 30, 2019	Adopted annual budget and financial report

BACKGROUND

In July 2017, the Chancellor's Office released the Vision for Success: Strengthening the California Community Colleges to Meet California's Needs. Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

Recent legislation and Chancellor's Office guidance have emphasized a stronger link between financial planning and broader educational planning, with a new focus on alignment of these plans with college-level performance goals. Planning can be an important part of an institution's strategy to improve outcomes and advance equity: the plans can reinforce the "North Star" the college is following, the analysis of data can bring attention to persistent challenges and can test the assumptions we make about our students, and the act of planning—through a process of consultation—can create shared commitments to a path forward.

At the same time, too many plans—especially multiple plans that commit to different strategies—can confuse priorities. For that reason, the Chancellor's Office is working to reduce the number of plans and to coordinate the remaining plans around conversations around the *Vision*. Although the elimination of plans is not proposed in the immediate term, this document encourages colleges to coordinate the development of goals and plans to make their strategic direction clear and actionable.

USE OF STUDENT SUCCESS DASHBOARD FOR ANALYSIS

As you engage in the goal-setting and planning processes, you should use the [Student Success Metrics (SSM) Dashboard](#) as a tool to better understand, and have critical conversations about, where your college's attention must be moving forward. In collaboration with the RP Group, WestEd, and the Educational Results Partnership (ERP), the Chancellor's Office released the SSM 2.0 on January 31, 2019. This release resolved many of the issues identified by the institutional researchers from the initial release (1.0) and added all of the disaggregated metrics. SSM 3.0 will be released in May 2019 and will include cohorts and views by district and region. The Chancellor's Office will continue to work with the institutional researchers to refine the dashboard, clarify the metrics, and resolve technical issues. As we work with the field, changes in the SSM data may occur during February 2019 if critical issues with data and data definitions are discovered.

Our work on the metrics is not yet complete. This is a significant undertaking that involves integrating the metrics, merging the "back-end" repositories that collect the data, and decreasing the time-to-delivery of the metrics. Feedback and ideas on how the metrics can be improved to better serve the statewide needs of districts and colleges is always welcomed.

PLANNING AND BUDGETING

This section provides details about specific requirements in the coming months. Its purpose is to identify links between various planning requirements and identify opportunities for more cohesive discussions at the colleges. For individual plans, the Chancellor's Office has released, or will release, further guidance. We also recognize that these are only a subset of the plans your colleges are required to produce, though we hope that the principles described below will apply to those other plans.

GOALS ALIGNED WITH VISION FOR SUCCESS

Nearly all community colleges have now certified they have a process in place to set local goals aligned with the *Vision*. Once colleges identify their lead contacts, they will be able to access the online form to submit these goals at https://nova.cccco.edu. One of the goals of NOVA is to make it easier to submit goals, and much of the data you will need to fill out your goals form will be pre-populated from the SSM.

The Chancellor's Office released a memorandum on local *Vision* goals in November. You can find that document on the [Vision Resource Center](#) in the Vision for Success & Local Goal Alignment community. **As described in the memorandum, the final *Vision* goals**

must be adopted by the governing board and submitted to the Chancellor's Office by May 31, 2019.

Colleges should consider using these goals as the basis for the plans they will be developing concurrently and subsequently. In setting goals, colleges should consider their progress toward, and the impacts of, "at-scale" implementation of Guided Pathways, and they should consider the resources available to the college under the Student Centered Funding Formula, the Student Equity and Achievement Program, the California College Promise, and other fund sources.

GUIDED PATHWAYS

All 114 colleges have already completed the qualifying requirements for Guided Pathways funding. No action is required to receive the second year allocation. However, colleges will be transitioning to the Community College Research Center (CCRC) "Scale of Adoption Self-Assessment" to focus more directly on the design and implementation phases of Guided Pathways. **An initial submission will be due no later than April 30, 2019. Each college must then submit and certify a final version in NOVA by September 30, 2019.** These submissions and certifications are a condition of continued receipt of funds.

The self-assessment is a useful tool for determining future budgetary needs and for citing ambitious goals, especially as they relate to progress for the groups of students prioritized in the college's Student Equity Plan. Initial submissions will be used by the Chancellor's Office to develop comprehensive Guided Pathways professional learning support for the 2019-20 academic year. Certified submissions will be used for documenting and analyzing our systemwide Guided Pathways implementation progress.

EQUITY PLAN

As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local *Vision* goals, each college must submit a board-approved Student Equity Plan every three years. The plan is due to the Chancellor's Office by June 30, 2019. The template was released in January as a Word document and will be available in March in a fillable electronic format. Using baseline metrics pre-calculated and pre-populated in the electronic plan template, colleges will identify goals and activities designed to close gaps for disparately-impacted equity populations.

During the planning process, it is critical that districts discuss the impacts of "at-scale" implementation of Guided Pathways on the disparately-impacted equity populations. Further, the planning process should involve the college's business officials, because it should represent a foundational document for the development of annual budgets.

CALIFORNIA COLLEGE PROMISE

The statute establishing the California College Promise (AB 19) specifies that the program is intended to support colleges in accomplishing the *Vision* goals. As a condition of participation in the program, colleges must partner with local education agencies to establish an Early Commitment to College program, improve college readiness, reduce the need for remediation, use "multiple measures" for assessment and placement, participate in the Guided Pathways program, ensure that students complete the federal or state financial aid application, and participate in the federal student loan program.

Any college that did not participate this year and wants to begin participating in 2019-20 will be required to complete and submit a signed certification form to the Chancellor's Office by June 30, 2019. As colleges determine how to use their AB 19 allocations, they should be identifying how the activities supported by those funds would support progress toward the local *Vision* goals and support their Student Equity Plan.

OTHER PLANNING EXPECTATIONS

The Chancellor's Office will work to continue to align planning around the local goals colleges are adopting. Notably:

- **Strong Workforce Program**—Regional and local spending from Strong Workforce Program funds are expected to provide more and better CTE programs, courses and pathways. NOVA is used for the application and reporting of expenditures. Beginning in 2019-20, the Strong Workforce Program will align with the SSM by adopting a subset of those metrics that are most relevant to Career Education students. These revised metrics will be used to calculate the Strong Workforce Program incentive funding starting in 2019-20.
- **Adult Education Program**—Regional investments from California Adult Education Program consortia, and their members, serve adult education students that come from a variety of different life pathways or journeys. The program is intended to support the *Vision* goals by improving completion of career development and college preparation (CDCP) certificates and short-term career training programs and decreasing the amount of time students spent accumulating classroom hours by offering noncredit co-requisite courses, all in an environment that promotes flexible scheduling, innovative delivery methods, and short-term programs. Again, NOVA is used for the application and reporting of expenditures.
- **Perkins V Program**—Currently in the transitional planning year, the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) develops the academic knowledge and technical and employability skills of secondary and postsecondary education students in career and technical education programs through regional and local intersegmental alignment. Perkins V is a combined state plan including the requirements of the Workforce Innovation and Opportunity Act

and specifically calls for stronger alignment with the Adult Education Program. As part of NOVA's planned development, the Perkins V Program will eventually migrate for the application and reporting of expenditures.

ANNUAL BUDGETS

For these plans to be effective in meeting the local *Vision* goals, they must be supported by the district and college budgets. Under current law, by July 1, each district is required to adopt a tentative budget. By September 15, each district is required to hold a public hearing and adopt a final budget, and, with its adopted annual budget and financial report submitted to the Chancellor by October 10.

In adopting a budget, the governing board should determine that the resources necessary to implement Guided Pathways and implement the Student Equity Plan are available. Next year, the Chancellor's Office will issue more specific guidelines about aligning planning with budgeting. Until then, colleges may want to have discussions about how to revise budgeting practices to ensure that commitments made in the Student Equity Plan and in other plans can be supported.

ROLE OF BOARDS OF TRUSTEES

Active involvement by the board of trustees in planning and budgeting is essential. The board's meetings represent a critical venue where these plans come together and where decisions are made about the resources needed to support the plans. Specifically, the local *Vision* goals, the Student Equity Plan, and the annual budget must all be adopted by the board. District and college leaders should consider strategies for presenting these items to the board together to allow for better understanding of their alignment.

Further, the board is directly responsible to the communities the colleges serve and should be creating opportunities for more stakeholders—especially those from groups that have historically been most underrepresented and underserved by our system—to participate in development and review of local goals, plans, and budgets.

ROLE OF THE CHANCELLOR'S OFFICE

The Chancellor's Office intends to better understand the coherence across these documents. In places where that coherence is not obvious, we expect to work with colleges to determine what additional support is necessary. We also hope to use this information to identify common practices across districts and highlight effective practices through professional development. Please contact Chancellor's Office staff if you would like further information about these topics or need additional support.

cc: Dr. Daisy Gonzales, Deputy Chancellor
    Rhonda Mohr, Vice Chancellor
    Christian Osmeña, Vice Chancellor
    Dr. Alice Perez, Vice Chancellor
    Sheneui Weber, Vice Chancellor

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: March	Year: 2019
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action 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.

Executive Committee Agenda Item

SUBJECT: Strong Workforce Program Recommendations		Month: March	Year: 2019
		Item No: IV. D.	
		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.

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: March	Year: 2019
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.	Urgent: 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.

Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Executive Committee Agenda Item

SUBJECT: Spring 2019 Pre-session Resolutions		Month: March	Year: 2019
		Item No: IV. F.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in March of 2019.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	x
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The *Resolutions Handbook* states that "Prior to the Area meetings in the fall and spring, the Academic Senate Executive Committee meets to review resolutions developed by the standing and ad hoc committees of the Academic Senate. In addition, individual Executive Committee members may develop resolutions prior to the area meetings based on their experience working with other groups and organizations around the state. The Executive Committee reviews all such resolutions prior to the Area meetings and determines which of these resolutions to forward to the Area meetings where they are discussed and reviewed. Resolutions not forwarded by the Executive Committee may be shared at Area meetings or plenary session by interested faculty willing to [submit them at the Area meetings or Thursday of session]."

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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: The Student Equity Plan Paper		Month: March	Year: 2019
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the draft of the *Student Equity Plan* paper.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**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 Equity Diversity & Action Committee has attached the Second Draft of the "Updated Student Equity Plan" (2019) for review, consideration and advisement.

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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 SEA (Student Equity and Achievement) program**
   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

Michelle Velasquez Bean, 2nd Chair, Rio Hondo College

Robin Allyn, MiraCosta College

Nathaniel Donahue, Santa Monica College

Carlos Lopez, Folsom Lake College

Leigh Anne Shaw, Skyline College

Sandy Somo, Glendale Community College

Khalid White, San Jose City College

STUDENT EQUITY: GUIDELINES FOR DEVELOPING A PLAN

T H E A C A D E M I C S E N A T E F O R C A L I F O R N I A C O M M U N I T Y C O L L E G E S

TABLE OF CONTENTS

INTRODUCTION

The California Community Colleges system is committed to open access to higher education for all students irrespective of ethnicity, gender, sexuality, age, disability, residency status, religious affiliations, or economic circumstances. This commitment has 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 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 for California Community Colleges has a rich, well-documented history of embracing, supporting, and promoting student equity and has taken a leadership role in pursuing adoption of equity regulations and urging their implementation. Long before the creation of the Chancellor's *Vision for Success* (2018)[1], faculty demonstrated commitment to achieving student equity by engaging their local senates in college-wide collaboration for student success. By law, district governing boards are required to consult collegially with their local academic senates in developing and implementing student equity plans so that equity is used to evaluate all aspects of the institution from the classroom to the boardroom.

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 Academic 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.

This paper will present the history of addressing equity in the California Community Colleges system, the current measures standards whereby colleges measure how they meet student needs, and guidance for infusing equitable practices into everyday student 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 would have an equal opportunity for access, success, and transfer, and in 1996, districts were mandated to develop, implement, and evaluate a student equity plan as 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 1993, tThe Academic Senate developed and the plenary

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[1] https://vision.foundationccc.org/

[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

~~body~~ adopted ~~the~~ the ~~1993~~ document *Student Equity: Guidelines for Developing a Plan* as a reference for local senates in creating student equity plans.

Since the inception of the Student Equity Policy, many 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. One challenge facing students was the need to retake assessment tests when they moved from one college to another. To address this challenge, AB 2682 (Block 2010) called on the Chancellor's Office to purchase a common assessment test that all colleges would use for placement and to develop a database to store student assessment scores in a central repository. The Student Success Act of 2012 (SB 1456, Lowenthal) reaffirmed the state's commitment to student equity with goals to restructure student support services, reiterated the need to provide a common assessment test and required colleges to use the assessment to continue receiving their Student Success and Support Program (SSSP) funding, improve services to historically underrepresented groups[3], and improve transparency and accuracy of success data throughout the system.[4] In 2014, SB 860 (Education Omnibus Trailer Bill, 2014) 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 2017 laid out specific goals for addressing low completion rates, excessive credit attainment, disengagement ~~from~~ of older and working students, cost of education, and persistent opportunity gaps for various student demographics. These goals, to be reached by 2022, are laid out in section four of this paper.

~~Meanwhile, rapid~~Rapid legislative changes continue~~d~~ to reshape the landscape of California Community Colleges. AB 705 (Irwin, 2017) fundamentally changed the placement of students into courses in mathematics, English, and English as a Second Language (ESL). AB 705 requires colleges to use high school performance data (i.e., ~~h~~High ~~s~~School GPA, ~~h~~High ~~s~~school ~~c~~Courses ~~t~~Taken, and ~~h~~High ~~s~~School ~~c~~Course ~~g~~Grades) as the primary placement instrument for students enrolling in courses in mathematics and English. Additionally, colleges are required 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] Colleges are required to use "evidenced based measures" when placing ESL students, which includes writing assessments, high school performance data, and guided self-placement. The bill prohibits colleges from requiring students to enroll in pre-collegiate courses unless the college can demonstrate that the student is highly unlikely to succeed in transfer-level coursework and that the enrolling in the pre-collegiate course increases the likelihood that the student enters and completes a transfer-level mathematics or English course in one year. Partner bill AB 1805[7] (Irwin, 2018) 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 Initiative (BSI) overlapped in scope, data, and goals, ~~equally~~ as well as with the goals of the Student Equity Plan, and later that year, the three programs were combined ~~into one~~ with campus obligations to complete an annual review of all of these measures. ~~At this writing, G~~guidance for colleges on how to meet the new reporting requirements under the newly created Student Equity and Achievement (SEA) Program are, as of the publication of this paper, still forthcoming. The SEA Program's mandate includes the following:

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[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)

(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 SEA Program 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 educational 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 four 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 "wWho, wWhat, and wWhy" 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 SEA Program (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 provides a recommended process for developing the student equity plan, particularly the w"Who, wWhat, and wWhy" of plan development, as well as a brief discussion of the components of the plan. We will consider the "Why, What, Who and How," respectively.

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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.

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 STUDENT EQUITY PLAN?

Student equity is based on the theory that when the way is paved for the individuals facing the most adversity and difficulty, and when services and support are cultivated for the ones that need it most, all students will benefit.[10] (Bess Williamson. (2012). The People's Sidewalks: Designing Berkeley's Wheelchair Route, 1970–1974. Boom: A Journal of California, 2(1), 49-52. doi:10.1525/boom.2012.2.1.49Copy).

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[11] 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[12]; SB 860 (2014) added requirements to address foster youth, veterans, and low-income students. Each college develops specific goals, along with 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 (SEA) 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 the following as a minimum:

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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] Bess Williamson. (2012). The People's Sidewalks: Designing Berkeley's Wheelchair Route, 1970–1974. Boom: A Journal of California, 2(1), 49-52. doi:10.1525/boom.2012.2.1.49Copydoi: 10.1525/boom.2012.2.1.49Copy).

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

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

- surveys of campus climate;
- reviews of existing data; and
- analysis of potential college barriers to student success.

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 their data and devices create 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 is 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 college's progress in order to measure 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 progressing 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 constituent groups, including faculty, students, administrators, and classified professionals be involved in developing the plan so that everyone supports and accepts 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 in fostering student achievement and success.

Local academic senates have special responsibility for 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" 10+1 -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 ~~ourthe myriad~~ massive system of academic and professional matters that will intersect in any well-written student equity plan. Additionally, the senate needs to play a key role 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~~ levels, defines student equity indicators and the means of their measurement, and the importance of completing the SEA Program (Student Equity and Achievement).

DATA IS ESSENTIAL TO MEETING EQUITY NEEDS:

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, that is the —faculty, staff, students, and administrators, —as well as the physical space, 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' perceptions 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[13]. 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.

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

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 meeting the outcomes are adjusted accordingly. Section 78220 directly highlights the following populations:

A) CURRENT OR FORMER FOSTER YOUTH

In 2006, the California Community College's Chancellor's Office launched the Foster Youth Success Initiative (FYSI), which established a foster youth liaison at each of the 114 campuses[14]. SB 860 made modifications to Education Code 78220[15] that also highlighted foster highlighted foster youth as a particularly vulnerable population in need of specialized support. via Gguided Ppathways. 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. This topic has been addressed in many Academic Senate Rostrum articles, plenary and academy breakouts, and resolutions.

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 Disabled Student Programs and Services (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.[16] 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. Furthermore, the increase of online instruction in face-to-face, hybrid, and fully online courses brings up issues of accessibility. The Academic Senate has been engaged in the Online Education Initiative (OEI) and has encouraged colleges to adopt the OEI rubric.[17] as well as practices to ensure accessibility and compliance.

C) LOW-INCOME STUDENTS

The cost of a college education has been much discussed nationwide, and the *Vision for Success* calls points to out factors in and cost to include the lengthy time to completion that requires students to spend more time accumulating more units than they actually needneed to graduate. This mentioned pattern, pattern hits significantly impacts low-income students hardest. In 2016, Governor Brown signed the California College Promise Innovation Grant Program[18], inviting several colleges to implement new or

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[14] California Community Colleges Chancellor's Office (2018) Foster Youth SUccess Initiative. Accessed Jan. 21, 2019 at http://extranet.cccco.edu/Divisions/StudentServices/FosterYouthSuccessInitiatives.aspx
[15] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB860
[16] 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.
[17] http://cvc.edu/wp-content/uploads/2016/11/OEI_CourseDesignRubric_Nov2016-3.pdf
[18] http://extranet.cccco.edu/Divisions/StudentServices/CaliforniaPromise.aspx

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 SEA program are provided for headcounts of students who receive Pell Grants. Further, the Zero-Textbook Cost Program (ZTC)[19] of 2018 set a goal of providing open-sourced materials to faculty for alternatives to costly textbook adoption. The Academic Senate has taken a leadership role in ZTC and actively encourages colleges to explore these and other ways to support low-income students.

D) VETERANS

In 2011, the Academic Senate body approved resolution 18.04 (S11) *Academic Credit for Veterans and Military Service Members*, which advocated a pathway for veterans to reach their goals; these efforts were added to over many years and in 2016, the California Community College Chancellor's Office issued special guidelines to the field on offering credit for service. 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~~targeted assistance, 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

The Associate Degree for Transfer (ADT) guarantee comes from the passing of SB 1440. The ADT model provides guaranteed transfer acceptance with a clear path ~~towards B.A.~~towards B.A. or B.S. degree completion at one of the California State Universities (CSUs). Ideally, the ADT guarantee will effectively increase the likelihood that African American students transfer to the CSU system in increased numbers and with increased efficiency.

However, some of the ADT guarantee success is predicated on African American students knowing exactly what their major is when entering the community college. Secondly, the ADT guarantee is structured on the idea that all African American students enter the community college at college-level readiness. And the ADT guarantee would require African American students to initiate the contact and conversation with an academic counselor. It requires further analysis of African American students in the California Community College system to determine if the ADT guarantee is truly an inclusive system. And if not, we can see the need for increased equity and inclusion in transfer services related to African American students.

African American students constitute a student population that can also benefit from the Guided Pathways framework. The Guided Pathways model, which stems from 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~~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

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

without concern. One concern that arises with the redesigned model is that the implementation and infusion of equity-based services and equitable classroom practices 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 the group's needs, as well as addressing the 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 for enabling interpersonal success within the African American student population.

The Umoja cCommunity programs operate at several community colleges statewide. Umoja, (a Kiswahili word meaning uUnity,) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African Americans and other students. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American dDiasporas.[20] https://umojacommunity.org/mission-and-vision-statements

An additional resource targeting African American men in the community college is the African American Male Education Network and Development (A²MEND) organizationA2mend Organization. Based on a history of marginalization in the California Community College system, African American male students are recognized as a group needing equitable academic and interpersonal support. A²MEND The African American Male Education Network and Development (A²MEND) organization is comprised of African American male administrators. The organization's goal is to create an affirming academic and professional environment for African Americans with a particular focus on African American male students, faculty, staff, and administrators.[21] http://a2mend.org/about-us/

To this end, the California Community College system's continued support of academic success programs specific to African American students remains vital. When coupled with an equitized Guided Pathways model, the Umoja cCommunity programs and A2mend oOrganization are uniquely positioned to promote equity and ,inclusion and to assist students of African descent towards greater academic achievement.

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[22], like other learning communities, shows promising positive resultsoutcomes, so it is imperative that we continue to support such efforts as we construct our pathways and redesign our institutions moving forward.

Insert one more segment here

As this growing student population becomes the majority student population that we will be serving in our state in 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 Student Equity and Achievement programs, it's no longer sufficient for us to simply be Hispanic-Serving

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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.[23] Data needs to be carefully collected and analyzed as some subgroups are very successful, making the overall rates appear positive. Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting."[24] [Title 5 Section 55502(d)] 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 asconcept *MANAmana*, which symbolize and represents a powerful, miraculous force drawn from the cultures of Melanesia and Polynesia, designPolynesia, 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. [25]

In 2017, AB 1018[26] 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,[27] 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, andstudents and

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[23] 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

[24] Title 5 Section 55502(d)

[25] https://en.wikipedia.org/wiki/Mana

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

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

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, 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 rosters, 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~~ navigable, and ~~to~~ provid~~ing~~e communities of learning via a cohort model that creates synergy ~~and community~~ among students. In addition to the ~~However,~~ Guided Pathway Program Model, colleges are encouraged to further support~~s, however,~~ ~~in and of themselves will not provide the equity in outcomes the~~ ~~for our~~ LGBTQIA+ students ~~that we desire and they deserve~~ by allocating additional resources for faculty professional training along with students receiving targeted assistance and student and support services. ~~That will take a~~ These actions will demonstrate our campus ~~sustained human effort~~ compassion ~~of~~ regarding our inclusive~~love and~~ support for these students. As a result of the mentioned, ~~led by queer~~ Queer faculty alongside our additional instructional allies, ~~that shows our~~ will be able to assist ~~LGBTQIA~~ our LGBTQIA+ students ~~their to take pride in displaying their~~ resilience, potential, and power.

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

FIRST GENERATION COLLEGE STUDENTS

"The number of first-generation college students in the United States is higher than many people realize. According to the ~~new~~ U.S. Department of Education, college students whose parents did not attend college make up approximately 33.5% of the student population (38.3% at two-year institutions, and 25.9% at four-year institutions.[28] Equity Plans are effectively positioned as they encourage colleges to consider student support services and educational plan assistance to serve this student population. ~~Moreover~~ Moreover, the Guided Pathway Model will assist these students as they work with counselors and other academic faculty to select their clearly defined educational and career pathway ~~opportunities.These~~ opportunities. These student goals are achieved by the student completing various certificate and college degree programs, along with completing appropriate university transfer requirements.

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[28] https://equityinlearning.act.org/equity-in-action/guest-blog-first-generation-college-students-face-challenges-in-achieving-a-degree-its-time-we-devote-more-consistent-efforts-to-help-them-succeed/

Insert info here

ENGLISH LANGUAGE LEARNERS[29]

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, varying residency status, linguistic proficiency, lengths of time in the U.S. 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 English as a Second Language (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)[30] (now the California Adult Education Program (CAEP), 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 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.

STUDENT PARENTS

Guided Pathways presents a wonderful opportunity for our colleges to think reimagine about how we can better serve our students who are raising children. Traditionally, our colleges have been designed to mostly serve the 18-24 year old 18-24-year-old populations, and as student demographics in higher education continue to shift, we must intentionally design pathways that cater to this growing populations' needs. Research from 2014 indicates that more than 26% of all undergraduate students are raising dependent children, and about half of them are single parents.[31] (Institute for Women's Policy Research).

Ways that our colleges can work to intentionally support this population, can include providing priority registration for courses, making child care more accessible and affordable, creating peer support groups,

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[29]

[30] https://caladulted.org/

[31] Institute for Women's Policy Research

and providing lactation rooms and family-friendly programming on college campuses (Higher Education Today).

https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/C424_Student%20Parents_final.pdf

.32https://www.higheredtoday.org/2017/06/12/building-family-friendly-campuses-strategies-promote-college-success-among-student-parents/

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.

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 high school performance data and guided self placement tools to assist students with selecting the best courses to meet their needs. Conscientiously applied support services provide professional guidance to assist students in making their choices based on their career and educational goals. 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.

The California cCommunity cColleges are open access institutions and the Board of Governor's *Vision for Success* reaffirms that commitment to 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[33] and the means of their measurement are as follows:

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).

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[32] Higher Education Today https://iwpr.org/wp-content/uploads/wpallimport/files/iwpr-export/publications/C424_Student%20Parents_final.pdf ; https://www.higheredtoday.org/2017/06/12/building-family-friendly-campuses-strategies-promote-college-success-among-student-parents/

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

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

English as a Second Language (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.[34]

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 1freshman compositionA 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 transfer-level English composition, intermediate 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 Ssecond Llanguage (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."[35]

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

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

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

transfer level course in mathematics or English.[36] 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 and Achievement program 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 supportdevelopment. 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 toto 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 fFramework and the implementation of AB 705. Pursuant to the Student-Centered Funding Formula (SCFF) of 2018, funding is contingent upon compliance with these initiativesmetrics, 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 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 California community college (CCC) students annually who acquire associatesassociate's 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.[37]

Student equity requires institution-wide commitment, and Education Code states that the Office of the Chancellor

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[36] 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.

[37] 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.

shall provide guidance to districts regarding eligible expenditures and activities and integrated planning to ensure funding for the Student Equity and Achievement pProgram.

Re-envisioning 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 the student has to pause stop out somewhere in the process, they may be able to leave with one or more valuable credentials.

The Guided Pathways fFramework[38] 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.

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[39] 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-

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[38] 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
[39] https://cccgp.cccco.edu/Portals/0/PrinciplesofGuidedPathways-090817.pdf

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.[40]

(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~~ help students start~~ed~~ on their educational 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 the following:

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).~~.[41]

~~Tinto has found that a~~ A sense of connection is one of the most critical factors in enhancing student success.[42] 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~~ improve 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 the state of 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[43] provides a wealth of well-tested high-impact practices and strategies for colleges approaching development of learning communities.

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[40] http://doingwhatmatters.cccco.edu/
[41] Vincent Tinto, 1988
[42] Ibid.
[43] https://www.centerforengagedlearning.org/doing-engaged-learning/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[44] (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 slide presentations, 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[45] is an approach to teaching that allows educators to provide content in and 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.

CONCLUSION

College Student Equity Plans are not new ideas. These plans, which were designed for the community colleges to be open access institutions, were originally created between 1960-1975. As we support our students via equity procedures and academic services, we serve all of 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 has a long history of promoting equity. The support of equity is documented and found via the many articles, instructional guides, and resolutions that the ASCCC has created in support of this instructional necessity. The goal of this Student Equity Plan is to align with the intention of the Board of Governor's Vision for Success Plan in order to ameliorate the impact on disproportionately impacted students. Presently, the Guided Pathways Program, Assembly Bill 705 (Irwin, 2017), and the Student Equity Achievement program (SEA) support student equity by requiring colleges to regularly evaluate and revise their equity documents, while collaboratively focusing on diversity and inclusion.

Expanded forms of inclusion can be achieved through the designation of *Safe Spaces*. Safe Spaces are necessary so that our students can feel comfortable and protected while they fulfill their academic pursuits via an environment that is free from all forms of social attacks and discrimination and any other barriers they may face.

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[44] University of Florida. Blended Learning. Accessed Jan. 20, 2019 at https://blended.online.ucf.edu/2011/06/07/what-is-blended-learning/
[45] Flipped Learning Network Hub. Flip Learning. Accessed Jan. 20, 2019 at https://flippedlearning.org/

Student Equity is essential. Only with planning can we hope to achieve success. As our collective desire is to ensure that no one and no group is left behind without student resources or appropriate student support services, 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 DISTRICTS AND COLLEGES

1. Maintain a cross-functional team that represents all areas of the college to construct an effective plan to increase access, retention, course completion, and transfer rates for all its student groups, especially underserved and minoritized students.
2. Maintain a campus research office tasked with analyzing the current rates of enrollment, transfer, and completion, and the identification of barriers to student success, and continue to collect and analyze data on student access, course completion, ESL and basic skills, certificate and degree attainment, and transfer.
3. Commit to a goal of hiring a diverse faculty and engage professional development to encourage more equitable hiring practices.
4. Create a timeline for implementation of measures addressing student equity, including specific activities and person(s) responsible.
5. Evaluate progress on achieving student equity.
6. Continue to provide multi-language materials, information, orientations, and services for non- ~~English speaking~~English-speaking populations.
7. Conduct campus climate assessments to reveal the students' perception of the campus, specific programs, and services.
8. Commit resources to the creation and implementation of Guided Pathways.
9. ~~C~~conduct campus-based research on populations of students including but not limited to~~:~~
   - current or former foster youth
   - students with disabilities
   - low-income students
   - veterans
   - African Americans
   - Hispanic or Latinx students
   - Asian, Native Hawaiian, and Pacific Islander students
   - Homeless students
   - LGBTQIA+ students
   - English Language Learners
   - DACA, AB 540, and other undocumented students

RECOMMENDATIONS TO LOCAL SENATES

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

1. Take leadership roles in lowering costs for students via programs such as the Online Education Initiative, Zero-Textbook Cost initiative, and College Promise Innovation Grants.
2. Convene an AB 705 implementation committee on campus and engage faculty and staff in professional development to best support students headed to transfer-level coursework as well as students seeking credit ESL.
3. Review the pathway to transfer-level coursework for sequencing revision for compliance with AB 705, as needed.
4. Set high, but reasonable, achievable, measurable goals that allow significant progress in achieving student equity.
5. Engage in creating a supportive structure and just-in-time support via co-requisite support, supplemental instruction, learning communities, embedded tutoring, cohort model instructional pathways, and other ways to facilitate students' pathways into transfer-level coursework per AB 705.
6. Take an active leadership role in the creation and implementation of Guided Pathways.

7. Advocate for the commitment of resources and education around the needs of undocumented students and for the ~~the~~ creation of DREAM centers.
8. Increase education of the campus community and support and resources for LGBTQIA+ students.
9. Commit to diversifying the campus faculty for more equitable service to students and engage in professional development for attracting and retaining diverse faculty.
10. Professional development in innovative, inclusive, and equitable teaching practices informed by critical pedagogy and critical race theory.
11. Ensure faculty engagement in the process of allocation of Student Equity and Achievement (SEA) funding.

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'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]

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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~~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~~system wide 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~~system wide 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.)

APPENDIX 23: 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.

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~~ongoing 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: Revisions needed

APPENDIX 34: GLOSSARY

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

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: Student equity is the parity and academic achievement and success of all student populations. (Student Equity: From Dialog and Access to Action)

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 personPersons shall be included in the group with which he or shethey identifies identify as his or hertheir 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 personPersons with a disability is "substantially limited" if he or she isthey are 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 personPersons shall be included in the group with which he or she identifies as his or herthey identify as their 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

34. 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 mMathematics 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.

Executive Committee Agenda Item

SUBJECT: The Role of Library Faculty in California Community Colleges		Month: March	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the draft of the paper *The Role of Library Faculty in California Community Colleges*.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean	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 of 2017, the body passed Resolution 16.01, directing the ASCCC to explore methods to update and expand the content of the papers *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* and *Standards of Practice for California Community College Library Faculty and Programs* to illustrate the vital and important role that libraries and librarians play in contributing to student success.

The updated paper entitled *The Role of Library Faculty in California Community Colleges* is being brought 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.

THE ROLE OF THE LIBRARY FACULTY IN THE CALIFORNIA COMMUNITY COLLEGE

[Planned Adoption Spring 2019]

The Academic Senate for California Community Colleges

The Transfer, Articulation, and Student Services Committee 2018-2019

Committee Members

Michelle Velasquez Bean, Chair, Rio Hondo College

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Council of Chief Librarians Work Group 2018-2019

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Table of Contents

Introduction

Community college libraries change lives. Library faculty throughout the California Community College (CCC) system play a significant role in helping students achieve student success while supporting a college's mission and values, academic curriculum, and institutional learning outcomes. Moreover, libraries embody the spirit of community, creativity, and discovery that we all seek to instill in our students. Libraries also promote literacy, equity, freedom of information, and lifelong learning. Hundreds of thousands of students benefit greatly from access to library resources, services, and instruction and, more importantly, to librarians.

Libraries are the central resource for supporting faculty and students in their research and information needs, both physically and remotely. This essential role of libraries and library faculty has remained consistent amidst significant technological and pedagogical changes within the community college system. (For this paper, the terms library faculty and librarian are used interchangeably to reinforce the faculty status of community college librarians.) As librarians continue to determine their other roles within the CCC system and local districts in response to evolving demands, the inclusion and engagement of library faculty in college decision-making processes and program development are critical.

Just as each student body and community is diverse with its own characteristics, needs, and goals, so are each of the libraries throughout the CCC system. The authors of this paper encourage library faculty, administrators, and staff to apply the various recommendations outlined throughout this paper to meet their own individual campus needs and requirements in providing impactful and equitable library instruction and services.

Justification for the Paper

In 2009, the Academic Senate for California Community Colleges (ASCCC) passed a resolution (Academic Senate Resolution 16.01 S09) calling for the development of the 2010 paper, "Standards of Practice for California Community College Library Faculty and Programs." The paper addressed and described standards of practice for CCC libraries, including the roles of library faculty and other aspects of library service and set system-wide standards for CCC libraries.

This current paper was developed by the Transfer, Articulation, and Student Services Committee of the Academic Senate in partnership with the Council of Chief Librarians in response to Academic Senate Resolution 16.01 F17, which called for an updating of the 2010 paper to include a review of current practice, policy, and national standards for the library discipline.

In addition to outlining the importance of library faculty in facilitating student success and providing information on the core roles of library faculty in the CCC system, this updated content may be used to inform the development of local and external policies, regulations, and guidelines that pertain to the operation and performance of CCC libraries and assist in the ongoing dialog among library faculty, staff, and administration regarding the role, services, design, and development of libraries and librarians.

The publications "Standards of Practice for California Community College Library Faculty and Programs" (2010), "Standards for Libraries in Higher Education" (2018) and "Guidelines for University Library Services to Undergraduate Students" (2011) developed by the Association for College and Research Libraries (ACRL) were consulted in the development of this paper. Other professional standards referred to include "The Guidelines for Instruction Programs in Academic Libraries" (2011), "Standards for Distance Learning Library Services" (2016), both by ACRL, and the "Library Bill of Rights" by the American Library Association (ALA 1996).

Value and Impact of Librarians and Library Services

The value and impact of librarians and library services to students and faculty in the CCC community cannot be overstated. Librarians are central to the education of students as they provide a safe and inclusive environment for students to bring questions about their courses, explore new ideas, and learn to become information literate in a quickly changing world.

Information literacy describes a skill set that includes an individual's ability to apply critical thinking skills to discover, evaluate, and produce information in an evolving information landscape. Given their training, librarians are in an ideal position to facilitate the development of these skills in an academic library setting and in the classroom.

Research shows that student use of library services serves as a predictor of student retention and academic success (see ACRL reports from Oakleaf, 2010 and Brown & Malenfant, 2015, 2016 & 2017, as well as Laskin & Zoe, 2017). Retention has become a catchword for academia; no longer can institutions rely on student enrollment, but the trends in CCC funding require that students complete their educational goals, whether it is a certificate or a degree.

Library use indicates an improvement in both student retention and success rates: "Use, even once, of library databases, print collections, electronic journals, and computer workstations were positively correlated with GPA and retention. For every additional time that students engaged in these behaviors, students demonstrated an associated increase in GPA and retention" (Murray et al. 634). This same study found that freshman who used the library in the fall semester were 9.54 times more likely to return in the spring and that students who used the library in the spring semester were 7.23 times more likely to return the following fall semester than students who didn't use the library. This would suggest that students who use the library earlier in their academic careers would also be more persistent and successful in the long term.

Data on retention alone would make the library valuable, but there are other ways in which libraries benefit students. For instance, student grades tend to be higher when they use library services. DeeAnn Allison at the University of Nebraska-Lincoln finds "that undergraduates with higher than average GPAs accessed electronic resources from off campus and checked out print books more often than students with lower than average GPAs" (qtd. in Gaha et al. 740).

It is also important to note that library faculty provides instruction and services that extend far beyond the reference desk. Librarians reach into classrooms across disciplines, meet students one-on-one, and interact with students outside the library. This includes providing access to physical and virtual resources, finding aids such as LibGuides (online research guides), library

technology, and spaces including study rooms, library classrooms, and gallery areas. Librarians manage these resources to support student success. They also provide value-added services, such as guidance in the use of library resources from off-campus locations and virtual reference, as well as ensure that all these services will be provided seamlessly and when they are needed by the user.

Professional and Academic Standards

<u>Guiding Principles</u>

Intellectual Freedom
Community college librarians, staff, and administrators are advocates of intellectual freedom and protect the "the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment." The American Library Association asserts that "[i]ntellectual freedom is a core value of the library profession, and a basic right in our democratic society" ("Intellectual Freedom").

Privacy and Confidentiality
Privacy of users is inviolable, and library faculty should make certain that policies are in place to maintain the confidentiality of library records and library use data. Libraries uphold laws such as the Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR part 99).

The American Library Association offers this guidance:

> A privacy policy communicates the library's commitment to protecting users' personally identifiable information. A well-defined privacy policy tells library users how their information is utilized and explains the circumstances under which personally identifiable information might be disclosed. When preparing a privacy policy, librarians need to consult an attorney to ensure that the library's statement harmonizes with state and federal laws governing the collection and sharing of personally identifiable information and confidential records. ("Developing or Revising")

In developing and/or revising a library privacy policy, library faculty and administrators "should check with their parent institutions to ensure compliance with those institutions' norms and policies" ("Privacy").

Privacy policies may include the following sections:
- Patron notification of privacy rights and confidentiality
- Choice and consent options regarding the collection and use of patron information
- The right of access by users to their own personally identifiable information
- Technology and privacy concerns (including programs, applications, camera surveillance, cell and smartphone use, cloud computing, electronic resources, and social networking tools)
- Data integrity and security

Librarians are encouraged to ensure that open and equitable access to the Internet and electronic resources is available and that restrictions contrary to the mission of furthering research and education through exposure to a broad range of ideas are avoided. However, ALA reminds libraries to be aware that

> the continuing use of and accelerating dependence on emerging technologies to provide both traditional [and] innovative library services have constituted major challenges for the library profession . . . It's imperative that libraries understand each new technology by defining them and identifying the mechanism through which each patron's privacy may be breached. As stewards of patrons' data, we owe them the truth and some options. ("Developing or Revising")

When working with licensing agreements, library faculty can maximize access to and be consistent with the American Library Association Library Bill of Rights, library faculty may consider digital rights management, patron privacy protections, and security protocols related to IP/proxy authentication when developing privacy policies.

Library privacy policies and library faculty protect the patrons' access to information and the right to read. Again, the ALA asserts, "One cannot exercise the right to read if the possible consequences include damage to one's reputation, ostracism from the community or workplace, or criminal penalties. Choice requires both a varied selection and the assurance that one's choice is not monitored" ("Privacy"). In determining privacy policies in academic institutions, the ALA reminds:

> Academic institutions often rely on principles of academic freedom to protect the intellectual freedom of faculty. While the principles of academic freedom are intended to protect faculty from professional consequences of researching unpopular or controversial areas, they do not necessarily protect the privacy of faculty. Academic libraries should also have in place appropriate policies based on First Amendment and Fourth Amendment rights to protect the privacy of faculty members' library records. ("Developing or Revising")

Lastly, it is recommended that statements of Intellectual Freedom in the library and throughout campus be endorsed by appropriate institutional and faculty governing bodies, such as the faculty senate.

Inclusion and Equity
Student success is assessed locally at each college with guidance from legislation that defines equity. California legislation expands the scope of "equity" by defining specific Student Equity Plans. Referring to California Education Code § 54220, Student Equity Plans, "promote success for all students, regardless of race, gender, age, disability, or economic circumstances."

The California Community Colleges Chancellor's Office in turn provides guidance related to student equity programs in the form of five key indicators: 1) access, 2) course completion, 3) ESL and Basic Skills completion, 4) degree and certificate completion, and 5) transfer.

It is likely that library faculty will participate in efforts to document, assess, and contribute to these student success indicators within the context of the Student Equity Plans by extracting data available from library usage or other defined programs and services where data is available or can be collected to address equity in providing library services for all students.

Furthermore, in developing library policies and practices, library faculty are expected to ensure a balance of multiple viewpoints and interests when considering the presentation, selection, replacement, removal, or preservation of library resources and materials.

Collections, exhibits, and displays are at their best when they celebrate and reflect intellectual freedom and creative expression, providing students and the academic community with exposure to a wide range of experiences and ideas, transcending the individual values of library faculty to reflect the diversity of different cultural and ethnic groups, religious views and beliefs, sexual orientations, economic status, physical and learning disabilities, and political and philosophical ideologies. It is important to assure that all viewpoints are given a place within the library's collections, exhibits, or displays, and that the marketplace of ideas is well-represented.

Librarians promote service philosophies and approaches that provide equitable access to all in the college community. Library physical and virtual spaces should be available to the academic community regardless of the subject being researched or discussed in order to provide access without any discrimination toward a person's or group's beliefs. Policies and procedures should be reviewed regularly to ensure that that they meet the information needs for access to library and information resources, services, and technologies by all community college patrons, "especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression" ("Programming").

Education and Continuous Learning
Library faculty strive to provide all patrons with guidance, opportunities, resources, and an environment for promoting continuous learning. To accomplish this overarching objective, library faculty work to offer direct instruction (in and out of the classroom), curriculum support, professional development resources, research support, and access to physical and virtual resources to further lifelong learning. CCC libraries are places where people of all ages and means can connect to ideas, information, and each other. Equally important, libraries are learning spaces that can be dynamic and flexible in meeting the diverse educational needs of its student population.

ACCJC Accreditation Standards

In 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) published the updated standards related to the commitment to ongoing school improvement and the ensuring of quality education, institutional effectiveness, and student learning. In an environment of data-driven accountability, library faculty should be actively engaged and included in accreditation efforts, especially as they pertain to determining the quality of library services, resources, and programs.

Accreditation Standard II: Student Learning Programs and Support Services presents the general expectation for institutions to provide student learning programs and student support services in concert with the institution's mission:

> The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution. ("Accreditation Reference Handbook")

In particular, Standard II B.1-4 relate directly to community college libraries. The published standard states the following:

> B. Library and Learning Support Services
> 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
>
> 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.
>
> 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
>
> 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Library faculty ensure that the department and institution meet accreditation standards by becoming familiar with all standards, particularly Standard II, developing library strategic plans, building and sustaining a culture of meaningful assessment in the library, engaging in program review and self-study teams, and participating in college governance committees and decision-making processes. Likewise, library faculty may serve on an accreditation visiting team to strengthen and elevate the role of librarians in the accreditation process. Megan Oakleaf, in her report, *The Value of Libraries*, reinforces this notion:

> Librarians can prepare for and participate in institutional accreditation efforts in their own institutions. They may also engage in accreditation processes at a higher level, perhaps working to increase the integration of information literacy concepts into regional accreditation guidelines (16).

Although, most current accreditation standards do not include any language concerning the instruction of information literacy or information competencies, library faculty are, however, encouraged to incorporate information literacy into their programs, curriculum, student learning outcomes, and institutional learning outcomes to meet and monitor students' information needs.

ALA and ACRL Standards

The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA) that provides and develops professional and academic programs, standards, and services for academic libraries in higher education, launched the Framework for Information Literacy for Higher Education (referred to as the Framework) in 2016 after extensive review of skills and themes related to information literacy. This most recent framework replaced the committee's adoption of the *Information Literacy Competency Standards for Higher Education* from January 2000.

The Framework represents a shift in pedagogy "because it is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills" ("Framework"). The flexibility of the Framework allows for local interpretation and development of programs with six concepts in mind. Each core concept includes *knowledge practices*, "demonstrations of ways in which learners can increase their understanding" of the concepts, and *dispositions*, "which describe ways in which to address the affective, attitudinal, or valuing dimension of learning" ("Framework"). The core concepts are as follows:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

Each concept includes multiple knowledge practices and dispositions, which can be applied to each step of the research process, from a student's development of a research question, discovery, evaluation, and documentation of sources to the production of content in multiple formats.

The nature of the Framework allows librarians to customize the curriculum for each institution and the programs within the institutions across the state. Library faculty should strive to embed and apply the principles of the Framework in the foundations of all information literacy and library-based instruction, programs, and projects. Assessment was also a consideration of the committee when designing the Framework, and rubrics are a common way to evaluate student skill sets. Library faculty are encouraged to develop and consider appropriate assessment tools, practices, and activities as they relate to the delivery and assessment of information literacy. They are also encouraged to collaborate with other librarians nationwide online through professional listservs and other platforms, such as the ACRL Framework for Information Literacy Sandbox.

Discipline List

The 2017 *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ("Disciplines List") adopted by the Board of Governors specifies that library faculty must hold a "Master's in library science, library and information science, OR the equivalent" (32).

The Academic Senate regularly considers changes to these lists. Recommendations from the Senate to the Board of Governors are developed through active collaboration between the local senates and professional organizations within the state, such as the Council of Chief Librarians and the Chancellor's Office. The resulting minimum qualifications serve as a statewide benchmark for promoting professionalism and rigor within the academic disciplines in the community colleges and a guideline for day-to-day decisions regarding suitability for employment in the system.

Core Roles and Expectations for Library Faculty

Librarians play a crucial and multi-faceted role in the community college. The differing roles between librarians and other faculty must be acknowledged. Although the role of all faculty is to teach students, the role of the librarian is unique in that there is no specific teaching discipline to which they belong. Their roles often overlap with that of other faculty, but they stand apart from discipline faculty in that they are required to perform across disciplines, and their primary responsibility is teaching students at the reference desk through the reference interview and through presentations, workshops, or classes.

As faculty members, librarians are part of the shared governance system and have all the responsibilities of other community college faculty except that teaching credit or noncredit bearing courses may fall outside their purview. However, librarians' primary job is teaching information literacy skills and providing learning opportunities to students. Student access points may include the reference desk, classroom settings, or virtual environments (e.g., chat, IM, social

media feeds, or email). In these ways, librarians help students navigate the ever-changing resources necessary to becoming successful students.

The role of the librarian may consist of any combination of the following: information literacy instruction, collection development, assessment, electronic resource management, cataloging and technical services, distance education, and reference work. Depending on the structure of the college, a librarian may serve as either a faculty lead or chair for their specific area. Library faculty may also be involved in the management of library resources and facilities. As students assume greater responsibility for their own learning needs, the library needs to assume a larger role in providing accessible resources and teaching students to use those resources effectively and ethically.

Librarians strive to meet the mission and goals of the California Community Colleges Chancellor's Office Library and Learning Resources Program, last revised May 31, 2017 (see Appendix 3) and adhere to the Standards and Principles put forth by American Library Association ("Standards for Libraries in Higher Education") that delineate the roles that librarians play in the library and in the institution.

Library Instruction

Instruction is one of the primary roles of the community college librarian. Librarians work with students to meet their information needs and to teach the research process. It should be viewed as a teaching and learning opportunity performed by librarians and not by paraprofessional staff. This teaching may be formal or informal, but it is always an academic professional duty. Librarians should also work with discipline faculty to ensure that the resources needed to support the college's curriculum are available. These resources may be in physical, digital, or other formats.

Library faculty design and offer instruction that teaches library users how to locate the information they need efficiently and effectively. Librarians are also responsible for overseeing all the educational functions of the library and for managing physical and virtual library resources. Library instruction focuses on teaching students and other patrons how to identify, find, evaluate, apply, and document sources of information.

Library instruction may include any of the following: credit and noncredit courses, library orientations and tours, research methods workshops, co-requisite instruction, online tutorials, learning objects and videos, "drop-in" help sessions, one-on-one reference assistance in person or through an online resource (e.g., chat, social media, email, etc.).

Library faculty are encouraged to meet the information literacy needs of students in any given teaching opportunity regardless of modality. In some cases, instruction may include both general information literacy skills and the specialized skills necessary for discipline-specific library instruction. Each institution will need to determine the most appropriate strategies, programs, and logistics of library instruction to meet the various information needs of students on and off campus. The American Association of Community Colleges reinforces the need for information literacy instruction:

Information literacy, which encompasses information fluency and information technology mastery, is critical to success in higher education and lifelong learning. Rapid and continual changes in technology and the proliferation of information resources present students with an abundance of information through a variety of vetted and untested formats. This wide variety of choices raises questions about the reliability, authenticity, and validity of content and poses challenges for students trying to evaluate, understand, and apply the information. ("AACC Position Statement")

Discipline faculty should take part in preparing their students for this instruction and involve the librarian in assessments and assignments that utilize library resources. Library instruction and information literacy curriculum should follow current recommended ACRL standards for outcomes-based learning. ACRL suggests the following principles to guide curriculum creation:

- **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
- **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- **Management/Administration/Leadership:** Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.
- **Personnel:** Libraries provide sufficient and quality personnel to ensure excellence and to function successfully in an environment of continuous change.
- **External Relations:** Libraries engage the campus and broader community through multiple strategies to advocate, educate, and promote their value.

ACRL recommends that library faculty

- Align with the principles above
- Identify and select performance indicators that are congruent with their institution's mission and contribute to institutional effectiveness
- Add performance indicators that apply to the specific library (for example, open access initiatives for research libraries or workforce development support for community colleges)

- Develop user-centered, measurable outcomes that articulate specifically what the user can do as an outcome of the performance indicator
- Conduct assessments that may be quantitative, qualitative, or both
- Collect data from assessments that demonstrate degree of success
- Use assessment data for continuous improvement of library operations

The library is an educational facility and serves as the librarians' classroom. Because it is used as a classroom, the library cannot function without faculty librarians as part of the daily organizational structure and as the primary teachers who provide direct instruction and support in relation to information and research needs. Certainly, librarians, paraprofessionals, and classified staff must all work together to make the library function as a unit, but any activity that involves teaching must be performed by library faculty.

It is strongly recommended that library faculty have designated spaces in which to teach students in a formal classroom setting. These library dedicated spaces should have the same equipment and technology access as classrooms used for other courses on campus and be under the management of the library.

Collection Development

Collection development is the process by which materials are chosen for the collection and removed from the collection when they no longer meet curriculum standards. Librarians should work with discipline area faculty to achieve this goal. These resources may be print, electronic, media, or other materials depending on curriculum needs.

According to the "Standards for Libraries in Higher Education," Principle Indicator #5, library collections, both physical and virtual, should be of "sufficient in quality, depth, diversity, format, and currency" to support institutional curriculum and collection management and should align with the mission and values of the college. The following recommendations may aid library faculty in developing impactful and relevant collections and evaluating collection development policies and strategies.

1. Library faculty and administrators, in consultation with stakeholders, should adopt, and regularly review and update collection development policies that guide the selection, acquisition, and deaccession of library materials (Johnson).

2. In addition to employing their professional expertise in collection development and planning, it is expected that library faculty regularly work with faculty in other disciplines when evaluating the library's physical and virtual collections to ensure that they meet the needs of the college. Active faculty engagement in this process assures representation of all disciplines within the collection.

3. Library faculty ought to ensure that their libraries contain resources in a variety of accessible formats to fulfill the educational and information needs of the students and faculty on and off campus. These resources should be provided through multiple delivery

methods that align with student and faculty needs, with a goal to create "24/7" access wherever practical.

4. Library faculty may benefit from involvement in the college budget allocation process and from working with discipline faculty to ensure expenditures align with department and college-wide needs.

5. Library faculty are encouraged to regularly assess physical and virtual collections and their use to discover, for example, if faculty, students, and other users as relevant are satisfied with the collections provided by libraries for their educational, informational or research needs, and to investigate if students are discovering the appropriate library resources needed for their coursework.

6. Libraries are encouraged to seek partnerships with other libraries and resource sharing consortia to increase cost-effectiveness and expand access to relevant library materials. Patron Driven Acquisitions and other usage-based purchasing models also offer potential cost reduction; however, their unpredictable nature can make planning a challenge. Consideration of Open Educational Resources (OER) is recommended based on the institution's goals and needs.

7. Libraries may consider building and ensuring access to unique materials, including digital collections that provide long-term access to the scholarly and cultural records of the institution.

8. Library faculty may find it helpful to refer to Title 5 (§58724), which provides minimum standards for the number of print volumes using student full-time equivalent enrollments (FTES) as a baseline for library collections. Title 5 suggests that libraries should be funded to meet or exceed these standards (see Table 1 below):

Table 1

FTES	Volumes
<1,000	30,000
1,001 - 3,000	40,000
3,001- 5,000	60,000
5,001 - 7,000	80,000
Each addition 1K	7,500

Shared Governance and Campus Engagement

Library faculty may seek to be fully involved in college governance, retaining the rights and responsibilities of discipline faculty. Because library faculty expertise and experience cross multiple disciplines and offer a blend of instruction and public services, they are in a unique

position to contribute meaningful input, insights, and guidance in discussions surrounding many areas that require library inclusion in institutional planning, outcomes, and policies.

     1. Library faculty should be included in membership and leadership on the local academic senate and academic senate committees. Service on college committees, such as the strategic planning or budget committee, is highly recommended. Additionally, as appropriate and feasible, library faculty, administrators, and staff should also be included on committees that involve current district and/or related statewide initiatives. This participation will ensure that library faculty are aware of the issues affecting the college as a whole and that the college understands how decisions will affect the library and its ability to serve students and faculty.

     2. As a part of their service in college governance, it is recommended that library faculty be involved in the curriculum development process of the college. The Chancellor's Office "considers good practice to include discussions of curricular changes with a college's library faculty and staff in order to ensure that appropriate and adequate library materials and services are available to support the course" (ASCCC 49). This commitment to consultation with library faculty can best be demonstrated by including library faculty in the voting membership of the local curriculum committee. The State Academic Senate recommends to local senates "that the curriculum review process include library resource evaluation as a component of new course approval" (Resolution 9.01, Spring 1988) and also that "a librarian be a member of each college curriculum committee" (Resolution 15.06, Fall 1993).

Distance Education

Librarians are encouraged to become involved in the creation, discussion, and implementation of distance education programs, services, and decisions in their institutions. Distance education is defined as courses that may be taught using variety of formats and modalities: fully online or hybrid (one or more class meetings that meet in a physical space). It may include both synchronous and asynchronous instruction. Distance education, by nature, changes as technology and users change.

The ACCJC Accreditation Standard II.B.1. specifically requires that "[t]he institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education."

Because distance education students have different needs than students who attend face-to-face classes, it is important for librarians to evaluate access to library instruction, services, and resources that online students will use. Many students may never meet with a librarian at the reference desk and only interact with library faculty and staff via phone, email, online chat, or social media. The ACRL "Standards for Distance Learning Library Services" states the following:

All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take courses. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be.

Distance education has become a more common means in reaching students who are unable or unwilling to come to traditional face-to-face classrooms. Many of our community college students have full-time jobs, families, and other responsibilities or obligations that make it difficult to come to campus during the traditional school day. These non-traditional students (including distance education, incarcerated, dual-enrolled, adult learners, and other student populations), as do all students, need access to librarians and library services that meet their needs.

When appropriate, efforts may include discipline faculty in creating assignments, tutorials, and other learning aids that will benefit distance education students. It is also important to ensure that online access and instruction meet the institutions' assessment requirements and the student learning outcomes.

To better connect with students, librarians may become familiar with and able to use current electronic resources and tools to teach and communicate with distance education students through email, chat/messaging services, phone calls, and any other method used by the college to reach students.

In addition to providing online tutorials, videos, and electronic resources, librarians may also find more collaborative and intentional strategies to have a greater impact with distance education students. For example, there are several models where librarians may be part of a distance education course. Librarians need to be familiar with learning management systems (e.g., Canvas, the current learning management system for CCCs) and be willing to work with students in that medium. Libraries should have a Canvas presence on campus. These models include but are not limited to pre-made modules that highlight information literacy skills and library resources, library tutorials, embedded librarians, and librarians as instructors in a course. Librarians are encouraged to share effective practices and successes with others and refer to relevant resources, such as the 2016 report *Creating a Library Presence in Canvas* that provides valuable information on the implementation and administrative set up of library services and tools within Canvas.

As distance education in the community college classroom becomes more prevalent, there may be a need for a library faculty member who are responsible for leading and facilitating distance education strategies in the library. The job duties will be varied but might include

the [knowledge and experience] to plan, implement, coordinate, and evaluate library resources and services addressing the information and skills needs of the distance learning community.

There may be additional professional and/or support personnel with the capacity and training to identify informational and skills needs of distance learning library users and respond to them directly, regardless of location. The exact combination of central and site staffing for distance learning library services will differ from institution to institution. ("Standards for Distance Learning Library Services")

Finally, institutions may set goals to provide librarians and libraries with adequate funding and staffing to meet the additional requirements that distance education places on them.

Assessment and Evaluation

Regular library assessment activities ensure that the highest quality of instruction and services are being offered to students and other patrons. Librarians should be familiar with the recent trends and practices in library assessment in higher education, research design, data collection, and analysis. It is also recommended that library faculty, administrators, and staff work collaboratively with their local institutional research departments.

Library faculty also must be the chief contributors in their departmental program review and accreditation process in relation to library instruction and programs. If the library is included in a multi-departmental division's combined program review, librarians, in collaboration with library staff, should be responsible for any content directly related to the library.

Librarians may also be involved in evaluating the success of library services and programs. In addition to Student Learning Outcomes (SLOs), libraries may elect to collect data on Administrative Unit Outcomes (AUOs), Operational Outcomes (OOs), and as appropriate, Program Learning Outcomes (PLOs) that connect departments to Institutional Learning Outcomes (ILOs).

Assessment activities may include data gathering on the following areas:
- Reference services (physical and virtual)
- User satisfaction (student or faculty)
- Student engagement
- Library mission and goals
- Workflow audits (circulation, cataloging, and technical services)
- Collection management and evaluation (physical and virtual resources)
- Resource assessment
- Library facilities/space utilization assessment
- Outreach
- Public services (ILL, circulation, etc.)
- Certificate or associate's degree programs
- Strategic planning
- Budget allocation

As explained earlier in this paper, ACCJC accreditation directs districts to assess library services on a regular basis to improve the library's ability to meet the information needs of students and to support student success.

> The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The assessments may be different than those of other faculty because the programs often are not credit-bearing or do not include identifying information about students that other classes include. Much library instruction occurs in one-shot workshop sessions with little long-term follow-up. Instruction sessions seldom happen multiple times for a single course, although that would benefit students "because once the library session is over, librarians rarely have the opportunity to observe whether students continue to use the skills they have been taught" (Mikkelson and McMunn-Teangco 3). For librarians who teach credit courses, assessments should look like other discipline assessments and follow institutional guidelines for instructional faculty.

Reference desk statistics often provide the only assessment available for interactions with individual students, so librarians who keep these statistics may strive to keep them relevant and not maintain them simply to show how many reference interactions there are each semester/academic year. These statistics could serve as the basis for determining workload and become part of the data required for replacement/new hire positions, in addition to assisting in collection development decisions.

For teaching that takes place in a classroom, librarians should adhere to the ACRL "Standards in Creating Student Learning Outcomes." The standards allow librarians to assess their teaching and align with current pedagogical standards. Library faculty who teach credit courses, as stand-alone courses or part of a certificate/degree program, might design, collect, evaluate, and utilize student learning and program learning outcomes data on a regular basis to identify areas of improvement.

The Value of Academic Libraries reminds library faculty of the importance and the potential power of effective library assessment:

> Through assessment, librarians can gain the hard data they need to make decisions about what purposes they can meet and how well they can meet them. In addition, assessment offers librarians the opportunity to gain the "internal and external credibility that stem[s] from a fundamental organizational transparency that links mission to practice; it sends the powerful message, "This is who we are; these are the skills and competencies that we strive to instill in students; these programs and efforts are how we do that; and these data illustrate the sum of our efforts." (Oakleaf 30)

Advocacy

To fully support the library within each campus and in the broader community, library faculty are urged to advocate for their own library program as actively as possible. Community college libraries may utilize a variety of methods, appropriate to local mission, values, and needs, in order to "advocate, educate, and promote their value" ("Standards for Libraries in Higher Education"). Working collaboratively with institutional public relations departments, library staff, and faculty often helps to make internal and external users aware of the personnel, resources, and services of their library, as well as assists in highlighting outstanding needs for future planning.

Creation of activities, events, and publications, each communicating a consistent message about the library, contribute to this advocacy. As mentioned earlier, it is highly recommended that library faculty, administrators, and staff are engaged and included in the accreditation, program review, strategic and budget planning processes, and other current district and/or related statewide initiatives (e.g., Guided Pathways, Vision for Success, any current Student Success and Support Programs (SSSP), and/or future Student Equity Achievement Program initiatives) to reinforce the library and librarians' impact on student success and lifelong learning.

When feasible, forming partnerships with other local libraries, higher education institutions, and non-profit groups can foster advocacy while building positive collaborations for the library, students, and the college. Librarians working in colleges with existing campus foundations or other fundraising entities should seek to develop or maintain donors as appropriate, practicing careful financial stewardship. Finally, advocating for users of the library remains a foundational aspect of each community college library; ensuring access and inclusion for all users and following reflective and equitable practices in services, resources, and staffing puts the user at the center of advocacy.

Outreach

It is highly recommended that librarians work collaboratively with discipline faculty to offer information literacy instruction to students. It may be through team-teaching, assignment building, assessments, or other means. "Librarian/faculty collaboration can take many forms, including multiple person library sessions or scaffolded instruction sessions, pre-instruction tutorials, train-the-trainer sessions, and curriculum redesign" (Mikkelson and McMunn-Tetangco 4). Librarians can strive to be flexible in their teaching methods and build professional rapport and collaborations with discipline faculty to meet curriculum needs, whether through collection development, instruction support, or other activities. Librarians also need to regularly reach out to discipline faculty to make them aware of the resources available to students.

Efforts to reach internal and external communities may vary from library to library. Often outreach is formalized by a library department chair or through a faculty librarian who is assigned to direct the efforts of developing events, partnering with local organizations, or maintaining connections with academic departments on campus. Often a librarian may be assigned the role of Outreach Librarian with an emphasis on developing events and/or programs that support the stated library mission.

It is common for faculty librarians to prepare specific instructional workshops depending on specific requests from discipline faculty. Different models exist for this work across the state, but routine communication and collaboration with academic faculty produces a wide range of instructional activities. This collaboration and delivery of library resource instruction may also take place through an online learning management system such as Canvas.

Coordinated outreach activities can offer more than the improvement of information literacy and critical thinking skills and the promotion of library services. Intentional outreach activities coupled with clear outcomes and aligned with institutional and departmental goals can have lasting effects. For example, library faculty might focus on efforts that reduce equity and achievement gaps. Creative and purposeful programs and strategies may include but are not limited to

- Library partnerships or sponsorship of multi-discipline poster sessions
- Undergraduate research symposia
- Student equity workshops
- Bridge programs
- First year experience programs
- Learning communities
- Library events and speakers focused on cultural history and identity
- Subject specific library orientations and workshops outside the traditional scope of the curriculum, such as career preparation and employment resources for graduating students

Lastly, to build campus connections, library faculty are encouraged to design collaborative activities with the campus community by offering their expertise through professional development events, in addition to seeking time and funding for professional development opportunities within their field.

Technology

The academic library provides students, staff, faculty, and community members with access to a variety of online information resources and computer labs. Information resources are searchable from the library web pages both on campus and remotely. Computer labs may range from basic productivity labs to complex technology centers, such as media labs, maker spaces, and other task-specific labs, depending on local needs and programming. High-speed internet access, WIFI access, and printing services are standard.

Most libraries offer a designated lab or labs for information literacy and library instruction. Librarians often refer to open labs in libraries as "the learning commons." Many libraries also offer group study rooms that contain options such as smart boards and/or wireless-content-sharing to a mounted screen.

Remote access and accessibility are two other key factors to consider for most library-specific technology. Virtual access to the library resources, services, and personnel should consider intuitive navigation that supports self-sufficient use of virtual spaces, follow complaint practices for accessibility, and allow for clear access to technical support when needed.

A major trend emerging is the open access movement, which encompasses textbooks and companion learning resources such as workbooks or question sets. Community college librarians have already participated in developing programs referred to as Open Educational Resources (OER) initiatives and Zero Textbook Degree (ZTC) initiatives within the community colleges in California. ZTC degrees provide degree and certificate pathways that eliminate learning resources costs. It is highly likely that these programs will expand in the future, and librarians may able to support the promotion, delivery, and access to a wider range of course content for instructors within local and external collections. OER can be incorporated into online, hybrid, and face-to-face courses.

Librarians are also active in three vital areas of technology support:

1. *Exploring new technology, resources, and digital collections for integration into the facilities and/or instruction.* Librarians review digital content and systems for the library web pages while also exploring advances in hardware and software for labs. Librarians manage some if not all labs situated in a given library building. They also focus on developing online tutorials and guides for a range of disciplines and resources. As curators of educational information and information literacy experts, librarians are encouraged to be part of the larger conversations and practices surrounding the development and management of open and free access materials and Open Educational Resources (OER).

2. *Maintaining existing information resources and/or facilities.* A significant amount of management and oversight is needed locally to maintain the currency of the services and collections. Librarians maintain a wide range of web pages and online search tools to provide access to resources, including homegrown collections and subscribed content. Online catalogs and discovery tools are an example of prominent technologies used in libraries. The systems are commonly referred to as integrated library systems or library service platforms.

Visitors access library web pages remotely or on campus, and they can use the search tools to discover materials owned or subscribed by libraries. This content includes academic journals, streaming audio and/or video collections, other media, and electronic book collections, to name common resources.

The future offers opportunities for statewide collaboration in choosing cloud-based software systems for delivering discovery tools and other electronic library resources to each local community college. In 2018, on behalf of the 115 California community college libraries, the California Community Colleges (CCC) Chancellor's Office and the CCC Technology Center initiated a state-funded project to obtain and implement a single cloud-based library services platform (LSP) to replace the various ILS systems now in use for any of the libraries that choose to participate.

System-wide collaboration and participation in shared technology systems, such as the LSP project, will increase efficiency and innovation in college libraries and provide access to a uniform, modern cloud-based system. The overall benefits include improved

student access, better partnerships among the community colleges and dialog between the CCC and California State University system, and enhanced resources and research to meet the goals of critical state and local initiatives.

3. *Marketing available technology resources to faculty and students.* Librarians promote library resources and services through newsletters, campus publications, partnerships, workshops, and presentations to classes.

Staffing, Administration, and Operations

According to Performance Indicator 7 of the "Standards for Libraries in Higher Education," college and library leaders are expected to work together to ensure that human, physical, electronic, and financial resources are sufficient, supported, and allocated to effectively and efficiently advance the library's mission.

Staffing

Librarians fulfill a unique role within a college's faculty and academic community. Many of them are considered non-instructional faculty as their responsibilities (as outlined previously) extend past the classroom. Much like counselors, librarians balance instructional and educational responsibilities with student service focused activities and administrative duties. Nevertheless, librarians are faculty.

The 50% Law (§84362 of the *California Education Code*) stipulates that at least 50% of the current expense of education be used to pay the salaries of classroom instructors. This has been an issue of concern for library faculty since the majority of the work of librarians is not considered to meet the definition of "classroom instructors" in the Education Code definition and, therefore, creates a situation that created any disincentives to colleges from hiring librarians.

The ASCCC has passed several resolutions regarding the 50% Law and its impact on library and counseling faculty. To explore these issues further, a 50% Law Workgroup was formed by the Consultation Council. The workgroup is considering a number of issues relevant to the 50% Law, including the changing needs of students and the changing instructional environment since the 50% Law was enacted in 1961. The discussion includes the ways in which instructional practice has changed, especially with regard to how learning has become a shared activity with a greater appreciation for instructional support services inside and outside the classroom.

Colleges are encouraged to employ sufficient numbers of full-time library faculty to allow for participation in college, regional, and state academic governance, as well as in professional development and professional organization activities, without disruption of library service to the college. Colleges and districts should employ standardized and consistent hiring and training practices for all library faculty, regardless of full or part-time status.

Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student full-time equivalent student enrollments (FTES). The California Community College Board of Governors sets these minimums, and it is recommended

that colleges meet or exceed them, using the formula in the following Table 2:

Table 2

FTES	Faculty Librarians
<1000	2
1,001 - 3,000	3
3,001 - 5,000	4
5,001 - 7,000	5
Each Addition 1K	0.5

Likewise, Title 5 suggests the following in Table 3 regarding the number of classified support staff:

Table 3

FTES	Library Support Staff
<1000	3
1,001 - 3,000	4.5
3,001 - 5,000	6.5
5,001 - 7,000	9
Each Addition 1K	1

Libraries should, whenever possible, ensure that library faculty reflects the cultural, racial, and ethnic diversity of the community served. Colleges should ensure that library hiring committees utilize practices that promote equity, diversity, and inclusion.

All librarians are to be able to provide instructional services to students, which includes providing reference services and information literacy and research instruction. Development and teaching of library science and information literacy or information competency courses often use current and varied technological methods on multiple platforms. Library faculty should be given the opportunity to work with other discipline faculty in collection development, participation in the assessment of library services, the production of print and electronic instructional materials, and the implementation of new technologies.

Depending on the staffing configuration at a college, some library faculty may need to know how to install, manage, and maintain library systems and create access to materials within that system. Library systems are the heart of a functioning library, and librarians must be part of the

process. These systems function to maintain student records, circulate items, and serve as the basis for statistical reports including collection development, cataloging/metadata, troubleshooting, developing and enhancing capabilities. Librarians work with the CCC consortia and to ensure that all e-resources function property within the library, both on and off campus.

Given the central role of current technology and in effort to support a reliable library system infrastructure, it is strongly recommended that colleges hire a systems librarian as part of their faculty, along with a full-time library technician. When this is not possible, the college or district should make available technicians dedicated to serving the information technology maintenance and repair needs of the library in a timely fashion.

Administration

Given that "libraries are complex and require dedicated administrative time to support student learning" (Ly), effective administration and thoughtful organization is critical to library effectiveness.

The library should be under the leadership of an instructional administrative director or dean who is directly responsible for the daily operations of the library. It is recommended that this administrator possess the minimum qualifications of the library science discipline in addition to having experience and training in management or leadership. It is recommended that library faculty should be consulted in developing the job description and in the hiring of their administrators with library responsibilities.

Optimally, the administrators of the library will be positioned in the college's administrative structure to effectively interact with other administrators and have a direct link to the instructional or academic vice president (or equivalent) to ensure support for the instructional component of the library services. For colleges that have faculty department chairs, a chair of the library should be elected by library faculty.

Consultation with library faculty by campus administrators ensures that the library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

To make certain that libraries in multi-campus districts stay connected and collaborative; library faculty from all colleges are encouraged to meet, confer, and share information regularly about library services and assessment results within the district.

Library faculty should determine and develop the academic services, curriculum, and programs within the library. To do this effectively, library faculty may regularly seek the input from library administration and staff as well as other discipline faculty to determine if library services and resources are meeting the needs of the college community and how improvements can be made. Additionally, library faculty are urged to build strong connections to all college programs and academic disciplines, along with all units that support student learning, such as tutoring and learning centers.

Operations

Library operations should facilitate the safe and effective function of the library program and reflect its mission. The spaces (both physical and virtual) utilized by a library should effectively support learning, as libraries are considered the "intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge" ("Standards for Libraries in Higher Education").

Key considerations for standards of operations are security, safety, cleanliness, furnishings and equipment, adequate space related to student population, adequate equipment, proper humidity, adequate heating and cooling, electric, electronic, and wireless infrastructure, access to spaces and services for individuals with disabilities, ergonomic work spaces, space(s) designed for a variety of pedagogical techniques and instruction, and space for growth ("Standards for Libraries in Higher Education").

Safety and security are essential to the operation of a community college library, and all library personnel should receive all available training, both general and specific to the campus site(s) and library in which they work. Hours of access to the physical space(s) should consider user needs and support the college's academic programs.

Regardless of size, facilities should have environmental controls that provide safe, clean, comfortable physical spaces for users and library personnel. Furnishings and equipment should meet diverse student needs, including access for those who are disabled, and be well-maintained. Evaluation of operational needs, such as furniture inventory or wireless access points, should be conducted regularly to inform planning processes.

Library faculty require space for classroom instruction. Physical space and infrastructure should be flexible enough to accommodate advances in teaching and learning technologies. Libraries with satellite sites or campuses should include designated areas or spaces to allow library faculty to provide equal access to all library instruction, services, and resources at those sites. Likewise, it is suggested that each full-time library faculty member be provided with a private office to allow for confidential meetings with students. Sufficient workspace for all technical services and for circulation/public access processes must be provided at each site.

Conclusion

Library faculty plays an integral role in advocating the merits of life-long learning, information literacy, academic and intellectual freedom, and student learning. Their value cannot be overstated. Librarians should strive to seek opportunities to deepen and increase the scope of their influence and expertise to improve student success and equity in providing access to information resources, instruction, and services. The involvement of library faculty in college-wide governance, decision making, curricular processes, and other related programs and services is essential.

Recommendations

The paper offers the following broad recommendations:

College campuses and the CC system at large are encouraged to

1. Include library faculty in shared governance/participatory governing, local academic senate standing committees, curriculum, budget, planning, and other decision-making groups.

2. Continue to explore and advocate for Title 5 changes that integrate minimum faculty-to-student ratios for counseling, library, and other instructional and student support faculty into the 50% Law on the local and state level.

3. Strive to meet Title 5 staffing guidelines for library faculty and staff to ensure optimal support for library service and programs.

4. Support statewide library initiatives, such as the statewide Library Service Platform project or other shared technologies and resources to increase effectiveness and innovation in the library.

5. Incorporate and reinforce information literacy/competency standards in institutional, program, and student learning outcomes.

6. Ensure library faculty participates in the planning and implementation of local, college, regional, and statewide initiatives.

7. Ensure equitable access to all types of library resources and services for a wide range of patrons including on campus, distance education, incarcerated, dual-enrolled, and other student populations.

8. Develop and sustain flexible, contemporary, and inclusive physical and virtual spaces that provide effective access to library services, resources, and instruction.

9. Support the technological needs of each library in response to continual changes and advances in library technology, systems, and software.

10. Include library faculty representation on major state-wide initiatives related to teaching and learning, so that their role can be integrated into initiative design and policy development.

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APPENDIX 1: Academic Senate for California Community College (ASCCC) Resolutions and Library Related Resources

ASCCC Resolutions

- 2017 Fall 16.01 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges

- 2017 Fall 17.08   Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives

- 2016 Fall 16.01 Resolution in Support of a Statewide Integrated Library System

- 2016 Spring 13.02 Resolution on the Importance of Direct Links to the Library on College Websites

- 2012 Spring 2.02 Effective Practices for Providing California Community College Library Resources and Services to Online Students

- 2010 Fall 16.01 Adopt the Paper Standards of Practice for California Community College Library Faculty and Programs

- 2010 Spring 6.03 Further Research on the 50% Law

- 2009 Fall 2.02   Library TTIP Funding

- 2001 Spring 8.04 Amending the 50% Law

- 2000 Fall 6.07 Protection of Counseling and Library Faculty in Relation to the 50% Law

ASCCC Library Related Senate Papers (https://www.asccc.org/publications/academic-senate-papers?title=Library)

- "Standards of Practice for California Community College Library Faculty and Programs" 2010

- "Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities" 1996

APPENDIX 2: California Education Code and California Code of Regulations

The following citations are from the *California Education Code* and the *California Code of Regulations, Title 5* and other statutory references that relate to community college libraries.

California Education Code
- § 78100 Responsibility to provide library services
- § 78103 Librarian on duty
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CEC_78100_78103.pdf

- § 84362 50% law (84362)
  http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=84362.&lawCode=EDC

- § 60010 Definition of instructional and technology-based materials (60010)
  http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=1.&article=2.

California Code of Regulations, Title 5

- §53410 Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_53410.pdf

- § 55800 Annual Report to Chancellor
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_55800.pdf

- § 58720 Description of Credit Instructional Services Category
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR._58720.pdf

- § 58724 Tables of Minimum Standards for Libraries and Media Centers
  http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/CCR_58724.pdf

Related California Library Laws
- http://www.library.ca.gov/Content/pdf/services/toLibraries/2017CaliforniaLibraryLaws.pdf

APPENDIX 3: California Community Colleges Chancellor's Office Library and Learning Resources Program - Mission and Goals

Mission

The California Community College Library and Learning Resources Program in conjunction with the Chancellor's Office actively supports learning and enhanced educational success among students of the California Community Colleges. At both the local and system level, library and learning resources personnel work in concert with other faculty, administrators, staff, and students to expand information literacy, to assist in the delivery of instruction, to provide tutoring and learning assistance services, and to continuously strengthen quality programs in support of the teaching and learning process.

Goals

To carry out its mission, the California Community College Library and Learning Resources programs statewide and the Chancellor's Office have identified the following goals:

- System: Continue the development of Library and Learning Resources programs as a system wide component of the California Community Colleges coordinated by the Chancellor's Office in consultation with the colleges.

- Instruction: Promote Library and Learning Resources programs as a means of enhancing the teaching and learning process and the promotion of intellectual growth.

- Program Review (Accountability): Ensure consistent program development through adherence to both system and institutional qualitative and quantitative accountability standards.

- Technology and Equipment: Facilitate increased utilization of technology and equipment in order to evaluate and coordinate electronic access to information resource, and student academic support services.

- Networking and Resource Sharing: Strengthen collaboration and resource sharing among community college libraries and learning resource centers statewide.

- Student Success and Equity: Advocate policies and guidelines of resources that are timely and promote equity and diversity.

   (http://extranet.cccco.edu/Portals/1/AA/LibraryLearningRes/2017/LLRP_MissionGoals_6_2_17.pdf)

Executive Committee Agenda Item

SUBJECT: Effective Practices for Online Tutoring		Month: March	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the draft of *Effective Practices for Online Tutoring*.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the spring plenary of 2008, the body passed Resolution 13.04, directing the ASCCC to research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs.

The draft of the paper entitled *Effective Practices for Online Tutoring* is being brought by the Transfer, Articulation, and Student Services Committee for consideration by the Executive Committee.

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

Effective Practices for Online Tutoring

[Planned Adoption Spring 2019]

The Academic Senate for California Community Colleges

The Transfer, Articulation, and Student Services Committee 2018-2019

Committee Members

Michelle Velasquez Bean, Chair, Rio Hondo College

Arthur Guaracha, Southwestern College

Graciela Sae-Kleriga, Southwestern College

Karen Chow, De Anza College

LaTonya Parker, Moreno Valley College

Lynn Fowler, American River College

Tanya McGinnis, Antelope Valley College

Teresa Aldredge, Cosumnes River College

Table of Contents [Page numbers to be added in final document.]

Introduction

As institutions of higher education seek to support students through innovative learning and teaching methods, many colleges have begun to investigate the opportunity to provide tutoring through distance education formats. Student success support is not limited to face-to-face interactions within the classroom. As awareness of online tutoring and its role in supporting community college students increases, many colleges have set goals to eliminate barriers in providing student success support by implementing effective practices for online tutoring programs.

Shifting demographics within the state of California and more specifically within the California Community College (CCC) system has created a need for equitable solutions for the success of our students. Students who enter our institutions should be afforded the same level of support whether they enter virtually or in-person. The development of the Online Education Initiative (OEI) has sparked great interest and collaboration within the system to support students' successful completion of courses by using online support services such as online tutoring. The value of framing the need to innovate and reimagine the way we serve students in a continually adapting and evolving world of technology is equally important. We must meet the needs of *all* students who may have barriers to success, such as full workloads along with course commitments and other barriers impacting our diverse student populations. This paper examines multiple resources available for the development and use of online tutoring support.

How To Use This Paper

This paper may be used to assist community colleges with the development of effective practices for online tutoring programs. As such, this paper contains multiple sections that include the following: 1) Accreditation and Online Tutoring, 2) The Value and Benefits of Online Tutoring, 3) Audiences for Online Tutoring, 4) Online Tutoring Skills and Practices, 5) Challenges and Parameters of Services, and 6) Recommendations for Practice. Information described in this paper may be used to develop, enhance, and identify areas of both value and concern for online tutoring programs.

This document was created by the Academic Senate for California Community Colleges' (ASCCC) Transfer, Articulation, and Student Services Committee (TASSC) with recommendations from the Association of Colleges for Tutoring and Learning Assistance (ACTLA).

Justification for the Paper

During the spring 2008 plenary session of ASCCC, the delegates representing the California community colleges passed the following resolution:

> Resolution 13.04 Spring 2008 – Effective Practices for Online Tutoring
> Whereas, Distance education has become a significant portion of California community college offerings, and parallel and equivalent services need to be offered to all students;

Whereas, Online academic tutoring services for distance education students are being implemented across the state as online programs expand; and

Whereas, Tutoring services are an effective means of supporting students, and faculty are concerned with student success and academic quality;

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.

Following the resolution, the Online Education Initiative (OEI) workgroup began investigating online tutoring platforms and piloting effective practices in conducting online tutoring. In fall of 2012, the Counseling Library Faculty Issues Committee published the rostrum article "Successful Online Tutoring Part I: Getting Started,"[1] which briefly discussed interest, need, and initial implementation strategies for colleges seeking to build online tutoring programs.

In fall of 2018, the charge of writing a paper fully addressing the changes, challenges, benefits, and effective practices of online tutoring was assigned to the members of TASSC. In response to the changing needs of distance education and the challenges of meeting the needs of our diverse student population, TASSC has also consulted with leaders in the field from ACTLA, who are developing set of recommended criteria for online tutoring at the time of this paper's publication; ACTLA's recommendations once published may be used to support this paper in assisting colleges and local senates seeking to build programs, procedures, and effective practices for online tutoring.

Accreditation and Online Tutoring

Institutional effectiveness is driven by a campus-wide effort to meet accreditation standards, and the growing interest in developing online tutoring programs could be an additional and viable campus resource for student success programs seeking to meet accreditation standards. According to the Accrediting Commission for Community and Junior Colleges (ACCJC), accredited institutions are most successful when curriculum, programs, and services foster student learning and achievement via data-informed program design, implementation, and assessment. There are two types of accreditation: *institutional* (evaluation of overall campus) and *programmatic* (evaluation of programs, courses of study, etc.). Both are important, as programmatic goals support institutional goals; thus, the development of an effective online tutoring program could certainly support a college's institutional goals. The ACCJC requires four standards as a framework to promote student success (2014):
- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity
- Standard II: Student Learning Programs and Support Services
- Standard III: Resources
- Standard IV: Leadership and Governance

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[1] Smith, Beth, et al. (2012). "Successful Online Tutoring Part 1." Academic Senate for California Community Colleges. Retrieved from https://asccc.org/content/successful-online-tutoring-part-i-getting-started.

The following paragraph highlights examples that an online tutoring program could satisfy for the aforementioned standards:

An effective online tutoring program's goals and outcomes should be aligned with the overall mission of the institution to ensure high-quality programming, evidence of student learning, and intentional use of resources (Standard I). They should be designed using short- and long-term goals, learning outcomes, and a continuous assessment of services to uphold institutional effectiveness. This will lead to a highly successful comprehensive program review focused on student development and achievement. For example, colleges that can collect student demographic data (i.e., gender, age, major, course, enrollment status, units completed, degree goal, grade point average, etc.) and affective outcomes detailing students' feelings and attitudes of services (e.g., availability of tutors, program hours, validation, technology, etc.) have a greater likelihood of creating programs that meet their students' individual needs.

To support instructional programs and student learning, it is recommended that online tutoring services meet the needs of students via equitable access to tutoring and a continuous assessment of student progress, learning, and success, regardless of service location and delivery method (Standard II). Moreover, in designing effective online tutoring programs, students should be viewed from an asset-based learning lens, which recognizes the skills and strengths of students. Further, this framework seeks to empower students by helping them understand and apply the knowledge and experience they bring to the learning session. This concept can help increase students' confidence and critical thinking, which promotes students viewing themselves as leaders and teachers in a transaction of learning, rather than merely learning content through a transmission of information (Metz and Bezuidenhout, 2017; Peacock and Cowan, 2016).

Human, physical, technology, and financial support are needed to ensure program success. Colleges must invest in training and technology that provides the greatest opportunity for successful development and implementation of services (Standard III). This should include resources for the program and students alike. For example, colleges can purchase software or use online platforms that support the short- and long-term goals of the online tutoring program. Additionally, colleges can proactively remove barriers that may prevent students from accessing the services. This equity-driven practice includes ensuring students have reliable wireless internet on campus and accessible computer labs with any necessary equipment for an online tutoring session, or opportunities to rent or purchase discounted tablets or electronic devices.

The hiring, development, and support of qualified personnel is also needed to create an effective online program. Tutors must be well-versed in the use of technology, subject matter, and tutoring strategies, such as building a welcoming and engaging online environment for students (Metz and Bezuidenhout, 2017). Periodic evaluations and training for personnel are important to ensuring the quality and standards of service. These standards and professional development opportunities must be aligned with the overall goals of the program and of the institution. More on training and professional development for tutors will be described later in this paper.

Supportive leadership is key for programming success (Standard IV). Campus leaders (i.e., board of trustees, presidents/superintendents, vice presidents, deans, and faculty leaders) should be well informed of the tutoring program's goals, challenges, and achievements, as these individuals

have access to resources, such as financial, technological, physical/facilities, and social/networking, that can aid in the advancement and continuation of tutoring services for students.

The Value and Benefits of Online Tutoring

Online tutoring provides benefits for all students, as well as for the institution and the faculty. As previously mentioned, effective online tutoring creates supplemental opportunities for students enrolled in all types of courses: face-to-face, hybrid, and online. These programs are an essential resource for community college students who largely commute to campus and have external factors that compete for their time.

Online environments for completion of courses, degrees, counseling, and tutoring are becoming more prevalent in higher education. The number of students taking online courses has increased dramatically in recent years. In fact, a *U.S. News* article reported that federal data from a study conducted by Babson Survey Research Group of more than 4,700 colleges and universities, found that more than 6.3 million students in the United States took at least one online course in fall 2016, a 5.6 percent increase from the previous year (Friedman, 2018). The article also states that this is the fourteenth consecutive year of reported growth in online enrollment. Because of this growing trend, learning centers have found it essential to incorporate technology and other online resources to adapt and meet the needs of students. Online tutoring allows students, who have obstacles or barriers to receiving in-person campus assistance, the equitable opportunity for success services beyond the boundaries of the physical campus space.

Online tutoring proactively creates opportunities to engage students in their communities using a myriad of access modalities (e.g., via phone, e-mail, or computer/video conferencing platforms). Similar to face-to-face learning assistance programs, online tutoring can help students enrolled in multiple courses from various disciplines. Online tutoring programs may assist students with various needs for course success, such as the development of ideas, organization of information, formatting of research papers, and preparation for exams, to name just a few activities. To achieve success in these areas, online experiences for tutors and students must be equivalent to face-to-face tutoring services. Tutor and student expectations for a successful learning session will be addressed later in this paper.

Audiences for Online Tutoring

The California Community College (CCC) system serves 2.4 million students at 114 community colleges. Many of these students commute to campus, work off-campus in part-time or full-time situations, and may have family or individual responsibilities that can often create barriers to success. These factors compete for students' time and can impact their enrollment decisions, their use of campus services, and their ability to succeed. To positively support students, many colleges have created various methods of course delivery, including traditional face-to-face classrooms, where students attend lectures in-person; hybrid or blended classrooms, where a specified number of course hours include online learning in addition to face-to-face attendance; and finally, online courses, where students do not meet in a physical classroom so that learning

can be accessed anytime within any space. Online tutoring can be a flexible resource designed to support students within all of these course delivery methods.

As noted in our rostrum article "Successful Online Tutoring," "The goal of online tutoring is to create a virtual tutoring environment for students that emulates a face-to-face experience which can help a student achieve success in a given class."[2] As such, online tutoring was designed to meet the needs of all community college students who are enrolled in traditional face-to-face, hybrid, or fully online learning environments. These services are especially useful for the large numbers of community college commuter students and students with challenges or disabilities who are limited in their ability to physically access on-campus academic tutoring support. Therefore, online tutoring programs are responsive to the needs of all community college students, and they create authentic opportunities for students to engage in support services outside of the physical space of the college campus.

Online Tutoring Skills and Practices

Effective skills and practices for both the tutor and the tutee[3] are critical in the success of an online tutoring program. The necessary skills and practices may vary depending on the college's needs and available resources, the type of platform or interface used, and the subject(s) being tutored. In this next section of the paper, descriptions of some basic roles, competencies, practices, and resources suggested for online tutoring will be given.

<u>Online Tutoring Interfaces and Resources</u>

Colleges have two major options for online tutoring interfaces and resources: 1) contracting tutoring services through proprietary online tutoring companies (such as NetTutor) and 2) training in-house tutors and making their services available using a technology platform (such as WorldWideWhiteboard or any other online conferencing platform).

When considering proprietary companies for tutoring interfaces, platforms, and resources, colleges are encouraged to research various elements of the services provided, such as the following: cost, content/subjects tutored, functions or availability of technology (e.g., chat, instant messaging, video, interactive whiteboards, file sharing, cell phone capability, etc.), customer ratings, tutor qualifications, available hours and days, synchronous or asynchronous[4] options, and ease or user-friendliness.

Additionally, colleges in the development stage of an online program may need to investigate the available campus resources and existing learning or tutoring centers to assess the most effective means of providing online tutoring services for the campus. The following paragraphs provide an overview of the key components of proprietary companies, specifically NetTutor, along with an overview of the use of local or in-house tutors for comparison.

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[2] Ibid.

[3] The term "tutee" is used by experts in the field of tutoring and learning centers, as synonymous with "the student" who uses tutoring services.

[4] Synchronous is interactive, real-time communication between tutor and tutee. Asynchronous is interaction between the tutor and tutee that is time-displaced.

NetTutor Service

Currently, California community colleges have access to a free systemwide license for the use of WorldWideWhiteboard, as well as access to reduced-cost licenses for the use of NetTutor through the CCCCO California Virtual Campus - Online Education Initiative (CVC-OEI). The CVC-OEI is

> a collaborative effort among California community colleges to ensure that significantly more students are able to complete their educational goals by increasing both access and success in high-quality online courses. . . . Composed of high-quality online courses, resources for students, and technology, the CVC-OEI represents a comprehensive and collaborative program that leverages effective practices and technology to significantly increase the opportunity for higher education degree attainment in California.[5]

NetTutor, the tutoring service accessible to students who enroll in courses through the CVC-OEI is an online tutoring service provided by a company called Link Systems International (LSI). LSI selects and trains the tutors and delivers tutoring services through the WorldWideWhiteboard platform. NetTutor can be integrated with Canvas, a widely-used course management system among the CCC system; this integration enables students to have a single sign-on access to NetTutor, which means that they can access NetTutor services through their Canvas courses without having to go through an additional sign-in process.

NetTutor provides synchronous (real-time) online tutoring to students with trained tutors who have at least a bachelor's degree, have prior teaching and/or tutoring experience, work as full-time tutors, and have successfully completed a month-long training period. The NetTutor service is also accessible in the evening hours. The CVC-OEI and NetTutor have developed an Online Tutoring Handbook[6] with recommendations for CCC faculty on how to encourage students' effective use of the service.

Again, the cost, content, available technology, consumer ratings, tutor qualifications, availability, synchronous or asynchronous options, and the ease of use are important aspects to evaluate when considering the use of any outside service for a local online tutoring program. Community colleges are encouraged to discuss and decide which direction most effectively and efficiently meets the needs of the students and the campus overall in determining the use of a proprietary service versus the use of local tutoring services.

Local Service

As colleges engage in high-quality, low-cost options for serving students from diverse populations with varying needs, established learning centers may seek to build upon existing student services. Some community colleges have developed their own local online tutoring service or site to do this work (see Appendix A for a list of a few of the CCCs already engaging in this work). Colleges with such programs have identified and/or trained in-house tutors (e.g.,

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[5] "About The OEI." Retrieved from https://cvc.edu/about-the-oei/.
[6] "OEI Online Tutoring Resources Handbook." (2018). Retrieved from http://cvc.edu/wp-content/uploads/2018/01/OnlineTutoringHandbookSpring2018.pdf.

staff/tutors already employed with the college or hired locally for campus tutoring services), who have had interest or who possess the technological skills to provide quality online tutoring sessions. These programs often provide a link or site developed for the online tutoring program at the local campus, making in-house tutors available for either for synchronous or asynchronous sessions.

Challenges to establishing in-house online tutoring programs will be addressed later in this paper. However, a resource to consult may be the CVC-OEI, which provides tutoring resources to augment other tutoring services that local colleges may have. The OEI-NetTutor site has multiple links to resources.[7] Below are examples of services that are available through CVC-OEI:

1. A low-cost license to provide student access to NetTutor online, on-demand service, where students can connect to a live tutor.
2. A systemwide free license to access and use the WorldWideWhiteboard platform, which all California community colleges may use for students, faculty, and staff to collaborate and tutor online.

Online Tutoring Center versus Online Resources

Some colleges make available to students an online tutoring center through an online tutoring service, site, or link accessible to students through the college's website, online course management platform, or registration management platform. Online tutoring differs from online resources in one or both of the following ways: 1) An online tutoring center will provide students fully online, on-demand, synchronous access to a live tutor, which differs from placing resources on a college website, where students access resources to help increase academic success without accessing fully online, on-demand, synchronous tutoring; or 2) Colleges provide asynchronous tutoring services, where students send questions or seek feedback or assistance with course content or concepts, and then wait for a tutor to respond at a later time; this differs from instructors or tutoring centers placing guides or helpful links or videos online to augment learning or course material, which is not considered online tutoring.

Video Conferencing and Campus Services

Video conferencing services may be leveraged to deliver tutoring, as well as other campus services; however, the logistics of using such services would need to be set up locally. Student access will also need to be considered, ensuring that all students have available free resources, such as computers, cameras, and any needed peripherals, such as audio devices/speakers or any other universal access equipment.

All California community colleges have access to the following services to support building an online tutoring program using whiteboards and video conferencing: LSI WorldWideWhiteboard (as described above) and CCCConfer/Zoom,[8] a free systemwide account accessible by faculty and staff, which is effective for faculty-to-student online tutoring, for staff-to-student tutoring, or for student-to-student online group or one-on-one tutoring.

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[7] "Tutoring." California Virtual Campus. Retrieved from https://cvc.edu/cvc-oei-student-experience/tutoring/site.
[8] See https://www.cccconfer.org/ for more information.

Additionally, when researching the availability of video conferencing for online tutoring, colleges may need to collaborate with the information technology department (IT) to evaluate and assess the internet capabilities and bandwidth needed to support video streaming on campus.

The Role of the Coordinator

When investigating and developing a plan or procedures for an online tutoring program, consideration of the required personnel, equipment, and space is necessary. One personnel role suggested as a key component of a robust learning center in addition to the tutor and tutee, either in an on-ground or online tutoring center, is a faculty coordinator; thus, thoughtful discussion and intentionality toward filling or leveraging an existing coordinator role is important.

One of the first responsibilities of an online tutoring coordinator may be to determine the operational framework and effective practices desired to meet the outcomes for the online tutoring program. The coordinator could be a person already in place in another student service center who desires or is deemed appropriate to lead an online tutoring program or could be a person solely intended to lead the campus online tutoring service.

If the college determines the need for a coordinator role, a starting point for the coordinator may be to assess the availability of resources and platforms, in collaboration with administration and any learning center staff available. Furthermore, the location and any physical space needed for the tutoring center (especially, if the center uses in-house tutors) or for students who need to access campus technology in order to use the online tutoring services should be considered. Challenges regarding implementation for the institution will be addressed later in this paper.

In making recommendations for designing the online tutoring environment, coordinators often work with staff, faculty, and administrators to consider the utilization of either or both of the following two types of online tutoring: synchronous or asynchronous. Both of these methods offer opportunities and challenges for students and staff. The asynchronous form of online tutoring entails interaction between the tutor and tutee that is time-displaced. Students submit their work and/or question(s), then wait for a response, usually given within 24-48 hours.

Alternatively, synchronous tutoring occurs online during an interactive, real-time chat, often using a program that has on-screen video, file-sharing, whiteboards, or any other appropriate interface for communication with students of a variety of needs (Sabatino, 2014). Coordinating online synchronous tutoring time can become an added challenge for both the tutor and the tutee. For this reason, tutoring should be available at various hours to meet the demands of students' differing schedules, as well as the availability of the tutors. Moreover, the coordinator's role may include scheduling the tutors' working hours, if the center elects to use in-house tutors, and if using an outside company for services, the coordinator may monitor and assist tutees' use of the service and any in-house equipment, as needed.

The coordinator may also keep records and data to regularly assess and monitor the needs of the program, the students, and the staff/tutors. Effective programs develop and regularly measure outcomes in collaboration with faculty and staff or tutors, as well as ensure alignment with

student equity metrics and institutional outcomes, which could be another responsibility of the coordinator.

The above descriptions are not intended to be an exhaustive list of responsibilities for an online tutoring center coordinator, nor an endorsement of any one role or service in particular, but rather an overview of some of the possibilities to begin campus discussions on effective practices for online tutoring.

Preparing the Tutee

Some necessary skills are required by the students, or tutees, in order to take full advantage of an online tutoring session. Aside from basic computer literacy, the student may need to be familiar with the program or platform being used, which may require either an introductory session with the tutor or a pre-session handout or video sent to the student through email or easily accessible via the online tutoring center's website (Metz and Bezuidenhout, 2017). However, proactive approaches are encouraged by providing welcoming and student-friendly on-campus orientations and/or online readiness tutorials or modules. Incorporating the completion of one of these preparatory sessions as a requirement before an online tutoring session often ensures a higher result of success for both the tutee and the tutor. Creating a list of frequently-asked questions or pre-session tips for students, whether in a handout or on a tutoring center website, is another effective practice for colleges to consider (see Appendix B for suggestions).

Many existing online tutoring platforms supported by proprietary companies have incorporated these practices as part of their site's offerings. However, whether it is an existing external interface or a homegrown site/platform, the tutee should understand the expectations of the required technology, internet access, and basic computer skills necessary to maximize the effectiveness of the online session. If students do not have the technological resources available at home or off-campus from where they may be seeking access to their online tutoring session, they may need to access the college computer labs; again, this should be communicated clearly to the student prior to scheduling an online tutoring session or making any online tutoring available.

The tutee should also be prepared to actively participate and contribute to the tutoring session. By giving the student an example of what is expected during a tutoring session, both the tutor and tutee will be able to make the most of the time they have together. According to researchers and experts in the online tutoring area (Stenbom, et al., 2016; Sabatino, 2014), the following could be used as general steps and structures to help guide expectations or an orientation for either the tutee and tutor before any online tutoring session:

1. To begin the inquiry process, the tutee/student should provide information about the assignment. (However, the tutor may also guide the conversation initially, especially in the synchronous format, to help identify the student's need.)
2. The tutee should explain any concerns with the assignment or skill that is necessary to complete the problem, assignment, or skill review. (However, the tutor and tutee are encouraged to determine the focus of the tutoring session together, if virtual time and space allows by engaging in an exchange or dialogue, accessing the student's prior knowledge, background, and skills.)

Commented [1]: The rest of this section seems more like "how to provide tutoring services." What I would look for, if I were not providing online services now, but wanted to, is "How are online tutoring services different from on-ground tutoring services?" What are distinct differences (beyond the obvious synchronous versus asynchronous, types of technology, etc.), much as we know that teaching and learning are essential elements in any instructional modality, but DE contains elements distinct from F-2-F.

3. The tutee may ask questions or respond to feedback given by the tutor about the problem or assignment. (The tutor should also encourage open communication, while actively facilitating the critical discourse needed to conceptualize and engage the student in inquiry.)
4. The tutor and tutee may develop a plan for future revisions, course assignments, or skill practice.
5. The tutor may also guide the tutee in acknowledging the affective presence of feelings regarding confidence in the overall learning process by guiding the tutee through self-reflection to build the student's self-efficacy.

Training and Ongoing Professional Development for In-House Tutors

In addition to the preparation needed by the tutee, it is also important that the tutor, whether in-house (employed locally by the college) or contracted/hired through a proprietary company, encompass the necessary skills to provide positive and effective online tutoring experiences for students. Effective interaction and collaboration for any type of tutorial cannot happen without the skillful support and moderation of trained tutors.

Colleges are encouraged to engage in conversations with constituency groups to set goals and priorities for staffing their online tutoring centers, with a focus on meeting the needs of all students, as well as considering the financial and budgetary parameters of the campus. Tutors hired by the college can be either paraprofessionals, faculty, staff, student/peer tutors, or those from an outside company. Colleges implementing online tutoring programs may use the Vision for Success and the Guided Pathways framework to guide goal-setting for the staffing of online tutoring programs and centers, so as to ensure that students stay on path, as well as to ensure learning through the support of student success and retention services for courses.[9]

To ensure success, the most effective tutors use multiple engagement strategies and rarely follow one single communication formula. Research suggests that effective online tutors often adopt both proactive and reactive strategies during tutoring sessions (Wong, et al., 2010). Highly-effective tutors learn to be good judges of when to guide, when to facilitate, when to question, and when to provide direct instruction. Proactive strategies include the tutor's ability to create a safe and comfortable learning environment for the tutee by making learning fun, being readily available, encouraging critical thinking, and teaching effective study techniques (Peacock and Cowan, 2016). They also approach the tutoring session attempting to ameliorate concerns by using a friendly and open social presence to reduce the distance between tutor and tutee "through effective use of communication conventions" (Metz and Bezuidenhout, 2017). In other words, skilled and well-trained tutors engage tutees in student-centered conversations using equity-minded language and positive verbal approaches to create a safe space for students to openly share their views, perspectives, and concerns.

Just like in any other tutoring situation (i.e., face-to-face sessions), effective online tutors, in both asynchronous and synchronous situations, actively work with tutees to identify what the students desire to learn and then allocate sufficient time to tutor. Any effective tutoring session is not

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[9] See the Chancellor's Office documents at
https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf and http://cccgp.cccco.edu/

Commented [2]: If a college chooses to use the proprietary services of LSI, then this section is moot, yes? Do they not hire and train their own personnel? What input does each individual college have into LSI's personnel?

Commented [3]: I added to the title "in-house"--does that help? I really don't want to delete this section.

merely teaching facts or solely giving information; instead, it is a productive session that should stimulate conversation, debate, opinions, and analysis of ideas. One common myth about online tutoring is that online tutoring sessions are significantly different from face-to-face situations, and although there are differences in the modality used for the session (i.e., communication through technology for online tutorials), effective online tutors use the same engagement strategies that face-to-face tutors use, especially social, cognitive, and pedagogical techniques to create positive educational learning experiences for students (Peacock and Cowan, 2016).

An effective online tutor, just as does a tutor in face-to-face sessions, aims to create a learning exchange based on an inquiry framework that provides a safe space for the tutee to work through intellectual challenges "to go beyond themselves in terms of their depth and breadth of understanding so into their zones of proximal development" (Peacock and Cowan, 2016). A successful tutor will help students move into learning experiences that foster intellectual growth and critical thinking, beyond just knowledge acquisition, which encourages the students to be thoughtful, insightful, and solution-oriented; this supports the students beyond the tutoring session when they conduct their own research and problem solve on their own. This skill is imperative for those students wishing to transfer to a university, where faculty expect a great deal of independent learning, as well as for those entering the workforce needing to meet the demands of industry.

Effective tutoring strategies should also include the tutor's ability to adapt to the student's pace, learning style, and interests. Effective tutors get to know their tutees and cater interactions to the students' individual needs as much as possible. For example, some students enjoy engaging in social interactions and are already highly-motivated to do so, while others feel more comfortable taking a more passive approach to a tutoring session. Either way, it is vital for tutors to communicate and keep track of their tutee's progress throughout the session. Moreover, some students are reflective learners who enjoy reading material, processing, and analyzing, and *then* discussing, while other students prefer learning while doing. Some tutors find it useful to give the tutee an initial learning-style assessment to decide on a particular tutoring approach that best fits the student's needs. However, it is important to note that the role of an effective online tutor requires these competencies that go beyond technological skills and that encompass a complex skill set, as briefly described in this section.

Scaffolding, Digital Badges, and Videos

There are a variety of tools and resources that colleges may adopt when structuring a local or homegrown online tutoring program, and professional development, just as it is for proprietary companies' tutor training, is certainly a key component for ongoing training of any local in-house tutors. The following concepts are just a few of the many professional development opportunities and structured frameworks that may help shape effective training for local online tutoring:

Scaffolding

When creating an online tutoring program, designing a structure of how guidance is to occur between the tutor and student is suggested; one method is known as "learning scaffolds" (Feng,

Commented [4]: This seems appropriate to ANY tutoring services, not just online services.

Commented [5]: I added in an explanation of a myth. Research shows that the same skills needed for online tutoring are the ones for face-to-face tutoring--no differences if the tutor is effective other than using the technology.

Commented [6]: Do we need to say this about the four-year? Does it sound like CCCs don't require this? Can I delete?

Commented [7]: the entire section that follows seems so prescriptive and detailed as to suggest that online tutoring doesn't already exist. Suggest editing - less "description" which would shorten this section.

Commented [8]: I added subheadings--does this help or do you think that there is still too much description? I am apprehensive to delete anything because they were topics approved in the outline to Exec. What do you think?

Commented [9]: Honestly, in general the paper seems so detailed from "role of the coordinator" on as to seem to be "foundational" for the field; as though no CCC's are, and have been, providing online tutoring for a significant amount of time.
What seems to be missing is the:
To go proprietary or "home-grown" - pros/cons, considerations, etc.
If I were looking to set up services, that would be helpful for me.

Commented [10]: Good point--that probably is because I am revising and I am a writing center coordinator. I will add a section about contemplating the comparison of home-grown vs proprietary company.

et al., 2017). Successful scaffolding for an online tutoring session can be divided into target categories: social, teaching, and cognitive. Although all three targets can and should be utilized throughout the online tutoring session, the beginning of the session could focus primarily on developing a social presence. This may involve training a tutor to present a welcome or introduction, showing a tutor how to engage in online discussion etiquette using equity-minded language, and providing examples of positive motivational comments a tutor can use for a student's progress and efforts (Stenbom, et al., 2016).

Additional training on the mid-phase of an online tutoring session could focus on the tutor's teaching presence. This includes training tutors how to focus on the assignment and study material, how to provide learning support for the tutee, and how to explain the connections between the learning activities and the learning objectives. Lastly, effective training for the final phase of a tutoring session may focus on the cognitive presence provided by the tutor during a session, which can be reached by providing examples and models to tutors of how to guide students through self-reflection, exploration of the student's own thinking and practice, and showing tutors how to check for understanding during and at the end of the tutoring session.

Digital Badges

Another effective method of ongoing professional development and training for online tutors is the use of digital badges. The term "digital badges" dates back to 2010 (Gibson, et al., 2015) and describes the virtual acknowledgement of skills and competencies that a tutor may attain. From the perspective of online tutoring practices, badges have the potential to motivate tutors, encourage reflection, and recognize skills that online tutors have acquired through practice (Hrastinski, Cleveland-Innes and Stenbom, 2018). An effective professional development process can be to create digital badges used as specific target goals for tutors to meet the needs of a particular campus, a particular student population, or a particular subject matter or discipline.

For example, digital badges can be earned when the tutor provides an example of a particular skill by submitting a copy of a chat discussion or transcript taken from an online tutoring session. The following are three of the many examples of digital badges that a tutor may earn (Gibson, et al., 2015):
1. A badge focusing on the tutor's skill to encourage discussion. The tutor may be encouraged to have conversations that emphasize discussion rather than direct instruction or lecturing. The tutor may ask questions and give students time to explain their ideas.
2. A badge encouraging reflection, where the tutor's conversations may include examples of a tutor's ability to initiate deeper cognitive reflection on what the student has learned.
3. A badge that focuses on the tutor's skill of providing social or emotional support (addressing the affective or the self-efficacy of the tutee). The tutor's conversations could illustrate encouragement that can help a student turn possible frustration into a productive dialogue.

> **Commented [11]:** Exec members initially questioned this role of "emotional support" but I see it as valuable and part of the framework of inquiry described in the research. Do we need to explain this more here?

This last badge described above may or may not be relevant, as some may argue that providing emotional support is not the role of a tutor, but recent research points to the importance and validity of the affective and emotional presence of the tutor in providing positive virtual environments for students (Stenbom, et al., 2016). Nonetheless, allowing tutors to acknowledge

and build tutoring skills, while earning digital badges, can be a valuable training method, especially when involving the training of peer tutors (e.g., students hired by the college as tutors). This can be an effective and ongoing professional development opportunity for successful programs to encourage self-reflection for tutors, boost workplace motivation, and provide for the evaluation of quality assurance.

Videos

In effective educational settings, instructor or tutor-made videos can be used to supplement and reinforce previous instruction and aid students in mastering complex material. Supplemental video lectures can complement classroom lectures, illustrate how to think through and solve problems, provide clarification, or give students an opportunity to review at their own pace, and as often as needed for mastery of the material, content, or skill (Brecht, 2012). However, the use of videos that solely augment lessons or course content is not the same as providing an online tutoring environment.

Research, however, does show that watching a video of a tutor helping another student solve complex problems has been an effective tutoring practice. For example, when second-year physics students viewed a video of a simulated conversation between a student and tutor about quantum mechanical tunneling, they performed better on a post-test than others who had viewed alternative videos on the same topic in a traditional lecture format. Asking students to solve physics problems collaboratively while watching the video showed to be even more successful (Chi, 2013).

With continual evolving and advancing technology, such as mobile devices, faster computer processors, increased bandwidth, and easy access to free video streaming platforms, students have more opportunities to access virtual learning environments, and video creation is one of those opportunities that may make it possible for many more students with access to small digital video recorders, phones, or tablets to efficiently and effectively learn how to use online services. Video recordings can be relatively low-cost, easily shared additions to an online tutoring session to support students who may benefit from observing others learn. However, it is important for colleges to provide equitable opportunities to train staff and faculty on how to use video streaming platforms and video capturing technology, in addition to providing resources for tutors to model and assist students with accessing these types of devices and learning opportunities.

Overall, it is important to remember that in all types of online tutoring, whether synchronous or asynchronous, there should exist a set of established guidelines for structure, expectations, roles, responsibilities, and available training and ongoing professional development for use of the continually adapting technology for all, including tutors, faculty, staff, and students.

Challenges and Parameters of Use of Services

As California community colleges seek to meet the needs of diverse student populations, especially in efforts toward meeting the goals of the Chancellor's Vision for Success and the Guided Pathways framework that aim to support students toward degree and certificate completion, campus communities have begun to reimagine the way they provide services to

community college students, and online tutoring is one of those emerging areas of expertise. Like with other relatively new program designs, innovation within the online learning environment comes with its own set of challenges. Colleges developing online tutoring centers might consider the parameters and possible barriers to creating, sustaining, and growing online tutoring programs.

Commented [12]: This paragraph contains the essential points; suggest moving it close to the beginning, such as in the Justification for the Paper.

Challenges to Effective Online Tutoring

In seeking input from established online tutoring programs across the CCC system, the following list was compiled to highlight some of the challenges that community colleges face and that others may want to contemplate and address if building an online tutoring program.

Institutional Challenges

- Limited funding may negatively affect the ability to start an online tutoring program or to scale-up an existing tutoring center.
- Ongoing resources are needed to support a robust online tutoring center.
- Institutions may need to invest in training for in-house tutors, staff, and faculty.
- Campus online tutoring programs could be seen as encroaching on an already existing student service, so colleges should be intentional about seeking input from other student service areas.
- Institutions will need to research and find user-friendly tools that are not cumbersome for either the tutor or the tutee.
- Online tutoring programs may need additional support from a full-time coordinator, either one from an existing campus student service area or one intended for the online program only.
- Lack of collaboration or communication with faculty who are teaching/lecturing in the courses from which the tutees are seeking help may be an issue.
- Slow or unreliable internet connections for either the tutor or the tutee could be a challenge in quality video conferencing, if used.
- Some dissenters may question the authentic learning happening in the virtual environment.

Tutor Challenges

- Tutors require advanced technological skills. Some colleges have tried using video streaming platforms and have had challenges with training in-house tutors on the use of the technology or the streaming platforms. Other colleges have opted to contract with outside companies, who have tutors trained in these technological skills.
- Tutors in synchronous environments will need to provide responses in a friendly, positive tone to establish a trusting relationship with the tutee. Training for social and emotional presence may be needed for in-house tutors and should be ensured for any outside tutors (from proprietary companies), so that feedback is constructive in every session for every student.
- Tutors sometimes find it difficult to engage the tutee in the online platform. The tutee may not actively participate initially, and therefore, targeted training for any in-house

tutors on how to use engagement strategies will be needed and should be ensured for any outside tutors.

- Some colleges have limited hiring availability (for example, some colleges have been directed by their institutions to hire only peer tutors).
- Scheduling training for in-house tutors often proves to be an obstacle for centers, as many tutors have varying schedules that do not necessarily allow for extensive time or commitment to training, especially when tutoring programs employ peer tutors who are full-time students. Training for tutors hired from an outside proprietary company should not be needed by local institutions, but institutions may need to research the training completed by outside tutors to ensure quality.

Tutee Challenges

- Students may encounter limited hours for services, especially if the college is using in-house tutors, who are only able to offer tutoring when the center is open; no late night or weekend hours may be available.
- Response time in asynchronous tutoring sessions may be lengthy for some students.
- Students may need to enter cumbersome data into the online platforms (e.g., math or science problems).
- Synchronous tutoring could be limited to vocal discussions, especially if the college is not intentional about providing accessible services and platforms for all students, including those with hearing impairments or other specialized needs.
- Students may not have a choice between asynchronous or synchronous tutoring. With some proprietary companies who provide online tutors for community colleges, not all of their courses adhere to a synchronous format; some subjects are tutored in asynchronous sessions, while other subjects are tutored using a live whiteboard that directly connects tutors and tutees.
- Some colleges have set maximum hours for the use of online tutoring services for students to avoid bottlenecked days, especially at peak times of the semester (i.e., finals, midterms, end of the semester).
- Students may visit the center's website, but never follow through on asking for an appointment or using the service.

Parameters of Use of Services

Confidentiality

When considering the parameters of an effective online tutoring center, close attention to confidentiality is needed. Colleges may need to develop language appropriate to training tutors on the level of confidentiality needed when working with tutees, such as keeping secure students' names, identification numbers, course grades, or any other personal information to which the tutors have access or that the tutees may share with the tutor. Sensitivity to emotional or personal issues should be discussed in tutor training sessions and clear procedures and parameters may also need to be developed for both the tutee and the tutor. The tutor may need to know the reference location and phone numbers with which to provide students, such as the

campus health and wellness center or when to contact an administrator on a serious concern regarding a student's safety and well-being.

Plagiarism

Another vital practice for effective online tutoring is to ensure that tutors understand the necessity in guiding tutees in the learning exchange and not doing the work for the student. Moreover, coordinators and staff of online tutoring programs should provide both tutors and tutees with the college's plagiarism policies to ensure academic integrity.

Log-In Systems and Use of Services

Development of a clear policy and procedure on how students log-in and use the service is another essential practice for successful online tutoring programs. Some colleges use sign-in sheets if students are using on-campus labs or borrowing college technology/computers, while others have online scheduling management systems that can be used from any location. To support all enrolled students and capture data, most colleges use student identification numbers to log students into their online services. Centers may also need to consider parameters and policies for which type of work or assignments students may seek help. That is, is there consideration for allowing students to use the campus service for courses or activities beyond which they are currently enrolled? For example, some colleges have considered other types of support for student needs, such as writing scholarship essays or personal statements for transfer.

No Shows and Cancellations

As an effective practice, tutoring centers often develop policies for cancelling appointments; that is, some colleges limit how many appointments a student can cancel and in what time frame (e.g., how many hours before the appointment start time), so as to monitor conscientious scheduling practices by the students. Effective practices also include ensuring that students are aware of any established late arrival or no show policies for online tutoring sessions. These parameters should be clearly communicated to the students, either on the center's website or in a pre-session communication or both.

ADA Compliance

Community colleges must have an understanding of the challenges students might encounter when utilizing their online services. Colleges must establish their online tutoring services with the goal of designing support for all students, including those with disabilities. According to Section 504 and 508 of the Rehabilitation Act of 1973, colleges are required to provide accommodations (based on a person's preference) and infrastructure (access of technology) that supports all students (US Department of Labor, 2019). Similarly, these laws were also adopted into California law. For this reason, colleges should design programs that include accessible software, telephones, websites, videos, and documents that support tutors and students who have vision, hearing, learning, attention, and mobility limitations. Moreover, effective programs should continuously monitor and assess their technology and services, and formalize procedures to maintain compliance. This approach will ensure programs are proactively prepared to support

all persons, and are not reactive in redesigning or changing existing infrastructure, which can be costly and time-consuming. To ensure agreement with federal and state laws, colleges should consult with their Disabled Student Services and Programs offices when designing online tutoring programs.

Conclusion

The California Community Colleges serve a diverse group of students with a diverse range of needs. To help students achieve their goals, programs and services must be aligned with systemwide initiatives, informed by data-driven pedagogy, and assessed regularly to ensure student learning and achievement. This paper sought to inform community college stakeholders on effective practices for online tutoring. As research continues to grow in this field, so too, should programs and their development of services aimed at supporting students both inside and outside of the classroom.

RECOMMENDATIONS FOR PRACTICE

Below are recommendations for community colleges to consider when developing effective online tutoring programs:

1. Design programs with input from the campus community.
    ● Solicit feedback from students, staff, administrators, and faculty as an important step to ensure online tutoring programs are designed to support the campus community.
    ● Collect recommendations from various stakeholders through online surveys, listening sessions, or a combination of the two.
    ● Research and discuss the available resources, budget, facilities, and technology with the appropriate campus leaders.
    ● Explore scaling-up an existing learning resource or tutoring center to include an online tutoring component, along with also investigating the use of proprietary companies for tutors.
    ● Compare and discuss the viability of in-house tutors, being mindful of training and ongoing professional development needs.
    ● Keep students' needs and accessibility as a focus and foundation in decision making.

2. Collect data and assess services to improve effectiveness.
    ● Online tutoring can create opportunities to electronically document students' prior knowledge, areas of difficulty, and progression of learning. For example, programs can measure effectiveness with pre- and post-assessments that ask about the scaffolding and delivery of information.
    ● Data can be collected from multiple students and may help guide conversations and collaboration with course instructors to develop classroom interventions for content delivery and successful learning outcomes.
    ● Utilizing data-driven tutoring models also supports community colleges' initiatives, which seek to improve student retention, completion, and success.
    ● Community colleges can also use student data to market tutoring programs, improve technology services, increase access and engagement, track student learning, and create professional development opportunities for faculty and staff.

    The following are examples to consider when collecting and assessing data:
    ● Who are the students seeking help? (Collect demographic data, name, student identification number, course, instructor, section number, time in/out, activity/assignment type, etc.)
    ● How, when, how often do students seek help?
    ● How did the student hear of the center? Who is referring students to the service?
    ● What are the student's experiences regarding the service? (Use of this data should be carefully considered, so as to avoid evaluation unless agreed upon or contractually approved)

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APPENDIX A

California Community Colleges with Online Tutoring Programs

- De Anza College's Writing and Reading Center has an institutional contract with Smart Thinking (enrolled students may access up to 5 hours of tutoring per quarter): https://www.deanza.edu/studentsuccess/onlinetutoring/

- Santa Rosa Junior College uses vendor NetTutor, aligned with Canvas access and available through the student's portal: https://de.santarosa.edu/free-online-tutoring-srjc-students-0

- Long Beach City College uses CCC ConferZoom, accessible through the Canvas course management platform: https://www.lbcc.edu/tutoring

- Chabot College is using CCC ConferZoom for online tutoring: https://www.chabotcollege.edu/learningconnection/ctl/FIGs/tutoring/onlinetutoring.asp

- College of the Canyons provides a faculty resource on a distance learning webpage for CCC ConferZoom: https://www.canyons.edu/Offices/DistanceLearning/Pages/ConferZoom.aspx

- Some colleges use popular online resources for asynchronous tutoring/teaching videos, such as Khan Academy and YouTube.

APPENDIX B

Below is a list of helpful tips to possibly use for a tutoring center webpage or a pre-session handout for students/tutees:

Do's and Don'ts for a Successful Session with Your Online Tutor

- Participate in a tutoring session early in the semester. Seek assistance immediately after you first begin to experience difficulty in the class. Seeking tutoring the day before an exam or when you feel that you are in danger of failing may be overwhelming, so start early.
- Test your technology. Be ready with a webcam, speakers or a headset, or any universal technology you may need (if applicable).
- Choose a comfortable and safe location. Prior to starting your session, plan ahead and choose a quiet location that allows you to concentrate and hear and communicate with the tutor. You may also use campus computer labs, so check for availability.
- Read all pertinent material and try to work all parts of the assignment prior to the tutoring session. This allows you to ask specific questions and pinpoint exactly where you may have difficulties.
- Gather all your course materials. Have at hand the course textbooks, notes, assignment guidelines, syllabus, and other relevant information.
- Set reasonable goals about what can be accomplished. It may not be possible to get answers to questions based on an entire semester's worth of material in one tutoring session.
- Be patient (particularly during busy times, such as midterms and final exams).
- Assume responsibility. Asking for help and guidance is what a strong college student does, but it is the tutor's role to help and guide you, not to do the work for you.

Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND: The Noncredit Committee was tasked with updating the 2009 paper "Noncredit Instruction: Opportunity and Challenge" to incorporate the changes in noncredit instruction that have occurred in the last decade. These changes include equalization of CDCP funding with credit, expansion of online noncredit offering, the Adult Education Block Grant, the Strong Workforce Program, and the adoption of AB 705. The noncredit paper was revised since the first reading to add a diversity piece to the to the introduction, a summary of open-entry/open-exit vs. managed enrollment, and to add missing resolution citations in the paper.

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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, 2006), 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, 2017) 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 (Scott, 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 are essential in the transformation of adult education that began with the passage of AB 86 (Assembly Committee on Budgets, 2013), have been an essential provider of vocational training, were specifically included in recommendations created by the Taskforce on Workforce and a Strong Economy, and were specifically mentioned in AB 705 (Irwin, 2017) to address the needs of credit students.

The increasing interest in noncredit programs shown by the Academic Senate, the California Community Colleges 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 (Resolution 9.02 Fall 2011), inclusion of noncredit faculty in the Faculty Obligation Number (FON) and the development of an equivalent to the 75% law for noncredit instruction (Resolution 7.01 Fall 2018 and Resolution 7.01 Fall 2014), equalization of statewide processes for credit and noncredit curriculum (Resolution 9.02 Fall 2018), more accurate noncredit outcomes and the design of metrics that accurately represent the quality of noncredit programs (Resolution 14.02 Fall 2014, Resolution 13.01 Spring 2012, and Resolution 9.01 Fall 2009), and the recognition that noncredit instruction meets the needs of a wide range of students (Resolution 7.03 Spring 2018, Resolution 17.01 Spring 2018, Resolution 9.07 Spring

2016 and Resolution 13.02 Fall 2011). 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 opens the equity door by providing access to diverse communities and students seeking educational opportunities to achieve and advance personal goals, career preparation, and professional development. Noncredit programs align to college equity goals and the support the creation of educational pathways of success that help students achieve economic self-sufficiency with programs that provide students with the vital skills for the workforce, career education certificates, and essential education to help students transition into associate degree programs and transfer to a four-year university.

Noncredit instruction is limited to the following areas of instruction (Education Code §84757):

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 (Scott, 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, as established in the 2018 budget trailer bill, 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 flexible and highly accessible with a tuition-free model offered at various off-site locations. 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.

Flexible Scheduling Options

Noncredit courses can be scheduled in two different ways, allowing programs to serve the needs of all students. The majority of noncredit courses are scheduled as open-entry/open-exit. Students are allowed to enroll in noncredit open-entry/open-exit courses throughout the term, not just at the beginning of the term. This provides students the opportunity to begin or resume their education whenever classes are in session, instead of having to wait for the next term to begin. Additionally, noncredit students are not required to finish an open-entry/open-exit course by the end of the term, so students have the flexibility to continue the course during subsequent terms until they have completed all of the course's outcomes. With open-entry/open-exit courses, students may begin a course, leave for several weeks, and then return to the course and resume where they left off. This differs from traditional credit courses where students would be responsible for any material that was missed, and the student would need to complete the course by the end of the term.

Noncredit courses can also be scheduled through managed enrollment. Managed enrollment courses are scheduled just like credit courses, where students attend class at the same times every week. These courses do not have open enrollment throughout the term, requiring students to enroll in the class by the census date. Even though these courses are scheduled just like credit courses, students are allowed to continue the course into the next term if they are not able to complete all of the outcomes.

Colleges have option to use both of these scheduling methods for any noncredit course and can structure their class schedules to best serve the needs of their student population.

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's 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. (Education Code §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 68, 645.28 FTES were generated through noncredit. This represents only 5.8% of the total FTES generated in the California Community Colleges that year. 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 to consider additional 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, who 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, often 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 other 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, 2017, 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 Board of Governor'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 Academic Senate adopted **Resolution 1.03 Spring 2010, Noncredit Standing Committee**, which increased the status of the Senate's *ad hoc* Noncredit Committee to that of a standing subcommittee of the Academic Senate. The Academic Senate followed up in Spring 2015 with the passage of **Resolution 17.05 Spring 2015, Establish Local Noncredit Liaison Position**, 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. Academic Senate **Resolution 16.02 Fall 2016, 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 Fall 2017, 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 Spring 2014, 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 Fall 2017, 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.

Academic and Professional 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 Academic Senate took a major step forward in support of noncredit faculty in Spring 2010, when the Academic Senate called for the placement of minimum qualifications for noncredit faculty in the Disciplines List, instead of in Title 5 §53412 (**Resolutions 10.01 Spring 2010 Noncredit Minimum Qualifications, and 10.03 Spring 2010 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; beginning in 2014 the ten state-approved noncredit subject categories were incorporated in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges (known as 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. AB 705)

and state initiatives, 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. The Academic Senate recommends that local academic senates work with their bargaining units to investigate this potential issue and determine if it must be addressed during contract negotiations.

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 Fall 2015, 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 Fall 2011, 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 state and local 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 Spring 2010, 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 (**Resolution 13.01 Fall 2011, 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 Academic Senate has worked to develop and apply rubrics to bring noncredit courses into alignment with credit courses wherever possible. For example, **Resolution 9.08 Spring 2010, 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 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 Fall 2017, 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 Academic Senate recently adopted **Resolution 9.02 Fall 201818 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 AB 705. In recognition of this, the Senate adopted Resolution **7.03 Spring 2018, 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 Spring 2018, 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 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 career and technical education (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 CCCCO's Guided Pathways Award Program, 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. 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 local guided pathways implementation (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 outlined in the trailer bill language(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 SB 361), 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 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 California Community Colleges' 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 to ensure that noncredit students are included in the access and equity metrics.

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 the instruction of 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 mathematics 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 AB 1725, the legislature set 75% of hours taught as the goal for the percentage of credit instruction to be provided by full-time faculty. This was reaffirmed by the Assembly in 2017 (ACR 32) and the Chancellor's Office was called on to establish "goals for full-time faculty and compensation parity for faculty teaching noncredit education." 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 Academic 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.

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.

Challenges for Noncredit Faculty

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

1. 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.
2. The Academic Senate for California Community Colleges should work with the Chancellor's Office to investigate and address and calendar issues impacting noncredit faculty.

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

CDCP vs 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.

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", 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 Completion in the CTE discipline and Certificates of Competency in ESL.

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 framework 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 reduced unit accumulation, no course fees, more flexible scheduling options, and the courses are outcomes based. 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 only be allowable under the older adults category of noncredit instruction and would be funded at the traditional noncredit rate. 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 student with the ability to continue a course from one term into the next, and providing the student with the flexibility only attend classes on topics that the student hasn't already mastered. Noncredit courses 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 awarding units for completion, students may be awarded 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. 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 may help employers understand students'/employees'/applicants' abilities (Wollenhaupt, 2018).

As students acquire skills and collect digital badges, they could eventually demonstrate completion of 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 for which 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 (SEA) Program 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 during the enrollment process. 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 could be a barrier for educational participation and progress: the need to work full-time, transportation costs, child care expenses, and 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. 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 reasons—jobs, family responsibilities, health and other matters.

However, in noncredit, this may have significant unintended consequences 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. (Larson, 2018). 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 than a face to face course by 10%. While these 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, 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 use 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 revise regulations and the Student Attendance Accounting Manual to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses.
2. The Academic Senate for California Community Colleges should work with the Chancellor's Office to modify regulations and the Student Attendance Accounting Manual to ensure that noncredit online courses are funded at the same rate as those offered by the California Online Community College.

Accreditation

The Accrediting Commission for Community and Junior College (ACCJC) accredits both credit and noncredit programs, but some colleges may 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.

Some noncredit programs satisfy the eligibility requirements to be recognized as an approved Adult School by the Adult Schools division of the Accrediting Commission on Schools Western Association of Schools and Colleges (ACS WASC). In order to qualify for ACS WASC accreditation, a noncredit program must enroll a minimum of 6 full time students (or equivalent) and must offer a minimum of two grade levels (ASC WASC Eligibility Requirements). Because this type of accreditation is intended for adult schools, it has only been sought by noncredit programs that offer an adult high school diploma, but it is possible that noncredit programs with multiple levels of coursework in multiple areas of basic skills could also qualify to be accredited by ASC WASC. Currently, there are two noncredit programs that are accredited solely by ASC WASC, one noncredit program is accredited by both ASC WASC and ACCJC, and the remaining noncredit programs in the California Community Colleges are accredited by ACCJC. It is a significant amount of work for a noncredit program to seek accreditation by both ACCJC and ACS WASC, but a noncredit program with an Adult High School Diploma program needs ACS WASC accreditation to have those courses satisfy the University of California's A-G requirements for admission.

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 SB 361 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 (CDCP) 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 Satisfactory Progress (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 reflect 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 reflect 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 revise regulations and the Student Attendance Accounting Manual to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses.
4. The Academic Senate for California Community Colleges should work with the Chancellor's Office to modify regulations and the Student Attendance Accounting Manual to ensure that noncredit online courses are funded at the same rate as those offered by the California Online Community College.
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 to ensure that noncredit students are included in the access and equity metrics.
9. The Academic Senate for California Community Colleges should work with the Chancellor's Office to investigate and address and calendar issues impacting noncredit faculty.

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: Work-Based Learning Paper		Month: March	Year: 2019
		Item No: IV. K.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and considers for approval the draft of the Work-Based Learning Paper.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
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 Executive Committee did a first review at its February 1-2 meeting.

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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

For adoption Spring 2018

ASCCC Career Technical Education Leadership Committee 2018-2019

Cheryl Aschenbach (Chair), English, Lassen College
Brandi Asmus, Agriculture, Woodland College
Maria del Rosario Biddenback, Nursing, Napa Valley College
Marie Boyd, Library Science, Chaffey College
Brenda Chan, Nursing, East Los Angeles College
Kevin Corse, Automotive, Oxnard College
Mayra Cruz, Child Development, DeAnza College
La Tanga Hardy, Child Development, Los Angeles Trade Technical College
Jody Johnson, Child Development, Santiago Canyon College
Vicki Maheu, Business Office Technology, San Diego Continuing Education
Xu Meili, Computer Information Systems, Sacramento City College
Brian Moe, Dance, Los Angeles Pierce College
Carlos Perez, Electronics, Sacramento City College

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 career education programs in an effort to close both the skills gap and employment gaps anticipated in California in coming years. While classroom instruction is a critical component of programs preparing students for the general and job-specific demands of occupations, work-based learning is even more important.

Work based learning provides students as aspiring employees the opportunity to explore careers and to turn theory and simulation to practice by gaining on-the-job experience. The hands-on experience gained from work-based learning opportunities, especially when considered in combination with the attainment and application of employment soft skills, is a critical component of career training and preparation. Students completing CTE programs with work-based learning embedded are well-equipped to enter the workforce.

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 through immersion in the field and, most importantly, to apply their learned skills in an authentic setting. Ways in which students may apply classroom skills to a work environment vary as does the terminology used for variations of work-based learning. Internships, cooperative work experience, and apprenticeships are commonly referred to within the California community college system, as are clinicals or practicum, preceptorships, externships, and work study. These are not all the same types of work-based learning, nor do they all require the same things of students, colleges, and employers. Yet they are all forms of work-based learning and share many of the same benefits, particularly to students as aspiring professionals. These variations in terminology and type of work-based learning causes a great deal of confusion throughout 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:

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, developed by the 2018-2019 ASCCC CTE Leadership Committee, is the ASCCC response to that direction. Conversations within the field supported the need for more clarity about internship, cooperative work experience, and apprenticeship programs as well as clinical/practicum experience, externships, preceptorships, and other forms of work-based learning, including work study as a financial aid option, used within the community college system.

The remainder of this paper seeks to define each of these work-based learning experiences by providing information about the intent, statutes and regulations, funding, and stakeholder roles. The table below summarizes key elements within each type of work-based learning.

	Intent and Guiding Principles	Guiding Statutes and Regulations	Funding
Internships	Any work-based learning opportunity that allows a student to apply learned skills and theories to a hands-on, paid or unpaid employment environment	None	None specific to internships although colleges may utilize independent study to earn apportionment for students completing internships.
Cooperative Work Experience	Hands-on work-based learning, either general or occupational, coordinated by colleges with students and employers	Regulations based in California Education Code and Title 5	Colleges may earn FTES-based apportionment for CWE units completed by students
Apprenticeship	Hands-on work-based learning, either general or occupational, coordinated by colleges with students and employers	Regulations based in California Labor Code and Title 8	Colleges may be given regular supplemental instruction (RSI or Montoya) funds by program sponsors. Some potential for apportionment
Clinicals/Practicum	Hands-on work based learning completed as part of a course. Often utilized in allied health courses but may be used in other disciplines as well	Regulations consistent with any lab-based curriculum, including required instructor supervision	Colleges may earn FTES-based apportionment for discipline-specific course units completed by students
Externships			
Preceptorships	Hands-on work-based learning completed at the end of a program of study in coordination with employed professionals in the discipline. Common in registered nursing and other allied health programs but may apply to other disciplines as well	CCR $1426.1 Board of Vocational Nursing, Preceptorship	Varies depending on program

Internships

Within California community college career technical education programs and across the state, the word internship is frequently used to describe some form of work-based learning, and the term is often used as a very general reference to or substitute for 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 differences between internships and cooperative work experience.

Internships: Intent and Guiding Principles

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 a classroom environment, usually but not always an academic classroom environment, in real employment situations. Internships also allow employers to see potential employees in action and may influence future hiring decisions.

One could consider internships as the broadest category of work-based learning opportunities, paid or unpaid, with the purpose of having students applying classroom learning to on-the-job experiences. 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.

Internships: Statutes and Regulations

There are no statutes or regulations in California Education Code or Title 5 of the California Code of Regulations related to internships as they relate to students and work-based learning. In fact, the only reference to internships in Title 5 is to faculty internship programs (Title 5 §53500). The lack of specific statute or regulations related to student internships is evidence that internship is a general reference to work-based learning rather than a specific coordinated programmatic application of work-based learning in California community colleges. That doesn't mean that community colleges do not have

internships available to or required of students and that those intern; it only means that there are no legal requirements or expectations related to those internships. The exception comes, though, in forms of internship that are regulated, including cooperative work experience, apprenticeship, clinicals/practicum, and preceptorships. These specific forms of internship are covered later in this paper.

Funding

Without regulation or coordinated internship programs, there is no mechanism for funding of internships within the California community colleges. However, as noted above, other forms of work-based learning utilized within the community colleges are used as internships. Work experience, apprenticeship, clinicals/practicum, and work study all have structures which allow for funding of student internships completed within these specific programs.

In instances when an internship opportunity for students does not fit into any of the other, regulated programs, colleges may choose to utilize independent study to capture student learning through internships. In these cases, approved independent study curriculum must be available, a faculty member must be the instructor of record and must engage with the student to identify learning outcomes for the independent study experience, and capturing of apportionment is done within the guidelines established by the California Community Colleges Student Attendance Accounting Manual.

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.

Cooperative Work Experience: Intent and Guiding Principles

The purpose of cooperative work experience programs within California community colleges is to facilitate a work-based learning opportunity, paid or unpaid, for students. The facilitation of these opportunities includes coordination with students as employers are identified and learning outcomes are established. It also involves coordination with employers as students' progress toward learning outcomes is monitored and hours are tracked. The coordination between college, student, and employer is done on behalf of each student enrolled in cooperative work experience because each student's learning needs and identified learning outcomes are unique. Further, many cooperative work experience programs with the California community colleges also embed lessons on general employment or soft skills needed for students to secure and maintain regular employment. College instructors and cooperative work experience 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. The commitment of employers in cooperative work experience collaborations is essential. While there may be employer benefits of participating in a work experience collaboration, employers should not be using cooperative work

experience agreements for their benefit alone. Employers must be committed to the collaboration with the college and students, and, ultimately, to the growth of each student participating.

Cooperative work experience may be paid or unpaid. There are two types of cooperative work experience allowed for apportionment in California community colleges: general and occupational work experience. 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. Occupational work experience is intended to relate specifically to a students' educational or occupational goal meant to extend what has been learned in the classroom to application in a real employment environment. Both types of work experience are coordinated by a college or district, "a district-initiated and district-controlled program of education" (§55252), on behalf of the student. This is different than apprenticeship, which will be covered later in this paper, as apprenticeship involves the same three participants (college, student, employer) but the coordination is done by the employer or employee group rather than the college.

Cooperative Work Experience: Statutes and Regulations

As an educational program within the California community colleges, cooperative work experience is regulated by Title 5. Specifically, Title 5 sections 55250-55257, 53416, 58009, and 48161 cover topics applicable to cooperative work experience programs. These sections are summarized in the table below. Additional information about relevant regulations is embedded within each stakeholder responsibility.

Section	Focus or emphasis of section
§55250	Approved cooperative work experience plan required
§55250.2	Laws or rules applicable to minor students in work experience
§55250.3	Work experience education
§55250.4	Funds for work experience programs for students with developmental disabilities
§55250.5	Work experience education involving apprentice-able occupations
§55250.6	Work experience education outside of a district
§55250.7	Wages and workers' compensation
§55251	Requirements of cooperative work experience plan
§55252	Types of cooperative work experience education
§55253	College credit and repetition of cooperative work experience
§55254	Student qualifications
§55255	District services for cooperative work experience
§55256	Required records for cooperative work experience
§55256.5	Work experience credit
§55257	Job learning stations
§53416	Minimum qualifications for cooperative work experience instructors and coordinators
§58009	Attendance accounting method used for cooperative work experience
§58161	Apportionment for course enrollment

Cooperative Work Experience: Stakeholder Responsibilities

Stakeholder Responsibilities: Students

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. (Title 5 §55253(a))

Students may repeat cooperative work experience courses any number of times so long as the total limits of sixteen semester or 24 quarter credit units is not exceeded.

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, cooperative work experience 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.

Stakeholder Responsibilities: Colleges

There are definite benefits to colleges in the form of FTES and apportionment generation, but there are also requirements that 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, provision of worker compensation insurance when needed, 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, any cooperative work experience program for which a college claims apportionment is required by Title 5 §55250 to 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. Specific elements required in the plan 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 (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 (Title 5 §55251(a)). Any changes to the plan require local governing board approval.

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 cooperative work experience 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. For development of

guidelines specific to cooperative work experience, 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.

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.

Cooperative work experience courses must be approved utilizing a college's regular curriculum approval process and must be chaptered at the Chancellor's Office. For the purpose of curriculum and Management Information Systems (MIS) reporting to the Chancellor's Office, the TOP (Taxonomy of Programs) Code assigned to general work experience is 4932.00. The TOP Code for occupational work experience must be the same TOP code as the program to which it is related.

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.

Stakeholder Responsibilities: Employers

In addition to district-specific responsibilities in cooperative work experience programs, employers also have responsibilities established by regulation. As partners in a student's cooperative work experience education, employers or their designated representatives must 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" (Title 5 §55257). 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. This is to help ensure that a students have the opportunity to work toward and achieve their individual learning outcomes in the agreed-upon employment setting. 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, it is essential that the employer 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.

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 cooperative work experience programs, a 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 ratio 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.

As long as students complete no more than the allowed cooperative work experience units, colleges may claim state apportionment for all repetitions of cooperative work experience courses (Title 5 §55253(b), §58161).

Apprenticeship

Apprenticeship programs have been referenced in the Strong Workforce Program and Adult Education Program since they provide unique opportunities for students to gain both paid and on-the-job experiences as well as college level curriculum pertaining to their chosen career. Apprenticeship is another type of work-based learning that, like cooperative work experience, could be considered to fit within the larger umbrella of internship but operates within very specific regulations and guidelines. One significant difference between apprenticeship and cooperative work experience is that an apprenticeship program is coordinated by employers or employee groups rather than by colleges.

Apprenticeship: Intent and Guiding Principles

Like internships and cooperative work experience, an apprenticeship is a combination of education and training. Students of a specific occupation or trade, called apprentices, spend time in a classroom learning theory and practical skills specific to employment in a trade, and then they 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.

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In this way, the intent of apprenticeship is slightly different than for cooperative work experience. While the focus is on preparing people for work, the employer-oriented emphasis is on keeping a trade strong through well-prepared professionals. Community college educational programs, including career and technical education and cooperative work experience programs, prepare and push students into industry and are the coordinating bodies guided by Education Code and related regulation. Apprenticeship programs, on the other hand, pull people into industry for preparation, so the coordination and regulation of apprenticeship programs is through Labor Code and related regulation. In apprenticeship, community colleges may play an important educational role but only through coordination at the request of apprenticeship program sponsors within trades or occupations. With responsibilities for coordination resting with employers or employee trade- or labor-related groups, the funding is also different.

Apprenticeship: Statutes 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.

Elements of apprenticeship laws and regulations were shaped most recently by AB 235 (O'Donnell, 2018); changes took effect in September 2018. AB 235 removed the California Apprenticeship Council's authority over apprenticeship programs in non-building and non-firefighter trades, meaning that the council now only has authority over apprenticeship agreements in building and construction trades and for firefighter-related employment. While standards for apprenticeship programs in non-building and non-firefighter trades are not under the authority of the council, standards that establish minimum wages, maximum hours, and working conditions for apprenticeship agreements in non-building and non-firefighter trades still remain within the council's authority.

Laws related to apprenticeship programs can be found in Labor Code, Division 3 Employment Relations, Chapter 4 (§3070-3100). There, one finds 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. The Council has existed for many years but its membership was changed slightly by AB 235 and now includes the chairperson of the California Firefighter Joint Apprenticeship Committee. The Interagency Advisory Committee is new as a result of AB 235. 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 employers, apprenticeship programs, and California community colleges particularly for the coordination of three types of additional on-the-job educational programs other than apprenticeship that may be coordinated in support of apprenticeship programs and their employees. It notes that the provisions within Article 3 are voluntary and only apply in cases where no collective bargaining agreement exists and in cases where prevailing conditions in the industry are not "lowered or adversely affected."

The provisions related to pre-apprenticeship, a new element in law and regulation, in Article 4 of Chapter 4 were added as a result of AB 235. The article provides that Division of Apprenticeship Standards will establish a process for approval of pre-apprenticeship programs.

The regulations supporting the apprenticeship elements of Labor Code are found in Title 8 Industrial Relations, Division 1 Department of Industrial Relations, Chapter 2 California Apprenticeship Council.

Apprenticeship: Stakeholder Responsibilities

Stakeholder Responsibilities: Students

Students interested in apprenticeships must apply to the program sponsor, not the college. Program requirements, including minimum age, education, physical requirements, need for a driver's license, and more, may vary. Some have no education requirement while some may require a high school diploma or equivalent, college coursework, or completion of an aptitude test. Not all programs may be accepting apprenticeship applications.

In considering an apprenticeship, potential apprentices must keep in mind that they are entering a demanding preparation for qualification and progression within a trade. Most apprenticeship programs require full- or nearly full-time employment as a paid apprentice while also regularly participating in classroom instruction. Program length varies. Failure to comply with all requirements during an apprenticeship may jeopardize participation in an apprenticeship program.

Before students consider and apply for an apprenticeship program, they should understand and value the apprenticeship system and enjoy the work of the trade they are starting into. They should also have a stable life situation, including stable living, access to a phone, and have resolved any issues which may

interfere with their work or school performance. This may include having a clear plan for dependable transportation to and from the job and classroom sites and having a solution for childcare issues. Other attributes encouraged in aspiring apprentices are a positive attitude, a strong work ethic,

One significant benefit of apprenticeship to students is application of skills learned in a classroom in on-the-job environment. Apprentices must make a commitment to stay employed within the industry given that the program sponsors as representatives of the trade are investing time and money into an apprentice's training. The duration of apprenticeships vary, but most are one to five-years (2,000 to 10,000 hours). At the completion of the apprenticeship program, the student/worker receives an Apprenticeship Completion Certificate and is recognized as a qualified journeyman nationwide. An Apprenticeship Completion Certificate is one of the oldest, most basic, and most highly portable industry credentials in use today; certificates are issued by the California Apprenticeship Council in coordination with the program sponsor.

Apprenticeship work is paid employment, although apprentices earn less than others in a trade given that they are just learning the craft. While apprentices may start out earning substantially less than journeymen employed in a trade, as the apprentice completes training and employment hours their wages will progressively increase based on the trade's journeyman's hourly wage. Wages usually reach 85 to 90 percent of the rate paid the journeyman in the occupation by the completion of an approved apprenticeship program.

Stakeholder Responsibilities: Colleges
Apprenticeship education is viewed as a model to accelerate the educational preparation of skilled workers to compete in the US economy. As noted, apprenticeships in California are not coordinated by the community colleges but by program sponsors who may be employers (individually or as part of associations) or labor organizations. Program sponsors contract with community colleges or other local education agencies, including high schools, school districts, regional occupational centers, or adult schools. The contracted school or college provides the classroom elements (called related and supplemental instruction) necessary for on-the-job experience, and the employers provide supervised, paid, on-the-job training to apprentices based on established industry standards. As noted in the funding section, reimbursement of funds for apprenticeship related and supplemental instruction is available through RSI Montoya funds.

Typically, the instruction takes place off-site and the instructional hours are reported to the college by the program sponsor at the end of the term. The instructors are usually recruited by the program sponsor and are paid by the program sponsor using sponsor's portion of the RSI funds. Apprenticeship instructors must meet minimum qualifications, but they are often not viewed as college faculty and are not part of the faculty association.

The development of apprenticeship programs in the community college system requires flexibility to customize to the needs of program sponsors and the needs of students. On-the-job training and academic coursework is often considered a gold standard of workforce training. Colleges in the California community college system are offering student exploration tools, certificates and degrees through partnerships with training organizations and industry. Apprentices who complete an apprenticeship program secure jobs at higher rates and earn sustainable wages (Reference?).

According to the CAI Hub managed by the Foundation for California Community Colleges, today there are 75,000 apprentices in California, and the 2016-2020 California State Workforce Plan is to increase

that number to 128,000. The California Apprenticeship Initiative administered by the California Community Colleges Chancellor's Office in partnership with the Division of Apprenticeship Standards is one strategy for California community colleges to support growth of apprenticeship and pre-apprenticeship programs in California.

Minimum qualifications for instructors of apprenticeship courses in the California community colleges are established by Title 5 §53413 and are different than minimum qualifications for other community college instructors as established by Article 2 of Subchapter 4 of Chapter 4 of Division 6 (California Community Colleges) of Title 5 regulations (§§53400-53430). The difference in qualifications is partly necessitated by the source of funding for apprenticeship instruction in the California community colleges and by the fact that apprenticeship instruction occurs through program sponsors, not just community colleges or other educational institutions.

To qualify as a credit apprenticeship instructor at a California community college, a candidate must meet one of four qualifications:

> (1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
> (2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate in the subject matter area to be taught, and completion of at least twelve (12) semester units of apprenticeship or college level course work. The twelve (12) semester unit requirement may be satisfied concurrently during the first two years of employment as an apprenticeship instructor.
> (3) Six years of occupational experience in the subject matter to be taught, and a minimum of ten years of experience as an apprenticeship instructor for the California Department of Industrial Relations Division of Apprenticeship Standards. (Title 5 §53413)

This section of Title 5 also allows for qualification of temporary instructors when urgent situations occur. Per Title 5 §53413(a)(4)(A), urgent is defined as "a shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards." Within this section of Title 5, an instructor may be qualified as a temporary instructor for nor more than two years, provided that the instructor already possesses six years of occupational experience and a journeyman's certificate, both in the discipline to be taught, or four years of occupational experience and less than one year left for completion of an associate's degree. By the end of the temporary period, the instructor must meet the educational requirements noted in §53413.

Minimum qualifications are different for instructors in noncredit apprenticeship courses versus credit apprenticeship courses. While a candidate may qualify by meeting the same qualifications as required for credit apprenticeship instruction, they may also qualify by having a "high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor" (Title 5 §53413(b)(2)).

Stakeholder Responsibilities: Program Sponsors (Employers or Trade- or Labor-Related Groups)

Given that apprenticeship programs are coordinated by employers or by trade- or labor-related groups, some of the regulatory, access, and record-keeping responsibilities of colleges in cooperative work experience collaborations rests instead on the program sponsors in apprenticeships. Program sponsors

must ensure compliance with all Federal and state regulations, and must maintain all records related to individual apprentice classroom instruction and employment hours.

Apprenticeship: Funding

Since 1970, funding for the classroom component of approved apprenticeship programs in California has been through related and supplemental instruction (RSI) funds, often called Montoya Funds. AB 86, the education omnibus trailer bill, passed in 2014, changed the role of the Department of Education to allow state funding for apprenticeship programs taught at high schools, unified school districts, regional occupational centers, and adult schools separate from community colleges.

The educational funding for apprenticeship programs, called RSI or Montoya Funds, is appropriated to the California Community College Chancellor's office and California Department of Education annually from Proposition 98 funds, and these funds are then disbursed to schools and colleges who contract with apprenticeship program sponsors. Each district will have an established apprenticeship agreement with the program sponsor that specifies the percentage of RSI funds that are available to the college, with the rest of the funds being provided to the program sponsor. All RSI funds are restricted to costs related to the instruction and administration of apprenticeship programs and cannot be used to fund other college or district programs. While there have been increases in the level of RSI funding approved by the legislature, the availability of RSI funds has been insufficient to fund the increasing number of apprenticeship programs in the California Community Colleges.

In an attempt to address California's workforce needs, the Chancellor's Office collaborated with the Foundation for California Community Colleges to create grant opportunities for colleges that wanted to develop new apprenticeship programs that could not be funded with the available RSI funds. The California Apprenticeship Initiative (CAI) is a grant initiative that uses proposition 98 funds to support colleges looking to develop new and innovative apprenticeship programs with the goal of increasing the number of skilled workers available from 2016 until 2026. The priority sectors for CAI are:

- Advanced Manufacturing
- Advanced Transportation
- Agriculture, Water, & Environmental Technologies
- Energy, Construction, & Utilities
- Global Trade & Logistics
- Health
- Information & Communication Technologies/Digital Media
- Life Sciences/Biotech
- Retail/Hospitality/Tourism

In an attempt to address the lack of sufficient funding for traditional apprenticeship programs and the need to provide ongoing funding for new apprenticeship programs developed with funds from a CAI grant, the 2017-18 California Budget Act allocated additional Prop. 98 funds to reimburse community colleges and K-12 and adult school RSI providers. The Budget Act also earmarked additional funds to support the development of new and innovated apprenticeship programs through the California Apprenticeship Initiative. While RSI funds are restricted to expenses related to apprenticeship instruction, apportionment generated by apprenticeship programs will be allocated to districts and will be part of the adopted budget allocation process. Colleges that seeking to have existing or new

apprenticeship programs funded through apportionment are encouraged to review and revise their budget processes to ensure that the apprenticeship programs are adequately funded.

Other Work-Based Learning

As noted in the beginning of this paper, internship, cooperative work experience, and apprenticeship are the most frequently confused work-based learning models in the California community colleges, with the terms often being used interchangeably. As one can understand now, while there may be overlap between internship and cooperative work experience, apprenticeship is structured, funded, and regulated very differently despite the purpose still being about a combination of classroom and on-the-job learning. Additional work-based learning opportunities present in the California community colleges include, but are not limited to, clinical/practicum experience and preceptorships, externships, and work study.

Clinical Experience/Practicum

"Clinicals" is a term applied most often to healthcare fields, including nursing assistant, medical assistant, vocational nursing, and other allied health programs. Work-based learning in these disciplines may also be called "practicum," and the two terms may be used interchangeably. In these disciplines and programs, work-based learning is a planned and integral part of the curriculum that occurs under the direct supervision of minimally-qualified community college instructors in a healthcare setting. Over the duration of an educational program, students progress from observation to performance in various positions relevant to the certification or licensure being sought. Students work alongside and, often, with the mentorship of qualified health care professionals and may work independently, particularly in the latter stages of a program, but an appropriately qualified community college instructor is always present.

Another element of clinical or practicum experiences that is different than internships or cooperative work experience is that the fact that the on-the-job hours are embedded within the curriculum for the program, just as a lab class may be embedded in a science class. Because the clinical hours are completed under the supervision of a qualified instructor, colleges earn apportionment based on weekly student contact hours (WSCH) and FTES calculations just as is earned with other credit or noncredit curriculum.

Clinical or practicum experiences are always coordinated with the topics covered in the classroom, giving students progressive opportunities to apply theories and skills learned in a classroom setting to real patients in real health care situations. Because students completing clinical or practicum hours are working with real patients in real health care settings, contracts between colleges and the health care agencies are necessary. These contracts may be very complex due to liability issues and specific requirements of the health care agencies.

Preceptorship

Preceptorship is a learning model used in many health care disciplines and other career education industries. It is student-centered learning based on adult learning theory. A preceptorship program can be a formal class which requires approved curriculum, faculty meeting minimum qualifications, student attendance/clinical hours, and state licensing agency approval (i.e. Board of Registered Nursing, CCR §1426.1). It can also be a program developed by employers in the industry as a form of work-based

learning post-graduation. The goal of the preceptorship is to ease the transition and bridge the gap of classroom learning to real-life practice by pairing a novice or advanced beginner student/graduate (preceptee) with an experienced working professional (preceptor) to further develop knowledge, skills, and self-efficacy needed to succeed in the profession. The length of preceptorship varies from a few weeks to several months or longer based on the individual learning needs of the preceptee.

Who are the preceptors? Preceptors usually are working professionals who have demonstrated knowledge and competence in the field with at least one year of experience. Commonly, a preceptee is paired with a designated preceptor. However, a preceptee may be assigned with another preceptor/staff when the primary preceptor is not available due to illness or time-off. Preceptors may or may not have formal preceptor training, and they may or may not receive financial incentives or hourly differential pay when they are precepting. Preceptor's knowledge, skills and attitudes contribute the the success of the preceptee with real-life learning opportunities and case scenarios which enhances development of decision making and problem solving skills. Performance feedbacks and evaluation may be conducted on a regular basis (daily or weekly) and at the end of the preceptorship program. Upon successful completion of the preceptorship program, the preceptee will "graduate" and take on the full-load of the assignment or job requirements and be practicing independently without close supervision of his/her preceptor.

Although preceptors and preceptorship have demonstrated effectiveness in assisting novice graduates to fully-engage in their practice, there is no long-term state funding for this learning model. In the past, California Community College Chancellor's Office has funded Industry Driven Regional Collaborative (IDRC) grants to develop model curriculum and to provide health care provider preceptor training. In 2005, Governor Schwarzenegger established California Nurse Education Initiative with partnership from the State and the private sectors to expand enrollment and foster student success including funding for registered nurse preceptor training. However, it is becoming harder and harder to find preceptors who are willing to precept students or graduates due to increased work load (patient assignments), acuity of patient, lack of financial incentives, and career "burn-out". According to California Board of Registered Nursing 2016-2017 Annual School Report published in April 2018, 20 Associate Degree nursing programs reported loss of preceptorship placement sites. Therefore, funding and successful recruitment and retention of preceptors are key factors in sustaining preceptorship programs in the community colleges to promote positive learning outcomes and career readiness in the work settings.

Externships

Summary & Recommendations

Summary

There is little argument that work-based learning is a critical element of community college instructional programs and student preparation for the world of work. There can be much confusion, however, over types of work-based learning, particularly with the terms used as identifiers. In response to Academic Senate for California Community Colleges Resolution 10.05 passed by delegates Spring 2018, the purpose of this paper is to help define common types of work-based learning opportunities available to students in the California community colleges. To define each, it was important to examine the intent

and guiding principles of each along with applicable statutes and regulations, funding, and responsibilities of stakeholders.

Internship is a broad term for work-based learning opportunities. There are no regulations specific to internship in the California community colleges, but when combined with other factors, an internship may be cooperative work experience, apprenticeship, clinical or practicum, a preceptorship, or other forms of more regulated work-based learning.

When an internship or work-based learning opportunity is combined with elements of an educational partnership between an instructor, employer, and a student, identification of learning objectives, student receipt of credits for the experience, and supportive mentoring to assist the student in achieving identified goals is cooperative work experience.

When an internship or work-based learning opportunity is coordinated by a program sponsor who is an employer or trade- or labor-related organization, with or without the involvement of a California community college, and compliant with all applicable regulations, it is an apprenticeship.

When an internship or work-based learning opportunity is combined with the progressive application of skills and theory to practice under the supervision of a qualified instructor as part of an approved credit or noncredit curriculum, it is a clinical or practicum experience.

Recommendations

1. The Academic Senate for California Community Colleges should work with the Chancellor's Office and other stakeholders to assist colleges in recognizing the similarities and differences between types of work-based learning and to employ a common language and understanding of the applications of internship within the California community college system
2. While encouraging common language around types of internship or work-based learning within California community colleges, it must still be recognized that grants and other external funding opportunities may utilize work-based learning language differently than is used and that community college programs may need to adapt their language as necessary for grant applications.
3. The Academic Senate for California Community Colleges should work with the Chancellor's Office and other stakeholders to provide more information about apprenticeship in California community colleges, including what structures and agreements are necessary to initiate apprenticeship agreements and instruction in collaboration with employer or labor groups.
4. The Academic Senate for California Community Colleges should work with the Chancellor's Office and other stakeholders to explore noncredit alternatives to cooperative work experience education opportunities.

Resources

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Johnson, Sharon. (2018). On-The-Job: Rebuilding the Workforce through Apprenticeships. *House Education and the Workforce Subcommittee on Higher Education and Workforce Development Hearing.* Washington: Federal Information & News Dispatch, Inc.

Wilson, LeAnn. (2015) CTE and Work-Based Learning. *Techniques: Connecting Education and Careers,* 90(1), 6. www.cteonline.org

Executive Committee Agenda Item

SUBJECT: Career & Noncredit Education Institute		Month: March	Year: 2019
		Item No: IV. L.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the draft program for the Career & 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	
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 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. Executive Committee provided feedback at its February 1-2 meeting.

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

Noncredit Progress Indicators, Data Collection, and Metrics

While noncredit programs have the option to use progress indicators, assign grades, and provide transcripts, it is difficult to convey the success of noncredit programs without accurate data. With the creation of the new Student Success Metrics and the Student Centered Funding Formula, the importance of accurate data reporting and developing metrics that reflect the wide range of noncredit student goals has never been higher. Please join us for a discussion about progress indicators and how incorporating them into your local SIS system and reporting all noncredit data to the Chancellor's Office could support the development of accurate noncredit metrics.

Incorporating and Integrating Noncredit into Institutional Planning

Increased funding for Career Development College Preparation (CDCP) courses that began with SB 361 (Scott) has encouraged many colleges to develop new noncredit programs. When additional funding has been allocated for noncredit instruction, funds are usually distributed through the adopted district budget allocation model and few of those dollars are used to support noncredit instruction. How can noncredit programs ensure that they aren't an afterthought in the budget development process? How can new noncredit programs advocate for the funding necessary to sustain and improve? Please join us for a discussion about the importance of budgeting processes and how they can support noncredit instruction.

Online Education for Noncredit with the Creation of the California Online Community College

Despite what you might have heard, noncredit classes can be offered in fully online and hybrid formats. Many colleges have struggled to implement online noncredit courses because of challenges with the attendance accounting procedures. Please join us for a discussion about the requirements for noncredit online courses, how to collect apportionment, and how the California Online Community College might open up the possibility of more online noncredit courses in the near future.

Developing Success Metrics and Integrating Noncredit into the Student Centered Funding Formula

The creation of the new Student Centered Funding Formula fundamentally changed the way colleges are funded, but noncredit programs are still funded using the previous funding model. How do we integrate noncredit into the funding formula metrics? How do we define success for noncredit students? Please join us for an interactive discussion about the changes in community college funding and how to ensure that noncredit programs aren't left behind.

Integrating Noncredit Faculty into Collegial Governance

Collegial governance committees are essential for effective college and district decision making, but normally these committees only include full time faculty. With the majority of noncredit instructors being part time, how do colleges make sure that the noncredit voice is included in governance discussions? Please join us to discuss the importance of including noncredit voices in collegial governance and collaborating with bargaining units to ensure that noncredit instructors are able to participate.

Full-Time Noncredit Faculty and the Faculty Obligation Number (FON)

The passage of AB 705 lead to the creation of the Faculty Obligation Number (FON) that specifies the minimum number of full-time faculty a district is required to employ. Unfortunately, only credit faculty count towards the FON which has made it difficult to hire sufficient numbers of full-time noncredit faculty. How can we incorporate noncredit faculty into the FON in a way that won't decimate colleges with large noncredit offerings? Please join us for a lively discussion about different ways to try and move our system forward to better support noncredit faculty.

Counseling and Student Support Services for Noncredit Programs

What counseling and support services should colleges provide for their noncredit students? How do colleges ensure that they have sufficient services for their noncredit students, even if the population is small? How will the new SEA program impact the ability of colleges to offer counseling and support services to noncredit students? Please join us for a discussion of counseling and student support services for noncredit students and what these services might look like as we move to the SEA Program.

Tutoring, Supplemental Instruction, and Other Support Services in the World of AB 705

AB 705 (Irwin) has fundamentally changed placement and basic skills instruction in the California community colleges. How can colleges use tutoring and other services to support students enrolling in transfer level courses? How can colleges support the students taking basic skills noncredit courses to improve their skills before enrolling in transfer level? Please join us for a discussion of different ways to support students in the World of AB 705.

What Everyone Needs to Know About the California Adult Education Program (CAEP)

With the passage of AB 86 in 2013, the realignment of adult education began by requiring school districts and community college districts to establish consortia for the joint administration of adult education. Following the planning phase of realignment, AB 104 was passed, and the adult Education Block Grant was established for the purposes of implementing the realignment of adult education. As we move to the California Adult Education Program (CAEP), adult education continues to progress in K-12 and the community colleges. What changes are on the horizon for adult education? Please join us for a discussion of the past, present and future of adult education in California.

Developing Pathways from Noncredit into Credit

Noncredit and credit instruction are often viewed as completely separate and unrelated forms of instruction. in reality, noncredit instruction can complement credit instruction by providing an onramp for students into credit ESL, transfer, and CTE programs at a college through the articulation of noncredit courses with credit courses and the development of mirrored courses. Join us to learn how noncredit to credit pathways can be developed and used expand the opportunities for your students as they complete their education.

Basics of Noncredit

is your college considering incorporating noncredit courses and programs into your offerings? Please join us for a discussion of the basics of noncredit curriculum, including Career Development and College Preparation (CDCP) noncredit and methods for integrating noncredit into instructional programs.

Noncredit Curriculum Requirements and Approval Processes

Unlike credit curriculum, noncredit curriculum must still be reviewed and approved by the Chancellor's Office. What is required when submitting noncredit courses and certificates? How does the approval of noncredit programs differ from those for credit? Will streamlined approval for noncredit curriculum ever be available? Please join us for the answers to these and any other questions about the submission and approval of noncredit courses and certificates.

Building Bridges between K-12 and California Community Colleges in Adult Education

With the regionalization of adult schools through the adult education consortia, community colleges and adult schools had to learn to work together to provide CTE, noncredit, and credit instruction and services to their students. in this breakout, effective practices for collaboration between colleges and adult schools will be explored and discussed.

Collaboration between Credit and Noncredit in Strong Workforce Program

The noncredit College and Career Readiness Project (done through LAOC Regional Consortia) is a cross-discipline project emphasizing the creation of coursework that leads to college readiness in credit CTE programs and immediate employment. How could the lessons learned from this project help your college set up similar collaborations between credit and noncredit? This session will describe the work of the project and how your colleges might implement similar projects locally.

Beginning and Expanding Noncredit at Your College

Now that Career Development and College Preparation (CDCP) apportionment is the highest in the system, many colleges are looking to create noncredit programs for the first time. What are the considerations when creating a new noncredit program? How do you integrate noncredit into institutional planning to support the growth of the program to meet the needs of different groups of students? Come to this breakout to discuss considerations for starting noncredit from scratch and how to help smaller noncredit programs grow and flourish.

Integrated Immigrant Education

Immigrant Integration is at the forefront of today's political spectrum. Find out how the California Adult Education Program and community colleges joined forces to create pathways to jobs, to citizenship, to language acquisition, and to civic engagement. Hear the stories about student success as they travel the twists and turns of immigrant integration.

Inmate Education and Formerly Incarcerated Students

This workshop will explore, from the state and college levels, how community colleges can build their capacity for creating educational programs for incarcerated and formerly incarcerated students. Topics will include policy hurdles and how the state's existing structures can bring education and criminal justice together through educational programs.

Teaching the Noncredit Student

Noncredit programs provide students from diverse backgrounds with open access to education. Who exactly are noncredit students? In this session, the presenters will discuss the unique learning needs of noncredit students, how they are different from credit students, and describe the goals and pathways of noncredit students.

Competency Based Education

The creation of the California Online Community College has sparked increased interest in competency-based education (CBE). While some may believe that CBE is something new for the community colleges, many CTE and noncredit educators already use CBE, particularly in open entry/open exit class formats. In this session, we will explore what CBE is and how it can be used for students in your discipline.

Scheduling Options and Attendance Accounting in Noncredit

Noncredit courses are not only offered as open-entry/open-exit, with many colleges offering managed enrollment courses. How do these scheduling methods differ? What are the advantages of each type of scheduling? Please join us for a discussion about the different options for scheduling noncredit courses and the funding challenges noncredit programs face every day.

Exploring Work-Based Learning Opportunities Noncredit Students

Work-based learning continues to be an essential part of credit instruction, offering internships, cooperative work experience, and apprenticeship opportunities that give students practical experience to accompany their in-class instruction. Unfortunately, similar opportunities are rarely available for noncredit students. Please join us for a discussion about the work-based learning opportunities available and how they might be incorporated into noncredit programs to increase the opportunities for students.

Noncredit Prerequisites and Corequisites

Recent revisions to Title 5 have added the option to use noncredit courses as a prerequisite or corequisite for both credit and noncredit courses. These noncredit courses and be used to restrict enrollment, something that noncredit courses have not been used for in the past. How will the ability to require students to complete a noncredit course change placement practices for all students? How can noncredit courses support students in ways that credit courses don't? Please join us for a discussion about creative ways to use noncredit courses to support the needs of all students.

Contextualized Curriculum

This breakout will offer a brief overview of contextualized learning and an opportunity to explore ideas for partnering with English, math, and ESL colleagues to contextualize learning in order to enhance student performance and success. Attendees will be encouraged to share lessons learned and to consider ideas for contextualizing basic skills across the curriculum.

AB 705 and the Impacts on Noncredit Instruction

AB 705 has fundamentally changed how students are placement and instruction for students in mathematics, English, and English as a Second Language (ESL). How could these changes impact noncredit students? How might noncredit faculty be able to help their credit colleagues better meet the needs of students? Please join us for an overview of AB 705, the impacts on noncredit programs, and how noncredit may be what many colleges need to serve their students.

Breakout Descriptions - CTE & Counseling

Advisory Committees: Guiding Curriculum and Connecting Students to Industry
TBD
Career Education programs are required to have advisory committees. This requirement can be leveraged into a powerful resource for programs and students. Explore how to construct a strong advisory committee membership, how to use advisory committee input to strengthen curriculum and connections to industry, how to leverage financial support, and how to connect students to advisory committee members and employment opportunities.

Strong Workforce Resources: Regional Consortia, Centers for Excellence, Sectors Navigators and Deputy Sector Navigators
TBD
Since the inception of the Strong Workforce Program, there has been an increased investment in coordinating efforts across regions and sectors to support and build CTE programs. This session will provide an overview of regional planning efforts, regional structures, access to data, key talent available as a resource, and the important role of faculty in regional governance.

Career Interest and Assessment
TBD
An important onboarding element of guided pathways is career and interest assessments to help students identify pathways of interest. Discuss effective practices for assessing student interests, aptitudes, and determining potential career pathways.

Credit and Noncredit Collaborations for a Stronger Work Force Program
California community colleges prepare students for entry level as well as middle skills employment and assist currently employed students as they skill up for mobility up the employment ladder. Join us to discuss how elements of a strong work force program can be strengthened through credit and noncredit collaborations.

AB705 Data Revision Project
Rutan, Booth

Work-Based Learning
Cheryl Aschenbach, ASCCC Executive Committee/CTE Leadership Committee (which?)
TBD
There is much confusion over work-based learning, especially the use of internship, cooperative work experience, and apprenticeship. Review elements of each, including how each is funded, the collaborations necessary between colleges, employers, and students, and the options available in credit and noncredit. OR Panel of practitioners with effective practices and examples

Strong Work Force Stars: Recognizing Excellence in Student Outcomes

Lynn Shaw, CCC Chancellor's Office

The Strong Work Force Stars program was created to highlight excellence in student outcomes, particularly an increase in earnings by 50% or more, attainment of a living wage for the region, and employment of 90% or more of graduates in the field of study. Learn more about the Strong Work Force Stars program, the metrics behind it, and how to determine whether your program has earned a gold, silver, or bronze star! Your college doesn't have some of the programs highlighted? Reviewing SWF Stars could also provide ideas for local and regional career education program development. OR Include a panel of SWF Stars from So Cal

Career Counseling

TBD

Some students may find difficulty in narrowing down the wide variety of options on their pathways toward their career goals. Developed specifically for the California Community Colleges by counselors, staff, and stakeholders from across the state and offered to colleges at no-cost, the CCCMyPath Career Coach employs a quick, interest-based assessment to connect students' interests to careers and college programs, facilitates student engagement by connecting coursework to a future goal, and equitably identifies strategic pathways for all types of students.

Sierra College Hacker Lab: Leveraging Public and Private Partnerships for Innovative Maker and Co-Working Spaces OR Highlights of MakerSpace Initiative Colleges & Projects

CTE MQs and Equivalency(Equivalency Toolkit)

Cheryl Aschenbach, ASCCC Executive Committee

Dianna Chiabotti, Napa Valley College

Lynn Shaw, CCC Chancellor's Office

Do your program have difficulty hiring industry experts who do not have a college degree? In response to Strong Work Force recommendation #13, the Chancellor's Office, Academic Senate for California Community Colleges, and other system partners have been working to develop the Equivalency Tool Kit in an effort to promote and increase the use of equivalency in local hiring processes. Join presenters for an overview of the tool kit and for a conversation about how to promote equivalency to the benefit of your program.

Counseling and Student Support Services for Noncredit

Strong Work Force: CCCs and K-12

Lynn Shaw?

What's new with the Strong Work Force program? Lynn Shaw, Interim Director of Workforce and Economic Development at the Chancellor's Office for an overview of the Strong Work Force program, accomplishments since it was established in 2016, resources available to faculty including funding and key talent, and information about the K-12 Strong Work Force program.

Counseling and Student Support Services for Career Education

TBD

Developing collaborative relationships between career education programs and student services leads to a more holistic approach to meeting the needs of diverse populations of students. This interactive session will highlight effective practices for career education-specific counseling and other student support services and will provide an opportunity for discussion about implementation strategies.

Contextualized Curriculum in Career Education

Apprenticeship

TBD

The Strong Workforce Program calls for the expansion of apprenticeship opportunities for students. However, apprenticeship is often confused with internships, and is often incorrectly viewed as another form of career and technical education. Apprenticeship done well can be of great benefit to students and is a key to expanding the middle class. Come to this session to learn about the basics of apprenticeship and the benefits of apprenticeship for our students.

Regional SWF Curriculum Development: An Inland Empire Entrepreneurship Example

Marie Boyd, Chaffey College

Regional Collaboration: Market Career Education Programs through Professional Development for Counselors

Dianna Chiabotti, Napa Valley College

TBD

In a multi-college and inter-segmental collaboration, Napa Valley College, Santa Rosa Junior College, and College of Marin developed a one-day conference with an emphasis on career education for area counselors from the colleges and regional high schools. Learn how this idea came to be, how it was funded, and what counselors had to say while considering whether a similar collaboration could be beneficial to students, counselors, and career education programs in your region.

CTE C-ID is Alive and Well!

Cheryl Aschenbach, ASCCC Executive Committee

Dianna Chiabotti, Napa Valley College

Blaine Smith, North Far North Regional Consortium

C-ID is used to ease student transfer between community colleges and universities, but did you know it can also be used to assist in portability of coursework between community colleges, including for students in career education programs? Or that model curriculum can be accessed to aid in development of new courses, certificates, and degrees? Learn more about course descriptors and model curriculum already established in CTE disciplines, additional descriptors and model curricula in progress, and the benefits of aligning CTE curriculum with C-ID.

Coding is Fun and Coding is for All!

Meili "Lily" Xu, Sacramento City College

Coding is one of the most important job skills required for the future and has become the most in-demand skill across industries (Dishman, 2016). It is expected that 3.5 million computing-related jobs will be available by 2026, yet only 17% of these jobs could be filled by qualified college graduates whose major are in computer science (Gilpin, 2014). Learn more about the demand for qualified coders and how coding can help to develop logical, critical, and creative problem-solving skills needed for the 21st century. Bonus: for hands-on experience coding, bring a laptop computer with internet access (optional)

CTE and Noncredit Counseling Faculty and Community Partnerships

CCCAOE - TBD (Workforce Development?)

CCCAOE - TBD

Dual Enrollment: Nuts, Bolts, and CTE

Dianna Chiabotti, Napa Valley College

TBD

Much of the focus of dual enrollment has been to increase FTES while increasing completion of Associate Degrees for Transfer, but dual enrollment in career education courses is increasing. Learn the basics of dual enrollment while also diving in deeper about the partnerships necessary, implementation, and impacts for K-12 schools, community colleges, and, of course, students.

Re-enrollment Regulations and Local Practice in CTE

Cheryl Aschenbach, ASCCC Executive Committee

TBD

Since repeatability regulations changed in 2012, many CTE programs have struggled to re-enroll students when students need to maintain skills in their chosen industry. Review the regulations around repeatability, the situations when students may re-enroll, the local policies and procedures that need to be in place, and local practices that may help students navigate what is often a difficult process.

Effective Collaborations between CTE, Noncredit, and General Counseling Faculty

Curriculum Basics for CTE

Marie Boyd, Chaffey College

TBD

A properly developed and well-supported CTE program provides students with the best the community college system has to offer: high-quality education in a field that has a high probability of employment upon program completion. The trick to ensuring that your program is a winner is understanding curriculum processes and having all the necessary pieces in place before you begin. Join us as we share insights, pitfalls, and tricks to ensure that your program moves smoothly through the planning and curriculum processes from brilliant idea to state approval and beyond.

Strategies and Challenges of Program Development and Expansion (include Centers of Excellence)

TBD

Collaborative Programs and Curriculum Development

TBD

Regional efforts in career education are resulting in collaborations between colleges and districts, but can a single degree or certificate be shared between colleges? Join us to learn more about collaborative programs, an overview of the Chancellor's Office-led effort to have a collaborative cyber security program, and what is needed to develop and submit curriculum to the Chancellor's Office.

Competency Based Education *General Session?

TBD

Talk of competency based education (CBE) has been increasing, both due to the California Online Community College District and as an means of assisting more students, particularly adult learners, complete their educational goals. While it may be a new idea to some, many CTE and noncredit educators already use CBE, particularly in open entry/open exit class formats. Explore what CBE is and how it can be used for students in your discipline.

Academic Senate
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Executive Committee Agenda Item

SUBJECT: Legislative Training for Leadership		Month: March	Year: 2019
		Item No: IV. M.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval activities and topics for the pre-Leadership 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 legislative training is being brought to the Executive Committee for approval.

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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

Wednesday, 12 June 2019
Begin with lunch– session runs from 12:00 – 5pm

12:30 – 12:45 -- Welcome – John Stanskas

12:45 – 2pm Legislative Cycle and the Need for Advocacy: Political Landscape and Power Dynamics of Sacramento

Possible presenters:

Jonathan Lightman, former executive director, Faculty Association of California Community Colleges

Evan Hawkins, executive director, Faculty Association of California Community Colleges

Ryan McElhinney, Legislative Advocate, Community College League of California

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.

2:00-2:15. Coffee Break

2:15-3:15pm Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics

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.

3:15—4:00pm System Practices and Consultation

Possible presenters:

Legislative and Advocacy Committee members, John Stanskas, Dolores Davison, Other Executive Committee members

4:00 – 5:00pm Practice Scenarios

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

Thursday, 13 June 2019

9am: Walking tour of the Capitol

10:30 – 11:30 Meeting with the Chancellor's Office
Meeting with vice chancellors and senior deans about the role of the CCCCO and the various divisions.

Executive Committee Agenda Item

SUBJECT: 2019 Spring Session Planning		Month: March	Year: 2019
		Item No: IV. N.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2019 Spring Session draft program and discuss keynote presentations.	Urgent: Yes	
		Time Requested: 60 minutes	
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 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 continue refining breakout sessions and consider potential keynote speakers.

Timeline:

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.

Executive Committee Agenda Item

SUBJECT: Executive Committee Meeting Dates 2019 -2020		Month: March	Year: 2019
		Item No: IV. O.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2019 – 20 Executive Committee meeting dates.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This fiscal year 18-19, the Executive Committee held meetings at two colleges, one in the north and one in the south, and held various meetings across the state at different hotels. The Executive Committee will review for approval the 19-20 Executive Committee meeting dates, and consider holding the meetings at the two campuses in Area A and Area D.

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

2019-2020 EXECUTIVE COMMITTEE MEETING DATES

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 8 – 10, 2019		Riverside, CA	
Executive Meeting	September 6-7, 2019	Area A	North	College of the Redwoods, Porterville, Feather River or Reedley
Executive Meeting	September 27 – 28, 2019		Riverside, CA	
Area Meetings	October 11 -12, 2019		Various Locations	
Executive Meeting	November 6, 2019		Renaissance Newport Beach Hotel	
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Executive Meeting	December 6–7, 2019		North	
Executive Meeting	January 10 – 11, 2020		Riverside, CA	
Executive Meeting	February 7-8, 2020		North	
Executive Meeting	March 6 -7, 2020	Area D	South	Copper Mountain, Coastline, Golden West, Cuyamaca, NO – Noncredit, or Victor Valley
Area Meetings	March 20 – 21, 2020		Various Locations	
Executive Meeting	April 8, 2020		Sacramento, California (TBD)	
Spring Plenary Session	April 9 – 11, 2020		Sacramento, California (TBD)	
Executive Meeting	May 8, 2020		North	
Executive Committee/Orientation	June 5 -7, 2020		TBD Maybe Lake Tahoe or something North of San Francisco on the Coast?	
EVENTS				
Event Type[2]	**Date**		**Hotel Location**[+]	
Academic Academy	September 13-14, 2019		Southern California	
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Part-Time Faculty Institute	February 21-22, 2020		Northern California	
Accreditation Institute	March 12-14, 2020		Southern California	
Spring Plenary Session	April 8-11, 2020		Northern California	
Career and Noncredit Institute	May 7-9, 2020		Northern California	
Faculty Leadership Institute	June 18-20, 2020		Southern California	
Curriculum Institute	July 7-11, 2020		Southern California	

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

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[1] Times may be adjusted to accommodate flight schedules to minimize early travel times.
[2] Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may changes based on hotel availability.

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Executive Committee Agenda Item

SUBJECT: Action Tracking Spreadsheet		Month: March	Year: 2019
		Item No: IV. P.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will determine if the continued use of the Action Tracking Spreadsheet, the procedure for updating, and criteria for items.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Action Tracking Spreadsheet is currently updated in the following way:

- The Executive Assistant adds "Follow-Up" Items from the Executive Committee Meeting Minutes after a meeting

- The Executive Committee updates the status of the Action Item on Google Sheets.

The January Action Tracking Spreadsheet is attached.

The Executive Committee will determine whether they will continue to use the Action Tracking Spreadsheet. If continued use is approved, then the committee will review the existing criteria on how items are placed and make recommendations or changes to the process.

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

Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Complete/Incomplete	Month Complete	Year Complete	Status/Notes
SB 967 Student Safety: Sexual Assault	November	2014	V. E.	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 Commi
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 conversation
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

Executive Committee Agenda Item

SUBJECT: Professional Development College		Month: March	Year: 2019
		Item No: IV. Q.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will determine the future of the Professional Development College	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May, Michelle Pilati, Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate initiated the Professional Development College (PDC) in 2014 to serve as a comprehensive professional development resource for all faculty, staff, and administrators in the California community colleges. Faculty experts under the direction of the ASCCC designed each PDC course to provide timely training that participants can complete at their own convenience. The courses all include expected outcomes and assessments to test the participants' knowledge after completion of the course.

There is need to review the existing courses within the PDC to ensure that information is still timely and relevant. In particular, there exist elements that need to be changed or updated for the courses listed under the "Curriculum" section. In addition, the PDC will need to implement a way to have continuous review, similar to the curriculum review process at colleges, which may have budgetary implication**s** for the Academic Senate.

The Executive Committee is being asked to determine the future of the Professional Development College and to provide guidance on how to move forward with the existing courses.

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

Overview of the Professional Development College (PDC) and Options for the Future

The Academic Senate (ASCCC) initiated the Professional Development College (PDC) in 2014 to serve as a comprehensive professional development resource for all faculty, staff, and administrators in the California community colleges. Faculty experts, under the direction of the ASCCC, design each PDC course to provide timely training that participants can complete at their own convenience. The courses all include expected outcomes and assessments to test the participants' knowledge after completion of the course. In addition to the PDC courses available to the public, a course for preparing new committee members (ASCCC Committee and Task Force Service) and C-ID Reviewers (ASCCC PDC C-ID Reviewer Training) have also been developed. The first has over 100 individuals enrolled as "students" while the second was never completed.

Currently Available Courses

Curriculum
I. Curriculum 101: Introduction and Types of Courses
II. Programs and Awards
III. The Course Outline of Record (COR)
IV. Program and Degree Proposals
V. Focus on Career Technical Education (CTE)
(Successful completion of all can be recognized with a certificate)

Governance
•ASCCC Participatory Governance
•Leadership Academy

Orienting New Faculty and Teaching
•New Faculty Orientation
•Teaching Incarcerated Students

Like all curriculum, the PDC Courses require regular review and updating, when needed. At present, all 5 of the curriculum courses are in need of revision in light of "Curriculum Streamlining" and changes to Title 5. A recent query from a faculty student highlighted the need for revision – and the value of the courses. The question related to unit values and certificates of achievement. The course did not yet reflect the ability to submit certificates as "certificates of achievement" when they were as few as 8 units and it did not reflect that the threshold unit value that required submission had changed from 18 to 16. While these changes were not reflected, the basis for the question related to a failure to understand that the unit thresholds for being able to submit and being required to submit were different. In response to this, the section in question was modified and the following disclaimer added to all of the curriculum courses:

Note - This resource does not yet reflect all the changes to processes made as a part of "Curriculum Streamlining (Links to an external site.)Links to an external site." and changes in unit thresholds for "Certificates of Achievement". Previously, certificates had to be submitted to the Chancellor's Office if they were a minimum of 18 units and could be if they were a minimum of 12 units. Effective August 23, 2018, Title 5 Section 55070 (Links to an external site.)Links to an external site. states that "Any sequence of courses consisting of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130." and "A district may submit any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework to the Chancellor and request that it be approved as a program leading to a certificate of achievement. "

If the PDC is to continue to be made available as a resource, it needs a review process. Ideally, it would be placed on a regular review schedule and a mechanism for triggering updates implemented. Oversight of the courses could be assigned to relevant committees.

Professional Development College Modules on Noncredit

Spring 2017; Resolution Number: 12.01

Whereas, Resolution 13.02 F15 states, "the recent equalization of 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 of 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, The Academic Senate for California Community Colleges has offered noncredit professional development at plenary sessions and other events, but not all faculty are able to attend these events;

Resolved, That the Academic Senate for California Community Colleges design and implement a Professional Development College module that provides training on recent developments affecting noncredit no later than Spring 2018.

Professional Development College

Spring 2014; Resolution Number: 01.07

Whereas, The Academic Senate for California Community Colleges' proposed Professional Development College (PDC) is a project of the ASCCC for faculty at California community colleges;

Whereas, The draft of the recommendations presented at the April 9, 2014, ASCCC Executive Committee Meeting regarding the Professional Development College indicated that the oversight would be a "shared responsibility of the Executive Committee but should be specifically included in the formal assignment of at least one Executive Committee member;" and

Whereas, The ASCCC Professional Development College's focus is on building community college leaders and that their experiences as community college faculty are unique and impact their leadership style and success;

Resolved, That the Academic Senate for California Community Colleges ensure that the formal oversight of its Professional Development College be either a current elected Executive Committee member, a current tenured faculty member of a California community college or a retired tenured faculty member of a California community college.

MSR: Referred to the Executive Committee with 1.07.01 to clarify and return to the body by Fall 2014.

Status Report:

At its May 30, 2014 meeting, the Executive Committee adopted the governance structure for the Professional Development College, with includes the requirement that the Professional Development College Committee be chaired by an Executive Committee member. Therefore the resolution and the proposed amendment are moot.

Faculty Professional Development College Program

Fall 2012; Resolution Number: 19.01

Whereas, The Student Success Task Force (SSTF) final report notes that "Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success" and recommends a "continuum of strategic professional development";

Whereas, The Chancellor's Office Professional Development Committee acknowledges the ever present need for professional development and is in the process of developing a vision statement regarding this issue, and the Academic Senate for California Community Colleges is the entity charged with addressing academic and professional matters, including faculty professional development (Title 5 §53200);

Whereas, In the current educational and economic climate, all faculty must be informed about, and able to navigate the intricacies of academic and professional matters, and Title 5 §53200 clearly indicates some of the areas in which faculty have expertise, but which may require ongoing faculty professional development; and

Whereas, A professional development program would provide a vehicle not only for providing, documenting, and substantiating faculty awareness and participation in academic and professional matters but also for supporting lifelong learning and academic achievement of faculty;

Resolved, That the Academic Senate for California Community Colleges design and implement a faculty Professional Development College Program that provides continuing education units for training related to the legislated purview of faculty in California community colleges to supplement local professional development offerings, including but not limited to training in research-based principles of effective instruction, and that supports the Student Success Task Force professional development recommendations and the work of the Chancellor's Office Professional Development Committee, and promotes participatory governance in our colleges.

Executive Committee Agenda Item

SUBJECT: General Education Task Force Report		Month: March	Year: 2019
		Item No: IV. R.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider recommendations to ICAS regarding the General Education Task Force Report.	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
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate of the CSU (ASCSU), with the concurrence of the CSU Chancellor's Office, established a GE Task Force, which held its first meeting in March 2017. The Task Force was comprised of several members of the CSU faculty, two CSU students, a staff member from the CSU Office of the Chancellor, and one faculty representative from the University of California and the California Community Colleges. One of the first aims of the Task Force was to establish principles to underpin its review of the GE program in the CSU. These principles were used to evaluate the status quo as well as to form the basis for recommendations for change.

The Executive Committee will review the GE Task Force Final Report and consider recommendations to bring to ICAS regarding the report.

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

GENERAL EDUCATION TASK FORCE REPORT
Recommendations for GE Review and Reform

CONTEXT FOR GENERAL EDUCATION REVIEW

A robust General Education (GE) program is an invaluable component of a baccalaureate degree offered by the California State University (CSU) system. The CSU seeks to ensure undergraduate students succeed in meeting their academic goals by providing an environment where education writ large, lifelong learning, and civic engagement can flourish when the depth of each student's chosen major is combined with the breadth of the GE program.

This is clearly articulated in a description of the General Education program at one particular campus, although others have similar statements:

> *"One of the principles on which a modern university rests is the assumption that there is an important difference between learning to make a living and building the foundation for a life. While the first goal is important, the second is fundamental.*
>
> *In focusing on the students' development as whole or "educated" people, a university distinguishes itself from a trade school. The goal of a university education is not simply the acquisition and application of knowledge, but the creation of people who firmly grasp the worth of clear thinking and know how to do it; who understand and appreciate the differences between peoples and cultures as well as their similarities; who have a sense of history and social forces; who can express thought clearly and have quantitative ability; who know something about the arts as well as how to enjoy them; who can talk and think intelligently about the physical and life sciences, the humanities, and literature; and, above all, who have the desire and capability for learning. This goal is why a university degree is so highly valued by individuals, employers, and the community at large."* (http://catalog.csus.edu/colleges/academic-affairs/general-education/)

BACKGROUND FOR GE REVIEW AND REFORM IN THE CSU

Arising from mounting concerns about the erosion of confidence in the value of higher education, higher costs of education borne increasingly by students, attenuated times to degree completion, and low persistence rates, many institutions and systems of higher education have taken on comprehensive reform of their GE programs. A unifying motive for such reform has been a conclusion that GE programs have stagnated while the diversity of students, education, workplace skills and needs, and technology have, by sharp contrast, changed dramatically.

Nationwide and in California, there is increasing pressure to reform GE. These pressures come from State legislators, community stakeholders, foundations and other non-profit groups, boards of trustees, university administrators, faculty and students. Although these

stakeholders have legitimate interests in general education, the review and reform (while collaborating with such stakeholders) *must* be led and implemented by faculty. Faculty are the experts in both disciplinary thinking and the pedagogical practices required for student learning to occur. Reform must be squarely situated in the enfranchisement of faculty to enact it.

Regardless of any external pressures to review and reform GE, it is time for the CSU to engage in its own review of the system's GE requirements. The most recent effort to revise GE occurred in 2008 ("Give Students a Compass"), resulting in the requirements that GE be both assessed as a program in and of itself and developed in a manner consistent with the American Association of Colleges and University's Liberal Education for America's Promise, or LEAP outcomes. However, the basic structure of CSU GE requirements has remained largely unmodified for several decades. Society, the demographics of our students, pedagogy, content and curriculum in many disciplinary fields, all have changed; therefore, it is incumbent on the faculty to lead efforts to revise general education in the CSU system.

The CSU also has been subject to mandates affecting graduation requirements beyond GE instituted by the CSU Board of Trustees in Title 5 education code (e.g., the American Institutions/American History requirement, and the upper-division writing assessment requirement, or GWAR). In addition, individual CSU campuses have implemented campus-based requirements to graduate above and beyond the CSU-wide GE, statutory and Board requirements. Taken together, such graduation requirements situated as extramural to the GE program create the perception that non-major degree requirements are piecemeal rather than integrated, and undermine the ability to assess them all holistically consistent with the LEAP outcomes.

Aside from the foregoing imperatives suggesting the need for review and reform, Graduation Initiative 2025, with its core intent to eliminate administrative and academic barriers to student success and to eliminate equity gaps, has provided additional incentive to undertake a comprehensive review of the CSU's GE and related requirements.

THE ACADEMIC SENATE CSU TASK FORCE

The Academic Senate of the CSU (ASCSU), with the concurrence of the CSU Chancellor's Office, established a GE Task Force, which held its first meeting in March 2017. The Task Force was comprised of several members of the CSU faculty, two CSU students, a staff member from the CSU Office of the Chancellor, and one faculty representative from each of our sister institutions, the University of California and the California Community Colleges. Two members of the Board of Trustees also participated on the Task Force because of their interest in the subject matter, however they did not officially represent the Board.

GE TASK FORCE GUIDING PRINCIPLES

One of the first aims of the Task Force was to establish principles to underpin its review of the GE program in the CSU. These principles were used to evaluate the status quo as well as to form the basis for recommendations for change. Throughout the work, each member tried **always** to keep students at the forefront of any discussion featuring one overarching goal: educating students with the skills, abilities and dispositions needed for success. Accordingly, the Task Force agreed on the following principles underpinning a recommended GE program:

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 to the number of required units for 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.

With these principles in mind, the Task Force has developed the following conceptual framework/model for general education in the CSU, proposed a structure for unit allocation, and provided examples of what the model might look like when operationalized on a campus.

A Conceptual Framework for General Education in the CSU

PURPOSE

The purpose of the conceptual framework (model) is to describe how the General Education (GE) curriculum can provide meaningful, impactful learning experiences as students move through their academic programs in the CSU. The GE curriculum at each CSU campus should engage students in the practices and habits of mind which exist across multiple disciplines using high-impact, learner-centered pedagogies that scaffold the knowledge and skills students are expected to demonstrate. The curriculum also should provide students with opportunities to develop stewardship/leadership/advocacy around the values that distinguish each CSU campus. Learning outcomes for GE programs should articulate these multiple dimensions accordingly.
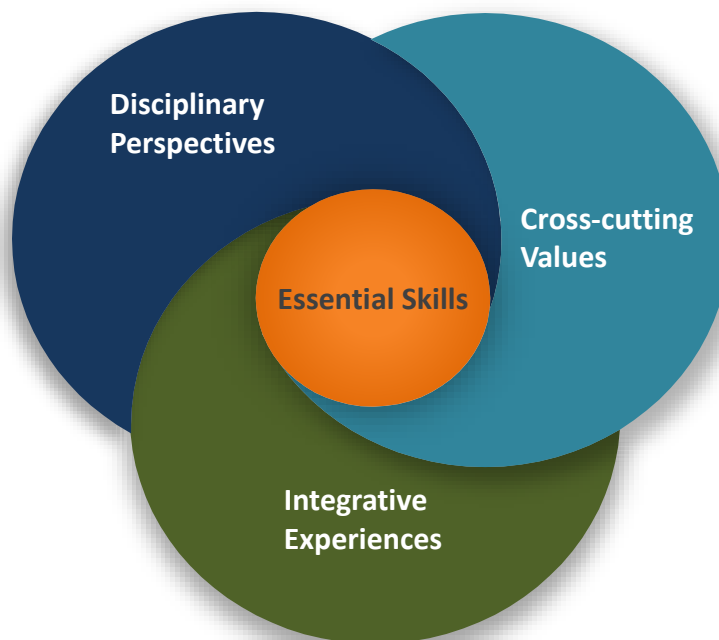
A visualization of the conceptual framework for General Education in the CSU, illustrating the multidimensionality and integrative intentionality of the GE program. At the core are the Essential (foundational) Skills that are taught, then reinforced and scaffolded throughout the GE curriculum. Surrounding the core are Disciplinary Perspectives (ways of knowing), Cross-cutting Values (institutional priorities), and Integrative Experiences (learner-centered, multidimensional experiences which contextualize the GE program), all of which tie together and make coherent the courses students take to complete their GE programs.

THE FRAMEWORK

Essential Skills make up the nucleus of GE and serve as the foundation of a college education and lifelong learning. Traditionally considered the "Golden Four" of basic skills requirements as described in EO 1100-Revised and part of the WASC Senior College and University Commission (WSCUC) core competencies, these skills must be learned, practiced, bolstered, and threaded throughout the curriculum. Information literacy, another WSCUC core competency not listed here as a stand-alone requirement, should also be integrated throughout GE and the major. The Essential Skills include:

- Quantitative Reasoning
- Written Communication
- Oral Communication
- Critical Thinking

Disciplinary Perspectives include the core concepts, habits of mind, methods of inquiry, and ways of understanding that are specific to each distinct discipline. Considered the "breadth of knowledge" areas, these courses provide students with insight into the traditions of a discipline, while also providing robust opportunities to practice and to develop further the Essential Skills using the traditions of a discipline. Campuses may choose to thematically link or infuse a Cross-cutting Value with a Disciplinary Perspective within a GE pathway or minor. The Disciplinary Perspectives include:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values are broad, multifaceted dimensions that reflect the mission/priorities of the CSU and the distinctive institutional values of each campus. The term "cross-cutting" reflects the ways in which the issues and concepts inherent within these values overlap with each other, transcend lock-step categorization, and may be addressed from multiple viewpoints and disciplinary perspectives. The broad grouping of Cross-cutting Values is intended to challenge campuses to identify/define the dimensions and develop GE pathways/minors and associated learning outcomes that encompass their institutional values. The Cross-cutting Values include three broad categories:

- Diversity and Social Justice, which may include cultural competency, equity, equality, human rights, and issues of diversity in all of its forms (e.g., race, ethnicity, gender, sexual orientation, age, ability, etc.).
- Democracy in the U.S., which may include American and California government and history.
- Global Awareness and Civic Engagement, which may include global issues of environmental, social, political, cultural, economic, and ethical importance, as well as the ways in which students may act as advocates, stewards, and activists to effect change and solve problems at the local, state, regional, national or global levels.

Integrative Experiences. These are the pedagogical strategies, evidence-based practices, and learner-centered experiences that are embedded within and connect the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values throughout the GE program. These experiences serve as the means of scaffolding learning in GE as students progress from lower- to upper-division coursework and may be centered on a specific problem or theme. These experiences help to contextualize and provide coherence/intentionality to the GE program. These upper-division courses may involve or be a part of learning communities, research experiences, service learning, collaborative learning, problem- or theme-based learning, hands-on learning, study abroad, capstone courses, and/or signature experiences that reflect the identity of each campus.

GE LEARNING OUTCOMES

It is not appropriate for the CSU to dictate what the specific learning outcomes should be for each Essential Skill, Disciplinary Perspective, Cross-cutting Value, and Integrative Experience. However, all GE learning outcomes should draw extensively on the Essential Skills, as these are the skills that students use to demonstrate their learning. Learning outcomes (specific indicators of learning) for each dimension should be articulated by campuses and speak to the unique priorities and demographics of the campus. The explicit articulation of GE learning outcomes is needed for programmatic assessment of GE and for the clear communication of the purpose, goals, and expectations of GE to the students and campus community.

PROPOSED STRUCTURE AND UNIT ALLOCATION

CSU GE BREADTH REQUIREMENTS = 42 SEMESTER UNITS

Essential Skills (12 semester units), 3 semester units in each of the following subareas:

- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Reasoning

Disciplinary Perspectives (15 semester units), 3 semester units in each of the following subareas:

- Arts
- Humanities
- Life Science
- Physical Science
- Social Science

Cross-cutting Values (9 semester units), 3 semester units in each of the following subareas:

- Diversity and Social Justice
- Democracy in the U.S.
- Global Awareness and Civic Engagement

Integrative Experiences (6 semester units), only at the upper-division level

These courses should be anchored to lower-division GE; optimally within a specific pathway, GE minor, or GE certificate program; and cannot be double counted with the major.

Essential Skills	Disciplinary Perspectives	Cross-cutting Values	Integrative Experiences
12 semester units	15 semester units	9 semester units	6 semester units
• Written Communication (3) • Oral Communication (3) • Critical Thinking (3) • Quantitative Reasoning (3)	• Arts (3) • Humanities (3) • Life Science (3) • Physical Science (3) • Social Science (3)	• Diversity and Social Justice (3) • Democracy in the U.S. (3) • Global Awareness and Civic Engagement (3)	• At the upper-division level (anchored to lower-division GE) • Optimally, within a specific pathway, GE minor, or GE certificate program • Cannot be double counted with the major
ES	DP	CCV	IE

GOALS AND RATIONALE FOR THE PROPOSED CHANGES IN GE REQUIREMENTS

PRIMARY GOALS

In adherence to its guiding principles, the Task Force operated under the following assumptions and goals regarding the subject area distributions and unit totals outlined above.

1. **Decrease the total number of units** devoted to GE in the undergraduate degree program to 42 semester units. Reducing the total number of units required in GE will align the CSU with several other institutions of higher learning, offer high-unit major programs some "breathing room," facilitate additional Associate's Degree for Transfer (ADT) pathways, and encourage persistence, graduation, and closure of equity gaps.

2. **Eliminate the practice of "double counting"** of courses, which complicates students' ability to navigate GE curricula. In addition to being highly dependent on reliable advising, double- and triple-counting, particularly with courses in the major, cuts against the conceptual logic of general education sought by the Task Force. In other words, when students simply take a class because it fulfills multiple requirements, GE becomes a box-checking exercise rather than an intentional, coherent experience.

3. **Minimize the number of non-major requirements outside of GE** by incorporating them into the GE program. These include requirements such as American Institutions and diversity/cultural competency. Other campus-based graduation requirements such as coursework in languages other than English also can—and should--be accommodated within the GE program. The Task Force believes these worthwhile requirements deserve explicit inclusion in GE curricula. Moreover, because they are completely consistent with the tenets of the conceptual model of general education offered by the Task Force, their inclusion makes the model even more compelling. It has been our abiding goal to bring coherence, logic and intentionality to the set of non-major requirements which constitute a baccalaureate education, so we consider extra graduation requirements to be antithetical to that goal.

4. **Leverage upper-division GE** as the way in which students synthesize their learning and demonstrate mastery of the skills, disciplinary knowledge, and values embedded throughout the program; as the way in which the intentionality, coherence, and objectives of the GE program are realized; and as the way in which a campus may emphasize its signature values. Upper-division GE offers more complex and integrative learning, which is easily made available through the integrated packages of GE pathways, minors, certificates, capstones, and signature coursework. The majority of Task Force members consider integrated upper-division GE courses to be vital to the integrity of the proposed GE program.

RATIONALE

The following rationale underpins each of the categories in the conceptual model offered by the Task Force.

Essential Skills

12 semester units

- Written Communication (3)
- Oral Communication (3)
- Critical Thinking (3)
- Quantitative Reasoning (3)

ES

The **Essential Skills** serve as the anchor to which all other GE courses are attached. These are the skills that are drawn upon to demonstrate achievement of learning outcomes and should therefore be reinforced in every GE course.

Consistent with (a) recommendations made in the Quantitative Reasoning Task Force Report, (b) campus feedback offered to the Chancellor's Office on possible changes to EO 1100, and (c) a request by the Chancellor's Office to consider relocating the current Area B4 (Quantitative Reasoning) requirement to an area featuring other foundational requirements (currently Areas A1, A2 and A3), the model situates Quantitative Reasoning with the other Essential Skills of Oral and Written Communication and Critical Thinking, bringing the total number to 12 semester units.

Disciplinary Perspectives

15 semester units

- Arts (3)
- Humanities (3)
- Life Science (3)
- Physical Science (3)
- Social Science (3)

DP

The **Disciplinary Perspectives** of Arts, Humanities, Life Science, Physical Science, and Social Science are highlighted in the proposed structure. These disciplinary contexts offer exploration into unique ways of knowing in each discipline, and preserve the hallmark of breadth in the GE program. Each Disciplinary Perspective is allocated 3 units at the lower-division level, bringing the total number of semester units to 15 for this area in the proposed model, although those considering these recommendations should resolve the issue of assigning laboratory units in Life Science and/or Physical Science.

The **Cross-cutting Values** area of the conceptual model affords the opportunity for campuses to highlight their institutional values and the CSU's commitment to them.

Cross-cutting Values

9 semester units

- Diversity and Social Justice (3)
- Democracy in the U.S. (3)
- Global Awareness and Civic Engagement (3)

CCV

Collectively, these values are made visible through GE and serve as curricular anchor points for other GE areas, thereby lending credence to the overall logic of the GE program. Each Cross-cutting Value is allocated 3 units at the lower-division level, bringing the total number of semester units to 9 in the proposed model.

With regard to the first broad category featured in the model as a Cross-cutting Value, "Diversity and Social Justice," the Task Force discovered during its work that all 23 campuses in the CSU have some requirement focused on diversity/cultural competency and/or social justice. Some campuses include the requirement in GE, while others identify it as a graduation re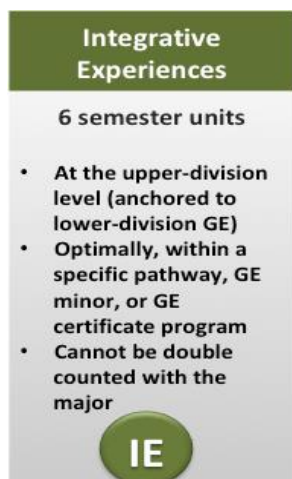quirement outside of the GE program. The Task Force was clear and unanimous in its conclusion that coursework featuring cultural

awareness and social justice should be articulated as a core, Cross-cutting Value in the CSU, and included within GE.

Another area made visible by the proposed structure is "Democracy in the U.S." The Task Force acknowledges the Trustees' requirement to ensure that all CSU graduates "acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens" (Title 5, section 40404). This requirement is called 'American Institutions,' and Title 5 is silent on the number of units to be devoted to this endeavor. Currently, most campuses require 6 semester units in the area, and some campuses include these units within their GE program, while others do not. In addition, campuses variously "double count" such coursework. The Task Force deemed it appropriate that this Cross-cutting Value be integrated into the GE program as a 3-unit core value that contributes to the intentionality and coherence of the GE package rather than a stand-alone, supervenient graduation requirement.

Finally, the Task Force acknowledged the importance of "Global Awareness and Civic Engagement" by situating it as a Cross-cutting Value in the CSU. This area highlights the imperative to expose students to issues occurring in the world around them. As borders between nations become less distinct and ecosystems are increasingly threatened, the CSU must prepare students for our international, multicultural society and encourage them to be stewards of change, working to find solutions to global problems. As a Cross-cutting Value, this area asks students to consider, across a broad range of subjects, how their engagement in local, regional, statewide, national and/or international affairs impacts society and the environment.

The **Integrative Experiences** area of the proposed model is envisioned to promote the main objectives of providing breadth, depth, intentionality, and campus autonomy to the GE

Integrative Experiences

6 semester units

- At the upper-division level (anchored to lower-division GE)
- Optimally, within a specific pathway, GE minor, or GE certificate program
- Cannot be double counted with the major

IE

program. It transforms the current requirement of 9 semester of upper-division GE (UDGE) disbursed evenly across breadth Areas B, C, and D into a proposed 6 semester units of UDGE, which are not necessarily tied to a specific discipline but are deeply connected to and built upon GE work in the Essential Skills, Disciplinary Perspectives, and Cross-cutting Values. The Task Force believes that Integrative Experiences courses should be the realization of the intentionality and coherence of the GE program for each campus.

With regard to breadth, the majority of Task Force members consider an UDGE requirement in the CSU compelling as a "best practice" and a signature feature of sound GE pedagogy, but two issues gave us pause. The first is whether 9 semester units is a "magic number" which should be preserved, and the second is the distribution of those units solely in Areas B, C and D. While on the face of it, distribution in those three areas seems to promote breadth, isolation of those three areas, to the exclusion of the other two as possibilities, creates

an artificial and limiting standard. The Task Force reasoned that breadth could be achieved by letting campuses determine disbursement, as long as these units were not situated in a student's major, and as long as they do not "double count" with other GE or graduation requirements. Breadth is implicated in these two issues because of the student's exposure to upper-division coursework outside of the major, and because of the dedicated objective that these units serve, which is to foster the synthesis of learning experiences across the broad swath of courses included in a GE pathway or minor.

With regard to depth and intentionality, most members of the Task Force were enthusiastic about the prospect that these units can be strategically deployed as the culmination of a graduated, scaffolded, and coherent set of integrative learning experiences while promoting deeper inquiry beyond a student's major. Furthermore, the more complex and sophisticated integrative learning that UDGE offers is best made available through the integrated packages of pathways, certificates, GE minors, capstones, and signature courses.

The potential for interdisciplinary pathway minors, certificates, badges, capstones or other means of showcasing the ways in which the students' General Education experience promotes Integrative Experiences is exciting. Thus, the Task Force recommends providing maximum latitude to campuses within the confines of a system policy which defines the goals of Integrative Experiences but does not prescribe how to achieve them. Such decisions are properly the province of campus faculty, in consideration of institutional goals and autonomy. Therefore, the Task Force intentionally offers no recommendations on issues such as course sequencing, course content, student learning outcomes, and other operational strategies or approaches. Instead, the model simply features the means to pursue such pedagogical opportunities, using evidence-based practices and learner-centered approaches.

The Task Force wishes to emphasize the importance of Integrative Experiences in programmatic assessment of GE. Just as is required of programs in each major, the GE program itself must be assessed holistically. Moreover, the assessment of GE programs must provide evidence of the development of learning in all the elements of the GE program. It is difficult to provide that evidence without a robust and full upper-division element, which is why a majority of the Task Force members recommends 6 semester units at the upper-division level. Mastery of the more complex, synthesizing content in two upper-division Integrative Experiences courses can be assessed by way of signature assignments designed to exhibit that mastery.

The Task Force also notes that reciprocity of upper-division GE must be preserved. In other words, matriculated students who complete upper-division GE units at one CSU campus and then transfer to another cannot be required to repeat upper-division GE units at their receiving campus. However, because of the purpose, importance, and uniqueness of UDGE Integrative Experiences courses in a student's GE program, the Task Force discourages the practice of allowing additional UDGE units to satisfy lower-division GE requirements.

OTHER CONSIDERATIONS

In sum, the unit totals and subject area distributions discussed above afford the opportunity for students to see why they are doing what they are doing as they proceed through their GE program. Student perceptions of the purpose and value of their GE courses hopefully will shift from a checklist of disparate categories of courses needed for the diploma to a meaningful learning journey that empowers them to become independent thinkers and educated citizens of the global community, able to transform their learning into meaningful action. Not only does the proposed model offer an overall logic to GE requirements, but it also offers milestones, which will help students mark their progress. For instance, a student member of the Task Force expressed that it was motivational to be able to say, "I've learned my Essential Skills, now I'm ready to use these skills in my Disciplinary Perspectives and other GE courses." This sense of logic and coherence to the GE program is a driving force behind the recommendations of the Task Force.

As another consideration, it should be noted that the unit total and distribution recommendations described herein do not change GE certification for transfer students. In other words, a transfer student would be "GE certified" with 36 units in Essential Skills, Cross-cutting Values, and Disciplinary Perspectives coursework just as occurs now, and when they transfer to a CSU campus, they still would need to complete 6 additional semester units in upper-division GE. The unit distributions and unit totals are consistent with IGETC, with Title 5, and with SB 1440 (the Star Act).

A third consideration relates to what might be colloquially called "carve outs" in the proposed model to capture graduation requirements such as American Institutions, diversity/equity/race/ethnicity (e.g., Ethnic Studies courses), second English composition, and languages other than English requirements. Since these requirements are entirely consistent with the aims of general education, and since articulating them within the conceptual model embeds them even more intentionally in the student's experience, the Task Force encourages that specific attention be paid to the ways in which such courses are integrated into the GE program.

With regard to Integrative Experiences, a fourth consideration is whether upper division courses should be included at all in the CSU general education program. While the majority of Task Force members strongly supported them as vital to the integrity of the GE program because they synthesize and make transparent what it seeks to accomplish, the minority view should be acknowledged: the Task Force could not identify another higher education institution with this requirement; it adds units to the general education program; it was established at a time when we had fewer transfer students; and finally, upper-division GE has been in place for decades, and yet these courses do not appear to have accomplished what the conceptual model asks of them, i.e., the intentional scaffolding of learning from introduction to development to mastery. On balance, the majority deems upper-division GE critical to

assessing the development of learning in the GE program, and to demonstrating the seriousness with which the CSU views GE learning, as well as the importance it has in a student's undergraduate career.

A fifth consideration regarding the proposed model is that it neither requires nor prevents a course or series of courses dedicated to a First-Year Experience. As with many facets of its recommendations, the Task Force considered such an approach to be in the purview of a specific campus and its faculty. However, the Task Force noted that such courses may be included in the GE program via lower-division GE requirements, such as in the Essential Skills, Disciplinary Perspectives, or Cross-cutting Values areas. The majority of Task Force members support a First-Year Experience program as a high-impact practice that holds particular value and meaning for student populations in the CSU.

Finally, the Task Force discussed on several occasions that the present funding model might encourage departments to offer GE courses in an effort to generate FTES and the resulting resources that extend from student enrollment. In addition to noting that campuses should be "held harmless" during a transition period while any changes in the GE program take place, the Task Force briefly discussed the prospect that the CSU might fund GE courses at the university level, which would be particularly beneficial for courses in the Integrative Experiences area. Removing financial incentives based on student enrollment numbers might result in a greater focus on the best pedagogical strategies and curriculum design to maximize student learning rather than on how to maximize student enrollment in a particular course.

POTENTIAL CATEGORIES OF GE PATHWAYS

The Task Force recognizes the CSU campuses that have already made great strides in providing students a coherent and intentional GE program under the existing Executive Orders (e.g., Chico State's Pathways in General Education). The Task Force has been inspired by these efforts as well as other GE reforms across the nation (e.g., Virginia Tech's Pathways to General Education). The following illustrates how the proposed CSU GE model may be packaged into three broad categories of pathway options for students. A shared theme, problem, or issue, relevant to a Cross-cutting Value, links GE courses within these pathways.

I. **GE Minor Pathway**

- Best option for students beginning their programs as first-time freshmen.
- Includes a minimum of 18 semester units (6 courses):
    - one Essential Skills course (3 units), e.g., in the Critical Thinking category
    - one Disciplinary Perspectives course (3 units), e.g., social and economic sustainability, art and social justice
    - two Cross-cutting Values courses (6 units), and
    - two Interdisciplinary Experiences courses (6 units), one of which serves as a capstone experience.

- Facilitates the creation of freshman learning communities or First-Year Experience programs organized around a problem/issue highlighted by a Cross-cutting Value.
- Examples provided below illustrate the subareas from which courses may be selected to fulfill the 18-unit (6 course) GE minor; students would still complete courses in all other GE areas to meet the 42-unit requirement.

Example 1. GE Minor in Sustainability for a STEM major

Essential Skills	Disciplinary Perspectives	Cross-cutting Values	Integrative Experiences
Written Communication	Arts	**Diversity and Social Justice**	**UDGE Sustainability**
Oral Communication	Humanities	Democracy in the U.S.	**UDGE Sustainability Capstone**
Critical Thinking	Life Science	**Global Awareness**	
Quantitative Reasoning	Physical Science		
	Social Science		

Example 2. GE Minor in Social Justice for a social science major

Essential Skills	Disciplinary Perspectives	Cross-cutting Values	Integrative Experiences
Written Communication	**Arts**	**Diversity and Social Justice**	**UDGE Social Justice**
Oral Communication	Humanities	**Democracy in the U.S.**	**UDGE Social Justice Capstone**
Critical Thinking	Life Science	**Global Awareness**	
Quantitative Reasoning	Physical Science		
	Social Science		

II. **GE Certificate or Special Programs Pathway**

- Best option for transfer students or students opting into a pathway after completing most to all of their lower-division GE coursework, particularly in the Essential Skills and Disciplinary Perspectives areas.
- Includes a minimum of 9 semester units from at least one Cross-cutting Values course (3 units) and two Integrative Experiences courses (6 units), with one Integrative course serving as a capstone.
- Facilitates learning communities/cohorts, including student equity support organizations established for transfer students of color (e.g., CSU East Bay's Sankofa Scholars, GANAS, and TAPASS).

III. **Traditional GE Program**—the traditional distribution model

- Students select from all available GE courses that fulfill each GE area.

NEXT STEPS

THIS IS JUST THE BEGINNING

This report is the culmination of nearly two years of dedicated work by the General Education Task Force. The document seeks to provide a solid starting point for discussion and reflection and is offered up for wide dissemination, discussion, and ultimately, shared governance-based recommendations to further enhance all CSU students' baccalaureate education. It is vital that students learn within a robust, dynamic general education environment in programs centered on coherent, intentional student learning. The liberal education provided by GE is a liberating education.

Curriculum planning, development and revision are led by the faculty; therefore, the ASCSU is the appropriate body to lead the next phase of GE reform, consonant with the principles and practices of shared governance. Wide, full consultation and consideration of this report is now needed, so the ASCSU is strongly urged to champion and lead the next phase of this important process. Initially, Task Force members anticipated they could help marshal those efforts and, after casting a wide consultative net, make changes to these recommendations prior to encouraging their implementation. However, in the wake of the most recent revisions to Executive Order 1100, the work of the Task Force intentionally slowed, in order to take stock of how those revisions affected both campus programs and systemwide conversations. In the wake of this report, important conversations will be many, varied, and appropriately situated in shared governance contexts both on campuses and systemwide.

The Task Force suggests that among groups the ASCSU consult with are the following: standing committees of the ASCSU; the Chancellor's General Education Advisory Committee (GEAC); campus senates; campus GE committee chairs and/or directors of GE programs; other interest groups relevant to GE; the Academic Senates of the California Community Colleges and the University of California; and the California State Students Association.

Task Force members have appreciated the opportunity to consider the ways in which the California State University system can craft a GE program that best serves the needs of students on each campus. Naturally, members of the Task Force are willing to answer any clarifying questions that come to the ASCSU as the work continues, and wish the ASCSU well as the process moves forward.

Respectfully submitted,

Members of the General Education Task Force

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Denise Fleming (served March 2017-August 2018)
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Mia Kagianas (served May 2017-present)
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Maggie White (served May 2017-May 2018)
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Zoe Williams (served October 2018-February 2019)
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Executive Committee Agenda Item

SUBJECT: System-wide Data		Month: March	Year: 2019
		Item No: IV. S.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will have a discussion on statewide data and provide direction on how to move forward.	Urgent: No	
		Time Requested: 40 mins.	
CATEGORY:	Action Items	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Virginia May/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

With the implementation of AB 705, the Student Centered Funding Formula, Guided Pathways, and the Vision for Success correct course and program coding is crucial for meaningful data collection and accurate interpretation of student progress. Recently, the Connecting the Dots statewide meetings, scheduled across the state this spring semester, and the AB 705 Data Revision Project have prompted additional questions from the field regarding the use of data, how data is presented, and who should have access to data. In addition, there needs to be an overall discussion on how the data integrates with existing systems, such as MIS, COCI, C-ID, and Guided Pathways, and college's local systems of record, in order to ensure that data collected and presented is as accurate and useful as possible.

The Executive Committee will have a discussion and present some possible solutions on how to move forward with partnering with the Chancellor's Office and other system partners on data.

---

[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: Chancellor's Office Liaison Discussion		Month: March	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.

Academic Senate for California Community Colleges

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Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: March	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 February. 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: March	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: CVC-OEI Augmentation Funding		Month: March	Year: 2019
		Item No: V. D.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will discuss CVC-OEI Augmentation Funding and the potential to align it with CTE C-ID.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Geoffrey Dyer/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2018-2019 enacted state budget includes the following item:

Online Education Initiative Competitive Grants-An increase of $35 million one-time Proposition 98 General Fund for community college districts to develop online programs and courses that lead to short-term, industry-valued credentials, or enable a student enrolled in a pathway developed by the California Online Community College to seek continued education through pathways offered by an existing community college.

At the February 8, 2019 CVC-OEI Advisory Committee meeting, CVC-OEI Executive Director Jory Hadsell presented the attached update on the grant funding, which indicates that messaging to the field requesting letters of interest to participate in the grant are planned to be sent in February.

On February 11, 2019, John Stanskas, ASCCC President, sent the attached letter requesting that projects leading to short-term, industry valued credentials be aligned with existing C-ID processes and prioritized above grant projects which could contribute to a duplication by the COCC of programs already offered by our existing 114 colleges. The letter also suggested naming the grant project "Improving Online CTE Pathways."

---

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

California Community Colleges

California Virtual Campus –
Online Education Initiative

Advisory Committee Update

February 8, 2019

Preview

- Review of Q2 performance metrics

- Governor's budget proposal update

- Current year Augmentation Grant ("Improving Online Pathways")

- Status of branding effort

- Update on Cross Enrollment

Q2 Dashboard: Canvas

Canvas At A Glance
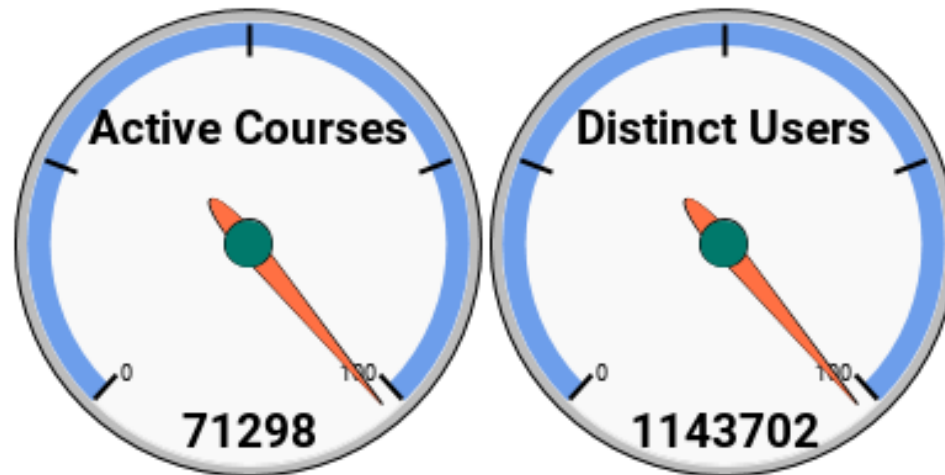
Q2 Dashboard: CVC.edu

Course Finder & CVC.EDU Web Statistics
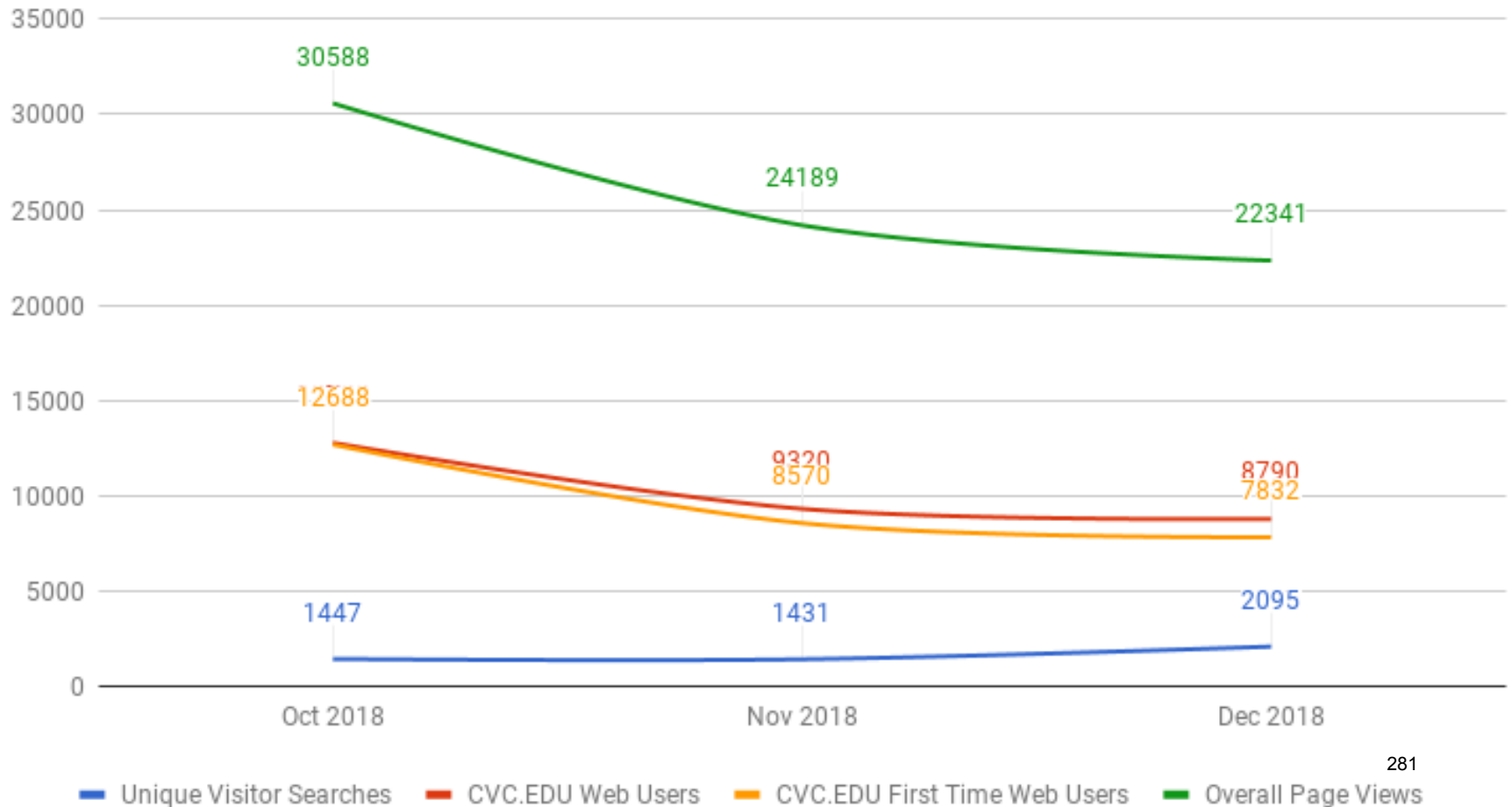
Q2 Dashboard: Courses

Finish Faster Online	Oct 2018	Nov 2018	Dec 2018
Online Courses	9118	6130	6130
Badged Courses	7071	4040	4040

Online ADTs

0   50

64
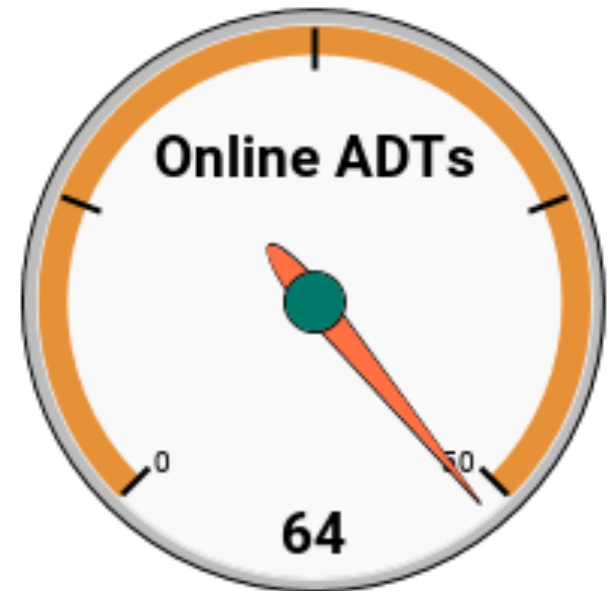
Course Review & Alignment	Oct 2018	Nov 2018	Dec 2018
New Courses Submitted	17	6	8
Courses Reviewed	10	9	14
Courses in Alignment Support	51	50	55
New Courses Fully Aligned	5	5	6
Total Courses Aligned	163	165	172

Q2 Dashboard: Support Services and Tool Adoption

Student Support Services - College Adoption

	Consortium	Non-Consortium	Non-Adoptees
NetTutor	43	52	19
Proctorio	28	6	80
Vericite	20	7	87
Quest & SM	26	9	79
Cranium Cafe	34	14	66
Canvas	56	58	0
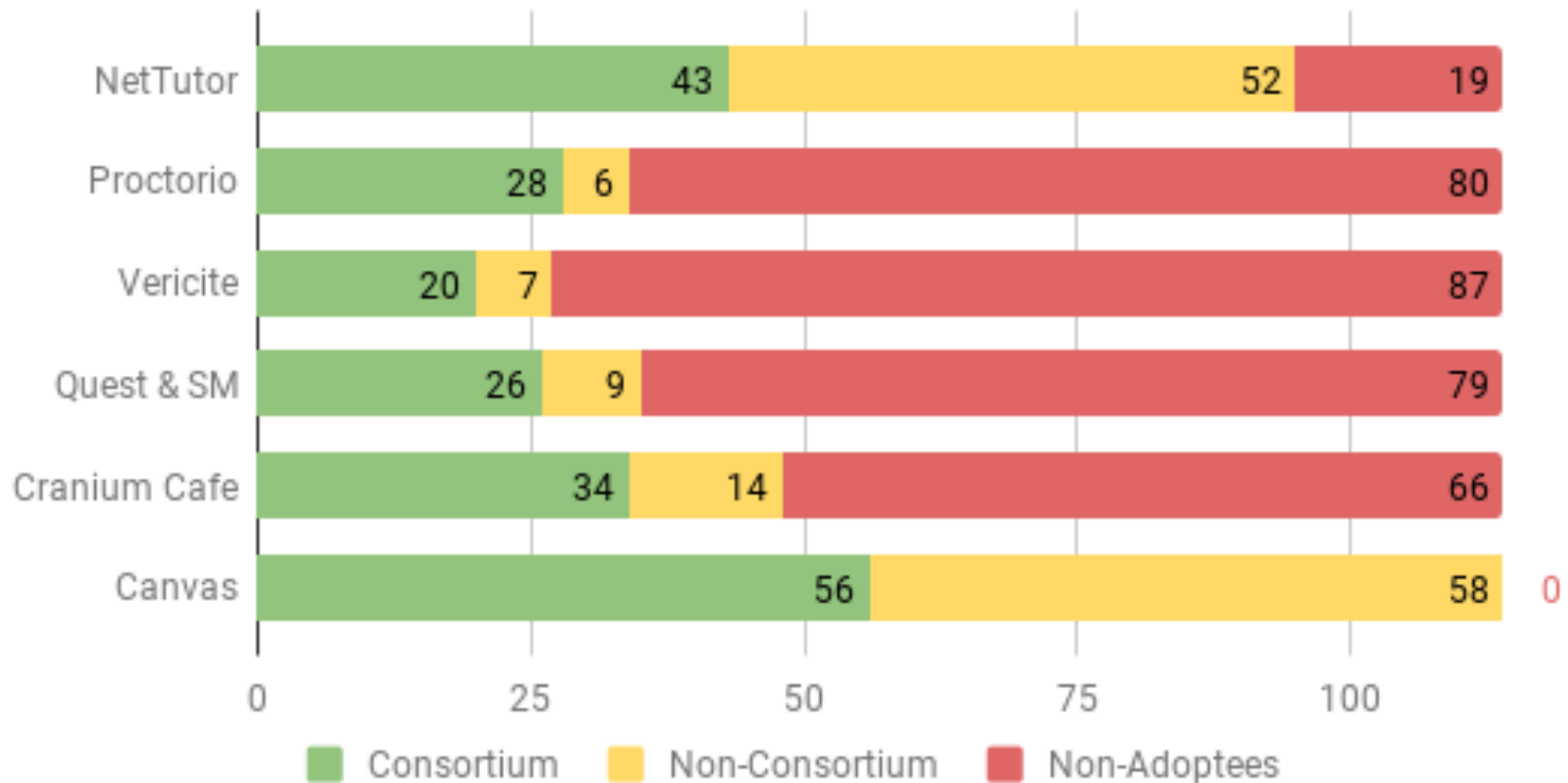
Q2 Dashboard: Support Services Highlights

Support Services – Q2 Highlights	
NetTutor Usage (Minutes)	128,100
NetTutor Tutoring Sessions	4,487
Proctorio Usage (# of Exams)	10,398
Colleges in Regional Proctoring Network	19
New Cranium Café Counselors	21
Current Cranium Café Counselors	256
Cranium Café - # of Student Chats	1,586
Cranium Café - # Meetings with Counselor	2,335

January Budget Proposal

- Governor Newsom's first proposal, focused heavily on "cradle to career" focus

- No additional one-time or ongoing funding for CVC-OEI proposed

- No reduction to CVC-OEI ongoing funding proposed, either

CVC-OEI Augmentation Grant

- 2018-19 budget allocated $35 Million in one-time funding (three-year spending horizon) to:

- Award grants to help colleges and districts complete short-term projects that align with one or both of the two CCCCO goals described in the budget language

Augmentation Grant Funding Goals

- Develop online programs and courses that lead to short-term, industry-valued credentials; or

- Enable a student enrolled in a pathway developed by the California Online Community College to seek continued education through pathways offered by an existing community college.

Augmentation Grant Current Status

- CVC-OEI has created a work plan and budget as required to execute the grant
- Awaiting final CCCCO approval
- It needs a better name! Proposed: "Improving Online Pathways"
- Focus would encompass three themes
  - improve access to quality programs or credentials
  - filling gaps in online or potentially online programs that meet workforce demands
  - enhancing support structures for students, faculty and colleges in taking/delivering these programs

Proposed Two-Phase Approach

- The proposed process is two phases:

- Phase One

  - Local college (or district/region) planning and development phase

  - includes some cost reimbursement

  - Feb-May 2019

Proposed Two-Phase Approach

- Phase Two:
  - IOP Grant Awards (based on local college plans submitted as basis of proposal)
  - Anticipating awards up to $500,000 per college (depending on quantity and content of proposals)
    - Notification May/June 2019
    - Grant authorization period for colleges: July 1, 2019-June 30, 2020

Improving Online Pathways Grants

- Next steps
  - Grant execution from CCCCO to CVC-OEI
  - Messaging to the field & website information, soliciting letters of interest and providing additional information, webinars, etc.
  - Upon receipt of letter of interest, college or colleges form local planning teams

- *This is an aggressive timeline, as we have to provide a progress report to the legislature in March/April 2020.*

Augmentation Grant Timeline
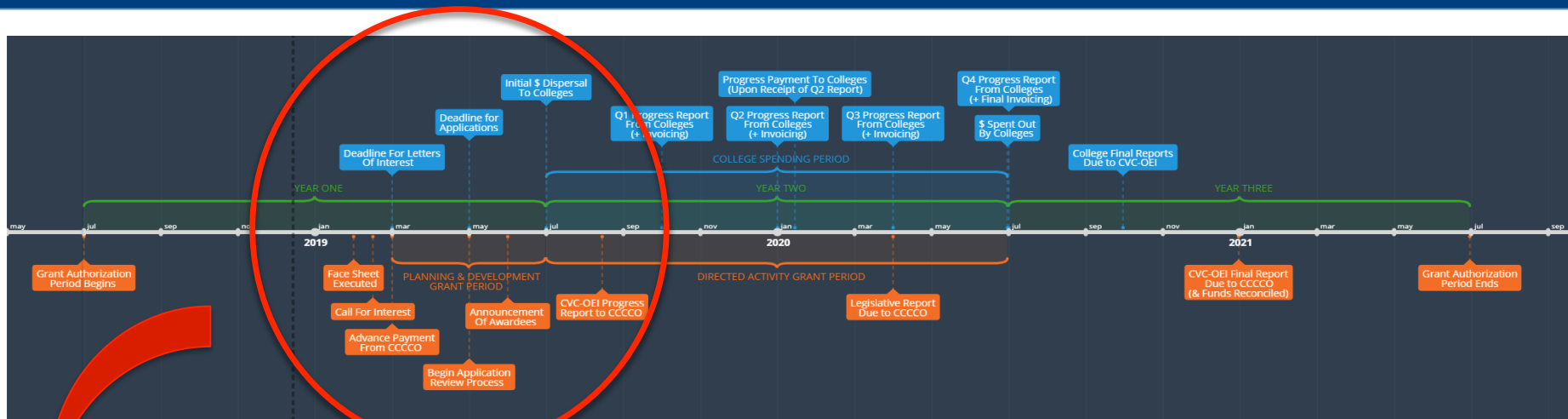
Upcoming Milestones

- February 2019 – Face Sheets Executed & Work Plan Approval
- February 2019 – Call for Letters of Interest
- March 2019 – Deadline for Letters of Interest
- March 2019 to May 2019 – Colleges Draft Grant Plans **(Phase One)**
- May 2019 – Deadline for Plan Submission
- May 2019 – Review of Plans; Selection of Awardees
- June 2019 – Notification of Grant Awardees
- July 2019 – College Spending Authorization Period Begins **(Phase Two)**

Improving Online Pathways Grants

Questions?

Contact:

Justin Schultz (jschultz@cvc.edu)

Jory Hadsell (jhadsell@cvc.edu)

CVC-OEI Rebranding Update

- Initial research phase conducted by 25th Hour Communications

- Focus group with CVC-OEI Advisory Committee for additional input

- Additional feedback was gathered to encompass additional roles – now complete

- Currently in the creative phase, anticipating first look at mocked-up concepts by CVC-OEI team in mid-February

Cross-enrollment Update

- Cross-enrollment "proof of concept"
  - December internal testing identified some minor issues to resolve (additional development needed; now complete)
  - Currently at User Acceptance Testing phase with Foothill-De Anza (Banner) and Los Rios (PeopleSoft)
  - Cabrillo College (Colleague/ETHOS) in progress (was delayed due to local availability issues)

Cross-enrollment Launch

- Targeting short-term / late-start classes and spring <u>quarter</u>

- Allows for "soft launch" during non-peak registration cycle

- Validate functionality with real students in production SIS

- Debrief with colleges and CCCCO late February -> anticipate "go" for scaling up

CVC-OEI Advisory Committee Up

February 8, 2019

Jory Hadsell, Executive Director

President
John Stanskas
San Bernardino Valley College

Vice President
Dolores Davison
Foothill College

Secretary
Craig Rutan
Santiago Canyon College

Treasurer
Virginia "Ginni" May
Sacramento City College

Area A Representative
Geoffrey Dyer
Taft College

Area B Representative
Mayra Cruz
DeAnza College

Area C Representative
Rebecca Eikey
College of the Canyons

Area D Representative
Samuel Foster
Fullerton College

North Representative
Cheryl Aschenbach
Lassen College

North Representative
Carrie Roberson
Butte College

South Representative
LaTonya Parker
Moreno Valley College

South Representative
Anna Bruzzese
Los Angeles Pierce College

Representative at Large
Michelle Bean
Rio Hondo College

Representative at Large
Silvester Henderson
Los Medanos College

Executive Director
Krystinne Mica

February 11, 2019

Jory Hadsell
Executive Director,
California Virtual Campus – Online Education Initiative

Subject: CVC-OEI Augmentation Funding Alignment with C-ID

Dear Dr. Hadsell:

I am reaching out with some urgency on the topic of the $35,000,000 CVC-OEI augmentation funding, which I have just learned you will be soliciting letters of interest from the field for. I was informed that as of Friday, February 8, you were still awaiting Chancellor's Office approval for your work plan and budget. I am writing to ask you to include in the work plan, prioritization process, and execution of the funding a requirement for faculty in the affected disciplines at any colleges granted funds to participate in the CTE C-ID processes, including Discipline Input Groups and Faculty Discipline Review Groups, in order to develop the course descriptors and model curricula for certificates and degrees needed to establish online CTE pathways with the potential to be scaled up system-wide through the CVC-OEI.

As you are aware, faculty in CTE disciplines have voiced interest in participating in the OEI in past years and were unable to do so given the requirement that courses for the exchange be articulated with C-ID descriptors. For this reason and others, C-ID has initiated the development of CTE descriptors and model curricula to facilitate the portability of CTE coursework and to establish a statewide framework for obtaining industry input and simplifying curriculum updates. Disciplines with completed descriptors include Health Information Technology, Information Technology & Information Systems, and Hospitality Management. Since one of the goals of the budgeted augmentation funding is to "develop online programs and courses that lead to short-term, industry-valued credentials," and given that CVC-OEI is overseeing the project, I anticipate that you may have already included a requirement for participation in the established C-ID process in your planning for administering the grant. If not, I urge you to consider this request.

I also have been apprised of conversations about the need for an appropriate name for the grant project. May I suggest "Improving Online CTE Pathways?" To my knowledge, our system has never explicitly invested in expanding online CTE opportunities, and this is an opportunity to expand options for students in our 114 colleges using the C-ID framework intended for both inter- and intra-segmental transfer.

Lastly, I want to remind you of Education Code §75001(d)(1), which states that "the [California Online Community College] shall create new programs that are not duplicative of programs offered at other local community colleges," and §75001(a)(3), which states that the college will serve "the vocational and educational needs of Californians who are not currently accessing higher education." I bring this up in context of the grant funding's second stated objective. Simply put, I ask that you prioritize letters of interest from colleges which intend to "develop online programs and courses that lead to short-term, industry-valued credentials" above proposals which will contribute to the COCC's duplication of programs currently offered at our 114 colleges, in light of these explicit statutory requirements.

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(916) 445-4753 • Fax (916) 323-9867
info@asccc.org • www.asccc.org

298

Page Two
Subject: CVC-OEI Augmentation Funding Alignment with C-ID

Thank you for your consideration of this request and for your work in serving our students.

John Stanskas
President, Academic Senate for California Community Colleges

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299

CVC-OEI seeking applications for *Improving Online CTE Pathways* grants

The California Virtual Campus-Online Education Initiative (CVC-OEI) is seeking applications for its *Improving Online CTE Pathways* grant program, to provide competitive grants to community college districts to develop online programs and courses that support either of the following:

1. Lead to short-term, industry-valued certificates or credentials, or programs; or
2. Enable a student in a pathway developed by the California Online Community College to continue his or her education in a career pathway offered by an existing community college.

Grant awards will not exceed $500,000 per college/district and are to be implemented within the one-year funding timeframe. Additionally, grants may be awarded to individual college or districts, or multiple colleges and/or districts working together as partners. Grants will be administered by the Foothill-De Anza Community College District, serving as the fiscal agent for the CVC-OEI.

As this augmentation initiative involves one-time funding over a brief period, these college- and district-level grants are intended to help a CCC campus, district, or multi-college partnership to complete short-term projects that:

- can be implemented within one year (July 2019 through June 2020), and
- lead to lasting institutional innovation beyond the one-year grant timeframe.

Interested applicants are asked to submit a Letter of Intent no later than March 15, 2019. Completed applications will then be due on May 1, 2019. The CVC-OEI will announce the grant awards by May 31, 2019 and project teams must be in place by June 30, 2019.

The grant process will be competitive, but equitable. Recognizing that colleges and districts throughout the CCC system vary in distance education expertise and staffing, the CVC-OEI will support all institutions applying for grants. Planning and Development Reimbursements (up to $15,000 per college/district) will be provided to fund one or more faculty and/or staff members to engage in a planning process to prepare a grant Application. Colleges/Districts will be able to claim reimbursement for planning activities upon submission of an Application and invoice, whether or not the grant is awarded.

More information and submission instructions are available at http://www.cvc.edu/pathwaysgrant.

Request for Applications

Improving Online CTE Pathways

Grant Program

February 14, 2019

TABLE OF CONTENTS

INTRODUCTION

The California Virtual Campus-Online Education Initiative's (CVC-OEI) *Improving Online CTE Pathways* grant program is designed to support online education interventions that California Community Colleges (CCC) and/or districts expect to produce meaningful improvements in online student education outcomes.

Using one-time funding of $35 million in the 2018-2019 budget, the CVC-OEI will award competitive grants to community college districts to develop online programs and courses that support either of the following:

- Lead to short-term, industry-valued certificates or credentials, or programs; or

- Enable a student in a pathway developed by the California Online Community College to continue his or her education in a career pathway offered by an existing community college.

Grants may range in size from tens of thousands of dollars to several hundred thousand dollars, however, they may not exceed $500,000 per college/district. Projects are to be implemented within the one-year funding timeframe. Additionally, grants may be awarded to individual colleges or districts, or multiple colleges and/or districts working together as partners. Grants will be administered by the Foothill-De Anza Community College District, serving as the fiscal agent for the CVC-OEI.

Depending on total funds awarded, CVC-OEI may issue additional calls for participation.

Program Goal

The *Improving Online CTE Pathways* program was designed to leverage existing capabilities within the CCC system, while also integrating together with the CVC-OEI's objectives.

Grant applications must fall within one of the three approved tracks:

- **TRACK 1: Improve access to and quality of existing online programs**: We can achieve maximum impact not just by creating new online courses or programs, but more importantly by expanding access to existing but locally or regionally-siloed online CTE-oriented programs or certifications — e.g., increase capacity or frequency of sections not available anytime / anywhere; and supporting colleges to improve the quality, accessibility, and equity of existing offerings.

    o   *Increase access to existing online certificates, credentials or programs.*

    o   *Increase visibility of existing online certificates, credentials or programs.*

    o   *Improve quality of existing online certificates, credentials or programs.*

- o *Expand availability of C-ID designators for CTE courses.*

- **TRACK 2: Increase the number of online programs that meet workforce needs** by filling in gaps within programs – missing content, missing courses; leveraging industry partnerships to create or expand access to online programs; and encourage collaboration between colleges to offer joint programs.

  - o *Fill gaps in existing on-ground certificates, credentials or programs.*

  - o *Build an online certificate, credential or program that addresses regional workforce needs.*

  - o *Develop a replicable model for advancing credit for prior learning pathways and solutions.*

  - o *Create online programs using industry content, Zero Textbook Cost Materials, and/or Open Educational Resources.*

  - o *Review industry-approved curriculum.*

- **TRACK 3: Support students, faculty, staff and campus leaders** by supporting the student groups that could most benefit from expansion of online; offering targeted support structures; and providing coordinated support for faculty and staff at the colleges as they participate in activities funded by these grants.

  - o *Create a jointly offered program with another college or district in the CCC system.*

  - o *Pilot tools for students to chart and track progress on academic pathways.*

  - o *Support students staying on their existing academic pathways.*

As this augmentation initiative, *Improving Online CTE Pathways*, involves one-time funding over a brief period, these college- and district-level grants are intended to help a CCC campus, district, or partnership to complete short-term projects that:

- can be implemented within one year (July 2019 through June 2020), and

- lead to lasting institutional innovation beyond the one-year grant timeframe.

These college- and district-level grants are not intended to support the purchase of computer hardware or software.

Process Summary

Phase One: Grant Planning & Preparation – February 2019 to June 2019

- *Letters of Intent*: All applicants must submit a Letter of Intent by March 15, 2019, at 5:00 PM PST; and according to the Letter of Intent Format & Instructions (see below).

- *Letter of Intent Notifications:* The CVC-OEI team will send notification messages to all applicants shortly after submission, indicating approval to move forward with application planning and development.

- *Applications*: All applicants must submit an Application by May 01, 2019, at 5:00 PM PST; and according to the Application Format & Instructions (see below).

  - o NOTE: The grant process will be competitive, but equitable. Recognizing that colleges and districts throughout the CCC system vary in distance education expertise and staffing, the CVC-OEI will support all institutions applying for grants. Planning and Development Reimbursements (up to $15,000 per college/district) will be provided to fund one or more faculty and/or staff members to engage in a planning process to prepare an Application. Reimbursements will be issued upon receipt of the Application and an invoice, whether or not the grant is awarded.

- *Award Notifications*: The CVC-OEI will send notification messages to all applicants and announce the *Improving Online CTE Pathways* grant awards (up to $500,000) no later than May 31, 2019.

- *Preparation*: After receiving an award notification, awardees will assemble their project teams and prepare to begin their projects by July 01, 2019.

Phase Two: Grant Implementation – July 2019 to June 2020

- *Project Implementation Begins*: Awardees will begin project work on July 01, 2019.

- *Quarterly Reporting*: Awardees will submit quarterly progress reports and invoices on October 15, 2019, January 15, 2020, April 15, 2020, and July 15, 2020.

- *Project Implementation Ends*: Awardees will complete project work on June 30, 2020.

  - o The CVC-OEI intends that *Improving Online CTE Pathways* projects disseminate their results to the practitioner community, the academic community, and the general public. To this end, applicants are required to discuss the dissemination of their findings in their applications, including oral briefings and release of publicly available written brief(s) at the end of the grant.

The CVC-OEI will consider only applications that are responsive and compliant to the requirements described in this Request for Applications (RFA) and submitted electronically via the CVC-OEI website (www.cvc.edu/pathwaysgrant).

APPLICANT REQUIREMENTS

Applications under the *Improving Online CTE Pathways* grant program must meet the requirements set out under (1) Eligibility, (2) Principal Investigator(s), and (3) Authorized Organization Representative in order to be responsive and sent forward for review.

Eligibility

Qualified Applicants/Fiscal Agents include a California Community College, a California Community College District, or an entity operating under a Joint Powers Authority. Applicants may propose but are not limited to one of the following partnership models:

- Single college/district develops RFA response and submits as a single college or district responsible for *Improving Online CTE Pathways* project.

- Two or more colleges/districts develop the RFA response and clearly define the roles and responsibilities required to satisfy the *Improving Online CTE Pathways* project objectives.

  - To help demonstrate a working partnership, the CVC-OEI strongly encourages institution(s) forming the partnership to submit a joint Letter of Agreement, rather than separate letters, documenting their participation and cooperation in the partnership and clearly setting out their expected roles and responsibilities in the partnership.

The CCCCO reserves the right to make the final selection of the projects. This RFA may be reissued until all funds are allocated.

Principal Investigator(s)

Applications must include at least one Principal Investigator (PI) from each institution submitting the application. When discussing the PIs in the application, it is helpful to the reviewers to identify which institution they represent.

- CCC Partnerships must choose one PI to have overall responsibility for the administration of the award and interactions with the CVC-OEI. The PI is the individual who has the authority and responsibility for the project, including the appropriate use of grant funds and the submission of

required progress reports. This person should be identified on the application as the Project Director/Principal Investigator. All other PIs should be listed as Co-Principal Investigators (Co-PIs).

The CVC-OEI recommends that the person chosen as PI has the qualifications and experience to manage the grant and that the PI's organization has the capacity to fulfill the administrative, financial, and reporting requirements of the grant.

The CVC-OEI team may convene one or more in-person or virtual meetings with other grantees and CVC-OEI staff. Should the PI (or Co-PI) not be able to attend a meeting, he/she may designate another key person on the project team to attend.

Authorized Organization Representative

The Authorized Organization Representative (AOR) for the institution is the official who has the authority to legally commit the institution to (1) accept federal funding and (2) execute the proposed project. When your application is submitted, the AOR automatically signs the cover sheet of the application, and in doing so, assures compliance with any policies and/or regulations governing grant awards. In most cases, this individual would be the College President, District Chancellor, and/or Chief Business Officer.

APPLICATION CLARIFICATION

If any ambiguity, conflict, discrepancy, omission, or other error in this RFA is discovered, immediately notify CVC-OEI of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFA and will be posted on the CVC-OEI website (www.cvc.edu/pathwaysgrant). The CVC-OEI shall not be responsible for failure of an applicant not having the most current information.

Contact for this Application:

Justin Schultz, *Director, Planning & Grants Administration,* 650.949.7939, jschultz@cvc.edu

LETTER OF INTENT FORMAT & INSTRUCTIONS

The CVC-OEI asks potential applicants to submit a Letter of Intent prior to the Letter of Intent submission deadline of March 15, 2019. Letters of Intent are required. College/districts that submit a Letter of Intent may be contacted regarding the proposed project. NOTE: If college/district's Letter of Intent is accepted and that college/district is invited to submit an Application, the CVC-OEI team understands that there may be a need or want to modify some details after further local discussion.

The Letter of Intent should be uploaded as a PDF to the CVC-OEI website (www.cvc.edu/pathwaysgrant).

No later than March 15, 2019, at 5:00 PM PST, applicants should submit the following information:

1. Community college or district name, address, and phone number

2. Community college or district Authorized Organization Representative (name, title, phone, email, signature)

3. Project Director/Principal Investigator information for this application (name, title, phone, and email, signature)

4. Proposed Project Title (max: 15 words)

5. Proposed Project Summary (max: 500 words)

6. Proposed Total Budget Request (select one)

   - *$001-100K*

   - *$100-250K*

   - *$250-500K*

7. Primary goal of proposed project (select one)

   - *Improve existing online certificates, credentials or programs (Track 1)*

   - *Build new online certificates, credentials or programs (Track 2)*

   - *Support success for online students and/or faculty (Track 3)*

8. Please describe the areas with which your proposed project best aligns (select no more than three)

   - *to increase access to existing online certificates, credentials or programs*

   - *to increase visibility of existing online certificates, credentials or programs*

   - *to improve quality of existing online certificates, credentials or programs*

   - *to expand availability of C-ID designators for CTE courses*

   - *to fill gaps in existing on-ground certificates, credentials or programs*

   - *to build an online certificate, credential or program that addresses regional workforce needs*

   - *to develop a replicable model for advancing credit for prior learning pathways and solutions*

   - *to create online programs using industry content, Zero Textbook Cost Materials, and/or Open Educational Resources*

- *to review industry-approved curriculum*

- *to create a jointly offered program with another college or district in the CCC*

- *to pilot tools for students to chart and track progress on academic pathways*

- *to support students staying on their existing academic pathways*

9. Describe your level of certainty — i.e., outline what might change between submitting this letter of intent and submitting your application.

APPLICATION FORMAT & INSTRUCTIONS

As this augmentation initiative, *Improving Online CTE Pathways*, involves one-time funding over a brief period, these college- and district-level grants are intended to help a CCC campus, district, or partnership to complete short-term projects that:

- can be implemented within one year (June 2019 through June 2020), and

- lead to lasting institutional innovation beyond the one-year grant timeframe.

These college- and district-level grants are not intended to support the purchase of computer hardware or software.

NOTE: Planning and Development Reimbursements (up to $15,000) are designed to fund one or more faculty and/or staff members to prepare this Application. Please submit with the Application an invoice that includes a) details of what is being reimbursed and b) the total reimbursement amount (up to $15,000). A reimbursement will be issued for each Application that includes this invoice, whether or not it is awarded.

The following instructions prescribe the format and sequence for the development and presentation of the Application. All questions must be answered and all requested data must be supplied. All narrative portions of the Application should be in 12-point, Arial font, single-spaced, and with minimum 1" margins. A single application cover page may be included. The Application should be uploaded as a PDF to the CVC-OEI website (www.cvc.edu/pathwaysgrant).

No later than May 01, 2019, at 5:00 PM PST, applicants should submit the following information:

1. Table of Contents

The Table of Contents should be on a separate page, with each component of the application's narrative listed and page numbers indicated.

2. Project Summary

- Proposed Project Title (max: 15 words)

- Proposed Project Summary (max: 500 words)

- What is the primary goal of your proposed project?

  o *Improve existing online certificates, credentials or programs (Track 1)*

  o *Build new online certificates, credentials or programs (Track 2)*

  o *Support success for online students and/or faculty (Track 3)*

- What are the areas of emphasis for the project proposed in this application? (select no more than three)

  o *to increase access to existing online certificates, credentials or programs*

  o *to increase visibility of existing online certificates, credentials or programs*

  o *to improve quality of existing online certificates, credentials or programs*

  o *to expand availability of C-ID designators for CTE courses*

  o *to fill gaps in existing on-ground certificates, credentials or programs*

  o *to build an online certificate, credential or program that addresses regional workforce needs*

  o *to develop a replicable model for advancing credit for prior learning pathways and solutions*

  o *to create online programs using industry content, Zero Textbook Cost Materials, and/or Open Educational Resources*

  o *to review industry-approved curriculum*

  o *to create a jointly offered program with another college or district in the CCC*

  o *to pilot tools for students to chart and track progress on academic pathways*

  o *to support students staying on their existing academic pathways*

3. Project Preparation

Local Starting Point

- What is the starting point for the proposed project?

  o Track 1 or Track 2 proposals:

- What is the certificate, credential or program (please include discipline, number of courses, workforce area supported)?

- Is the entire certificate, credential or program already fully online?

  - If yes, have the individual courses been reviewed with the OEI Course Design Rubric?

  - If no, how many courses are fully online courses?

- Track 3 proposals:

  - How do students currently chart their academic pathways and track their progress in completing certificates, credentials or programs?

    - What support do you already provide for online students?

- Describe Distance Education at your college or district (e.g., what percentage of total enrollments are in online courses?)

Local Preparation

- If you win an award, what is the first date you can give a presentation to the Board of Trustees for your district to get approval?

- Which executive stakeholders from your college or district should be included in this project?

- Who is the fiscal agent from your college or district who will receive the funds?

- What data must you collect before you start, so you can compare pre-award and post-award impact?

4. Project Implementation

Project Alignment

- Please describe how your proposed project aligns with one of the two CCCCO goals for this project:

  - CCCCO Goal 1: Lead to short-term, industry-valued certificates or credentials, or programs

  - CCCCO Goal 2: Enable a student in a pathway developed by the California Online Community College to continue his or her education in a career pathway offered by an existing community college.

    - Information Technology

- Medical Coding

- Management

- If applicable, please describe how your proposed project aligns with one of the CCCCO system-wide initiatives, such as *CCC Vision for Success* or *Guided Pathways.*

Project Need

- What other specific needs will you meet with this proposed project?

Project Description *(includes timeline and budget)*

- Please describe the proposed project activities.

- Please provide a rough timeline for the grant period with expected deliverables at three-month intervals.

- Please provide a budget summary including the total funding requested and how you plan to use the requested funds.

Project Success

- Please describe the anticipated or desired results of the proposed project — meaningful and practical success metrics related to a) capacity growth and b) student success (e.g., how many students will be served in a 3-5 year timeframe?).

Project Evaluation

- Please describe how you will track progress during the grant.

    o Include how you will collect the data necessary to track progress.

Project Feasibility

- Please describe your college or district's expertise and capacity.

    o How many faculty releases and/or support staff members does your college or district already provide for distance education activities?

    o How do these faculty and/or staff members' skills and technical capabilities align with the overall demands of the proposed work?

    o How much staff time (total FTE) will your college or district be able to devote to this project over the grant period (12 to 18 months)?

5. Project Conclusion and Continuation

Project Reporting

- Please describe how you will document what the proposed project has achieved during the grant period (through June 2020).

    o Include how you will synthesize main achievements, remaining or revised work to complete, challenges, and replicable practices.

Post-Grant Commitment

- How will your college or district institutionalize the advancements funded by this CVC-OEI *Improving Online CTE Pathways* grant program (e.g., schedule/offer new certificates, credentials or programs for at least 3-5 years after they have been created; advertise existing certificates, credentials or programs)?

APPENDIX A: GRANT TIMELINE

Phase One: Grant Planning & Preparation
February 2019 to June 2019

February 14, 2019	Call for Letters of Intent & Release of RFA
March 15, 2019	Submission Deadline for Letters of Intent
May 01, 2019	Submission Deadline for Applications & Planning Invoices
May 31, 2019	*Notification of Grant Awardees (by CVC-OEI)*

Phase Two: Grant Implementation
July 2019 to June 2020

July 01, 2019	Start of Grant Implementation Period
October 15, 2019	Submission Deadline for Quarter 1 Report & Invoicing
January 15, 2020	Submission Deadline for Quarter 2 Report & Invoicing
January 15, 2020	*Start of Progress Payment Dispersal Period (by CVC-OEI)*
April 15, 2020	Submission Deadline for Quarter 3 Report & Invoicing
July 15, 2020	Submission Deadline for Quarter 4 Report & Invoicing
July 15, 2020	*Submission Deadline for Legislative Report (by CVC-OEI)*
July 31, 2020	End of Grant Implementation Period

Post-Implementation
July 2020 to June 2021

September 30, 2020	Submission Deadline for Final Report & Invoicing

APPENDIX B: RUBRIC FOR EVALUATING GRANT APPLICATIONS

Criteria	Value	Exceeds	Meets	Does Not Meet
BEFORE – PROJECT PREPARATION				
Local Starting Point	5	Proposal clearly defines the applicant's starting point for the project and outlines how proposed activities will build on current status.	Proposal clearly defines the applicant's starting point for the project.	Proposal does not clearly define the applicant's starting point for the project.
Local Preparation	10	Proposal identifies all preparatory activities the applicant must complete before it can begin implementation.	Proposal identifies the key preparatory activities the applicant must complete before it can begin implementation.	Proposal does not identify any activities the applicant must complete before it can begin implementation.
DURING – PROJECT IMPLEMENTATION				
Project Alignment	5	Proposal shows clear alignment with a) a CCCCO goal for this grant funding and b) a CCCCO initiative (*CCC Vision for Success* or *Guided Pathways*).	Proposal shows clear alignment with a CCCCO goal for this grant funding.	Proposal does not show alignment with CCCCO goals for this grant funding.
Project Need	10	Proposal defines more than one clear need that the applicant intends to meet through project activities.	Proposal defines at least one clear need that the applicant intends to meet through project activities.	Proposal does not define specific needs that the applicant intends to meet through project activities.
Project Description	20	Proposal describes project activities that match augmentation priorities; and includes a detailed timeline and budget summary.	Proposal describes project activities clearly and includes a timeline and budget summary.	Proposal does not describe project activities clearly, and/or does not include a timeline or budget summary.

Project Success	10	Proposal describes in detail how the applicant will measure success— meaningful and practical success metrics related to a) capacity growth and b) student success.	Proposal describes how the applicant will measure success.	Proposal does not describe clearly how the applicant will measure success.
Project Evaluation	10	Proposal describes in detail workable methods for collecting the data necessary to track progress toward reaching success metrics.	Proposal describes how the applicant will track progress.	Proposal does not describe clearly how the applicant will track progress.
Project Feasibility	15	Proposal demonstrates that applicant has exceptional expertise and capacity to complete the project; and a strong understanding of what the project will take to complete.	Proposal demonstrates that applicant has sufficient expertise and capacity to complete the project; and a reasonable understanding of what the project will take to complete.	Proposal does not demonstrate that applicant has sufficient expertise and capacity to complete the project; nor a reasonable understanding of what the project will take to complete.
AFTER – PROJECT CONCLUSION & CONTINUATION				
Project Reporting	5	Proposal describes in detail how applicant will evaluate and report overall success and impact.	Proposal describes how applicant will evaluate and report overall success and impact.	Proposal does not describe how applicant will evaluate and report overall success and impact.
Post-Grant Commitment	10	Proposal outlines clearly how the applicant will institutionalize the advancements funded by this initiative for over 3 years.	Proposal outlines how the applicant will institutionalize the advancements funded by this initiative for at least 3 years.	Proposal does not outline how the applicant will institutionalize the advancements funded by this initiative.
Total Points	100			

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Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: March	Year: 2019
		Item No: V. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will receive a Faculty Development Committee update.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	**TYPE OF BOARD CONSIDERATION:**	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW[1]:	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: *The Executive Committee will be updated on Faculty Development Committee actions and priorities including the discussion on the use of the "y" and "x" in the spelling of women.*

The committee will also review the results of the hiring survey criteria conducted in February. The survey will close on February 15th. The view the survey results visit this link https://www.surveymonkey.com/results/SM-ZY2KQ89WV/ .

Attachment: Meeting notes of 12/5/18

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

FACULTY DEVELOPMENT COMMITTEE

Wednesday, December 5, 2018
8:00-9:30 AM
ZOOM Meeting
All meeting documents are available in the Goggle folder.
https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn

DRAFT SUMMARY

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 11/21 Meeting Minutes – by consensus

IV.   Review Work Plan and Assignments
https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn

Update on Status of Committee Priorities for 18-19 was provided.

https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368

a. Rostrum articles discussion and update

1. 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 will draft an outline of the article to include role of academic senate and use of   funds.)*

The committee discussed a draft of the article. There is background information about professional development as defined in AB 1725. Discussion of Effective Practices as it relates to Senate purview vs the institution. The idea of advocacy for PD funds was discussed. The article could end with a call to action. Holcroft will lead creation of the draft and sent by December 11th . Then committee members will contribute to the Google document. The article must be ready by January 7th.

2. 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.

The Committee discussed the importance of articulating the importance of faculty voice. There was a resolution passed at Fall Plenary that indicated the body's dissatisfaction with the Chancellor's Office leadership. The committee will wait to see how the Fall Plenary Resolutions are assigned to determine next steps with the development of the article. The committee discussed it would be important to be positive and articulate the improvements with the increased collaborations between ASCCC and Chancellor's Office.

V.   Status of Previous Action Items
The committee discussed the Rostrum article development, see above. The Women's Leadership Circle development has been delayed so the committee can focus on the Hiring Regionals and Hiring Summit.

VI.   Faculty Diversification: ASCCC Spring 2019 Hiring Regionals and CCC/IEPI Building Diversity Summit
        a) Update on Regionals locations
Butte College will not be one of the sites of the Regionals due to the Camp Fire.
Yuba College will be the new location.
Bakersfield College, Monday Feb 21, 2019
Yuba College, Thursday Feb 25, 2019
Norco College, Thursday Feb 28, 2019
        b) Review Hiring Regionals Program Outline (including presenters)
Cruz worked with Silvester Henderson to finalize the Program Outline after the joint meeting of the Committees (Faculty Development and EDAC). Highlights of the program were discussed. The committee chairs will be recommending 6 breakout sessions to provide more variety to participants. There will be 3 breakout sessions per block. There are two General Sessions. Cruz will follow up with Kang to see which breakout session (2, 3 or 5) he would like to be part of.
        c) CCC/IEPI Building Diversity Summit Breakouts submitted
The Committee reviewed the breakout sessions that were submitted to CCCCO for the Summit.
        d) Reflections on the November 29th Joint Planning Meeting with the EDAC
The Committee shared their reflections on the Joint meeting, indicating how productive the shared collaboration was.

VII. Announcements
        a) Upcoming Committee Meetings
            January 22, 2019 8-9:30am
            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

VIII. Committee Meeting Calendar
        a. Feb & March 2019- TBA

IX. Adjournment

Happy Holidays!

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)
  ➢ Rostrum article #1
  ➢ Rostrum Article #2
  ➢ Hiring Priority Criteria Survey
  ➢ Faculty Diversification Hiring Regionals and 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

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

Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: March	Year: 2019
		Item No: V. F.	
		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.

---

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

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ASCCC Diversity, Equity and Action Committee (EDAC)
Thursday January 31, 2019
1:00 P.M. – 3:00 P.M.
Location: ZOOM/CC Confer

1:00 P.M. – 1:15 P.M.

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 1/16/2019
4. ASCCC Announcements:
   A: ASCCC Open Leadership Positions – Spring 2019 Plenary (Announce)
   B: Area B Meeting – March 22, 2019/(Monterey Peninsula College) 10 AM – 3PM
   C: Spring 2019 Plenary – April 11-13, 2019 (Westin San Francisco Airport/Hotel)

5. EDAC Four Priorities (creating from ASCCC 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)

(1:15 P.M. – 1:35 P.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) – (10 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)

(1:35 P.M. – 2:05 P.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 – **(Second/Final Draft – Attached)***

"DACA Expanded Support"
Leigh Ann/Carlos - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update
A: Article – ASCCC Rostrum Submission – **(First/ Draft – Due – February Meeting – TBD)**

"Student Safety & Support/Sexual Assault"
Silvester – Chancellors Office — Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due: (TBD) – No Report – Discuss.

"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 – Attached Spring Plenary – 2019
Urban Music Prospective Breakout - Submitted

(2:05 pm – 2:25 pm)

Area III – (20 Minutes – Review Goals)
"Research & Academic Guides for Equitable Student Success" (III)
Update Status Report:

I
A: Student Equity Plan Outline (Designations) & Original Attached
Review ASCCC Suggestions - Assigned Persons/Areas – Writing/Editing

Submitted Paper 1-23-2019
UC Davis Center - Writing/Editing Workshop – "Student Equity Paper"
See Attached Email/Paper – 1-23-2019

(2:25 P.M – 2:45 P.M)

Area IV (20 Minutes)
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 – See Email/Attachments
A: Submitted on 1-21-2019
Three Breakouts:
- Increasing Participation and Engagement of Men of Color in STEM
- The Engagement of Equity for African American Males
- Urban Music & Performing Arts – A Equitable Pathway into Higher Education
for Males of Color

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/Continued Business (5 Minutes)
Update Status Report

A: Education Code 87408 (See Attachments)
B: Possible Resolution – Spring Plenary (Leigh Ann/Richard Weinroth) –
Update: *"Revised Proposed Resolution"* – Leigh Anne

(2:45 P.M. – 3:00 P.M.)

6. Future Meeting Dates/Select Remaining Meeting Dates
A: Schedule Future Meetings (Two – Three Only)
B: Upcoming Meetings (Feb – May 2019) – TBD

7. **Closing Comments EDAC Committee – Lets Stay Together & Love**
 Each!

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ASCCC Diversity, Equity and Action Committee (EDAC)
Thursday January 31, 2019
1:00 P.M. – 3:00 P.M.
Location: ZOOM/CC Confer

1:00 P.M. – 1:15 P.M.

1. Order of the Agenda
2. Roll Call/Membership Review

EDAC Membership List - (2018 - 2019)

Silvester Henderson, Chair - Los Medanos College - Area B Present
Michelle Bean, 2nd Chair* (Recently Appointed) - Area C Present
Robin Allyn - Mira Costa College - Area D Present
Leigh Anne Shaw - Skyline College - Area B Present
Sandy Somo – Glendale College – Area C Present
Khalid White - San Jose College - Area B Present
Carlos Lopez - Folsom Lake College - Area A Absent
Nathaniel Donahue - Santa Monica College - Area C Present

3. Review of the Minutes from 1/16/2019
4. ASCCC Announcements:
   A: ASCCC Open Leadership Positions – Spring 2019 Plenary (Announce). Out of the 14 positions, there are 10 that are open, and Silvester encourages everyone to consider running.
   B: Area B Meeting – March 22, 2019/**(Monterey Peninsula College) 10 AM – 3PM**
   C: Spring 2019 Plenary – April 11-13, 2019 **(Westin San Francisco Airport/Hotel)**

5. EDAC Four Priorities (creating from ASCCC 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)

   (1:15 P.M. – 1:35 P.M.)

5. EDAC Priorities:

Area I – (10 Minutes)

"Faculty Diversity Hiring & System Partnerships"
Update Status Report:

I

"IEPI Building 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)
The agenda for the Summit was reviewed.

II

ASCCC Hiring Regionals (Three) – (10 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)
Michelle Bean (recently appointed) will be available to attend the Regionals at Bakersfield and Norco. The itineraries for all three Regionals were confirmed.

(1:35 P.M. – 2:05 P.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 – **(Second/Final Draft – Attached)***
Nate shared a revised draft of the Rostrum article, with changes outlined in green. Nate also chose a title, and the committee provided overall feedback. The draft was then approved.

"DACA Expanded Support"
Leigh Ann/Carlos - Rostrum Articles - Plenary Breakouts (Sp19) – Discussion/Update
A: Article – ASCCC Rostrum Submission – **(First/ Draft – Due – February Meeting – TBD)**
Leigh Anne presented an updated draft of this Rostrum article, and the committee reviewed it. Leigh Anne and Carlos will continue to work on the article, and will send out another draft soon.

"Student Safety & Support/Sexual Assault"
Silvester – Chancellors Office — Discussion/Update
A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)
B: Title & Description Due: (TBD) – No Report – Discuss.
Michelle Bean will be available to attend the Regionals at Bakersfield and Norco. The itineraries for all three Regionals were confirmed.

<p align="center">**"Inmate Education"**</p>
<p align="center"><mark>Silvester</mark> – Discussion/Update</p>
<p align="center">A: Possible "Breakout" topic for the Spring ASCCC Plenary (TBD)</p>
<p align="center">B: Spring Plenary Breakout – **"Prison Education Programs & Performing Arts"**</p>
<p align="center">*C: Title & Description Due – Attached Spring Plenary – 2019*</p>
<p align="center">*Urban Music Prospective Breakout - Submitted*</p>
<p align="center">The description for this breakout was reviewed.</p>

<p align="center">**(2:05 pm – 2:25 pm)**</p>

<p align="center"><mark>**Area III – (20 Minutes – Review Goals)**</mark></p>
<p align="center">**"Research & Academic Guides for Equitable Student Success" (III)**</p>
<p align="center">Update Status Report:</p>

<p align="center">**I**</p>
<p align="center">*A: Student Equity Plan Outline <mark>(Designations)</mark> & Original Attached*</p>
<p align="center">Review ASCCC Suggestions - Assigned Persons/Areas – Writing/Editing</p>

<p align="center">**Submitted Paper 1-23-2019**</p>
<p align="center">**UC Davis Center - Writing/Editing Workshop – "Student Equity Paper"**</p>
<p align="center"><mark>**See Attached Email/Paper – 1-23-2019**</mark></p>
<p align="center">Potential timelines for future additions and revisions to the first draft were discussed. The Committee agreed that much of this timeline is dependent on the release of the new Student Equity and Achievement template.</p>

<p align="center">(2:25 P.M – 2:45 P.M)</p>

<p align="center"><mark>**Area IV (20 Minutes)**</mark></p>
<p align="center">Pathways to College Teaching – A2MEND **(IV)**</p>
<p align="center">Update Status Report:</p>

<p align="center">**I**</p>
<p align="center">**A2MEND – Partnership Presentation (March 2019)**</p>

<p align="center">*A: (Silvester - EDAC Chair has been asked to submit proposed "**Breakouts**" to A2MEND Leaders, by 1-31-2019 –* <mark>*See Email/Attachments*</mark></p>
<p align="center"><mark>*A: Submitted on 1-21-2019*</mark></p>
<p align="center">**Three Breakouts:**</p>

- Increasing Participation and Engagement of Men of Color in STEM
- The Engagement of Equity for African American Males
- Urban Music & Performing Arts – A Equitable Pathway into Higher Education for Males of Color

<p align="center">B: Faculty Outreach/Co- Presenter Suggestions – Dr. George Sellu, Santa Rosa Junior College</p>
<p align="center">*See Attached Email sent to Dr. John Stanskas & Krystinne Mica – ASCCC Executive Director*</p>
<p align="center">The descriptions for each of the three breakouts were reviewed. Reservations for technology needs were also discussed.</p>

<p align="center">**II**</p>

<p align="center">**New/Continued Business (5 Minutes)**</p>
<p align="center">**Update Status Report**</p>

B: Possible Resolution – Spring Plenary (Leigh Ann/Richard Weinroth) –
Update: *"Revised Proposed Resolution"* – Leigh Anne

Leigh Anne discussed this issue with a health care professional, and expressed the need to potentially remove the second and third "Resolved" statements from the initial drafts for this Resolution. It was agreed that our role is to invite dialogue about the new regulations, rather than to outline official processes. It was moved and seconded to conditionally approve the Resolution with forthcoming amendments, based upon further consultation.

(2:45 P.M. – 3:00 P.M.)

6. Future Meeting Dates/Select Remaining Meeting Dates
A: Schedule Future Meetings (Two – Three Only)
B: Upcoming Meetings (Feb – May 2019
Tuesday, March 26th from 8am-10am
Thursday, May 16th from 3pm-5pm

**7. Closing Comments EDAC Committee – Lets Stay Together & Love
   Each!**

ASCCC Guided Pathways Task Force
December 6th, 2018
1:00pm – 2:00pm
ZOOM

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/872602339

Or iPhone one-tap (US Toll): +16699006833,872602339# or +16468769923,872602339#

Or Telephone Dial:
+1 669 900 6833 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 872 602 339
International numbers available: https://zoom.us/u/abEuvaSvd2

Minutes

Guided Pathways Task Force Members Attending: Randy Beach, Jeff Burdick, Mayra Cruz, Dolores Davison (2nd), Gretchen Ehlers, Cynthia Orozco, Carrie Roberson (Chair), Meridith Selden, ~~Gwyer Schuyler~~, Manuel Velez

The ASCCC Guided Pathways Task Force supports faculty and local academic senates as they participate in the development and implementation of a guided pathways framework. The primary mission of the task force is to support faculty involvement, participatory governance processes, and other elements of guided pathways work that are connected to the academic and professional matters (10+1) that are the purview of the senate. The task force will continually consider the needs and challenges identified by local senates and senate leaders to help faculty identify and implement options which are based upon ASCCC positions and papers and that are appropriate for their college's culture and student populations.

1. Welcome/ Attendance
Randy will take notes

2. Approval of Agenda
Agenda was approved. Carrie asked to add an item to address the loss of Gwyer from the task force. A motion was made to begin recruitment for additional counseling faculty to join the ASCCC GPTF task force. The motion carried.

3. Approval of Minutes
No minutes to approve

4. Announcements
- Mayra reported that EDAC is doing work to support the diversification of faculty hiring by hosting different professional development opportunities.

- Curriculum regionals in the north were cancelled.
- Carrie sent a link to the ASCCC GPTF Google Drive folder. This folder contains many relevant documents to the work of the GPTF. Please review the folder and send questions to Carrie.

5. 2018-2019 Guided Pathways Task Force

- Webinars: Janet discussed the results of the webinar series. We had ten webinars during the semester. Webinars have reached over 100 colleges, including colleges that have difficulty to attend events because of their location. Several CSUs, high schools, the CCCCO, and external organizations have attended. Janet suggested the task force reach out to colleges who have attended multiple webinars for suggestions and input about what's needed from ASCCC in regards to professional development (what's happening at their colleges, what's needed and what webinars are needed). Janet recommended bringing task force members into the webinars and have every task force member present at a future webinar.
- December Liaison memo: Carrie asked for feedback on the memo. The committee discussed turning the memo into a more professionally designed newsletter. Carrie will follow up with Krystinne regarding workload implications of enhanced formatting for GP liaison memos.
- ASCCC Strategic Plan: Carrie shared the plan and crosswalk between plans.
- GPTF Work Plan: The committee reviewed the GPTF workplan in Google. The committee agreed to go forward using the spreadsheet to track actions and for planning.
- Resolutions and *Rostrum*: Carrie asked the task force to begin thinking about resolutions and Rostrum articles for spring.

6. Future Meetings

The committee discussed the spring meeting schedule. The task force will need a host for the spring face-to-face meeting.

Adjourned: 1:59 PM

ASCCC Guided Pathways Task Force
February 5th, 2019
9:00am – 10:00am
ZOOM

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/942483588

Or iPhone one-tap (US Toll): +16699006833,942483588# or +16468769923,942483588#
Or Telephone Dial:
+1 669 900 6833 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 942 483 588

MINUTES

1. Welcome

Carrie welcomed everyone including new recruits. Randy agreed to take notes. Present: Carrie Roberson (chair), Randy Beach, Jeff Burdick, Jeffrey Hernandez, Gretchen Ehlers, Meridith Selden, Manuel Velez, Mayra Cruz, Julie Bruno, Cynthia Orozco. Tahirah "Ty" El-Sherif

2. Approval of Agenda

Added one item to discuss capacity building for site visits and training additional task force members to present at events. Agenda approved as amended.

3. Approval of Minutes

Approved by e-mail

4. Announcements

Webinars: Please look at webinars and share info with others. Julie will be meeting with Aimee Myers to discuss other webinar topics, potentially focused on the regional coordinators.

Chancellor's Office: Laura Hope has left, Rob Rundquist has stepped in to lead the effort.

5. 2018-2019 Guided Pathways Task Force

- Carrie reviewed our Google drive and informed members of available information housed there, including Rostrum articles and other resources.
- Carrie is working with the ASCCC office to identify liaisons. Will make a push later this semester to identify liaisons at all colleges. By default the liaisons is the senate president if another faculty has not been identified.
- Carrie reviewed the presentation tracking document. Only one person needs to attend the "Connecting the Dots" events as ASCCC does not have a direct role. Some

challenge to keep track of who is where on what date without a central calendar by the CCCCO. GPTF will make modifications if necessary after first CTD workshops have passed and we know more about the needs.

- If you are able to attend March 1 at Mt. San Jacinto, please add your name to the spreadsheet in Google Drive under the tab Presentations.
- If you would like to work on a *Rostrum* article let Carrie know. Some articles are underway. Deadline to submit is March 4.
- Resolutions regarding GP are due on February 22. Idea for resolutions: resolution on
  - o Looking at policies and processes for budget allocation process ensuring transparency senate involvement and ability to compare across colleges (Julie/Jeffrey)
  - o Look at how the resources are being allocated with an eye towards the future because of the five year cap (Gretchen/Randy)
  - o Collaborate with CEOS regional coordinators to get data on how money is being spent
  - o Use that data to advocate for extended money, resources from the legislature to continue guided pathways work.
- Committee reviewed upcoming site visits
- Exec approved using the footer to create a common licensing process using the footer: ASCCC Exec approved FOOTER: Adapted from "The Basics of Guided Self Principle" by ASCCC is licensed under CC BY-NC 4.0. Randy is working on the Canvas site and will reach out for info on tools.. New PowerPoints are available as are past webinars. Launch of Canvas approved by ASCCC Exec.
- Many of the GPTF plenary topics approved: "Student Journeys and the Guided Pathways Onboarding Process" and "Vision for Success Metrics, Guided Pathways, Working with Data". Carrie will follow up with an email to see who can present at plenary. We will be working with Rob Rundquist.

6. Future Meetings
- ✓ March 8th face-to-face meeting info
- ✓ February 5th 9:00-10:00 ZOOM
- ✓ March 26th 9:00-10:00 ZOOM
- ✓ April 9th 9:00-10:00 ZOOM (tentative- Plenary finalization of presentations/other)
- ✓ April 30th 9:00-10:00 ZOOM
- ✓ May 14th 9:00-10:00 ZOOM

Actions:
- If you are able to attend March 1 at Mt. San Jacinto to assist Jeff with program mapping, please add your name to the spreadsheet in Google Drive under the tab Presentations.
- If you would like to work on a *Rostrum* article let Carrie know. Some articles are underway. Deadline to submit is March 4.
- Resolutions regarding GP are due on February 22.
- Julie and Jeffrey will work on a resolution on data and resources; Gretchen and randy will work on sustainability of resources resolution
- Many of the GPTF plenary topics approved: "Student Journeys and the Guided Pathways Onboarding Process" and "Vision for Success Metrics, Guided Pathways,

Working with Data". Carrie will follow up with an email to see who can present at plenary.

- Please let Carrie know if you have any dietary restrictions for the face-to-face meeting on March 8.

Meeting adjourned at 10:02 AM

Noncredit Committee
Thursday January 10th, 2019
10 AM – 3PM

Santiago Canyon College
Science Center 211

Members Present: W. Brill-Wynkoop, T. McClurkin, S. Oates, L. Parker, C. Rutan, L. Saperston, T. Winsome, J. Young

Meeting called to order at 10:04 AM

Update on AB 705: Revised Title 5 regulations were approved by the 5C committee in December and will be reviewed by Consultation Council on January 10, 2019. The regulations implement the legal requirement that colleges must use high school performance data (official or self-reported) to place students into English and mathematics/quantitative reasoning courses beginning with fall enrollments. Colleges wishing to use guided placement processes that include showing students examples of the work expected for students entering a particular course will need to have their process approved by the Chancellor's Office. §55003 has been revised to clearly state that colleges are allowed to use noncredit courses as prerequisites or corequisites and that colleges are able to require students to take those courses. This is different from current assessment and placement processes at most noncredit programs and it is unclear whether noncredit programs will change their current practices.

It was also noted that Executive Vice Chancellor Laura Hope is leaving the Chancellor's Office.

Review Draft of Noncredit Paper: The committee was provided with the first draft of the revised paper "Noncredit Instruction: Opportunity and Challenge". It was suggested that the recently adopted changes to residency requirements be added, that the digital badging section be reworked to include competency based education, and that some sections seem like they are out of order. Committee members will send recommended updates to C. Rutan by January 14, 2019. The paper is scheduled to come to the Executive Committee for 1st reading in February 2nd reading in March, and hopefully be forwarded to area meetings later in March. C. Rutan thanked the members of the committee for their hard work completely reworking the 2009 edition of the paper.

Noncredit Modules for Vision Resource Center: The committee reviewed the summary of noncredit modules that are planned for development during the spring. It is unclear whether the modules will still be developed since the they were originally requested by Executive Vice Chancellor Hope. Madelyn Arballo will be meeting with Vice Chancellor Perez to discuss the modules and determine if the development will proceed. C. Rutan will update committee members that were asked to work on the modules to let them know if they are moving forward.

Review Program from 2018 CTE and Noncredit Institute: The committee reviewed the program from last year's institute. The committee agreed that the presentations related to noncredit need to dive deeper than many of the sessions last year and that the number of overview sessions should be limited. If there are counseling or support services sessions, they need to include presenters that are practitioners at

colleges. Any guided pathways sessions need to be specific to the work in noncredit and not be an overview of the work that colleges are doing related to guided pathways.

Brainstorming of Sessions of 2019 CTE and Noncredit Institute: Sessions should be added to the program to focus on the recommendations in the noncredit paper. These include institutional planning to support noncredit, development of noncredit metrics, incorporation of full-time noncredit faculty into the FON, and online education for noncredit programs. It was suggested that a student panel could be one of the general sessions. C. Rutan will compile a list of possible topics and work with the chair of the CTE Leadership Committee to create an initial draft of the program that will be reviewed at the February Executive Committee meeting. L. Parker, J. Young, L. Saperston, and W. Brill-Wynkoop all volunteered to work with C. Rutan and members of the CTE Leadership Committee to finalize the program. C. Rutan will also share the program with the Association of Continuing and Community Education (ACCE) to ensure that all relevant topics are being covered and to obtain suggestions for presenters.

The meeting adjourned at 3:11 PM.

Respectfully submitted,

Craig Rutan

Approved January 18, 2019

Online Education Committee
January 28, 2019
7:00am to 8:00am
Zoom Meeting

Minutes

In attendance: Anna Bruzzese, Geoffrey Dyer, Michael Heumann, Julie Oliver
Absent: Cathy Fernandez, Leticia Hector

I.   Welcome
     At 7:00am, Geoffrey Dyer (Chair) welcomed the committee, and members present checked in briefly about the beginning of their fall semesters.

II. Status of Previous Action Items
     a. 9.03 S18 Effective Practices in Online Communication Courses
          i. Survey results
          The Survey results have been shared at Fall 2018 Plenary, and the .PPT from the breakout is posted on the Plenary webpage and the Online Ed committee page. The committee discussed reaching out to respondents who indicated they didn't mind being contact for more information to inform future efforts, especially the 10% of respondents who indicated that they had taught an oral communication class online.
          ii. Deliverable by Spring Plenary, 2019
          The committee discussed the possibility of a *Rostrum* article and Plenary breakout that could address the survey results and share effective practices to more fully meet this resolution.

     b. 9.04 S18 Effective Practices in Online Lab Science Courses
          i. Survey Results
          The committee reviewed the survey results and remarked on how many faculty felt that their discipline was not adaptable to online education. The committee reflected on specific responses addressing safety, collaboration, and observation in lab sciences courses. The committee agreed to look more closely at individual responses to identify disciplines in which there was little or no objection from respondents to the possibility of delivering lab courses online and following up with respondents who indicated they were open to being contacted again to inform a possible breakout and *Rostrum* article.
          ii. Deliverable by Spring Plenary, 2019
          The committee agreed to the strategy of sharing the results of both surveys and gathered follow-up feedback in a *Rostrum* article to be submitted by March 4 and to plan to include or reference them in a breakout at Spring Plenary 2019.

     c. 11.01 S17 Using Savings from Adopting Canvas

The committee agreed this was not as pressing a priority as Resolutions 9.03 S18 and 9.04 S18. Geoffrey Dyer conveyed that it might be useful to refer to this resolution again, given the updated Title 5 section 55208, which stipulates that instructors of distance education courses be prepared to teach in DE modalities in accordance with locally negotiated agreements.

III.   New action item: 9.03 F18: Local Adoption of the CVC-OEI Course Design Rubric
The committee reviewed Resolution 9.03 F18 and discussed how Imperial Valley College, American River College, Pierce College, and Cosumnes River College are approaching online course review in different ways. Micheal Heumann shared components of the process of online course review at Imperial Valley College, which were for all DE courses. Geoffrey Dyer shared information provided by Pamela Bimbi at American River College about professional development linked to the rubric and ARC's process to develop local POCR. Julie Oliver raised questions about how CVC-OEI would certify local POCR processes for courses going into CVC-OEI (badged). Geoffrey Dyer suggested that members of the committee request a CVC-OEI Advisory Committee Agenda Item and/or reach out to CVC-OEI project staff to further discuss what this process might look like as it continues to advance, specifically in terms of what CVC-OEI will expect from local POCR teams reviewing courses for CVC-OEI. The committee agreed that colleges would like options in how they apply the rubric and continue to strive to improve their online course offerings.

IV.   Status of Distance Education Regulatory Changes
Geoffrey Dyer shared that the changes to Title 5 sections 55200-55208 still have not been published and are not yet appearing on Westlaw. The committee reviewed that the changes include assuring the regular and effective contact and accessibility requirements are addressed in the separate distance education addendum to the course outline of record. Geoffrey said that he, Cheryl Aschenbach, and Conan McKay submitted a *Rostrum* article on the regulatory changes and said that he would keep the committee apprised of when the updates are published.

V.   Update on California Online Community College
Geoffrey Dyer shared that ASCCC President John Stanskas has regularly been attending meetings of the COCC's Board of Trustees and speaking to the need for Academic Senate voice on academic and professional matters. Geoffrey shared that the COCC has contracted the F3 firm to create Board Policies, and that John Stanskas had spoken to Academic Senate purview. Geoffrey shared that John Stanskas is appointing a group of faculty to review board policies which deal with 10+1 matters for the COCC. Julie Oliver asked if the CEO for the COCC had yet been appointed. Geoffrey said no and reported that some staff have been hired, including one in the capacity of an instructional designer.

VI.   Spring 2019 Plenary: April 11-13, San Francisco
Geoffrey Dyer thanked the committee for the breakout ideas related to online education that they helped generate and said that he would report back once breakouts were approved and assigned. The committee did not identify any potential resolutions, but Geoffrey asked the committee to consider any potential resolution ideas in advance of February 22, the pre-session resolutions deadline for ASCCC committees.

VII.   Scheduling of Next Meeting
        Those present agreed that Tuesday, February 26th at 3:00pm would work for the next meeting. Geoffrey Dyer said he would reach out to those who were absent in an effort to confirm the time and follow-up with additional possible times if necessary.

VIII.   Announcements
        a. Events

The committee adjourned at 8:04am

Resolutions Committee
January 30, 2019
8:00am to 9:00am, **Zoom:**

SUMMARY

Present: Geoffrey Dyer, Rebecca Eikey, Erik Narveson, Sam Foster

1. Reflections on Fall Plenary—Accomplishments and Opportunities to Improve
   a. Workflow and Technology
   b. Mandatory Session for Contacts
   Challenges are managing the workflow, technology (printer didn't work for our computers; and reliable wifi) and this caused the mandatory session to take longer than anticipated. The checklist Rebecca created is a resource to help with the editing. The discussed the potential use of Google Docs for the pre-session Area meetings. There are concerns about using it at Plenary and potentially using information or reliability of wifi.

2. Pre-session Resolutions Deadline
   a. Pre-session resolutions from Executive Committee and ASCCC Committees due February 22 for consideration at March 1 Executive Committee Meeting
   These are the resolutions generated from committees of ASCCC and Executive Committee members. After March 1, Geoffrey will send a review packet to the committee for edits.

3. Area Presentation and Post-Area Meeting responsibilities:
   a. Area Meetings: March 22 and 23
   The discussed the potential use of Google Docs for the pre-session Area meetings. There are concerns about using it at Plenary and potentially using information or reliability of wifi. Stress the importance of bringing resolutions to the pre-session Area meetings to field – as part of the communication from Area. Make sure this is part of all of the announcements about pre-session Area meetings. The committee will follow up via email with sample language for this.
   b. Power Point—Any changes or updates?
   Reply all with possible changes to the PowerPoint such as adding the 50th anniversary logo.
   c. Resolutions Packet
       i. Facilitate discussion on pre-session resolutions packet
       ii. Record any suggested edits
       iii. Facilitate development and potential forwarding of any area resolutions and amendments – Refer to Guidelines and Handbook
   d. Following the Area Meeting, send recommended edits, questions, and new resolutions to Resolutions Chair and Executive Director within three days
   The deadline is 72 hours after Area Meeting for resolutions to be sent to the Chair.

e. Be available to assist with Resolutions Packet during/after Area Meetings: research past positions; agree on sorting into categories; clearly designated contact; check for grammar, typos, format, clarity

4. Plenary Timeline:
   a. Thursday, April 11: Resolutions and Amendments due
      i. Signature Page with 4 Registered Delegates as Seconders
      ii. Submit Electronically
      iii. Will Share throughout Day
      iv. Mandatory Session for Contacts
         Meet with authors individually rather than as one group to reduce time. We will need a working printer to do this.
         Geoffrey will send via email resolutions submitted on Thursday to the committee as they come in. Often resolutions are generated as result of Breakout Sessions, so can the program be such that the more "controversial" Breakout Sessions are earlier in the day.
         The exact times of the Plenary Program will be set in Executive Committee Feb 1-2.
   b. Friday, April 12: Amendments and Urgent Resolutions due
      The deadline is be done by the time Executive Committee meets on Friday night. To accommodate this, the Resolutions Committee will have two breakout session times (starting at 2:15 pm to 5:00 pm) and there will be other members of Executive Committee helping, such as Ginni May and Dolores Davison. The amendments will be edited and put into the draft packet in advance of the Mandatory Contact meeting on Friday.

   c. Saturday, April 13: Voting and Recording
   d. Post-Plenary: Perfect Resolutions, Review Final Packet

5. Upcoming Events (http://asccc.org/calendar/list/events)

6. Future Meetings *8:00 am March 6th, 2019*

7. Adjourn *Ended at 9:00 am*

Academic Senate
for California Community Colleges

L E A D E R S H I P .   E M P O W E R M E N T .   V O I C E .

Transfer, Articulation, Student Services Committee
Wednesday, February 6, 2019
7:15 a.m.—8: 15 a.m.

Location: ZOOM--Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/547577408
or iPhone one-tap (US Toll): +16699006833,547577408# or +16468769923,547577408#
or Telephone Dial:
+1 669 900 6833 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 547 577 408
International numbers available: https://zoom.us/u/abpncOmoto
Or Skype for Business (Lync):
SIP:547577408@lync.zoom.us

AGENDA

The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.

I.   Roll Call
        Members: Teresa Aldredge   Gracelia Sae-
        LaTonya Parker   Tanya McGinnis   Kleriga
        Karen Chow   Lynn Fowler   Art Guaracha

II.   Call to Order and Adoption of the Agenda

III.   Welcome and Introductions

IV.   Minutes Volunteer

V.   Review the Committee's Immediate Charge
        A. The Role of Library Faculty Paper
            1. Subcommittee: Van Rider and Dan Crump
        B. Online Tutoring Paper
            1. Due date: February 12
            2. Volunteers—Section Assignments (see Revisions Suggestions document email attachment)

VI.   Committee's Other Future Priorities

VII.   2019 Plenary Breakout Sessions
        A. Who is attending plenary?
        B. Presentation Volunteers

VIII.   Names of Counselors in CTE and Non-Credit Area for Regional

IX.   Next Meeting Date

X.   Announcements (Check for upcoming events at https://asccc.org/calendar/list/events)
        A. ASCCC Faculty Hiring Regionals:
            1. Faculty Diversification Meeting at Bakersfield College on February 21
            2. Faculty Diversification Meeting Yuba College on February 25
            3. Faculty Diversification Meeting at Norco College on February 28
        B. Part-Time Faculty Institute from February 21 to February 23 at Newport Beach Marriott
        C. Application for Statewide Service found at http://asccc.org/content/application-
            statewide-service

XI.   Closing Comments and Appreciations

XII.   Adjournment

Transfer, Articulation and Student Services Committee
Wednesday, February 06, 2019
7:15 a.m. - 8:15 a.m.
CCC Confer – Zoom Meeting

Meeting Notes

I. Roll Call
   a. Present: Michelle Bean, Arthur Guaracha, Tanya McGinnis, Teresa Aldredge, Karen Chow

II. Determine a note taker
   a. Tanya

III. Call to Order
   a. Michelle @ 7:20 a.m.

IV. Welcome and Introductions
   a. Committee members introduced themselves.

V. Review the Committee's Immediate Charge
   a. The Role of Library Faculty paper
      i. Subcommittee, consisting of library faculty: Van Rider and Dan Crump to take charge of completing paper.
   b. Online Tutoring paper
      i. Committee discussed proposed revisions suggested by ASCCC Exec
      ii. Committee agreed to divide up sections to revise
      iii. Paper revision due Feb 12, 2019
      iv. Overall notes for revision include: overall tone should be faculty to faculty, more generalizations and less specific references to make paper a timeless resource
      v. Art agreed to contact ACTLA for recommendations
      vi. Karen agreed to contact online tutoring center faculty references: Amy and Susan
      vii. Section revisions divided up as follows: Intro (Teresa), Audiences and Benefits (Art), Skills & Practices, the Tutee, the Tutor, Role of the Coordinator/training (Tanya), Interfaces/Platforms, new section: Challenges (Karen), ADA, Accreditation (Art), Conclusion (Michelle)
      viii. Committee agreed to revise table of contents (original outline) to align with content of paper written
      ix. Committee agreed to remove "Restrictions…" (Section 6 of outline) from paper
      x. Committee agreed to gather data on highlights of existing online tutoring programs to create a bullet point list of recommendations at the end of the paper

VI.   Committee's future priorities
    a. Committee members will submit their revised sections to Michelle asap
    b. Michelle will send out doodle poll for next meeting

VII.   2019 Spring Plenary Breakout Session
    a. Both papers will be presented
    b. Michelle will facilitate with the assistance of Karen
    c. Teresa and Tanya confirmed they will not be in attendance

VIII.   Resolution Ideas and Rostrum Article Ideas
    a. Placed on hold until after completion of papers

IX.   CTE Counselors
    a. ASCCC is looking for names of CTE counselors for Regional Conference
    b. Email Michelle with any recommendations

X.   Announcements
    a. ASCCC Faculty Hiring Regionals:
        i.   Faculty Diversification Meeting at Bakersfield College on February 21
        ii. Faculty Diversification Meeting at Yuba College on February 25
        iii. Faculty Diversification Meeting at Norco College on February 28
    b. Part-Time Faculty Institute from Feb 21 to Feb 23 at Newport Beach Marriott
    c. Application for Statewide Service found at http://asccc.org/content/application-statewide-service

XI.   Adjournment
    a. Meeting ended at 8:11 a.m.