

Wednesday, April 10, 2019

Westin San Francisco Airport

1 Old Bayshore Hwy, Millbrae, CA 94030

Meeting Room: Bayshore Ballroom

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

12:30 p.m. to 5:30 p.m. Executive Committee Meeting

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

II. CONSENT CALENDAR

A. March 1-2, 2019 Meeting Minutes, Rutan, pg. 25

B. Update of Awards Handbook, Eikey, pg. 35

III. REPORTS

A. President's/Executive Director's Report – 20 mins., Stankas/Mica

B. Foundation President's Report – 5 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 – 10 mins., Davison, pg. 47

The Executive Committee will be updated on current legislative issues.

B. AB 705 Update – 10 mins., Stankas, pg. 97

The Executive Committee will receive an update on the AB 705 implementation at the Chancellor's Office.

C. Faculty Diversification – 10 mins., Stankas, pg. 99

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

D. Strong Workforce Program Recommendations – Stankas, pg. 101

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

i. Credit for Prior Learning Update and Guidelines – 15 mins., Davison, pg. 103

The Executive Committee will discuss the credit for prior learning work and potential guidelines for the field.

E. CCC Guided Pathways Award Program – 10 mins., Stankas, pg. 107

The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.

F. 2019 Faculty Leadership Institute – 10 mins., Stankas, pg. 109

The Executive Committee will review and consider for approval the 2019 Faculty Leadership Institute program.

G. Potential SLO Paper – 15 mins., Bruzzese, pg. 117

The Executive Committee will provide direction regarding a potential SLO paper.

H. Surveys and Disseminating Information Policy – 15 mins., Eikey, pg. 119

The Executive Committee will consider for approval a new policy on Surveys and Disseminating Information.

I. 2019 Curriculum Institute Preliminary Draft Program – 15 mins., May, pg. 121

The Executive Committee will provide feedback and recommendations on the 2019 Curriculum Institute Preliminary Draft Program and consider the draft for approval.

J. Exemplary Program Award Theme – 15 mins., Eikey, pg. 129

The Executive Committee will consider for approval of the theme for the Exemplary Program Award.

K. Faculty Development Committee – 10 mins., Cruz/Eikey/Parker, pg. 131

The Executive Committee will review the draft womyn professional development survey and will receive a Faculty Development Committee (FDC) update.

V. DISCUSSION

A. Chancellor's Office Liaison Report – 30 mins. pg. 147

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 – 10 mins., Stankas/Davison, pg. 149

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 – 10 mins., Stankas/Davison, pg. 151

The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.

D. Spring Session Final Planning – 30 mins., Stankas/Mica, pg. 153

The Executive Committee will discuss the final details and consider for approval the final program 2018 Spring Session.

i. Resolutions Work at Session – 10 mins., Dyer, pg. 155

The Executive Committee will review the process the Resolutions Committee has suggested for resolutions work during session.

E. A²Mend Conference Report-Out – 5 mins., Henderson, pg. 161

The Executive Committee will receive a report of the A²Mend 12th Annual African American Male Summit.

F. Meeting Debrief – 15 mins., Stankas, pg. 163

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.** Curriculum Committee, May, pg. 165
- ii.** Educational Policies Committee, Bruzzese, pg. 179
- iii.** Faculty Development Committee, Cruz, pg. 185
- iv.** Legislative and Advocacy Committee, Davison, pg. 193
- v.** Online Education Committee, Dyer, pg. 195
- vi.** Resolutions Committee, Dyer, pg. 197
- vii.** Standards and Practices Committee, Eikey, pg. 203
- viii.** Transfer, Articulation, and Student Services Committee, Bean, pg. 211

B. Liaison Reports

- i.** California Community Colleges Curriculum Committee (5C), May, pg. 219
- ii.** California Virtual Campus – Online Education Initiative Advisory Committee, Dyer, pg. 229
- iii.** ICAS – IGETC Standards Subcommittee, May, pg. 239

C. Senate and Grant Reports

- i.** Intersegmental Curriculum Workgroup (ICW), May, pg. 243
- ii.** Model Curriculum Workgroup (MCW), Aschenbach, pg. 249

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2018-2019 Events •Reminders/Due Dates		Month: April	Year: 2019
		Item No: I. E.	
		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 Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **2019 Career and Noncredit Institute** – San Diego Mission Valley – April 25-27, 2019
- **Executive Committee Meeting** – Sacramento – May 10, 2019
- **Executive Committee Meeting/Orientation** – Bass Lake – June 5-7, 2019
- **Faculty Leadership Institute** – Sacramento – June 13-15, 2019
- **Curriculum Institute** – San Francisco – July 10-13, 2019

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

Reminders/Due Dates

April 23, 2019

- Agenda items for May 10, 2019 meeting
- Reports

May 21, 2019

- Agenda items for June 5, 2019 meeting
- Reports

2019 Career and Noncredit Institute

- Final program to printer **April 12, 2019.**
- AV and event supply needs to Tonya by **April 12, 2019.**
- Materials posted to ASCCC website **April 19, 2019.**

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

Faculty Leadership

- Final Program due to Krystinne by **May 20, 2019.**
- Final Program to printer **May 31, 2019.**
- Materials posted to website **June 3, 2019.**

Curriculum

- Presenters list due to John and Krystinne by **April 30, 2019.**
- Final program draft due **May 21, 2019** for reading at the June Executive Committee Meeting.
- Final program to Krystinne by **June 10, 2019.**
- Final program to printer **June 21, 2019.**
- AV and Event Supply needs to Tonya by **June 28, 2019.**
- Materials posted to ASCCC website **June 28, 2019.**

2018-2019 EXECUTIVE COMMITTEE MEETING DATES

*Meetings will typically be on Fridays from 9:00 a.m. to Saturdays at 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 Meeting	May 10, 2019		Embassy Suites Riverfront, Sacramento, CA	April 23, 2019
Executive Committee/ Orientation	June 7-9, 2019		The Pines Resort, Bass Lake CA	May 21, 2019
EVENTS				
Event Type²	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.

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
May 10, 2019	April 23, 2019	April 30, 2019
June 7 – 9, 2019	May 21, 2019	May 28, 2019

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

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Area A				
American River	Executive Committee	9/30/2016	Executive Committee Meeting	
	May	9/21/2018	AB 705 Presentation with Network for Equity in Math Education	
Bakersfield	Bruno	11/28/2017	Collegiality in Action	
	Cruz, Henderson	2/21/2019	Faculty Diversification Regionals	
Butte	Goold, Davison, Aschenbach, Freitas	10/13/2016	Curriculum Regional	
	Davison	5/12/2017	Butte Chico Center/ Curriculum Streamlining Workshop	
	Executive Committee	3/2/2018	Executive Committee Meeting	
Cerro Coso				
Clovis	Davison	8/29/2016	IEPI PRT	
	Davison	5/3/2017	Member/Curriculum Streamlining Workshop	
Columbia				
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional	
	Rutan, May	10/6/2018	AB 705 Regional	
	Aschenbach	1/16/2019	Governance	
Feather River	Beach	3/11-14/2018	ACCJC Team Visit	
Folsom Lake	May, Goold, Aschenbach	10/14/2016	Area A Meeting	
	Goold	11/22/2016	Discipline Conversation	
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North	
Fresno	Cruz	1/10/2019	Guided Pathways Convocation	

Lake Tahoe			
Lassen	Bruno	4/25/2018	Collegiality in Action
Merced	Aschenbach	4/27/2017	PDC Visit for Julie Clark
	May, Aschenbach, Roberson, Stankas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto	May	3/24/2017	Area A Meeting
Porterville			
Redwoods, College of the			
Reedley			
Sacramento City	Beach, A. Foster, Smith	2/19/2017	Diversity in Hiring Regional Meeting
	Freitas, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting
	Rutan	1/29-30/2018	Curriculum Visit
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
Shasta			
Sierra	Freitas, May	10/4/2017	10+1
	May, Aschenbach, Bruno, Roberson	10/13/2017	Area A Meeting
Siskiyou, College of the			
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications

West Hills Coalinga			
West Hills Lemoore			
Woodland College	Freitas, Rutan, Foster, Adams	10/28/2016	MQ North Regional
	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRFT Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
Area B			
Alameda, College of	Bruno	11/21/2016	Collegiality in Action
	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop
	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Area B Meeting
	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop

Contra Costa				
DeAnza	Cruz	10/12/2018	Area B Meeting	
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum	
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting	
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting	
Foothill	Executive Committee	3/3/2017	Executive Committee Meeting	
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting	
Hartnell				
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.	
	Corrina Evett			
	Stankas	8/28/2018	Peralta District Collegiality in Action	
Las Positas	May	9/16/2016	SLO vs. Objectives	
	May	8/16/2018	CLCCD Speaker at Convocation	
Los Medanos				
Marin, College of	Davison	3/17/2017	Curriculum Streamlining	
	Davison	9/15/2017	OER Regional	
	Eikey	1/15/2019	Minimum Qualifications Equivalency	
Mendocino	Bruno	9/22/2017	Collegiality in Action	
Merritt	Davison	3/17/2017	Curriculum Streamlining	

Mission	Davison, Freitas	12/8/2016	Local Visit
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit
	McKay	2/7/2018	IEPI PRT
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stanskas	9/26/2018	Collegiality in Action
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
Santa Rosa Junior	Beach	11/21/2016	EDAC Strategic Plan Meeting
	Slattery-Farrell, Foster	3/10/2017	MQ
	May, Roberson	1/24/2018	GP Resource Team
	McKay	3/23/2018	Area B Meeting
	Aschenbach	10/3/2018	Tech Visit - Gov and Consultation
	Aschenbach, Roberson		Counselor Conference (Petaluma Campus)
Skyline	Davison, Beach, LSF, McKay, Crump	10/21/2016	Curriculum Regional Meeting
	Stanskas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting

Solano	Stankas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
West Valley	Davison	11/8/2016	Local Senate Visit
	Aschenbach	12/7/2016	Noncredit Asst. (Zoom w/WVC Noncredit Task Force)
	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
Area C			
Allan Hancock			
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stankas	10/21/2016	MQ & Equivalencies Presentations
	Davison	10/5-6/2017	Civic Engagement Summit
	May, Roberson, Eikey	12/18/2017	Resolutions Committee Meeting
	Aschenbach	10/18/2018	Tech Visit, Advisory Committees
Cerritos	Rutan, May	5/19/2018	Curriculum Regional
	Davison	1/18/2019	FACCC Policy Forum
Citrus	Roberson	8/23/2018	Guided Pathways Visit
Cuesta			
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting
	Davison		Mini PRT
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance

	Freitas	10/20/2017	Presentation for ECC PRIDE L.D. Meeting
	May, Roberson	1/18/2018	GP Resource Team
	Parker, Eikey	10/19/2018	ECC Pride Leadership Presenters
Compton College	May, Roberson	8/25/2017	Guided Pathways
	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
Glendale	Rutan, Foster	9/24/2016	Accreditation Committee Meeting
	Aschenbach	12/8/2016	Noncredit Committee Meeting
	Freitas, Slattery-Farrell, Stankas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting

LA Trade-Technical	Smith	10/21/2016	Formerly Incarcerated Regional Meeting
LA Valley	Rutan, Aschenbach	12/9/2017	Curriculum Committee Meeting
	Aschenbach	3/17/2018	Curriculum Committee Meeting
	May	12/14/2018	Curriculum Committee Meeting
Moorpark	Freitas, Stankas, Eikey	10/14/2017	Area C Meeting
Mt. San Antonio	Davison, EOI, Aschenbach, Beach,	10/22/2016	Curriculum Regional
	Davison	2/23/2017	Dual Enrollment Toolkit
	Davison, Rutan, Beach	2/25/2017	Curriculum Committee Meeting
	Aschenbach	6/4/2017	Curriculum Assistance
	Aschenbach	7/19/2018	Curriculum Assistance
	May	11/17/2018	Curriculum Regional
Oxnard			
Pasadena City	Foster, Freitas	11/15/2019	Area C Meeting
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	Fall 2018	Guided Pathways
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting
Ventura	Freitas	4/2/2016	Area C Meeting
	Freitas, Beach	1/18/2018	Noncredit Presentations

West LA				
Area D				
Barstow	Rutan, Stankas, S. Foster, Beach, Slattery-Farrell	3/25/2017	Area D Meeting	
	Slattery-Farrell, Stankas	8/29/2017	Technical Visit	
Chaffey	Slattery-Farrell, Freitas, S. Foster	3/10/2017	MQ Regional	
		10/21/2017	CTE Regional	
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting	
Coastline				
Copper Mountain				
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting	
Cuyamaca				
Cypress	Freitas, Stankas	1/20/2017		
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705	
Fullerton	Beach	9/20-21/16	SLO Presentation	
	Davison, Foster	10/28/2017	EDAC Regional	
Golden West				
Grossmont	May, Eikey	4/30/2018	Governance	
Imperial Valley	Beach	4/7/2017	Governance Presentation	
Irvine Valley	Davison, Rutan	5/15/2017	Curriculum Streamlining Workshop	

Long Beach City	Davison, Rutan	4/26/2017	Curriculum Streamlining Workshop
	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
MiraCosta	May Beach	9/28/2016	Educational Policies Committee Meeting
	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
Moreno Valley	McKay, Stanskas	1/27/2017	Online Education Committee Meeting
	Executive Committee	9/29-30/2017	Executive Committee Meeting
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
North Orange - Noncredit			
Orange Coast	Aschenbach	2/9/2018	SLO Symposium
	Beach, Pilati	3/16/2018	Guided Pathways
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
Riverside City	Freitas, Stanskas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting

	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Rutan, Slattery-Farrell	10/15/2016	Area D Meeting
	Smith	11/19/2016	TOP Code Alignment
	Stankas/A. Foster	5/2/2017	Tech Visit
	Foster, Davison		PT Faculty Meeting
San Diego Mesa	Davison, Rutan	5/22/2017	Curriculum Streamlining Workshop
	May	9/22/2018	MQRTF Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May	1/25/2019	SLO Symposium
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	Rutan	12/12/2016	TOP Code Alignment

	Beach, A. Foster, Smith	2/10/2017	Diversity in Faculty Hiring Regional Meeting
	Davison, Foster, Beach	4/7/2018	EDAC Regional
	Parker	9/17/2018	TASCC Meeting
	Davison, Stankas	9/17-18/2018	Board of Governors and Trustee for California Online CCD
Victor Valley			



EXECUTIVE COMMITTEE MEETING
Friday, March 1, 2019 to Saturday, March 2, 2019
Los Angeles Southwest College, Los Angeles, CA
DoubleTree Hotel LAX, El Segundo, CA

I. ORDER OF BUSINESS

A. Roll Call

President Stankas called the meeting to order at 10:35 a.m. and welcomed members and guests.

C. Aschenbach, M. Bean, A. Bruzzese, M. Cruz, D. Davison, G. Dyer, R. Eikey, S. Foster, S. Henderson, G. May, K. Mica, L. Parker, C. Roberson, and C. Rutan.

Liaisons: Dan Crump, Liaison, Council of Chief Librarians, and Karen Daar, Los Angeles Regional Chair, California Community Colleges Chief Instructional Officers.

Invited Guests: Pam Walker, Educational Consultant, and Michelle Pilati, OERI Faculty Coordinator.

Staff: Tonya Davis, Associate Director of Administration, and April Lonero, Executive Assistant.

B. Approval of the Agenda

MSC (Aschenbach/May) to approve the agenda as presented.

C. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

Robert Stewart, Los Angeles Southwest College, and Roy Shahbazian, Santa Ana College, were in attendance.

No formal public comment was entered.

D. Executive Committee Norms, pg. 5

Members were reminded of the Executive Committee Norms.

E. Calendar, pg. 7

Members were updated on deadlines.

F. Local Senate Visits, pg. 15

Members updated the Local Senate Visits table.

G. Dinner Arrangements

Members were informed of dinner arrangements.

H. One Minute Check-In

Members shared a one minute check-in.

II. CONSENT CALENDAR

A. February 1-2, 2019 Meeting Minutes, Rutan

Consent calendar approved as presented by consensus.

III. REPORTS

A. President's/Executive Director's Report – 30 mins., Stankas/Mica

Stankas reported that during February he attended and presented at the 2019 the Building Diversity Summit. Stankas attended a Collegiality in Action visit, the Intersegmental Committee of the Academic Senates (ICAS) Legislative Day and met with a Board of Governors member. Stankas and Davison attended the National Legislative Summit in Washington D.C. on February 9-13, 2019. Davison noted meetings with Representative Mark Takano regarding granting community colleges access to each student's Joint Services Transcripts (JST) without the student having to request it for each campus. The JST is used to military credit to grant credit for prior experiential learning. Stankas reported that he was asked by legislative staffers to create a letter regarding revising the "Student Centered Funding Formula" to incentivize student-focused outcomes.

Mica congratulated Craig Rutan for the success of the Part-Time Institute, and Silvester Henderson and Mayra Cruz for the success of the Faculty Hiring Regional Meetings. Mica reported that a Multimedia Designer and a Project Coordinator were hired and are starting in March. The office staff is holding a half day strategic planning retreat on March 6, 2019. An update was given on the event planning and registrations. Mica is working with faculty leads and office staff to develop statements of work for C-ID, the Open Education Resources Initiative (OERI), and Guided Pathways. The Hayward Award winners were selected and will be honored at the March Board of Governors Meeting. Mica stated that the Certified Public Accountant (CPA) search is underway for the annual audit, and the 2019-2020 budget is being developed. Mica noted an increased effort to engage the Academic Senate social media accounts.

B. Foundation President's Report – 10 mins. Aschenbach

Aschenbach reported that the fundraising goal for the Area Competition at the 2019 Spring Plenary is \$10,000. Awards will be given to the area that raises the most money and the Area that has the most donors that donate in the amount or multiple of \$50. The Foundation is sponsoring the ASCCC 50th Celebration Reception on Thursday April 11, 2019. Three scholarships were given to faculty to attend the A²Mend 12th Annual African American Male Summit, and three scholarships will be awarded for faculty from Areas A and B to attend the 2019

Spring Plenary.

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.

Dan Crump, Council of Chief Librarians (CCL) Liaison provided an oral report. Crump noted that the ASCCC paper *The Role of the Library Faculty in the California Community College* was reviewed by librarians throughout the system. Crump reported that the Library Services Platform (LSP) Project is continuing its implementation. The 2019 Annual Deans & Directors Meeting is March 21 through 22 in Sacramento.

Karen Daar California Community Colleges Chief Instructional Officers (CCCCIO) Los Angeles Regional Chair, provided an oral report. Daar reported that the CCCCIO Executive Board is participating in various Online Education Initiative (OEI) development opportunities to support colleges, including a pilot event with Institute for the Future to learn about platforms in online education. The CCCCIO Spring Conference: Creating Connections – Building Bridges, is April 17-19, 2019 at the Hilton San Francisco Financial District, with a pre-conference April 15-17 for deans who aspire to be CIOs. The conference will include topics such as AB 705 Implementation and Guided Pathways.

IV. ACTION ITEMS

A. Legislative Report – 20 mins., Davison, pg. 21

The Executive Committee received an updated on current legislative issues. Davison noted bills of interest including: AB 30 (Holden) “Community colleges: College and Career Access Pathways partnerships”, AB 130 (Low) “Postsecondary education: Office of Higher Education Performance and Accountability”, AB 302 (Berman) “Parking: homeless students”, SB 2 (Glazer) “Statewide Longitudinal Student Database”, AB 1512 (Carrillo) “Public postsecondary education: community colleges: course credit for passage of International Baccalaureate examination”, SB 3 (Allen) “Office of Higher Education Coordination, Accountability, and Performance”, SB 462 (Stern) “Community colleges: Forestland Restoration Workforce Program”, and SB 777 (Rubio) “Community colleges: full-time instruction”. The committee discussed several bills regarding Cal Grant awards and financial aid reform. Davison explained the logistics of the Legislative and Advocacy Day on March 12, 2019.

No action by motion was taken on this item.

B. CCC Guided Pathways Award Program – 30 mins., Stanskas, pg. 31

The Executive Committee received an update on the implementation of the CCC Guided Pathways Award Program. Roberson reported that the 2019-2020 statement of work is being developed to include: program review and budget planning, guided pathways onboarding, and technical assistance for colleges. The Guided Pathways Taskforce is meeting March 8, 2019. The Taskforce will

develop an evaluation tool for the Guided Pathways webinars. An Academic Senate Representative is attending each “Connecting the Dots: Data-Informed Integrated Planning”, to offer a faculty perspective. Roberson noted that an initial submission of the “Scale of Adoption Self-Assessment” is due April 30, 2019 and the final submission is due September 30, 2019.

No action by motion was taken on this item.

C. Faculty Diversification – 20 mins., Stankas, pg. 39

The Executive Committee received an update on Faculty Diversification in the system. Stankas highlighted the impact and commitment demonstrated by Academic Senate participation at the Building Diversity Summit and leadership of the Hiring Regionals held in February. Stankas mentioned that Deputy Chancellor Daisy Gonzales is creating a workgroup regarding faculty diversification. Members discussed the impact of the regional meetings for faculty versus other attendees and additional methods to disseminate information. Members expressed a need for clarity of roles when working with external partners. Cruz said that a report-out of the events is being developed for the Executive Committee and to be a resource for faculty.

No action by motion was taken on this item.

D. Strong Workforce Program Recommendations – 10 mins., Stankas, pg. 41

The Executive Committee received an update on the Strong Workforce Program Recommendations. Davison reported that the Credit for Prior Learning (CPL) Advisory Group met February 5, 2019, and a pilot program to award CPL will begin in Fall 2019. The committee discussed the CPL Advisory Group’s focus on CPL from industry experience and from military experience, and the emphasis of the legislature on military CPL. Members suggested the integration of the C-ID process into the identification of CPL in specific disciplines. Mica will speak to the Advisory Group Leadership regarding the incorporation of C-ID. Davison mentioned the challenging process for a student to receive their Joint Services Transcript (JST) and detailed meetings with Representative Mark Takano and Representative Mike Levin regarding improved access to the JST for community college counselors and advisors.

Aschenbach reported that the equivalency toolkit, created by the CTE Minimum Qualifications workgroup is ready for distribution to the field. The CTE Leadership and Standards and Practice committees will hold regional workshops during spring 2019 regarding the use of equivalency.

No action by motion was taken on this item.

E. AB 705 Update – 20 mins. Stankas, pg. 43

The Executive Committee received an update on the AB 705 implementation at the Chancellor’s Office. The comment period is closed for the draft Title 5 regulations except for section §55063, as the Chancellor’s Office legal counsel recommended reverting the section back to the original language. The regulations

will be considered for adoption at the March Board of Governors Meeting.

Members discussed questions and concerns from the field regarding the impact of AB 705 implementation on prerequisites.

May reported that five AB705 Data Revision Project Recoding Regional Meetings are scheduled in March to share and gather feedback regarding the new MIS data elements resulting from the AB 705 Data Revision Project. The regional meetings are March 5, 2019 at Skyline College, March 7, 2019 at Los Rios District Office, March 13, 2019 at MiraCosta College, March 18, 2019 at College of the Canyons, and March 21, 2019 at Mt. San Antonio College.

F. Spring 2019 Pre-session Resolutions – 60 mins., Dyer, pg. 45

The Executive Committee discussed and revised the resolutions to forward to the Area meetings in March 2019 for discussion. Edits were made to the draft resolutions to better articulate the issues under debate, as well as provide clarity on the intent of the resolution.

MSC (Rutan/Cruz) to approve the Spring 2019 Resolutions to present at the Area Meetings.

G. The Student Equity Plan Paper – 20 mins., Henderson, pg. 47

The Executive Committee reviewed the *Student Equity Plan* and provided feedback. Members expressed concern that the paper does not include enough information regarding the creation of the Student Equity and Achievement (SEA) Plan, but focuses well on overall student equity and implementation. Members suggested the inclusion of “local” or “other” student populations and institutional equity. The committee recommended the “why” regarding student equity be framed around the Academic Senate’s core values. Members noted section 3 will be revised based on the SEA Guidelines disseminated from the Chancellor’s Office. Editorial changes were noted. It was recommended to continue revisions on the paper during the spring term to have ready for the 2019 Fall Plenary Session.

MSC (May/Cruz) to rename the paper *Student Equity*, and direct the Executive Committee to revise Section 3 with the Chancellor’s Office student Equity and Achievement (SEA) Program guidelines, and to expand Sections 1, 2, and 4 to reflect the Academic Senate’s core values and include recommendations regarding student equity.

H. The Role of Library Faculty in California Community Colleges Paper – 20 mins., Bean, pg. 87

The Executive Committee reviewed *The Role of Library Faculty in California Community Colleges* and provided feedback. Bean explained that additional information regarding Open Educational Resources (OER) will be added and the recommendations will be clarified. It was asked to create a separate heading for the recommendations to the Board of Governors. Members discussed the level of input from library faculty. Editorial changes were noted.

MSC (May/Rutan) to approve presenting *The Role of Library Faculty in California Community Colleges* at the Area Meetings for consideration.

- I. Effective Practices for Online Tutoring Paper – 20 mins., Bean, pg. 123**
The Executive Committee reviewed *Effective Practices for Online Tutoring* and provided feedback. Bean noted the review of the paper by the Association of Colleges for Tutoring & Learning Assistance (ACTLA), and requested to increase their level of participation by providing additional time for review and inclusion as contributors. She also mentioned that ACTLA guidelines will be included after their approval at the ACTLA 2019 Conference in April. Members discussed the benefits and challenges of allowing additional time for review. The committee discussed the use of research from four year universities and its ability to be implemented at the community college level. It was asked to create a separate heading for the recommendations to the Board of Governors. Editorial changes were noted. Members recommended including information in the publication guidelines regarding collaboration with, and review by external organizations on Academic Senate papers.

MSC (Foster/Aschenbach) to approve presenting *Effective Practices for Online Tutoring* at the Area Meetings for consideration, and to include ACTLA guidelines.

- J. Update of the paper “Noncredit Instruction: Opportunity and Challenge” – 20 mins., Rutan, pg. 149**
The Executive Committee reviewed *Noncredit Instruction: Opportunity and Challenge* and provided feedback. It was asked to create a separate heading for the recommendations to the Board of Governors. The members discussed the use of “noncredit faculty” to distinguish current practices among faculty. Editorial changes were noted.

MSC (Aschenbach/ May) to approve presenting *Noncredit Instruction: Opportunity and Challenge* at the Area Meetings for consideration.

- K. Work-Based Learning Paper – 20 mins., Aschenbach, pg. 193**
The Executive Committee reviewed *Work Based Learning in California Community Colleges* and provided feedback. Rutan noted that a change will be made to the apprenticeship section based on the newly revised Chancellor’s Office apprenticeship regulations. Aschenbach stated that the section regarding Externships will be removed. Editorial changes were noted.

MSC (Rutan/Davison) to approve presenting *Work Based Learning in California Community Colleges* at the Area Meetings for consideration.

- L. Career & Noncredit Education Institute – 10 mins., Aschenbach/Rutan, pg. 217**
The Executive Committee reviewed the draft program for the 2019 Career and Noncredit Education Institute. Aschenbach explained that there will be a pre-

session for CTE Liaisons in the morning on Thursday, April 25, 2019. Members raised concerns that the general session topics seem too narrow and may limit participant engagement.

MSC (Eikey/Foster) approve the 2019 Career and Noncredit Education Institute with considerations from the discussion and with recommendations to consider broader audience for the general sessions.

M. Legislative Training for Leadership – 10 mins., Davison, pg. 229

The Executive Committee reviewed the legislative pre-session draft for the 2019 Faculty Leadership Institute. Davison noted that the presenters are confirmed. The committee suggested including an update on the Governor’s Budget and current legislation. Members discussed the logistics of the Capitol Tour and visit to the Chancellor’s Office.

MSC (Parker/May) to approve the Legislative Pre-Session for the 2019 Faculty Leadership Institute.

N. 2019 Spring Session Planning – 60 mins., Stanskas/Mica, pg. 223

The Executive Committee was updated on the keynote presentations and discussed changes to the preliminary program. The committee was reminded of the deadlines for the breakout descriptions, the presenters list, and the supply needs. Members suggested the inclusion of the discussion regarding the re-evaluation of ASCCC Mission Statement during a general session. Members were informed of the 50th Celebration Reception format and invitations. The committee was presented with four 50th Anniversary t-shirt designs collected from students and faculty.

MSC (Dyer/Cruz) to adopt Design Number 2 as the 50th Anniversary Celebration Shirt design.

O. Executive Committee Meeting Dates 2019 -2020 – 15 mins., Mica, pg. 235

The Executive Committee discussed the 2019 – 2020 Executive Committee meeting and Event dates. Members raised concern that the 2020 Spring Plenary Session is on Easter weekend. The committee noted the timing and logistical challenges of holding a meeting at a location that is far from an airport. Concern was raised that the footnote regarding meeting time is inaccurate; the footnote will be changed to “Meetings will typically be on Fridays from 9:00 a.m. to Saturdays at 4:00 p.m.” It was mentioned that the June Executive Committee Meeting is scheduled after committee terms have formally ended. Members suggested holding the Part-Time Institute in late January and the Accreditation Institute in February to avoid conflict with Accreditation visits. The committee asked the Office to compare the event calendar with the known event dates for partner organizations. The committee discussed alternative meeting platforms, holding events and meetings on different days of the week, and if combining or extending certain events would be more impactful. It was recommended to review the 2020-2021 dates by January 2020 to allow for detailed evaluation and flexibility in the time required to book events. Members suggested that the Faculty Development

Committee work with the Executive Director to develop surveys for the events. Stankas suggested that the Academic Academy theme center around the student experience with relation to OER, guided pathways, student equity, faculty diversification, and accessibility.

MSC (Parker/Foster) to approve the 2019-2020 Event Calendar with modification to Spring Plenary 2020.

P. Action Tracking Spreadsheet – 15 mins., Mica, pg. 237

The Executive Committee discussed the use of the action tracking spreadsheet. Rutan explained that initially items on the action tracking spreadsheet were actions that were directed to the Executive Committee and intended to return to a future Executive Committee Meeting. Members mentioned confusion between this action tracking document and the document that tracks standing committee actions and priorities. Members noted the difference between items that are brought to the Executive Committee one-time and items that occur annually. The committee expressed interest in continuing an action tracking method and requested that the Executive Director explore action tracking methods and criteria for items intended to be brought to the Executive Committee.

MSC (Bean/May) to direct the Executive Director to develop an action tracking system for items to be brought back to the Executive Committee.

Follow Up: Mica to develop an action tracking system for items to be brought to the Executive Committee.

Q. Professional Development College – 20 mins., May/Pilati/Mica, pg. 239

The Executive Committee discussed the current use of the Professional Development College and potential future direction. Members noted that some courses need to be updated based on changes in the community college system. The committee recommended a regular review process and mechanism for special review and updates as needed. Currently participants can receive a certificate upon course completion, and members suggested the ability for participants to receive continuing education units for course completion. Concerns were raised regarding the addition of the review process or material creation to the workload of the Executive Committee and Academic Senate committees and requested the Executive Director to explore resource allocation for the continuation of the Professional Development College.

MSC (May/Rutan) to direct the Executive Director to explore the allocation of resources to continue the Professional Development College, absent the direct creation of content by the Executive Committee. The Executive Director is to report findings at the next budget update.

Follow Up: Mica will explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.

R. General Education Task Force Report – 20 mins., Stankas, pg. 245

The Executive Committee discussed the General Education (GE) Task Force Recommendations for GE Review and Reform. Stankas reported that the Task Force was comprised of CSU faculty, two CSU students, a CSU Office of the Chancellor staff member, and a faculty representative from the University of California and the California Community Colleges. The Academic Senate of the CSU (ASCSU) will review the report at a Plenary Session and bring the report to ICAS for discussion. Members suggested the potential to coordinate the guided pathways framework with the CSU GE pathways to benefit students.

No action by motion was taken on this item.

S. Systemwide Data – 40 mins., May/Roberson, pg. 269

The Executive Committee discussed statewide data changes and questions. Members detailed concerns from the field regarding the use of the Student Success Metrics (SSM) Dashboard because of the issues identified by the institutional researchers from the initial release. The committee noted the challenge in creating quantifiable goals with data uncertainty or unreliability. Stankas stated that a note will be sent to academic senate presidents, encouraging them to engage in the shared governance process regarding goal-setting and goal planning. May stated that the AB 705 Data Revision Project is working to count English and Mathematics courses correctly in relation to the Student Centered Funding Formula.

No action by motion was taken on this item.

V. DISCUSSION

A. Chancellor’s Office Liaison Report – 45 mins. pg. 371

No Chancellor’s Office Liaison Report was provided.

B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 273

No Board of Governor’s or Consultation Council meetings were held in February 2019. The next Board of Governor’s Meeting is March 18, 2019. The next Consultation Council Meeting is March 21, 2019.

C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 275

Stankas informed the committee that on February 6, 2019 Heather Hiles was named the CEO and President of the California Online Community College District.

D. CVC-OEI Augmentation Funding – 15 mins., Dyer/Aschenbach, pg. 277

The Executive Committee discussed the California Virtual Campus – Online Education Initiative (CVC-OEI) Augmentation Funding. A request for applications was distributed by CVC-OEI for *Improving Online CTE Pathways* grants. The grants will be awarded to develop online programs and courses that 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. Stanskas requested that CVC-OEI consider including the C-ID process as a requirement or consideration in the grant application process and raised concern over California Online Community College's duplication of programs currently offered in the community college system.

E. Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 317

The Executive Committee received an updated on the Faculty Development Committee. Cruz reported that the Faculty Development Committee recommends using the spelling “womyn” in ASCCC communications. Cruz reported that the data from the Faculty Hiring Survey will be presented at Spring Plenary.

F. Meeting Debrief – 15 mins., Stanskas, pg. 321

The Executive Committee debriefed the meeting to assess what worked well and where improvements can 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

The Executive Committee adjourned at 3:00 p.m.

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



Executive Committee Agenda Item

SUBJECT: Update of Awards Handbook		Month: April	Year: 2019
		Item No: II. B.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval minor updates to Award Handbook.	Urgent: No	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the August 2018 Executive Committee meeting, there was discussion about possible updates to the Awards Handbook related to the Hayward Award. The Standards & Practices Committee has evaluated the process for selection of readers for the Hayward Award and there are minor updates to the Handbook as a result.

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

Awards Handbook

I. Background

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

II. Awards/Scholarship Descriptions

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

a. Annual Awards

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

The **Hayward Award** is an annual statewide award **given to** four faculty members, two full-time faculty and two part-time faculty, who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C. Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a \$1,250 cash award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric.

This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March. The award **recipients** are invited to attend a dinner (or breakfast) with the Academic Senate President on the night before the award ceremony and attend the Board meeting to receive the award the next day. The Senate covers the costs of travel for the recipient only. However, recipients can bring senate presidents, college presidents, or significant others to attend the event. Each local senate may nominate one full- and one part-time faculty member each

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

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

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

b. Periodic Awards

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

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

Background

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

Nomination Process

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

Selection Criteria

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

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

Evaluation of Candidates

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

Award

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

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

c. Scholarships

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

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

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

faculty.

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

III. Disqualification

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

IV. Communication to the Field

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

V. Timeline

Each year the Senate Office will establish dates and deadlines consistent with the following timeline. This timeline establishes:

- when the call for awards packets are sent to the local senate presidents;
- when applications are due in the office;
- when the packets of award nominations are sent to the readers;
- when the selections are due from the readers to the office; and
- when the awards are presented.

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

The **Standards and Practices** Committee chair should receive a copy of this timeline.

VI. Readers

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

Below is the reader selection process for each award.

a. Selection:

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

Hayward Awards: S&P members and four additional faculty members from each Area will read the applications. Area Representatives **will recommend** the four faculty readers (who are not Executive Committee members) from their Areas. Note—**Area Readers do not read full-time faculty** applications for their own area.

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

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

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

d. Expectations

All qualified readers are expected to

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

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

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

VIII. Responsibility of Senate Staff

- Set the timelines for awards;
- Update and send the prior year award letters and applications to the Standards and Practices (S&P) Chair for review and editing as necessary;
- Prepare documents, distribute to the field based on the type of award¹, and collect applications;
- Prepare packets, send to the readers, collect scores and maintain process confidentiality;
- Contact senate president, award winners, and public information officers of the awardees;
- Coordinate award recipients' attendance at ceremony activities;
- Alert the Foundation if they are involved in the sponsorship;
- Work with the Standards and Practices (S&P) Chair to develop press releases, articles for the web, and information for plenary session; and
- Update the web with information about award recipients.

Approved: August 13, 2010

Revised: September 11, 2012

Revised: August 29, 2013

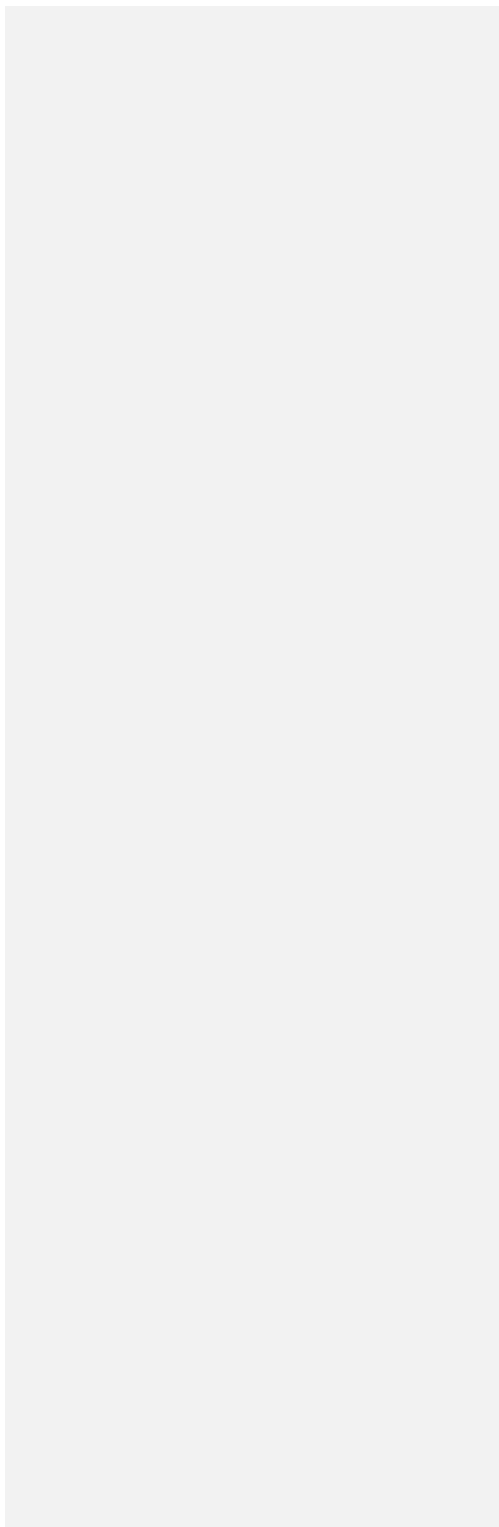
Norbert Bischof policy approved May 29, 2014

Hayward Award policy revised February 3, 2017

Revised: August 11, 2017

Revised; March 19, 2018

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



Standards and Practices Chair Checklist

August/September

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

October

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

November

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

December

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

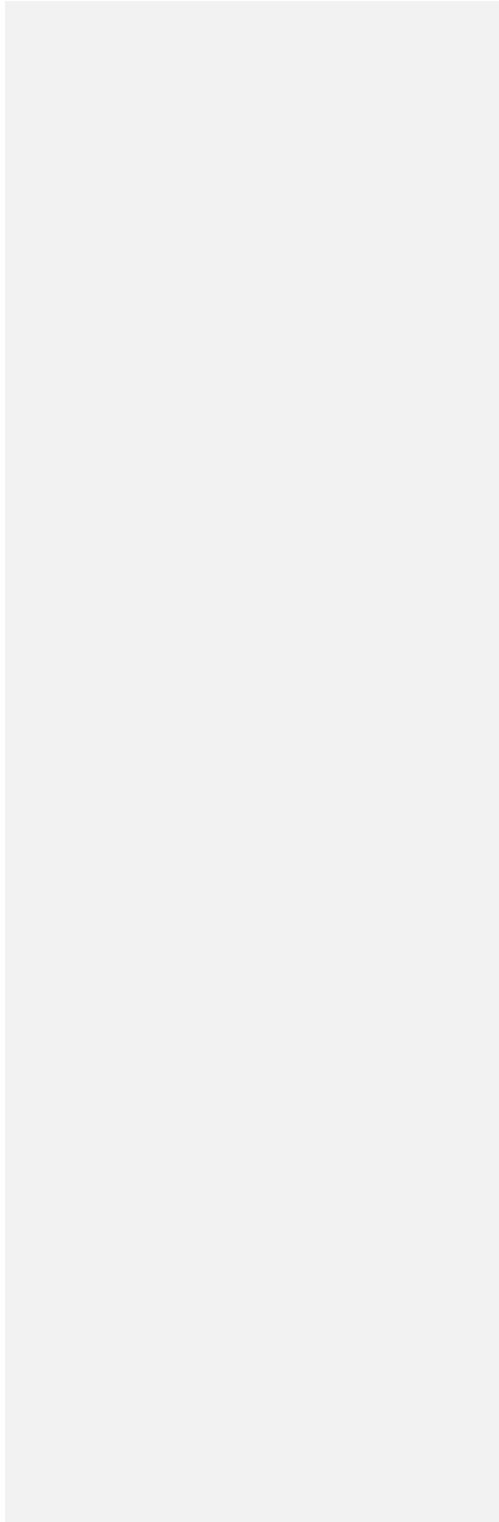
January

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

February

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

documents.



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

March

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

May

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



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: April	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	The Executive Committee will be updated on current legislative issues.	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 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.

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

ASCCC Legislative Report

Executive Committee Meeting 10 April 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

Existing law establishes the California College Promise, under the administration of the Chancellor of the California Community Colleges, to provide funding, upon appropriation by the Legislature, to each community college meeting prescribed ~~requirements~~ *requirements, including using evidence-based assessment and placement practices at the community college*. Existing law authorizes a community college to use that funding to *accomplish specified policy goals and to* waive some or all of the fees for one academic year for certain first-time students who are enrolled in 12 or more semester units or the equivalent at the college and complete and submit either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act application.

This bill would require that the use of evidence-based assessment and placement practices at the community colleges for participation in the California College Promise be consistent with certain existing requirements for assessments. This bill would instead authorize a community college to use California College Promise funding to waive fees for 2 academic ~~years for these students~~ years, and instead of specifying eligibility for first-time students, the bill would make ineligible for the fee waiver a community college student who has previously earned a degree or certificate from a postsecondary educational institution.

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

Status: Re-referred to the Committee on Higher Ed (12 March 2019)

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 *until January 1, 2027*.

ASCCC Position/Resolutions: This bill is consistent with past ASCCC positions around dual enrollment, although there may be concerns around this eliminating the double reading at board meetings, 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.

Status: Re-referred to the Committee on Ed (11 March 2019)

AB130 (Low): ~~Office of~~ Higher Education Performance and ~~Accountability.~~ *Accountability Commission.*

Existing law establishes the University of California, under the administration of the Regents of the University of California, the California State University, under the administration of the Trustees of the California State University, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, independent institutions of higher education, and private postsecondary educational institutions as the segments of postsecondary education in this state.

Existing law states the intent of the Legislature that budget and policy decisions regarding postsecondary education generally adhere to 3 specified goals and that appropriate metrics be identified, defined, and formally adopted to monitor progress toward the achievement of the goals.

Existing law establishes the California Postsecondary Education Commission (CPEC) as the statewide postsecondary education coordinating and planning agency, and provides for its functions and responsibilities. Existing law also provides for the composition of CPEC's

membership. The annual state Budget Acts from the 2011–12 fiscal year to the 2018–19 fiscal year, inclusive, have provided no funding for CPEC.

This bill would establish the ~~Office of~~ Higher Education Performance and Accountability *Commission, composed of 6 public members with experience in postsecondary education, appointed as specified*, 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. require the commission to develop an independent annual report on the condition of higher education in California, as provided. The bill would establish other functions and responsibilities of the commission, which would include specified advisory duties and acting as a clearinghouse for postsecondary education information.~~

~~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~~ *commission* to require the governing boards and institutions of public postsecondary education to submit data to the ~~office~~ *commission* 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~~ *commission* 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 require the Legislative Analyst's Office to report to the Legislature on the performance of the commission on or before January 1, 2025, and every 5 years thereafter.*

~~The bill would repeal its provisions on January 1, 2026.~~

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.

Article 2.3. ~~Office of~~ Higher Education Performance and Accountability *Commission*
66010.8.

(a) The ~~Office of~~ Higher Education Performance and Accountability *Commission* is hereby established as the statewide postsecondary education coordination and planning agency. ~~The office is established in state government within the Governor's office, and is under the direct control of an executive director.~~ *commission is an independent state agency, which shall be advisory to the Governor, the Legislature, other appropriate government officials, and institutions of postsecondary education.*

(b) (1) *The commission shall be composed of six public members with experience in postsecondary education, appointed as follows:*

(A) *Two members appointed by the Senate Committee on Rules.*

(B) *Two members appointed by the Speaker of the Assembly.*

(C) *Two members appointed by the Governor.*

(2) *A member of the commission shall serve a term of four years, and may be removed by the appointing authority only for cause.*

(3) *The members of the commission shall select a chairperson from among the membership.*

(4) *Members of the commission shall serve without compensation, but shall receive reimbursement for actual and necessary expenses incurred in connection with the performance of their duties.*

~~(b)~~

(c) The ~~Governor~~ *commission* shall appoint ~~the Executive Director of the Office of Higher Education Performance and Accountability,~~ *an executive director*, who shall perform all duties, exercise all powers, assume and discharge all responsibilities, and carry out and effect all purposes vested by law in the ~~office,~~ *commission*, including contracting for professional or consulting services in connection with the work of the ~~office.~~ ~~The appointment of the executive director is subject to confirmation by the affirmative vote of a majority of the membership of the Senate.~~ *commission*. The executive director shall appoint persons to any staff positions the ~~Governor~~ *commission* may authorize.

~~(c) The Governor may appoint the executive director at a salary that shall be fixed pursuant to Section 12001 of the Government Code.~~

~~(d)(1) An advisory board is hereby established 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.~~

~~(2) The advisory board consists of the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:~~

~~(A) Three members of the advisory board appointed by the Senate Committee on Rules.~~

~~(B) Three members of the advisory board appointed by the Speaker of the Assembly.~~

~~(3) The office shall actively seek input from, and consult with, the advisory board regarding the functions, operations, and recommendations of the office, and provide the advisory board with sufficient time to review and comment.~~

~~(4) Advisory board~~

(d) (1) *Commission* meetings are subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code). ~~Advisory board~~ *Commission* materials shall be posted on the ~~Internet~~*internet*.

~~(5)~~

(2) The ~~advisory board~~ *commission* shall meet at least quarterly, and shall appoint one of its members to represent the board for purposes of communicating with the Legislature.

~~(6)~~

(3) (A) The ~~advisory board~~ *commission* is responsible for developing an independent annual report on the condition of higher education in California. *The report shall be transmitted to the chairpersons of the Assembly Committee on Higher Education and the Senate Committee on Education and to the Governor on or before July 1 annually.*

(B) *The commission shall hold at least one special meeting to consult with stakeholders before issuing its annual report. These stakeholders shall include, but are not necessarily limited to, all of the following:*

(i) *The Chancellor of the California Community Colleges, or the chancellor's designee.*

(ii) *The Chancellor of the California State University, or the chancellor's designee.*

(iii) *The President of the University of California, or the president's designee.*

(iv) *The president of the Association of Independent California Colleges and Universities, or the president's designee.*

(v) *The Superintendent of Public Instruction, or the Superintendent's designee.*

(vi) *The chairperson of the Intersegmental Committee of the Academic Senates, or the chairperson's designee.*

(vii) *The executive director of the California Workforce Development Board, or the executive director's designee.*

(viii) *The executive director of the Student Aid Commission, or the executive director's designee.*

(ix) *The president of the Cal State Student Association, the president of the University of California Student Association, or the president of the Student Senate for California Community Colleges, or the designee of one of those individuals.*

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 assembly member 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; there is a resolution coming to the spring 2019 plenary session that conditionally supports the bill provided that a designee from the academic senate from each segment is included on the commission.

Status: Re-referred to the Committee on Higher Ed (18 March 2019)

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~~ 30 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.

Status: Referred to the Committee on Higher Ed (24 January 2019)

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 CCCCCO.

Status: Re-referred to the Committee on Appropriations (6 March 2019)

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. See also AB 540 (Limon), AB541(Gabriel), AB 542 (Gabriel), AB1307 (Rubio), AB1314 (Medina), SB461 (Roth),

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.

ASCCC Information: Assemblymember Berman clarified during legislative visits on 12 March that the intent of the bill was for students to be able to stay in their cars – amendments may be forthcoming.

Status: Re-referred to the Committee on Higher Ed (7 February 2019)

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.

(G) Commencing with the 2023–24 school year, a one-semester course in ethnic studies, in either the subject of social studies or English, based on the model curriculum developed pursuant to Section 51226.7. A local educational agency may require a full-year course in ethnic studies at its discretion pursuant to paragraph (2).

Status: Referred to the Committee on Appropriations (13 March 2019)

AB595 (Medina) – Apprentices Programs

This bill would authorize a student enrolled in a community college class or classes pursuant to an apprenticeship training program or an internship training program, as defined, who does

not have a social security number to use an individual tax identification number for purposes of any background check required by the class or program.

Status: Referred to the Committee on Higher Ed (25 February 2019)

AB1051 (Smith) – Nursing Programs

Existing law authorizes a community college district to employ a temporary faculty member serving as full-time clinical nursing faculty or as part-time clinical nursing faculty for up to 4 semesters or 6 quarters within any period of 3 consecutive academic years between July 1, 2007, and December 31, 2015, inclusive. (c) (1) Notwithstanding subdivision (b), a person serving as full-time clinical nursing faculty or as part-time clinical nursing faculty teaching the hours per week described in Section 87482.5 may be employed by any one community college district under this section for up to four semesters or six ~~quarters within any period of three consecutive academic years between July 1, 2007, and December 31, 2015, inclusive.~~ *quarters.*

(2) A community college district that employs faculty pursuant to this subdivision shall provide data to the chancellor's office as to the number of faculty members hired under this subdivision, and what the ratio of full-time to part-time faculty was for each of the three academic years prior to the hiring of faculty under this subdivision and for each academic year for which faculty is hired under this subdivision. This data shall be submitted, in writing, to the chancellor's office on or before June ~~30, 2012.~~ *30 of each year.*

Status: Referred to the Committee on Higher Ed (7 March 2019)

+AB1427 (Carrillo) – College Promise

Existing law establishes the California Promise, which requires individual campuses of the California State University to establish a California Promise program through which the campus would enter into a pledge with a student who satisfies specified criteria to support the student in earning a baccalaureate degree in limited time. The California Promise requires 8 campuses to provide support for qualifying nontransfer students to earn that degree within 4 academic years, and 20 campuses to support a student who is a community college transfer student who earned an associate degree for transfer in earning a baccalaureate degree within 2 academic years, of the academic year of the student's first year of enrollment, as specified.

This bill would express the intent of the Legislature to enact legislation relating to the California Promise.

**Spot Bill

AB1512 (Carrillo) – IB Examinations

(a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

- (1) ~~Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of,~~ *Develop* a uniform policy to award a pupil who passes an Advanced Placement ~~examination~~ *examination, and a pupil who receives a score of four or above on an International Baccalaureate subject examination,* course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement ~~examination.~~ *examination or the International Baccalaureate subject examination, as is appropriate.*
- (2) Periodically review and adjust the policy adopted pursuant to ~~subdivision (a)~~ *paragraph (1)* to align it with policies of other public postsecondary educational institutions.
- (b) If ~~the policy to be adopted~~ *either of the policies required to be developed* pursuant to subdivision (a) is not implemented ~~for in time to apply to~~ the entering class in the fall ~~2017~~ *2020* academic term, the California Community Colleges shall adopt and implement, commencing with the ~~2017-18~~ *2020-21* academic year, the Advanced Placement policy *or the International Baccalaureate policy, as applicable,* adopted by the California State University.
- (c) Each community college campus *shall adopt and implement the policies developed pursuant to this section, and* shall post ~~on its Internet Web site~~ the most recent policy adopted pursuant to this ~~section.~~ *section on its internet website.*

Status: Referred to the Committee on Higher Ed (14 March 2019)

AB1571 (Kiley) – Free Speech

This bill would require a campus of the California Community Colleges or the California State University, and would request a campus of the University of California, to make and disseminate a free speech statement that affirms the importance of, and the campus's commitment to promoting, freedom of expression. Because the bill would impose new duties on a campus of the California Community Colleges, the bill would impose a state-mandated local program.

Status: Re-referred to the Committee on Higher Ed (19 March 2019)

AB1643 (Eduardo Garcia) – Career Technical Education

This bill would state the intent of the Legislature to enact legislation relating to career technical education in the Inland Empire.

**Spot bill

AB1727 (Weber) – Career Development and College Preparation Courses

This bill would require the board to adopt regulations, no later than April 15, 2020, requiring the accounting, for purposes of state funding of community colleges, of students enrolled in certain types of courses to be conducted by positive attendance count or on a census date basis in accord with certain computational requirements.

(f) (1) Accounting of FTES for students enrolled in term-length career development and college preparation courses that meet one or more of the qualifications described in subdivision (a) shall be conducted, for courses offered pursuant to subdivision (a) that are not open entry-open exit courses, on a census date basis or a positive attendance count basis pursuant to the following:

(A) For courses scheduled coterminously with the term, the units of FTES shall be computed by dividing actual student contact hours of attendance by 525, or by multiplying the weekly number of student contact hours of students in active enrollment as of Monday of the week nearest to one-fifth of the length of the term, unless another week is specified by the chancellor to incorporate past practice, by the term length multiplier, and dividing by 525.

(B) For courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day or scheduled during the summer or other intersession, but not scheduled coterminously with the college's primary term, the units of FTES, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525, or by multiplying the daily student contact hours of students in active enrollment as of the census day nearest to one-fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(2) The board of governors shall adopt regulations to implement this subdivision no later than April 15, 2020.

(3) As used in this subdivision:

(A) "Student contact hour" means a scheduled class period in which one student is enrolled. A class period for this purpose is not less than 50 minutes nor more than 60 minutes.

(B) "Term length multiplier" means the number of weeks in which at least three days of instruction or examination in term length courses of the community college are scheduled.

Status: Referred to the Committee on Higher Ed (18 March 2019)

+AB1729 (Smith) – Attendance at Community College

Existing law authorizes the governing board of a school district to authorize a pupil who meets specified criteria to attend community college. Existing law limits the number of pupils a principal is authorized to recommend for community college summer session pursuant to those provisions to 5% of the total number of pupils in any grade level, as specified. Existing law, until January 1, 2020, exempts from the 5% limitation pupils who meet specified requirements, including the requirement that the course is part of a College and Career Access Pathways program, and who enroll in certain community college courses.

This bill would additionally exempt from the 5% limitation pupils who are enrolled in certain community college courses, and would explicitly provide that the 5% limitation applies to pupils enrolled in physical education courses at the community college.

(6) (A) A high school pupil recommended by the pupil's principal for enrollment in a course shall not be included in the 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) if the course in which the pupil is enrolled is either of the following:

(i) A lower division, college-level course for credit that is designated as part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirements of the California State University.

(ii) A college-level, occupational course for credit assigned a priority code of "A," "B," or "C," pursuant to the Student Accountability Model, as defined by the Chancellor of the California Community Colleges and reported in the management information system, and the course is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence.

(B) The 5-percent limitation of pupils allowed to be recommended pursuant to paragraph (2) shall apply to all physical education courses.

Status: Referred to the Committees on Ed and Higher Ed (18 March 2019)

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.

Status: Set for hearing 3 April

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.

Status: Set for hearing on 24 April

SB291 (Leyva) – CCC Student Financial Aid Program

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state, and authorizes them to provide instruction at the campuses they operate and maintain.

Existing law establishes the California College Promise, under the administration of the Chancellor of the California Community Colleges, to provide funding, upon appropriation by the Legislature, to each community college meeting prescribed requirements. Existing law authorizes a community college to use that funding to waive some or all of the fees for one academic year for certain first-time students who are enrolled in 12 or more semester units or the equivalent at the college and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application.

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~~ *a California community college, college voluntarily designated by its district governing board to participate in the program*, 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.~~

(a) (1) On July 17, 2017, the Board of Governors of the California Community Colleges accepted a strategic vision report titled Vision for Success which includes, “a comprehensive vision for change, framed as a set of seven commitments that taken together can move the college system in the right direction to collectively reach our goals” and “a call to action, asking the entire community of CCC stakeholders to join in this Vision for Success.”

(2) The document further states: “California’s community colleges offer one of the least expensive tuition rates in the country. Still, the total amount of money spent by students and taxpayers to attain a particular outcome at a community college can be quite high because the average student takes several years to complete a credential, degree, or transfer and commonly accumulate [sic] many excess units along the way. Another significant problem for students is the high cost of living in California and the limits of financial aid for CCC students. While about half of CCC students have their tuition waived, few qualify for financial aid to cover their living expenses such as transportation and textbooks. Approximately 46 percent of CCC students receive need-based financial aid, compared to about two-thirds of resident undergraduate students at UC and CSU. One reason for this is that many state and federal student aid programs are structured to help full-time students and many community college students attend part time. In addition, California’s Cal Grant Program is less generous to CCC students, irrespective of full- or part-time

status. Examining college costs around the state, The Institute for College Access and Success (TICAS) found that after factoring in financial aid, the net cost of community college was actually more expensive for students than UC or CSU in seven of the nine regions studied. Nowhere was the CCC found to be the least expensive option.”

(b) (1) During deliberations on the 2017–18 budget package, legislative intent sought to have the California Student Aid Commission review California financial aid programs and report to the relevant budget subcommittees and policy committees of the Legislature on options to consolidate existing programs that serve similar student populations in order to lower students’ total cost of college attendance, including tuition and fees, books and supplies, transportation, and room and board.

(2) The California Student Aid Commission approved recommended policy changes from a commissioned report, dated April 4, 2018, by The Century Foundation titled “Expanding Opportunity, Reducing Debt,” which includes the following excerpts:

(A) “Frequently, and especially at public institutions, students’ greatest needs are not related to tuition, but instead are generated by other expenses, such as books, food, housing, and transportation. The bulk of CSAC aid, however, is linked simply to tuition prices, without taking into consideration the full set of expenses students face in order to commit themselves to their studies. At the same time, the current Cal Grant includes a patchwork of grant types (A, B, C, and both entitlement and competitive grants) with a variety of eligibility requirements that create complexities for students, CSAC, and schools. The resulting aid system is too difficult to understand, and in some cases, creates cliff effects for students and families, or fails to reach students who have significant need.”

(B) “Community colleges enroll more low-income Pell Grant recipients than do CSU, UC, and California’s nonprofit colleges combined. Yet CSAC’s aid programs currently provide little support to community college students, and the community colleges lack the means to generate institutional aid in the way that UC and CSU do.”

(c) In a higher education analysis dated February 15, 2018, the Legislative Analyst’s Office stated, “We recommend the Legislature take a more straightforward approach—consolidating all four existing state financial aid programs for financially needy CCC students into one program with one set of rules. Under the new program, financially needy students would receive a grant for living costs that covered all their unmet need after taking into account their expected family contribution, federal aid, and a reasonable work expectation.”

SEC. 2.

Chapter 4 (commencing with Section 70200) is added to Part 42 of Division 5 of Title 3 of the Education Code, to read:

CHAPTER 4. California Community College Student Financial Aid Program

70200.

There is hereby established the California Community College Student Financial Aid Program.

70201.

Subject to an appropriation in the Budget Act or other statute for these purposes, the board shall administer the California Community College Student Financial Aid Program consistent with the provisions of this chapter.

70202.

As used in this chapter, the following terms have the following meanings:

(a) "Academic year" has the same meaning as specified in subdivision (a) of Section 69432.7.

(b) "Board" means the Board of Governors of the California Community Colleges.

(c) (1) "Cost of attendance" has the same meaning as specified in Section 10871l of Title 20 of the United States Code.

(2) Notwithstanding paragraph (1), the board may adopt rules governing the establishment of, and adjustment to, the cost of attendance by an eligible California community college for purposes of this program.

(d) "Eligible California community college" means a California community college that satisfies ~~both~~ *all* of the following conditions:

(1) It is a qualifying institution pursuant to subdivision (l) of Section 69432.7.

(2) It meets the requirements of Section 76396.2.

(3) *Its district governing board has voluntarily decided to participate in the program and has designated it to participate.*

(e) *"Eligible program" has the same meaning as specified in Section 1088 of Title 20 of the United States Code.*

~~(e)~~

(f) "Eligible student" means a person enrolled at an eligible California community college who meets all of the following conditions:

(1) The person *either* is a resident of California, based on the criteria set forth in Chapter 1 (commencing with Section 68000) of Part 41 for determining nonresident and resident tuition for a student attending an eligible California community ~~college.~~ *college, or meets the qualification for exemption from paying nonresident tuition pursuant to subdivision (a) of Section 68130.5.*

(2) The person has not received a grant ~~for~~ *or grants for educational expenses totaling more than the equivalent of two full-time academic years.*

(3) The person has made satisfactory academic progress, as defined in Section 69432.7.

(4) *The person has completed a Free Application for Federal Student Aid or a California Dream Act Application.*

(5) *The person is enrolled in an eligible program.*

~~(f)~~

(g) "Expected family contribution" has the same meaning as specified in subdivision (g) of Section 69432.7.

(h) *"Full-time student" has the same meaning as is consistent with the use of the term for the purposes of the federal Pell Grant Program (20 U.S.C. Sec. 1070a).*

~~(g)~~

(i) "Gift aid" means financial aid received by a student that does not have to be repaid by the student, including, but not limited to, all of the following:

(1) Grants through the federal Pell Grant Program (20 U.S.C. Sec. 1070a).

(2) Grants through the Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Program pursuant to Chapter 1.7 (commencing with Section 69430).

(3) Grants or scholarships pursuant to Section 69650.

(4) Fees waived pursuant to subdivisions (g), (h), (i), and (j) of Section 76300 and pursuant to Section 76301.

(5) Fees waived pursuant to Section 76396.3.

(j) "Half-time student" has the same meaning as is consistent with the use of the term for the purposes of the federal Pell Grant Program (20 U.S.C. Sec. 1070a).

(k) "Less-than-half-time student" has the same meaning as is consistent with the use of the term for the purposes of the federal Pell Grant Program (20 U.S.C. Sec. 1070a).

~~(h)~~

(l) (1) "Reasonable student contribution" means an amount *a student should reasonably be expected to contribute to educational expenses, to be adopted by the board for the academic year.*

(2) ~~The~~ For the purposes of determining the reasonable student contribution, the board shall ~~adopt~~ do both of the following:

(A) ~~Adopt~~ the reasonable student contribution amount ~~and report~~ consistent with all of the following:

(i) *The minimum wage rates as specified pursuant to all of the following:*

(I) *Section 1182.12 of the Labor Code.*

(II) *Federal law.*

(III) *Local laws.*

(ii) *Research regarding the level of work that may be harmful to student outcomes.*

(iii) *Data on barriers to work, including, but not necessarily limited to, current unemployment levels.*

(B) ~~Report~~ the amount for the subsequent academic year to the Governor and the Legislature, consistent with Section 9795 of the Government Code, no later than March ~~2~~. 31.

(m) "Three-quarter-time student" has the same meaning as is consistent with the use of the term for the purposes of the federal Pell Grant Program (20 U.S.C. Sec. 1070a).

70203.

(a) Each eligible California community college shall calculate the sum of the following for each term in an academic year for each eligible student at the eligible community college:

(1) The cost of attendance.

(2) The negative of the expected family contribution.

(3) The negative of the reasonable student contribution.

(4) The negative of the sum of all of the gift aid received by the student.

(b) Notwithstanding subdivision (a), for an eligible student who ~~enrolls in fewer than 12 units in a term during the academic year, the sum shall instead be, for each term in an academic year, the sum calculated pursuant to subdivision (a), multiplied by the number of units in which the student enrolls, divided by 12.~~ is not a full-time student, the sum shall be the following:

(1) *For a three-quarter-time student, the sum calculated pursuant to subdivision (a), multiplied by 0.75.*

(2) *For a half-time student, the sum calculated pursuant to subdivision (a), multiplied by 0.5.*

(3) *For a less-than-half-time student, the sum calculated pursuant to subdivision (a), multiplied by 0.25.*

70204.

(a) ~~An~~ It is the intent of the Legislature that an appropriation for the program be included in future Budget Acts.

(b) An appropriation for the program shall be consistent with both of the following:

(1) *It shall specify the percentage of the sum calculated pursuant to Section 70203 that shall be awarded to each eligible student for that academic year.*

(2) It shall authorize the Department of Finance to adjust the appropriation to reflect the revised estimate of the costs for all awards for that academic year.

(c) An eligible California community college shall award to an eligible student a grant equal to the sum calculated pursuant to Section 70203, multiplied by the ~~appropriation for the program for that academic year, divided by the grand total of all of the sums calculated for all eligible students pursuant to Section 70203~~ percentage specified pursuant to subdivision (b) for that academic year.

~~(b)~~

(d) The board of governors shall apportion funds to each eligible California community college to make payments of awards to eligible students pursuant to subdivision ~~(a)~~: (c).

SEC. 3.

(a) It is the intent of the Legislature to enact future legislation that would appropriate moneys for the purposes of the California Community College Student Financial Aid Program as follows:

~~(a)~~

(1) For the 2019–20 fiscal year, the sum of \$250,000,000.

~~(b)~~

(2) For the 2020–21 fiscal year, the sum of \$500,000,000.

~~(c)~~

(3) For the 2021–22 fiscal year, the sum of \$750,000,000.

~~(d)~~

(4) For the 2022–23 fiscal year, the sum of \$1,000,000,000.

~~(e)~~

(5) For the 2023–24 fiscal year, the sum of \$1,250,000,000.

~~(f)~~

(6) For the 2024–25 fiscal year and for each fiscal year thereafter, the sum of \$1,500,000,000.

(b) Pursuant to paragraph (1) of subdivision (b) of Section 70204 of the Education Code, the percentage of the sum calculated pursuant to Section 70203 of the Education Code that shall be awarded to each eligible student for each fiscal year shall be as follows:

(1) For the 2019–20 fiscal year, 17 percent.

(2) For the 2020–21 fiscal year, 33 percent.

(3) For the 2021–22 fiscal year, 50 percent.

(4) For the 2022–23 fiscal year, 67 percent.

(5) For the 2023–24 fiscal year, 83 percent.

(6) For the 2024–25 fiscal year and for each fiscal year thereafter, 100 percent.

SEC. 4.

~~If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.~~

ASCCC Position/Resolutions: The ASCCC has supported past legislation that provides more financial resources to students – resolution asking for support will be coming to spring 2019 Plenary session.

Status: Set for hearing on 27 March. Significant amendments expected.

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, or,

(3) A noncitizen who has filed an I-589 Application for Asylum and has a valid employment authorization document and social security number. A student who qualifies under this paragraph shall sign an affidavit stating that the student will inform the institution attended by the student of any change in the student's immigration status within 10 calendar days of the date the student is informed of that change.

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.

Status: Set for hearing 3 April

SB462 (Stern) – Forestland Restoration Workforce Program

This bill would require the Chancellor's Office of the California Community Colleges, working in collaboration with the Academic Senate for California Community Colleges, to establish a model curriculum for a forestland restoration workforce program that could be offered at campuses of the California Community Colleges. The bill would require the chancellor's office to distribute the model curriculum to community college districts no later than January 1, 2021, with the goal of enabling interested community college districts to offer the course to students beginning with the 2021–22 academic year.

The bill would provide that certified graduates of the forestland restoration workforce course would be eligible to matriculate into the prescribed fire teams of the California Department of Forestry and Fire Protection or into work with other compatible state and federal forest restoration efforts and related apprenticeship programs, as specified. The bill would require the chancellor's office, working in collaboration with the California Fire Science Consortium, to provide community college districts interested in offering the forestland restoration workforce course with information about fire advisors from the consortium who are qualified, willing, and available to be course instructors or to consult with those instructors.

Status: Set for hearing 10 April

SB484 (Portantino) – Community College Transfer Students

This bill would require the governing board of each community college district to direct the appropriate officials at their respective campuses to (1) identify those students who have completed an associate degree for transfer, (2) notify those students of their completion of the degree requirements, (3) automatically award those students the degree, and (4) add those students to an identification system at the end of each academic year that the Office of the Chancellor of the California Community Colleges shall maintain and that can be accessed electronically by the California State University and the University of California. The bill would authorize a student to affirmatively exercise an option to not receive an associate degree for transfer or to not be included in the identification system.

Status: Set for hearing 3 April

SB563 (Roth) –College and Career Access Pathways Pilot

This bill, upon appropriation by the Legislature, would establish the College and Career Access Pathways (CCAP) pilot program, to be administered by the Chancellor of the California Community Colleges, to develop solutions to reduce barriers and enhance participation of school districts in CCAP partnerships. The bill would require the chancellor's office, on or before July 1, 2020, to competitively select 3 community colleges, with one each located in northern, southern, and central California, and up to a total of 15 high schools located within the service area of those selected community colleges, with at least 3 and no more than 5 selected high schools located in each selected community college service area, to participate in the pilot program, except as provided. The bill would require the chancellor's office to allocate to each selected community college and high school a specified award for each of the 2020–21 to 2022–23 fiscal years, inclusive, to be used for specified goals to encourage participation in, and enhance services for pupils participating in, a CCAP program. The bill would require each selected community college and high school to report, on or before July 1, 2024, to the chancellor's office, the Legislature, and the appropriate Senate and Assembly select committees

relating to career technical education specified information for its respective pupils participating in a CCAP partnership program. The bill would repeal these provisions on January 1, 2025.

Status: Set for hearing 3 April

SB586 (Roth) – College and Career Access Pathways partnerships

This bill would require the governing board of a school district and the governing board of a community college district or the governing body of a charter school providing career technical education pathways under a CCAP partnership to, as part of the partnership agreement, consult with the appropriate local workforce development board to align the pathways with the state’s current and future employment needs.

Status: Set for hearing 3 April

SB777 (Rubio) – Full Time Instruction

SECTION 1.

Section 87482.6 of the Education Code is amended to read:

87482.6.

(a) ~~Until the provisions of Section 84750 regarding program based funding are implemented by a standard adopted by the board of governors that establishes the appropriate percentage of hours of credit instruction that should be taught by full time instructors, the~~ *The Legislature finds and declares all of the following:*

(1) *The Legislature wishes to recognize and make efforts to address the longstanding policy of the board of governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time ~~instructors. To this end, community college districts which have~~ faculty.*

(2) *Reaching this goal would help achieve the California Community Colleges’ systemwide goals identified in the Vision for Success, which were adopted by the Board of Governors in 2017, and would support each college’s efforts to meet student success needs.*

(3) *It is a priority of the California Community Colleges to support additional full-time faculty positions.*

(b) (1) *Community college districts that have less than 75 percent of their hours of credit instruction taught by full-time ~~instructors~~faculty shall ~~apply a portion of the program improvement allocation received pursuant to Section 84755 as follows:~~ make, at a minimum, an annual 10-percent reduction in the district’s deficit, rounded up to the nearest whole number, until the 75-percent goal is reached, as calculated pursuant to paragraph (2) of subdivision (d).*

(2) *For this purpose, the district’s deficit is 75 percent of the total number of hours of credit instruction taught by the district less the number of those hours taught by full-time faculty.*

~~(1) Districts which, in the prior fiscal year, had between 67 percent and 75 percent of their hours of credit instruction taught by full-time instructors shall apply up to 33 percent of their program improvement allocation as necessary to reach the 75 percent standard. If a district in this category chooses instead not to improve its percentage, the board of governors shall withhold 33 percent of the district's program improvement allocation.~~

~~(2) Districts which, in the prior fiscal year, had less than 67 percent of their hours of credit instruction taught by full-time instructors shall apply up to 40 percent of their program improvement allocation as necessary to reach the 75 percent standard. If a district in this category chooses instead not to improve its percentage, the board of governors shall withhold 40 percent of the district's program improvement allocation.~~

~~Districts which maintain 75 percent or more of their hours of credit instruction taught by full-time instructors shall otherwise be free to use their program improvement allocation for any of the purposes specified in Section 84755.~~

~~(b)~~

~~(c) The board of governors shall adopt regulations for the effective administration of this section. Unless and until amended by the board of governors, the regulations shall provide as follows: The regulations shall provide both of the following:~~

~~(1) In computing the percentage of hours of credit instruction taught by full-time ~~instructors~~, *faculty* the hours of overload teaching by full-time ~~instructors~~ *faculty* shall be excluded from both the total hours of credit instruction taught ~~by full-time and part-time instructors~~ *by the district* and the total hours of *credit* instruction taught by full-time ~~instructors~~. *faculty*.~~

~~(2) A full-time ~~instructor~~ *faculty* shall be defined as any regular and contract faculty member teaching credit instruction.~~

~~(3)~~

~~(d) The chancellor shall *annually* compute and report *by March 15 of each year* to each community college district ~~the number of full-time faculty (FTF) which are to be secured through the use of the prescribed portion of program improvement revenue allocated to each district. This computation shall be made by dividing the applicable portion of program improvement revenue (0 percent, 33 percent, or 40 percent of the program improvement allocation), by the statewide average "replacement cost" (a figure which represents the statewide average faculty salary plus benefits, minus the statewide average hourly rate of compensation for part-time instructors times the statewide average full-time teaching load).~~ *If both of the following:*~~

~~(1) *The district status with respect to progress toward the 75-percent goal and the additional hours of full-time faculty credit instruction needed to make a 10-percent improvement in the district's deficit.*~~

~~(2) *The conversion of the hours computed pursuant to paragraph (1) to the number of additional full-time faculty required. If the ~~quotient~~ result of this conversion is not a whole number, then the ~~quotient~~ determination of the number of additional full-time faculty required shall be rounded ~~down~~ *up* to the nearest whole number. ~~If this quotient, once applied, will result in the district exceeding the 75 percent standard, the chancellor shall further reduce the quotient to a whole number that will leave the district as close as possible to, but in excess of, the 75 percent standard.~~*~~

~~By March 15th of each year, the chancellor shall report to each district an estimate of the number of FTF to be secured based upon the appropriation of revenues contained in the annual Budget Bill.~~

(e) A district shall develop and maintain a five-year plan for making progress towards achieving the 75-percent full-time faculty goal, including specific strategies for achieving the goal. These strategies shall include the means to improve and maintain the percentage during economic downturns, details of the district's historic full-time faculty hiring progress, and identification of new positions that are not replacements but are additions to the total full-time faculty.

(f) Because noncredit instruction has an increasing role in college efforts to address student success needs, the board of governors shall determine how to apply the 75-percent goal to both credit and noncredit faculty in both state-supported and basic-aid districts.

(g) The chancellor shall annually review each district's progress towards the district's 75-percent goal and provide guidance to those districts farthest from the 75-percent goal to assist these districts in determining strategies to more aggressively progress toward the 75-percent goal.

~~(4)~~

(h) On or before December 31, ~~1991~~, of each year, the chancellor shall determine the extent to which each district, by September 30, ~~1991~~, of that year has hired the number of ~~FTF~~ full-time faculty determined pursuant to paragraph ~~(3) for the 1989-90 and 1990-91 fiscal years~~. (2) of subdivision (d). To the extent that the cumulative number of ~~FTF~~ have full-time faculty has not been retained, the chancellor shall reduce the district's base budget for ~~1991-92~~ the current and subsequent fiscal years by an amount equivalent to the average replacement cost times the deficiency in the number of ~~FTF~~. full-time faculty. The average replacement cost shall be calculated as the district average faculty salary plus benefits minus the product of the number of hours equivalent to a full-time teaching load and the district average hourly rate of compensation for a part-time instructor. Each district shall provide all information to the chancellor necessary for the chancellor to comply with this subdivision not less than 60 days before the chancellor's determination is due.

Status: Set for hearing 10 April

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.

Status: To Senate. To Committee on RLS

Bills That Are Not 10+1 But May Be of Interest

AB706 (Low) – Academic Employees

Existing law establishes community college districts, administered by governing boards, throughout the state. Existing law requires that the total amount of leave of absence for illness or injury to which an academic employee of a community college district is entitled be transferred with the employee to another district, if the employee accepts employment with, or is elected to, another district within 3 school years after the school year in which the employment with the first district is terminated, or within any greater period during which the employee's reemployment rights are protected under a local bargaining agreement then in effect in the first district.

This bill would eliminate limits on the time during which an employee of one school year or more is entitled to transfer the employee's accrued leave.

(a) An academic employee of a community college district who has been an employee of that district for a period of one school year or more shall have transferred with ~~him or her~~ *the employee* to a second district the total amount of leave of absence for illness or injury to which ~~he or she~~ *the employee* is entitled under Section ~~87781 in any of the following circumstances:~~ *87781.*

~~(1) The person accepts an academic position in a school district or community college district at any time during the second or any succeeding school year of his or her employment with the first district.~~

~~(2) The person, within the three school years succeeding the school year in which the employment in the first district is terminated, signifies acceptance of his or her election or employment in an academic position in another district.~~

~~(3) The person, prior to the expiration of a period greater than three years during which the employee's reemployment rights are in effect under a local bargaining agreement in the first district, signifies acceptance of his or her election or employment in an academic position in another district.~~

Status: Referred to Committee on Higher Ed (28 February 2019)

AB710 (Cevantes) – Higher Education Segments. *Postsecondary education: cost of attendance: fiscal matters.*

Under the Donahoe Higher Education Act, the segments of postsecondary education in this state are the University of California, the California State University, the California Community Colleges, independent institutions of higher education, and private postsecondary educational institutions.

Existing law requires each campus of the California State University, and requests each campus of the University of California, to post on its internet website information about the market cost of a one-bedroom apartment in the areas surrounding that campus where its students commonly reside

This bill would require institutions in the California Community Colleges, California State University, or the University of California systems, independent institutions of higher education, and private postsecondary educational institutions to each calculate and include at a minimum, specified items, including room and board, in a calculation of a full-time student's cost of attendance at that institution.

This bill would require, for the purposes of determining the costs to include for room and board, an

institution to designate a student as living with family as a dependent, living on campus, or living independently off campus, as specified, and for the institution to update the calculation for room and board each fiscal year using the most recent fiscal year data available. By imposing additional duties on community college districts, this 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.

Status: Re-referred to Committee on Higher Ed (18 March 2019)

AB720 (Muratsuchi) – Community College Funding: *instructional service agreements with public safety agencies.*

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state, and authorizes these districts to provide instruction at the community college campuses they operate and maintain. Existing law provides for a formula for the calculation of general purpose apportionments of state funds to community colleges. Existing law provides a separate formula for the allocation of apportionments of state funds to community colleges, which uses the numbers of full-time equivalent students as its basis, for use for apportionments for noncredit instruction and instruction in career development and college preparation.

This bill would provide that instruction by community college districts under instructional service agreements with public safety agencies, as defined, would be funded under the apportionment formula used for instruction in career development and college preparation. The bill would also make various nonsubstantive changes.

Status: Re-referred to Committee on Higher Ed (19 March 2019)

AB809 (Santiago) – Child Development Programs – Priority Enrollment

This bill would encourage child development programs established by the California Community Colleges, the California State University, and the University of California to give specified priority to children of students who are unmarried and meeting specified income requirements.

(d) Each public postsecondary educational institution shall notify pregnant and parenting students of the protections provided by Title IX through prominently posting a notice of the Title IX protections on the institution's internet website.

(e) Each public postsecondary educational institution with an on-campus medical center shall provide notice of the protections provided by Title IX through the medical center to a student who requests

information regarding policies or protections for students with children or pregnant students and when otherwise appropriate.

Status: Referred to Committee on Higher Ed (4 March 2019)

AB897 (Medina) – Community College Faculty

This bill would instead require that negotiation on reemployment preference for part-time, temporary faculty assignments be based on the minimum standards not exceeding 80% to 85%, and would prohibit the district from restricting the terms of the negotiated agreement to less than that range, unless explicitly agreed upon by an individual part-time, temporary faculty member and the district, for any new agreement, or upon expiration of any negotiated agreement in effect on January 1, 2020. The bill would make conforming changes and repeal obsolete provisions.

(a) (1) As a condition of receiving funds allocated for the Student Success and Support Program in the annual Budget Act, community college districts ~~that do not have a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2020, shall commence negotiations with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by subdivision (b). The parties shall negotiate these rights for part-time, temporary faculty.~~ shall negotiate with the exclusive bargaining representations for part-time, temporary faculty the terms and conditions required by subdivision (b) as follows:

(A) A community college district that does not have a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2020, shall commence negotiations upon the effective date of this section.

(B) A community college district that has a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2020, shall commence negotiations no later than the expiration date of the collective bargaining agreement.

(C) The parties shall negotiate these rights for part-time, temporary faculty.

Status: Re-referred to Committee on Higher Ed (13 March 2019)

AB943 (Chiu) – Student Equity Funds

This bill would authorize the use of funding for student equity plans, up to \$25,000 of apportionment funds per campus, or both, for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges that would directly impact a student's ability to persist in the student's course of study, as specified, if emergency student financial assistance is included in an institution's plan for interventions to students.

(e) (1) Funding included in the Budget Act for student equity plans, up to twenty-five thousand dollars (\$25,000) per campus of apportionment funding, or both, may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would

directly impact the student's ability to persist in the student's course of study. These challenges include, but are not necessarily limited to, the immediate need for shelter or food. Each community college district and campus is encouraged to consider the unique characteristics of its student body in developing specific guidelines for further defining what constitutes an unforeseen financial challenge for its students.

(2) In order for emergency student financial assistance to be an allowable use of Student Equity Program funds, emergency student financial assistance shall be included in the institution's plan for interventions to students.

(3) For purposes of this subdivision, the following terms are defined as follows:

(A) "Eligible student" means a student who has experienced an unforeseen financial challenge, who is making satisfactory academic progress, as defined by the college the student attends, and who is at risk of not persisting in the student's course of study due to the unforeseen financial challenge.

(B) "Emergency student financial assistance" means financial support to assist a student to overcome unforeseen financial challenges so that the student can continue the student's course of study.

Status: Referred to Committee on Higher Ed (4 March 2019)

AB1504 (Medina) – Student Participation Fee

Existing law authorizes the governing body of a student body association to order an election be held to establish a student representation fee of \$2 per semester, collected by officials of the community college at or before registration, and requires an affirmative vote of a majority of the students voting in the election to establish the fee. For a student representation fee adopted on or after January 1, 2014, existing law requires \$1 of the \$2 fee to be expended to establish and support the operations of a statewide community college student organization.

Existing law specifies the underlying goals required of the statewide community college student organization.

This bill would add supporting student participation and engagement in statewide higher education policy and advocacy activities to the required goals of the statewide community college student organization for fee adopted after January 1, 2014.

Status: Re-referred to Committee on Higher Ed (19 March 2019)

AB1740 (Medina) – Public Post-Secondary Faculty

This bill would express the intent of the Legislature to enact legislation to track the level of diversity in the respective faculties of the California State University and the University of California.

SB366 (Chang) – Cyberbullying

Existing law requests the Trustees of the California State University and the Regents of the University of California to adopt and publish policies on harassment, intimidation, and bullying to be included within the rules and regulations governing student behavior within their respective segments of public postsecondary education.

The bill would require the Trustees of the California State University, and request the Regents of the University of California, to provide, as part of established campus orientations, educational and preventive information about cyberbullying to students at all campuses of their respective segments.

Status: Set for hearing 3 April

+SB660 (Pan) – Mental Health Counselors

This bill would require the Trustees of the California State University and the governing board of each community college district to have one full-time equivalent mental health counselor with an applicable California license per 1,500 students enrolled at each of their respective campuses to the extent consistent with state and federal law. The bill would define mental health counselor for purposes of this provision. The bill would require those institutions, on or before January 1, 2021, and every 3 years thereafter, to report to the Legislature how funding was spent and the number of mental health counselors employed on each of its campuses, as specified. The bill would require each campus of those institutions to, at least every 3 years, conduct a campus survey and focus groups to understand students' needs and challenges regarding, among other things, their mental health, would require each campus of those institutions to collect data on attempted suicides, as specified, and would require that data, without any personally identifiable information and collected in accordance with state and federal privacy law, to be included in the report to the Legislature.

Status: Set for hearing 10 April

*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
AB = Assembly Bill

ACA = Assembly Constitutional Amendment
SB = Senate Bill

Item 3.7, Attachment 2

CALIFORNIA COMMUNITY COLLEGES STATE LEGISLATIVE UPDATE

February 26, 2019

STATE POLICY AND ADVOCACY OVERVIEW

Governmental Relations, in partnership with Educational Services, Communications, and Finance and Facilities Planning divisions, and the Foundation for California Community Colleges, has primarily focused on raising awareness of and securing Legislative support for the Board of Governors 2019-20 Budget and Legislative Request for financial aid expansion. Recent activities include:

- **Introduction of Financial Aid Legislation** - On February 14, 2019, Senator Connie Leyva introduced SB 291, to create the California Community Colleges Financial Aid Program. This bill would significantly expand financial aid to community college students consistent with the principles approved by the Board of Governors: (1) all California Community College students with financial need should be eligible to receive financial aid; (2) a student's financial aid should be linked to the total cost of attendance; and (3) all programs should be covered, whether the student seeks to complete a degree, certificate, or short-term career program. The Community College League of California has joined the California Community Colleges as co-sponsors of the bill, and over 40 of our presidents and CEOs across the colleges and numerous partner organizations have already pledged support for the proposal.
- **Press Conference on Student Affordability** - On February 20, 2019, Chancellor Oakley joined students from the Student Senate of California Community Colleges, the University of California Student Association and the Cal State Student Association at the State Capitol steps to rally for overarching financial aid reform that supports the success of all of California's students. Speakers, including Assemblymember Jessie Gabriel and Assemblymember Jose Medina, touched on the gaps in California's current financial aid system and highlighted the need for decision makers to act in expanding financial aid opportunities that account for the true cost of college. Chancellor Oakley highlighted SB 291.
- **Assembly Hearing on Financial Aid Reform** - On February 26, 2019, the Assembly Budget Subcommittee No. 2 on Education Finance and the Assembly Higher Education Committee held a joint hearing to discuss reforming the Cal Grant program to better serve California's low-income students. The Chancellor's Office along with students and college leaders from across our system testified in support of expanding financial aid for community college students and in support of SB 291.

LEGISLATIVE UPDATE

The deadline for Members of the California State Legislature to introduce new legislation was February 22, 2019. At the deadline, members had introduced 2,698 measures in the Senate and Assembly; of those, the Governmental Relations division has identified 224 bills that are of interest to community colleges. The bills outlined below are divided into four sections: (1) Board of Governors sponsored legislation; (2) Chancellor's Office supported legislation; (3) Bills that the Governmental Relations division has identified as high priority but require additional review before taking a formal position. The attached State Legislative Matrix includes the bill number, author, short title, and status for all bills monitored by the Governmental Relations division. Bill details and text is available at [Legislative Counsel's website](http://leginfo.legislature.ca.gov/) (<http://leginfo.legislature.ca.gov/>).

SPONSORED LEGISLATION

SB 291 (Leyva) California Community College Financial Aid Program

Consistent with the 2019-20 Board of Governors Budget and Legislative Request, this bill would create a financial aid program targeted to California Community College students. The program would provide a community college student with a new grant linked to the cost of attendance and accounts for the gift aid a student already receives and the resources the student contributes to college costs. This new aid should help students eliminate loan debt and reduce excessive work obligations, giving them the support they need to complete their programs on time. This bill is co-sponsored by the Board of Governors of the California Community Colleges and the Community College League of California.

SUPPORTED LEGISLATION

AB 239 (Salas) Registered Nursing Programs: Multi-criteria Screening Tool

AB 1559 (Berryhill, 2007) allowed community college nursing programs to use a multi-criteria screening tool when the number of applicants exceeds program capacity. The criteria includes factors such as academic degrees or diplomas held, grade point average, volunteer experience, being a first generation student, refugee or veteran status, low income background and proficiency in languages other than English. AB 548 (Salas, 2014) further extended the use of the multi-criteria screening tool to January 1, 2020. Since that extension, the Chancellor's Office has collected more data that demonstrates a reduction in attrition for programs that use the multi-criteria screening tool and more nursing programs are using the multi-criteria screening tool now than in 2014. There are 71 nursing programs in California Community Colleges, 41 use the multi-criteria screening tool. This bill extends the authorization for nursing programs to use a multi-criteria screening tool in student admissions from 2020 to 2025.

AB 695 (Medina) Authority to use Design Build Contracts

Design build contracts allow districts to award a construction and design contract to a single bidder instead of separate contract bids. The same bidder will provide architectural and construction services, which results in more efficient project management that saves districts time and money. The law authorizing California Community College districts to

use design build contracts is set to expire on January 1, 2020. In 2015, AB 1358 (Dababneh) extended the authority for K-12 districts to use design build contracts to 2025. Community colleges have been slower than other public agencies to utilize design build, but several districts have been using this process for construction projects with successful results. AB 695 extends the authorization for community college districts to enter into design-build contracts to January 1, 2030.

AB 806 (Bloom) Priority Enrollment for Homeless Students

AB 801 (Bloom, 2016) requires colleges to grant priority enrollment to students who are homeless youth. These students must be under 25 years of age and verified as homeless at any time during the 24 months immediately preceding the receipt of his or her application for admission. Due to legislative committee precedent, any bill that extends priority enrollment to a new group of students is subject to a sunset date. This provision is set to expire January 1, 2020. Data available through CCCApply shows 37,000 students as homeless, it is unclear how many of those students have been verified and received priority enrollment. This bill removes the sunset date on priority enrollment for homeless students. The bill also changes the definition of "homeless" to include students who become homeless while enrolled in college.

AB 1051 (Smith) Clinical Nursing Faculty Load Cap Exemption

In 2006, an exemption to the 67% cap for part time faculty was established for clinical nursing faculty (SB 1309, Scott); the law was renewed in 2014 (SB 860, Budget Committee). The law sunset on December 31, 2015. The exemption allowed part time clinical nursing faculty to be employed full time on a temporary basis for up to four consecutive semesters at one district. This exemption is necessary to ensure the continuity of education for students and to meet the requirements of clinical sites. Due to the long hours required in the clinical component (12 hour shifts) and clinical rotations lasting up to 16 weeks, part time faculty can quickly exceed the 67% cap which requires an instructor change in the middle of the rotation. Further, hospitals require multi hour orientations for all care providers and constant changes in faculty require costly additional orientations. Faculty turnover can also erode the hospital's confidence in the institution and instructors. Previous reporting from the Chancellor's Office shows, over the four-year reporting period, 21 colleges reported having used the 67% exemption. Out of those 21 colleges, a total of 155 adjunct nursing faculty were hired during the four-year period. AB 1051 would reinstate this exemption indefinitely and require each district that employs these faculty members to report specified information on or before June 30 of each year, and would require the Chancellor's Office to report its information on or before September 30 of each year.

LEGISLATION PROPOSED FOR SUPPORT

AB 595 (Medina) Community colleges: apprenticeship programs

This bill would authorize a student enrolled in a community college class or classes pursuant to an apprenticeship training program or an internship training program, who does not have a social security number to use an individual tax identification number for purposes of any background check required by the class or program. An Individual

Taxpayer Identification Number helps individuals comply with the U.S. tax laws. They are issued regardless of immigration status, because both resident and nonresident aliens may have a U.S. filing or reporting requirement under the Internal Revenue Code. They do not serve any purpose other than federal tax reporting. Allowing undocumented students to use this number would increase access to apprenticeship programs.

SB 173 (Dodd) CalFresh: postsecondary student eligibility: work-study

This bill would require the Department of Social Services, in consultation with CCC, CSU and UC, to create a standardized form to be used by community colleges and universities to verify the state and federal work-study eligibility of students. The bill would also require community colleges and universities to distribute the form to all students approved for state or federal work-study and to provide information required to complete that form. AB 214 granted a work requirement exemption for students enrolled in programs that directly lead to employability. Due to the scarcity of work-study slots, students who anticipate being in work-study would also be granted this exemption. SB 173 intends to simplify the verification of this "anticipated participation" in work-study for students, colleges and county welfare offices.

ACR 1 (Bonta) Immigration: Public Charges

This measure condemns regulations proposed by the Department of Homeland Security to determine the inadmissibility of an immigrant based on more expansive public charge grounds, and urges the federal government to roll back the proposed public charge changes. This resolution is consistent with the recent comments submitted to the U.S. Department of Homeland Security by Chancellor Eloy Oakley, expressing concerns about the proposed regulation changes and urging the Department to retain the existing 1999 regulations for public charge determinations.

ACR 14 (Limon) Dual Enrollment Week

This resolution recognizes March 17, 2019 to March 23, 2019 as Dual Enrollment Week, and encourages colleges and universities to visit high schools and take action to help students register in dual enrollment courses. Community college and school district Dual Enrollment partnerships allow students to save both time and money in completing a college degree. These partnerships also provide opportunities for non-traditional college students to experience a college environment and improve their academic preparation for college level work while in high school.

ACR 31 (Limon) California Community College Month

This resolution highlights the benefits of a community college education, including low fees and open access, and the system's versatility in meeting student needs for transfer, career technical education, and assistance with skill development. It also emphasizes the system's contributions to the State's economy.

LEGISLATION OF INTEREST REQUIRING ADDITIONAL REVIEW

AB 2 (Santiago) Community colleges: California College Promise

This bill authorizes a community college to use California College Promise funding to waive fees for two academic years for eligible students. The Promise program, established by AB 19 (Santiago) of 2016, authorizes an eligible community college to waive some or all registration fees for first-time students taking 12 or more units. As a condition of utilizing Promise funds, a community college must meet all Promise program requirements, including outreach to high schools, maximizing need-based financial aid, participating in the federal loan program, complying with AB 705, and participating in the Guided Pathways program.

AB 30 (Holden) Community colleges: College and Career Access Pathways partnerships

This bill seeks to encourage greater community college participation in the Career and College Academic Pathways (CCAP) partnership program, established by AB 288 (Holden) of 2015, by reducing the administrative challenges related to program implementation. It also requires the Chancellor's Office to prepare a CCAP summary report every 5 years, and moves up the current summary report deadline to January 2, 2020. This bill is sponsored by the Community College League of California.

AB 151 (Vopel) Cal Grant Transfer Entitlement age requirement

Under existing law, the California Community College Transfer Entitlement award is available to eligible students attending qualifying institutions. To be eligible, 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. This bill would also increase the number of students who meet the age eligibility requirement for the Transfer Entitlement program. Of note, approximately 30 percent of California Community College students are 30 or older; those students would continue to be ineligible for the program.

AB 302 (Berman) Overnight parking for homeless students at California Community Colleges

This bill requires a community college campus that has parking facilities on campus to grant overnight access to those facilities to any homeless student who meets the following requirements: enrolled in coursework; paid enrollment fees; and, is in good standing with the community college. The governing board of the community college district is required to determine a plan of action to implement this requirement.

AB 943 (Chiu) Community colleges: student equity plans

This bill would authorize the use of funding for student equity plans, up to \$25,000 per campus, for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges that would directly affect a student's ability to persist. The Chancellor's Office supported AB 1468 (Chiu) in 2017, which contained identical language. AB 1468 was held in the Senate Appropriations Committee.

AB 541 (Gabriel) Competitive Cal Grants: AB 540 Student Eligibility

Current law makes AB 540 students eligible for Competitive Cal Grants only after all eligible California students have received Competitive Cal Grants for which they are eligible. This bill would require all forms of state-based financial aid in California to be equally available to students who meet AB 540 requirements.

SB 568 (Portantino) College Rapid Rehousing Program

This bill establishes the College-Focused Rapid Rehousing Program, which provides services to support homeless students in transitioning to stable housing and remaining enrolled in college. Under the program, campuses would use funds for housing navigation or search assistance, housing-related financial assistance and housing stabilization services. The provisions of this bill are contingent upon the enactment of an appropriation of state funds for this purpose.

SB 575 (Bradford) Cal Grants: Incarcerated Student Eligibility

Under existing law, the Cal Grant program prohibits a student who is incarcerated from being eligible to receive a Cal Grant award. This bill would repeal that prohibition and make conforming changes.

ADVOCATES LIST SERVE

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

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2019 Legislative Session: 2/26/2019**

Item 3.7, Attachment 3

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
TIER 1											
Tier 1: Direct Effect on California Community Colleges, Students and/or Chancellor's Office.											
AB	2	Santiago	Community colleges: California College Promise: second year	UR							Assembly Higher Ed.
AB	6	Reyes	Office of Early Childhood Education	UR							Assembly Education
AB	30	Holden	Community colleges: College and Career Access Pathways	UR							Assembly Higher Ed.
AB	48	O'Donnell	K-14 Public Education Facilities Bond Acts of 2020 and 2022	UR							Assembly Higher Ed.
AB	130	Low	Office of Higher Education Performance and Accountability	UR							Assembly Higher Ed.
AB	140	Cervantes	Kickstart My Future Loan Forgiveness Program	UR							Assembly Higher Ed.
AB	151	Voepel	Cal Grant age requirement : extension of age limit	UR							Assembly Higher Ed.
AB	239	Salas	Community colleges: nursing programs: multi criteria screening tool	S							Assembly Higher Ed.
AB	244	Voepel	Student financial aid: Cal Grants: award amounts	UR							Assembly Higher Ed.
AB	302	Berman	Overnight Parking: homeless students.	UR							Assembly Higher Ed.
AB	312	Cooley	State Government: Administrative Regulations: Review	UR							Introduced
AB	381	Reyes	Higher education: sexual assault prevention training:dating violence	UR							Assembly Higher Ed.
AB	463	Cervantes	Community colleges: faculty members: loan forgiveness.	UR							Assembly Higher Ed.
AB	505	Patterson	Student Financial aid book advance program	UR							Assembly Higher Ed.
AB	534	Mayes	Envision a Hunger-Free California Act of 2019	UR							Introduced
AB	540	Limon	Student financial aid: Cal Grant B Service Incentive Grant Program	UR							Assembly Higher Ed.
AB	541	Gabriel	Student financial aid: equal access to awards for AB 540 students	UR							Assembly Higher Ed.
AB	542	Gabriel	Competitive Cal Grant A and B awards: additional 3,000 awards	UR							Assembly Higher Ed.
AB	595	Medina	Community colleges: apprenticeships: student background checks	PS							Assembly Higher Ed.
AB	695	Medina	Community college facilities: design-build contracts	S							Assembly Higher Ed.
AB	700	Friedman	Public records: exceptions to disclosure: higher education: faculty	UR							Introduced
AB	802	Stone	Reports to the Legislature	UR							Introduced
AB	805	Obernolte	Reports submitted to legislative committees	UR							Introduced
AB	806	Bloom	Postsecondary education: homeless and former homeless youth	S							Introduced
AB	809	Santiago	Title IX protection: pregnancy and parental status	UR							Introduced
AB	863	Cervantes	Postsecondary education: student financial aid verification	UR							Introduced

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2019 Legislative Session: 2/26/2019**

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB	870	Burke	Public social services: standarized application work group	UR							Introduced
AB	897	Medina	Community colleges: part-time faculty (85% load cap)	UR							Introduced
AB	916	Muratsuchi	Suicide prevention program: colleges and universities	UR							Introduced
AB	943	Chiu	Community colleges: student equity plans	UR							Introduced
AB	968	Garcia	Pathway Pilot Program	UR							Introduced
AB	1000	Cervantes	Sexual assault: policies and procedures	UR							Introduced
AB	1051	Smith	Community colleges: clinical nursing faculty:67% exemption	S							Introduced
AB	1090	Medina	Public postsecondary education: fee wiaver:	UR							Introduced
AB	1153	Wicks	Mandated Child Abuse Reporting Employee Training Act of 2020	UR							Introduced
AB	1154	Rodriguez	Campus Affiliated Sorority and Fraternity Transparency	UR							Introduced
AB	1200	Patterson	Whistleblower protection (state agencies, CSU, UC)	UR							Introduced
AB	1229	Wicks	End Foster Youth Student Hunger in California Act of 2019.	UR							Introduced
AB	1242	Irwin	Office of Cybersecurity (Chancellor's Office participation)	UR							Introduced
AB	1307	Rubio	Cal Grant Program: private non-profit colleges award increases	UR							Introduced
AB	1314	Medina	Cal Grant Reform Act.	UR							Introduced
AB	1504	Medina	Statewide community college student organization: goals	UR							Introduced
AB	1510	Reyes	Sexual assault/misconduct: statutes of limitations: student health center	UR							Introduced
AB	1512	Carrillo	Community colleges: course credit for International Baccalaureate	UR							Introduced
AB	1643	Rubio	Student Support Services: Dreamer Resource Liaison	UR							Introduced
AB	1689	McCarty	College Mental Health Services Program	UR							Introduced
AB	1727	Weber	Community Colleges: Career Development Courses	UR							Introduced
AB	1729	Smith	Pupils: attendance at community college: 5% limitation	UR							Introduced
ACR	1	Bonta	Immigration: public charges	PS							Introduced
ACR	14	Limon	Dual Enrollment Week	PS							Introduced
ACR	31	Limon	California Community College Month	PS							Introduced
AJR	2	Voepel	Federal Pell Grant Program Awards	UR							Introduced
SB	2	Glazer	Statewide Longitudinal Student Database	UR							Introduced
SB	3	Allen	Office of Higher Education Coordination, Accountability, and Performance	UR							Introduced

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch2

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2019 Legislative Session: 2/26/2019**

BILL	AUTHOR	SUBJECT	Position	First House			Second House			STATUS	
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		Floor
SB	52	Atkins	Cal Grant C: application date	UR							Introduced
SB	150	Beall	Student financial aid: Chafee grant awards.	UR							Introduced
SB	173	Dodd	CalFresh: Postsecondary Student Eligibility: Workstudy	PS							Introduced
SB	291	Leyva	California Community College Financial Aid Program	SP							Introduced
SB	296	Allen	Student financial aid: immigrants seeking asylum	UR							Introduced
SB	383	Ed. Committee	Postsecondary education omnibus bill	UR							Introduced
SB	390	Umberg	Security guards: School Districts and Community College Districts	UR							Introduced
SB	461	Roth	Student financial aid: Cal Grants: summer term students	UR							Introduced
SB	462	Stern	Community colleges: Forestland Restoration Workforce Program	UR							Introduced
SB	484	Portantino	Community college transfer students	UR							Introduced
SB	493	Jackson	Education: sex equity: sexual harassment policies	UR							Introduced
SB	554	Roth	Adult school pupils: Advanced Scholastic and Vocational Training Program	UR							Introduced
SB	563	Roth	Community Colleges: College and Career Access	UR							Introduced
SB	568	Portantino	College Rapid Rehousing Program	UR							Introduced
SB	575	Bradford	Cal Grants: Incarcerated Student Eligibility	UR							Introduced
SB	586	Roth	College and Career Access Pathways partnerships.	UR							Introduced
SB	660	Pan	Postsecondary Education: Mental Health Counselors	UR							Introduced
SB	716	Mitchell	Juveniles: postsecondary and career technical education	UR							Introduced
SB	777	Rubio	Community colleges: full-time instruction (75% law)	UR							Introduced
TIER 2											
Tier 2: Effect on Community College Operations ~ Chancellor's Office generally does not take positions on Tier 2 Bills											
AB	9	Reyes	Employment discrimination: limitation of actions	UR							Assembly Labor
AB	11	Chiu	Community Redevelopment Law of 2019	UR							Assembly Housing
AB	51	Gonzalez	Employment discrimination: enforcement.	UR							Assembly Judiciary
AB	54	Ting	Peace officers: video and audio recording: disclosure	UR							Asm. Public Safety
AB	61	Ting	Gun violence restraining orders.	UR							Asm. Public Safety
AB	165	Gabriel	Peace Officer Training: Gun Violence Restraining Orders	UR							Introduced
AB	177	Low	Election day holiday	UR							Introduced

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2019 Legislative Session: 2/26/2019**

BILL	AUTHOR	SUBJECT	Position	First House			Second House			Concurrence	STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		
AB 222	Voepel	Law enforcement: cooperation with immigration authorities	UR							Asm. Public Safety	
AB 249	Choi	Public Employers: Employee Organizations	UR							Introduced	
AB 253	Stone	Postsecondary Education: Social Security Numbers report repeal	UR							Introduced	
AB 260	Quirk-Silva	Student identification cards: suicide prevention telephone numbers.	UR							Introduced	
AB 300	Chu	Hate crime and incident reporting.	UR							Introduced	
AB 314	Bonta	Public Employment: Labor Relations: Release Time	UR							Introduced	
AB 324	Aguiar-Curry	Childcare Services: State Subsidized Childcare	UR							Introduced	
AB 339	Irwin	Gun violence restraining orders: law enforcement procedures	UR							Introduced	
AB 346	Cooper	Workers' compensation: leaves of absence: K-14 employees	UR							Introduced	
AB 347	Voepel	Preschool: privately funded pilot program: tax credits	UR							Introduced	
AB 356	Santiago	Los Angeles CCD: best value procurement: pilot program	UR							Introduced	
AB 392	Weber	Peace officers: deadly force.	UR							Introduced	
AB 400	Lackey	State Mandates: filing date	UR							Introduced	
AB 462	Rodriguez	Public Retirement: Service Credit: Sick Leave	UR							Introduced	
AB 500	Gonzalez	School and community college employees: paid maternity leave	UR							Introduced	
AB 569	Fong	False Reports: Active Shooter Situations	UR							Introduced	
AB 610	Obernolte	Elections: local bond measures: tax rate statement	UR							Introduced	
AB 628	Bonta	Employment: victims of sexual harassment: protections	UR							Introduced	
AB 644	PER Committee	State teachers' retirement: compensation	UR							Introduced	
AB 672	Cervantes	Public Employees' Retirement: Disability: Reinstatement	UR							Introduced	
AB 688	Chu	Firearms: vehicle storage	UR							Introduced	
AB 706	Low	Community colleges: academic employees.	UR							Introduced	
AB 796	Holden	Student loan servicers: loan forgiveness information	UR							Introduced	
AB 837	Holden	Peace officers: training: hate crimes	UR							Introduced	
AB 907	Grayson	Threats: schools and places of worship	UR							Introduced	
AB 992	Mullin	Open meetings: local agencies: social media	UR							Introduced	
AB 1013	Obernolte	State agencies: grant applications.	UR							Introduced	

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch4

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AB	1147	Obernolte	Peace officer reports: stops	UR							Introduced
AB	1150	Gloria	Community college board elections: San Diego CCD: Grossmont-Cuyamaca CCD	UR							Introduced
AB	1215	Ting	Law enforcement: body-worn cameras: best practices	UR							Introduced
AB	1224	Gray	Employee leave: limitations	UR							Introduced
AB	1274	Arambula	California Partnership for the San Joaquin Valley	UR							Introduced
AB	1308	Cunningham	Students in Hotel Management or Culinary Arts	UR							Introduced
AB	1313	L. Rivas	Higher Education: Debt Collection Practices	UR							Introduced
AB	1318	Mullin	Housing: School and community college employees	UR							Introduced
AB	1322	Berman	School Based Health Programs	UR							Introduced
AB	1452	O'Donnell	State Teacher's Retirement: creditable service	UR							Introduced
AB	1566	Chau	Cybersecurity Curriculum: Pilot Project	UR							Introduced
AB	1571	Kiley	Free Speech on Campus Act of 2018	UR							Introduced
AB	1600	Kalra	Discovery: Personnel Records: Peace Officers	UR							Introduced
AB	1631	Gray	Fire protection: volunteer firefighters: training	UR							Introduced
SB	22	Leyva	Rape kits: testing	UR							Introduced
SB	46	Jackson	State government: emergency services.	UR							Introduced
SB	142	Wiener	Employees: Lactation Accommodation	UR							Introduced
SB	188	Mitchell	Discrimination: Hairstyles	UR							Introduced
SB	206	Skinner	Collegiate athletics: Fair Pay to Play Act	UR							Introduced
SB	212	Allen	Elections: local voting methods	UR							Introduced
SB	221	Hill	law enforcement agencies: agency firearm accounting	UR							Introduced
SB	230	Caballero	Law enforcement: use of deadly force: training: policies	UR							Introduced
SB	287	Nielsen	Commission on State Mandates: test claims: filing date	UR							Introduced
SB	297	Pan	School facilities: approval of plans	UR							Introduced
SB	341	Stone	Public employment and retirement: CAL STRS	UR							Introduced
SB	374	Glazer	CalWORK's: Postsecondary Education	UR							Introduced
SB	429	Nielsen	Law enforcement: cooperation with federal immigration authorities.	UR							Introduced

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				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	
SB	431	McGuire	Elections: voter registration forms	UR						Introduced
TIER 3										
Tier 3: Effect on students, faculty and insititutions of Educational Partners (UC, CSU, CSAC, K-12, etc.) ~ Chancellor's Office generally does not take positions on Tier 3 Bills										
AB	8	Chu	Pupil health: mental health professionals (K-12)	UR						Assembly Education
AB	13	Eggman	Higher Education Facilities Bond Act of 2020 (UC/CSU)	UR						Assembly Higher Ed.
AB	16	L. Rivas	Homeless children and youths: reporting (K-12)	UR						Assembly Education
AB	152	Voepel	Income Tax: Gross Income: Exclusion: Student Loans	UR						Introduced
AB	153	Voepel	Personal Income Taxes: Deduction: International Students	UR						Introduced
AB	154	Voepel	Income Share Agreement: Pilot (UC)	UR						Introduced
AB	167	B. Rubio	Childcare and development services: state funding.	UR						Introduced
AB	198	Quirk-Silva	California Career Resource Network Program: career aptitude test	UR						Asm. Education
AB	211	Calderon	Personal income taxes: deduction: California qualified tuition program	UR						Asm. Rev & Tax
AB	245	Muratsuchi	California Aerospace and Aviation Commission: establishment	UR						Introduced
AB	307	Reyes	Homeless Youth: Grant Program	UR						Introduced
AB	313	Frazier	Road Maintenance and Rehabilitation Account: UC: CSU: reports.	UR						Introduced
AB	350	Choi	Personal income taxes: deduction: 529 college savings plans	UR						Introduced
AB	369	Weber	California State University: employees: merit salary adjustments	UR						Introduced
AB	514	Medina	Trustees of the California State University: student members	UR						Introduced
AB	829	Bloom	California State University: Doctor of Occupational Therapy Program.	UR						Introduced
AB	843	Rodriguez	Student financial aid: Assumption Program of Loans for Education	UR						Introduced
AB	853	Smith	Student Financial Aid: Golden State Scholarshare	UR						Introduced
AB	895	Muratsuchi	School-based early mental health intervention and prevention services	UR						Introduced
AB	930	Gloria	CSU:Executive Compensation: Budget	UR						Introduced
AB	1001	Ting	Childcare: local planning councils	UR						Introduced
AB	1028	Gonzalez	Clean Energy Job Creation Program (Prop 39)	UR						Introduced
AB	1075	Holden	California State University: speech-language pathologist programs	UR						Introduced
AB	1154	Bonta	California State University: Early care and education major pilot program	UR						Introduced

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AB	1173	O'Donnell	California State University: Center to Close Achievement Gaps.	UR							Introduced
AB	1303	O'Donnell	Strong Workforce Program (K-12)	UR							Introduced
AB	1340	Chiu	Private Postsecondary Education: gainful emplyment	UR							Introduced
AB	1341	Berman	California Private Postsecondary Education Act of 2009	UR							Introduced
AB	1342	Low	Nonprofit Corporations: for profit colleges	UR							Introduced
AB	1343	Eggman	Private postsecondary education: tuition revenue	UR							Introduced
AB	1344	Bauer-Kahan	Private Postsecondary Education: enforcement	UR							Introduced
AB	1345	McCarty	Private Postsecondary Education: financial aid	UR							Introduced
AB	1346	Medina	Private Postsecondary Education: Student Tuition Recovery Fund	UR							Introduced
AB	1518	Chu	Student Athletes: Contracts	UR							Introduced
AB	1573	Holden	Collegiate Athletes	UR							Introduced
AB	1617	Reyes	High school graduation requirements: financial aid applications.	UR							Introduced
SB	14	Glazer	Higher Education Facilities Bond Act of 2020. (UC/CSU)	UR							Introduced
SB	24	Leyva	University student health:abortion by medication (UC/CSU)	UR							Introduced
SB	63	Hertzberg	Income Tax: Exclusion: Student Loan Debt (Brightwood College)	UR							Introduced
SB	148	Glazer	California Promise: Student Success and On-time Completion Fund	UR							Introduced
SB	316	Rubio	Student ID cards: domestic violence hotline telephone number (K-12)	UR							Introduced
SB	321	Mitchell	CalWORKs: Supportive Services: Childcare	UR							Introduced
SB	348	Chang	State agencies: artificial intelligence: strategic plans (UC/CSU)	UR							Introduced
SB	354	Durazo	California DREAM Loan Program: graduate degree programs	UR							Introduced
SB	366	Chang	Public postsecondary education: mandatory orientation for students	UR							Introduced
SB	426	Bradford	California State University, Dominguez Hills: Dymally Fellows Project	UR							Introduced
SB	467	Monning	Postsecondary Education: Cost-of-Living Categories (CSU/UC)	UR							Introduced
SB	698	Leyva	Employment Wage Payment (UC)	UR							Introduced
SB	634	Glazer	Bureau for Private Postsecondary Education	UR							Introduced
PLACEHOLDER LEGISLATION (SPOT)											
SPOT bills are placeholders, often containing intent language or nonsubstantive statutory changes, to give legislators time to research issues of interest.											

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AB 23	Burke	Workforce training programs	UR								Introduced
AB 43	Gloria	Mental Health Services Fund: unspent funds	UR								Introduced
AB 59	Kalra	Elections: campus polling places	UR								Introduced
AB 70	Berman	Mental health in schools	UR								Introduced
AB 125	McCarty	Early childhood education: reimbursement rates	UR								Introduced
AB 232	Cervantes	Community college: veterans	UR								Introduced
AB 237	Irwin	Bureau for Private Postsecondary Education	UR								Introduced
AB 270	Chu	Athlete agents: prospective student athletes	UR								Introduced
AB 376	Stone	Student loans	UR								Introduced
AB 522	Boerner Horvath	California Community College Transfer Cal Grant Entitlement Program	UR								Introduced
AB 532	Weber	California State University Parking Fairness Act	UR								Introduced
AB 612	Weber	CalFresh: Restaurant Meals Program	UR								Introduced
AB 624	Gabriel	Pupil and Student Health: Identification Cards	UR								Introduced
AB 710	Cervantes	Postsecondary Education: Segments	UR								Introduced
AB 720	Muratsuchi	Community colleges: funding.	UR								Introduced
AB 721	Grayson	Job training; apprenticeships	UR								Introduced
AB 1278	Gabriel	California State University: board of trustees	UR								Introduced
AB 1302	Weber	School districts and community college districts: election procedures.	UR								Introduced
AB 1358	Melendez	Cal Grant awards	UR								Introduced
AB 1427	Carrillo	Public postsecondary education: the California Promise (CSU)	UR								Introduced
AB 1431	Burke	Greenhouse Gases: Education	UR								Introduced
AB 1459	Arambula	Apprenticeship: grocery industry.	UR								Introduced
AB 1460	Weber	CSU: Graduation Requirements	UR								Introduced
AB 1466	Irwin	State Longitudinal Education Data System	UR								Introduced
AB 1486	Ting	Local Agencies: Surplus Land	UR								Introduced
AB 1527	Burke	Education Programs: Federal Programs and Agreements	UR								Introduced
AB 1620	Santiago	Student Transfer Achievement Reform Act.	UR								Introduced
AB 1643	E. Garcia	Postsecondary education: career technical education: Inland Empire	UR								Introduced

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AB 1703	Bloom	Postsecondary Education: Private Student Loans	UR							Introduced
AB 1740	Medina	Public Postsecondary Education Faculty (UC/CSU)	UR							Introduced
AB 1741	Medina	Postsecondary education: housing.	UR							Introduced
AB 1792	Salas	Pupil assessment: college and career readiness	UR							Introduced
SB 12	Beall	Mental health service centers for youth	UR							Introduced
SB 15	Portantino	Redevelopment	UR							Introduced
SB 156	Nielsen	Healthcare: workforce training programs.	UR							Introduced
SB 174	Leyva	Early Childhood Education: Reimbursement Rates	UR							Introduced
SB 186	Wilk	California State University: terms of employment	UR							Introduced
SB 643	Roth	Career Technical Education	UR							Introduced
SB 713	Roth	California Community Colleges Economic/Workforce Development	UR							Introduced
SB 715	Galgiani	University of California retirement benefits	UR							Introduced
Contact: Justin Salenik, Governmental Relations - jsalenik@cccco.edu; (916) 324-2547										
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.										
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.										
(SP) Sponsor = a proposal that originated with the Chancellor's Office and was approved by Board of Governors.										
(S) Support = a proposal from an outside entity that aligns with Board of Governors priorities.										
(SA) Support if Amended = a bill that requires an amendment to fully align with Board of Governors priorities.										
(PS) Proposed Support = a bill that has been identified by Chancellor's Office for support of Board of Governors.										
(UR) Under Review = a bill that Chancellor's Office is gathering information on to determine a recommended position.										
(W) Watch = a bill that the Chancellor's Office has determined to not have a significant impact on California Community Colleges system.										
(C) Concern = a bill that could potentially have a negative impact on California Community Colleges and may require amendments.										
(OA) Oppose unless Amended = a bill that has a negative impact on California Community Colleges and requires amendments.										
(O) Oppose = a bill that has a negative impact on California community Colleges and no amendments will alleviate its negative impact.										

Position: SP- Sponsor; S - Support; SA - Support if Amended; PS- Proposed Support; UR - Under Review; C- Concern; OA - Oppose Unless Amended; O - Oppose; W - Watch

Item 3.7, Attachment 1

CALIFORNIA COMMUNITY COLLEGES FEDERAL GOVERNMENT RELATIONS UPDATE

February 25, 2019

FEDERAL RELATIONS OVERVIEW

In February, the California Community Colleges traveled to Washington DC to participate in the American Association for Community Colleges and the Association for Community College Trustees National Legislative Summit (NLS). NLS is an annual event that provides an opportunity for community colleges from across the nation to meet with federal policymakers. Board President Epstein, Vice President Haynes, Chancellor Oakley, Vice Chancellor Feist, Vice Chancellor Metune and Special Advisor Menon represented the Board of Governors at NLS. The trip included meetings with Secretary DeVos and members of the Department of Education leadership team, Senator Lamar Alexander (R-TN), Chair of the Senate Health, Education, Labor and Pensions Committee, California Senators Feinstein and Harris, and key members of the California Congressional Delegation and the House Education and Labor Committee. Conversations focused on the California Community Colleges priorities in reauthorizing the Higher Education Act. In partnership with the Community College League of California, the Los Angeles Community College District and the Foundation for California Community Colleges, the California Community Colleges hosted a reception honoring the California Congressional Delegation.

In January, Chancellor Oakley joined University of California President Napolitano and California State University Chancellor White in sending an intersegmental letter to the California Congressional Delegation extending best wishes as our elected representatives begin the 116th Congress and highlighting our joint higher education federal priorities on student financial aid, data and research, and support for undocumented students, among other items.

CONGRESSIONAL UPDATE

- On February 5, 2019, Senator Lamar Alexander (R-TN), the Chair of the Senate Health, Education, Labor and Pensions (HELP) Committee, outlined policy goals for the reauthorization of the Higher Education Act (HEA). A number of priorities in his list have received bipartisan support, including simplifying the FAFSA, expanding competency based education, allowing federal student level data collection, authorizing Pell Grants for prisoners, and allowing Pell for shorter programs. Proposals that are more controversial include efforts to reform and simplify student loan repayment programs and make automatic deductions from borrowers' paychecks, and to replace the "gainful employment" structure with an accountability system that holds all colleges accountable for ensuring students are making progress

in loan repayments. Senator Alexander indicated he is working with Senator Murray to find a compromise on Title IX changes.

The proposed timeline for HEA reauthorization would have HELP Committee action on a bill in the spring, a vote of the full Senate in the summer, House passage in fall and signed by the President around Christmas.

- On February 21, 2019, House Education and Labor Committee Chairman Bobby Scott (D-VA) and Ranking Member Virginia Foxx (R-NC) announced the Committee will hold five hearings to mark the formal start of an effort to reauthorize the Higher Education Act (HEA) in the 116th Congress. The five hearings include:
 1. The Cost of College: Student Centered Reform to Bring Higher Education Within Reach
 2. Strengthening Accountability in Higher Education to Better Serve Students and Taxpayers
 3. The Cost of Non-Completion: Improving Student Outcomes in Higher Education
 4. Engines of Economic Mobility: The Critical Role of Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions in Preparing Students for Success
 5. Innovation to Improve Equity: Exploring High-Quality Pathways to a College Degree

Hearing dates have not yet been announced.

ADMINISTRATIVE UPDATE

- On January 30, 2019, the White House resubmitted the nomination of Robert King to be United States Department of Education Assistant Secretary for Postsecondary Education. King was nominated during the 115th Congress, but the Senate did not vote on his confirmation. King was most recently the President of the Council on Postsecondary Education, prior to that he served three terms in the New York State Legislature.
- On February 5, 2019, the President delivered his State of the Union address to a joint session of Congress. There were few mentions of education issues. He called on Congress to “pass school choice” and mentioned his budget request would include a plan for nationwide paid family leave. No details on either proposal are available.
- On February 13, 2019, USED announced it will be expanding the pilot program that allows incarcerated persons to use Pell Grants to pay for higher education costs. The program began during the Obama administration and is now in its fourth year. "...we don't want to deny any student the opportunity to receive the education they want and need while we wait to get conclusive results. We believe that this population is worth the investment while we continue to evaluate the program," stated Liz Hill, spokesperson for the Department.

- On February 14, 2019, USED Office of the Inspector General released a report titled "Federal Student Aid: Additional Actions Needed to Mitigate the Risk of Servicer Noncompliance with Requirements for Servicing Federally Held Student Loans." The report highlights the need for the Department to take greater actions when addressing the failure of loan servicing companies to meet federal standards for collecting student loans. The report indicates the Departments awareness of the shortcomings of the companies, but has "rarely" taken action to address them. That failure resulted in student borrowers not having access to the most favorable repayment terms.
- On February 21, 2019, USED announced it has finalized a contract with Accenture Federal Services to build a digital platform for student loan borrowers to manage their loan payments. The contract, awarded for \$577 million, will last for five years and tasks Accenture with developing a single portal for student loan borrowers. Currently, nine servicers hired by the Department manage borrower payments and repayment plans.

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA
2019 POLICY AGENDA

January 2019



Economic and Social Mobility for All Californians

California's Community colleges are an indispensable investment in our state's present and future prosperity. California's public Community Colleges constitute an accessible path to a better life for generations of low-income and working-class Californians. Our Community Colleges are driven by an enduring vision of equity, and their employees embrace their critical role in lifting the state's economy, closing achievement gaps, and offering quality higher education and workforce development for all Californians.

EDUCATIONAL OPPORTUNITY AND QUALITY

• Increase Formula Funding Rates

General operating dollars fund innovation on campuses. An investment in general resources through an increase to formula funding rates enable and support high functioning campuses. A cost-of-living adjustment is essential for district sustainability.

PROTECT AND STRENGTHEN COLLEGE INFRASTRUCTURE & LEARNING RESOURCES

• Invest in Deferred Maintenance & Instructional Equipment

Colleges are grappling with aging infrastructure that will need to be replaced, renovated, or retrofitted, and the resources needed to tackle such projects compete with student supports and services. The absence of instructional equipment and deferred maintenance funds represent a threat to a college's ability to offer quality learning experiences on a safe, clean, and adequately equipped campus environment. Districts respectfully urge an allocation of deferred maintenance & instructional equipment dollars in the Legislative Budget. These resources are not only essential for student services and supports but also to protect California's infrastructure across all 114 campuses and 78 centers statewide.

BUILD FISCAL RESILIENCY

• Employees Deserve Certainty in Retirement - Address Unfunded Liabilities

College employees deserve the certainty of a funded pension in retirement. Unfunded pension liabilities continue to represent a major fiscal burden for both the state government and local education agencies (LEAs) within California. These increasing costs are crowding out services intended for student success. We ask the Legislature to partner with LEAs and buy down pension liabilities. We strongly support the pay down of CalSTRS unfunded liability rate increases in 2019-20 and 2020-2021 for community colleges.

ESSENTIAL COLLEGE FACILITIES

• Honor Voters' Will and Fund the Backlog of Capital Outlay Projects

In 2016, California voters approved a facilities bond providing a \$2 billion infrastructure investment in California's community colleges. The failure to fund all Board of Governors' approved and vetted facilities



Quality Public Community Colleges for All Californians

projects in the last two state budget cycles has resulted in an extensive backlog, and has substantially reduced the buying power of these voter-approved resources. This lack of action dismisses strong voter support for Proposition 51 and extensive facilities needs of \$42 billion over the next 10 years. Failing to fund all 19 continuing projects and 40 new projects represents a missed opportunity to create jobs, preempt substantial building cost increases, and to cultivate a skilled and educated workforce in communities throughout the state.

AFFORDABILITY, FOOD & HOUSING ACCESS

• Helping Students Meet Their Basic Needs

Help colleges reduce student food insecurity by removing legal barriers and the red tape colleges face in qualifying as CalFresh-approved vendors and increase student access to food financial aid. Districts and colleges have the potential to create more sustainable and effective partnerships to address students' food and housing access challenges.

FINANCIAL AID

• Equitably Fund Cal Grants for Community College Students

As currently structured, Cal Grants continue to distribute less than 10% of its resources to California community college students despite the fact that our students comprise two-thirds of the higher education population. The lack of adequate financial aid leads students to take fewer classes, extends their time to graduation, makes college unaffordable, and makes a degree substantially more difficult to obtain. It's time to reform Cal Grants to cover a student's total cost of attendance.

• Promise Programs that Meet Students Local Needs

For over 30 years, California Community Colleges have had the largest free-tuition program in the nation. Now, the College Promise program can support this longstanding benefit by building a college-going culture. Maintaining flexibility in the College Promise program will enable colleges to design initiatives tailored to local needs. Further, locally-designed supports can help mitigate high student loan default rates.

PROTECT AND EXPAND DUAL ENROLLMENT PATHWAYS

• Support Assembly Bill 30 (Holden) & Remove the Sunset on College and Career Access Pathways and Streamline the Process to Develop Dual Enrollment Partnerships

All students deserve exposure to and the opportunity to pursue higher education. For first-generation students, participation in dual enrollment courses results in increased college-going rates and greater persistence in higher education. Key among the benefits of dual enrollment courses are: reduction of time-to-degree completion, increase in college attainment, and the reduction of achievement gaps for underrepresented students. Dual enrollment also strengthens connections between high schools and colleges. Community colleges are committed to working with the Legislature and the Administration to maximize the benefits of dual enrollment and to remove the sunset on the College and Career Access Pathways (CCAP) Act.



Executive Committee Agenda Item

SUBJECT: AB 705 Update		Month: April	Year: 2019
		Item No: IV. B.	
		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: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	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.

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



Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: April	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: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	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.

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: April	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:	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	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.

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



Executive Committee Agenda Item

SUBJECT: Credit for Prior Learning Update and Guidelines		Month: April	Year: 2019
		Item No: IV. D. i.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will discuss the credit for prior learning work and potential guidelines for the field.	Urgent: Yes	
		Time Requested: 15 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 ASCCC has been working on guidelines and effective practices around Credit for Prior Learning (CPL) for several years, starting with the passage of Senator Block’s bill in 2012 and continuing with the passage of SB 1071 (Roth, 2018) and AB 1786 (Cervantes, 2018). To this end, the ASCCC has appointed committee members to the CCCC Committee on Credit for Prior Learning as well as the advisory group formed by the CCCC Foundation’s Success Center in 2018. The attached information provides an updated on the work thus far and a collection of effective practices that can be distributed to the field for colleges seeking to increase their roles in CPL, particularly in terms of credit for students who are veterans.

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

Guidance Recommendations for Credit for Prior Learning

Many students come to community colleges with knowledge gained from experiences and formal training in the military, the workplace, and other opportunities. While many colleges and/or districts have policies and procedures in place to provide some type of credit for this knowledge gained through experience, there are not systemwide recommendations for providing this credit. Recent legislation, including SB1071 (Roth, 2018) and AB1786 (Cervantes, 2018) calls for the Academic Senate for California Community Colleges, in collaboration with the Chancellor's Office, to formulate recommendations for colleges and districts to use to move forward with providing credit for prior learning.

The ASCCC recommends the following:

1. Credit for prior learning options should be made available to all students, who should have the opportunity to have their previous experiences assessed to determine qualifications for possible credit. These include, but are not limited to, military experiences, workplace experiences, experiences for formerly incarcerated and currently incarcerated students, and any other experiences which might enable a student to receive credit for prior learning. However, the ASCCC recommends prioritizing students who are veterans. Unit limitations for credit for prior learning for each student group should be consistent and in line with best practices as derived from community college professionals working with each student group. Allowing one student group to have a lower unit ceiling in an arbitrary manner while other student groups may have a larger number of units applied to their academic goal may cause unintended prejudice or bias against that student groups.
2. The methodology for awarding prior credit should be established by discipline faculty on the campus and in partnership with counseling and/or articulation faculty, and should reflect the rigor and academic quality of the discipline. Only discipline faculty should be responsible for developing the methodology for awarding credit for prior learning – however, once that methodology is developed, it may be possible for others on campus (counselors, academic advisors, etc.) to determine if the student has qualified for credit for their prior learning.
 - a. In some cases, cross disciplinary teams may be called together to determine whether or not awarding credit for prior learning is acceptable, particularly when these disciplines are connected – for example, mechanics, auto technology, and other machine-oriented disciplines might benefit from working together.
 - b. The creation of cross walks that are easily accessible and can be read by a variety of stakeholders, including discipline faculty, counselors, students, and the public should be encouraged.
3. Ideally, faculty will consider a wide range of assessments to determine credit for prior learning, including credit by exam, portfolio review, review of the Joint Services Transcript, and use of other artifacts provided by the student to document previous learning that may be eligible for credit.

4. These policies should be widely distributed throughout the campus, in the course catalog, and online, making them accessible to all students and publicly viewable.
5. Colleges should explore other methods by which to provide credit for prior learning that do not currently exist at the college or that are not being used extensively, including IB or CLEP credit, credit by exam, credit through certification by the American Council on Education (ACE) and local and state boards and organizations.

Update on Credit for Prior Learning:

As previously noted, the ASCCC has been working with the CCCCCO around Credit for Prior Learning (CPL) for several years, as this is an area that falls under curriculum and therefore is an academic and professional matter. In 2018, two pieces of legislation (SB 1071, Roth, 2018 and AB1786, Cervantes, 2018) were signed into law. The Roth bill called for the CCCCCO, “in collaboration with the Academic Senate for the California Community Colleges, to develop a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements.”

With assistance from the Lumina Foundation, the Foundation for California Community Colleges created an advisory group to discuss CPL in the 2018-19 academic year. This group met three times and suggested changes to Title 5, which were then evaluated and modified by 5C and the CCCCCO’s legal counsel to ensure accuracy and compliance. In fall 2019, a joint initiative by the ASCCC and the CCCCCO will pilot the creation of “crosswalks” that could result in credit recommendations for credit for prior learning gained from experiences and formal training in the military, the workplace, and other opportunities. We will be seeking 4-5 faculty in each of the following disciplines: Administration of Justice, Automotive Technology, Business Administration and Management, Cybersecurity, Fire Science, Health, and Information Technology to participate in the pilot.



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: April	Year: 2019
		Item No: IV. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	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.

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



Executive Committee Agenda Item

SUBJECT: 2019 Faculty Leadership Institute		Month: April	Year: 2019
		Item No: IV. F.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the 2019 Faculty Leadership Institute program.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Faculty Leadership Institute is scheduled for June 13-15 in Sacramento this year. The Leadership Institute targets new and emerging faculty leaders but is open to all.

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

FACULTY LEADERSHIP INSTITUTE
Sheraton Grand Sacramento
June 12 – 15, 2019

On behalf of the Executive Committee, it is my pleasure to welcome you to the 2019 Faculty Leadership Institute. This year has been challenging for many of our colleges with dialogue and discourse over how best to serve our students through curriculum, technology, and student services as well as significant conversation about the implementation of new programs such as the guided pathways initiatives, online education, and funding the hard work of serving our students. All these efforts present challenges to senate leaders, but they also present opportunities to ensure that faculty are taking the lead in any and all academic and professional matters to the benefit of our students and our colleges.

The Faculty Leadership Institute is designed to provide you with the skills and knowledge you need to be an effective and inspiring leader. We hope that you find the next few days valuable as we share diverse perspectives and collective wisdom on any number of senate issues and topics. Thank you for joining us as we look forward to a useful and enjoyable institute.

WEDNESDAY JUNE 12, 2019 *Legislative and Governance Pre-Session*

12:30 – 1:00 Welcome and Lunch

1:00 – 2:15pm

Legislative Cycle and Advocacy: Political Landscape and Power Dynamics of Sacramento

Jonathan Lightman, former executive director, FACCC

Evan Hawkins, executive director, FACCC

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.

2:30 – 3:45pm

Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics

Possible presenters:

Laura Metune, CCCCCO

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.

4:00 – 5:00pm The Nuts and Bolts of Visiting a Legislative Office

THURSDAY, JUNE 13, 2019

8:30am Meet in the Lobby for walking tour

9:00am Tour of the Capitol

11:00am Meet and Greet at the Chancellor’s Office

Registration

12:15 p.m. – 12:45 p.m. LUNCH

12:45 p.m. – 1:00 p.m. Brief Welcome

1:00 p.m. – 2:15 p.m. General Session 1: Consultation and Governance

Understanding the authority and role of the academic senate, as well as the roles of students, staff, and administrators, is important for ensuring that a college’s governance structure functions well in order to serve its students and the community. This general session is intended to explore the role of the senate in collegial governance processes and discuss how to effectively navigate the community college shared governance landscape and provide an overview of the structure of governance at the state level.

2:15 p.m. – 2:30 p.m. Break

2:30 p.m. – 3:30 p.m. The Community College Budget or Where Money Comes From

Mario Rodriguez, Vice Chancellor of Fiscal Services, Los Rios District

3:30 p.m. – 3:45 p.m. Break (Coffee and Cookies)

3:45 p.m. – 4:15 p.m. Resolution Writing 101: Resolution Writing Made Easy

The ASCCC expresses its official positions on issues, legislation, and ideas through the resolution process. For that reason, writing resolutions and understanding the process is crucial. During this session, attendees will learn the nuts and bolts of resolution writing as well as what happens after a resolution has been voted up or down. Attendees will receive an overview of the Resolutions Handbook, the parliamentary process for debating and voting on resolutions at a plenary session, and how to use resolutions locally, at a college and or district. To put into practice that which was learned, attendees will write resolutions for consideration at the mock plenary session on Saturday morning.

4:15 p.m. – 4:30 p.m. Break and Snack and Coffee

4:30 p.m. – 5:30 p.m. First Breakout Sessions

- 1. Creating a More Effective Senate by Establishing Strong Relationships (Unions, Administration, Boards of Trustees)**
- 2. Womyn’s Leadership Circle**
- 3. Resolution Writing 102: Master Class in Resolution Writing**
- 4. Principled to Pragmatic; the art of knowing the limits of your flexibility**
You gotta know when to hold ‘em, know when to fold ‘em, know when to walk away, and know when to run...

6:00 p.m. Resolutions Due

6:15 p.m. Dinner with Executive Committee Members

Attendees will sign up for dinner at various restaurants near the hotel. Dinner groups will be led by Executive Committee members.

FRIDAY, JUNE 14, 2019

6:30 a.m. – 7:45 a.m. Walking and Talking (optional)

8:00 a.m. – 9:00 a.m. Breakfast

9:00 a.m. – 9:45 a.m. General Session 2: The Role of the Senate President

Facilitating productive meetings, setting goals and following through, working with your union and administrative colleagues to ensure better service to students and the community.

9:45 a.m. – 10:45 a.m. The Brown Act

Jake Knapp, Los Rios District

10:45 a.m. – 11:00 a.m. Coffee Break

11:00 a.m. – 12:15 p.m. Second Breakout Session

- 1. Minimum Qualifications, Equivalency, and Assigning Courses to Disciplines**

2. **Mentoring and Growing Faculty Leaders, Start Looking for your Replacement Now!**
3. **Setting the Agenda for the Academic Senate**
4. **The Brown Act, Follow-up to the General Session**

12:15 p.m. – 12:45 p.m. Luncheon

**12:45 p.m. – 2:00 p.m. General Session 3:
Faculty Diversification: Setting the Local Agenda for Next Year**

2:00 p.m. – 2:15 p.m. Break

2:15 p.m. – 3:45 p.m. Second Breakout Session

1. **Developing Leadership Style**
2. **Civil Discourse: Engaging with Colleagues Who May Not Like You**
3. **Research and Data: Driving Dialog and Decisions Making**
4. **Making an Action Plan for the Senate Around Faculty Diversification**

3:45 p.m. – 4:00 p.m. Break and Snack and Coffee

4:00 p.m. – 4:30 p.m. General Session 4: Resolution Amendment Writing

During this session, attendees will learn about amendment writing while actually writing amendments to the resolutions in the resolutions packet for debate at Saturday's mock plenary session. Discussion will include unintended conflicts or confusion that often results from multiple amendments to the same resolution.

4:30 p.m. – 4:45 p.m. Get more coffee and find your Area Meeting

4:45 p.m. – 5:30 p.m. Area Meetings: Building A Community

This short session is an opportunity to meet other faculty leaders in your area and to begin to build your network, which will be important in your work as a senate leader.

Area A
Area B
Area C
Area D

6:00 p.m. Resolution Amendments Due

6:00 p.m. President's Reception

SATURDAY JUNE 16, 2018

6:30 a.m. – 7:45 a.m. Walking and Talking (optional)

8:00 a.m. – 9:00 a.m. Breakfast

9:00 a.m. – 10:00 a.m. Third Breakout Session

- 1. Senate Resources at Your Finger Tips: Using the Local Senates Handbook, Navigating the ASCCC Website, When to Call for Help**
- 2. Conversation with the President and Vice President**
- 3. Managing Conflict**
- 4. Womyn's Leadership Circle II**

10:00 a.m. – 10:15 a.m. Break

10:15 a.m. General Session 5: Mock Plenary Session

In order to prepare to represent their colleges at the Fall Plenary Session and to understand how the ASCCC's voting and resolution process works, attendees will participate in a mock plenary and voting session based on the resolutions written on Thursday and the amendments from Friday. All attendees are encouraged to participate in debating the resolutions and to express their views on the issues under consideration. Just as with the real plenary voting, anything can happen, and you never know what will be said next. This session will also serve to demonstrate good use of Robert's Rules of Order and good practices for conducting organized, productive meetings.

12:00 p.m. Adjournment

Executive Committee (2019 – 2020)



Executive Committee Agenda Item

SUBJECT: Potential SLO paper		Month: April	Year: 2019
		Item No: IV. G.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide direction regarding a potential SLO paper.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Anna Bruzzese	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Educational Policies Committee was directed to create a paper on effective practices for student learning outcomes assessment, per the following resolution: [S17 9.1 Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes](#).

The committee has reviewed the existing SLO paper, found at https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf, and agreed that that the guiding principles contained in this paper are still very relevant, so there is no need to update the paper. But there may be the need to make the field aware that this paper exists.

The committee felt that if the Executive Committee would still like an SLO paper to be written, one possible direction is to write something on “Sustainable Institutional Assessment” that would include the following elements:

- Overview of SLO assessment across California Community Colleges to date.
- The “Culture of Assessment”
- Professional Development for faculty, staff, and administration
- Academic Freedom and Assessment concerns (i.e. common finals)
- Comparable data collection and analysis
- Resource allocation relating to assessment
- Summary – assessing the assessment and persistent unresolved issues.

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



Executive Committee Agenda Item

SUBJECT: Surveys and Disseminating Information Policy		Month: April	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a new policy on Surveys and Disseminating Information.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the May 10, 2018, ASCCC Executive Committee the Standards and Practices Committee was tasked with creating recommendations about the survey creation process and analysis and dissemination of the results.

Attached is draft of a new policy for discussion.

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

NEW POLICY

Surveys and Disseminating Information

There are a number of reasons that ASCCC or its committees or task forces will conduct surveys. These include, but are not limited to:

- Local Senate Profile (conducted every 2 years)
- Addressing Resolutions
- Gathering information for Senate papers, presentations, sessions
- Evaluation of events
- Evaluation of the ASCCC Annual Plan
- Requirement of a grant

Survey instruments are typically created by ASCCC or its committees/task forces. The survey instruments must be approved by ASCCC Executive Committee before conducted unless the survey is necessary for a grant requirement. In those cases, the surveys will be generated by those grants and approved by ASCCC president and executive director. A standardized type of format or report for survey results will be used.

The survey results are disseminated by a variety of means, including but not limited to:

- Use of the "Surveys" ASCCC webpage
- Rostrum articles
- Senate papers
- ASCCC Weekly Newsletter
- ASCCC listserves
- Presentations and discussions at plenary sessions, institutes, and other events.

Privacy concerns

ASCCC strives to preserve anonymity in the survey data and findings that are reported; however, the names and colleges of respondents are collected in the event that further information or clarification is needed.



Executive Committee Agenda Item

SUBJECT: 2019 Curriculum Institute Preliminary Draft Program		Month: April	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and recommendations on the 2019 Curriculum Institute Preliminary Draft Program and consider for approval.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2019 Curriculum Institute is taking place at the Hyatt San Francisco Airport, July 11-13, with a pre-session on July 10.

Attached is the preliminary draft program.

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

2019 ASCCC Curriculum Institute
Hyatt San Francisco Airport
July 10-13

Decoding Your Curriculum

Wednesday, July 10, 2019

1:00 – 2:00: Pre-Session Registration

2:00 – 5:00: Curriculum Institute Pre-Session

New/Newer Curriculum Chairs

Eric Wada, ASCCC Curriculum Committee, Folsom Lake College

Nili Kirschner, ASCCC Curriculum Committee, Woodland Community College

More

more

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

New/Newer Administrators

Karen Daar, ASCCC Curriculum Committee, Los Angeles Valley College

Leandra Martin, 5C, Mission College

Michelle Sampat, Mt. San Antonio College

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

New/Newer Curriculum Specialist

Njeri Griffin, Chancellor's Office

Marilyn Perry, Sacramento City College

more

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

Course Coding Training Using the New and Revised MIS Data Elements

Ginni May, 2018-19 ASCCC Curriculum Chair

Janet Fulks, Bakersfield College

Erik Shearer, Napa Valley College

Funding and accountability efforts, such as the Student Centered Funding Formula (SCFF), AB 705, AB 1805 and others, rely on drawing accurate and meaningful information about our students and colleges. Course coding did not accurately represent the college curriculum nor the student stories. In light of AB 705 and the SCFF it is crucial that English composition/critical thinking and mathematics/quantitative reasoning courses be coded accurately, including courses taught outside of traditional English and mathematics disciplines. Legislation also requires that support and preparatory course work are accurately tracked through innovative English and mathematics/quantitative reasoning pathways. Come learn about the new coding for CB21, the new MIS Data Elements, CB25, CB26, and CB27, and receive training on how to code the courses at your college correctly.

Breakout Strands (Indicated with Superscript)

Ed Code, Regulations, and Guidelines	Guided Pathways	Student Support and Support Services
Equity	Noncredit and Adult Education	Career and Technical Education
The Basics	Data	Statewide Issues

Thursday, July 11, 2019

7:30 – 8:30: Breakfast

8:30 – 10:00: First General Session

Welcome – Ginni May, 2018-19 ASCCC Curriculum Chair

COCI

Presenters

The state of COCI and other systems, Debunking the Myth's of AB 705 and Title 5 Changes ...

10:15 – 11:30: **First Breakout Sessions**

11:45 – 2:00: **Second General Session**
Lunch

President's Welcome

The Data Revision Project: Making Every Course Count
Evaluating AB 705 Implementation and the Student Centered Funding Formula - Preliminary Observations and Research Implications

2:15 – 3:30: **Second Breakout Sessions**

3:45 – 5:00: **Third Breakout Sessions**

Friday, July 12, 2019

7:30 – 8:30: Breakfast

8:30 – 9:45: **Fourth Breakout Sessions**

10:00 – 11:45: **Fifth Breakout Sessions**

12:00 – 2:00: **Third General Session**

Lunch

Cross Functional Conversations around Curriculum—a cross functional set of presenters will engage in conversation around current issues with presenters in chairs a talk show host

2:15 – 3:30: **Sixth Breakout Sessions**

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

Saturday, July 13, 2019

7:30 – 8:30: Breakfast

8:30 – 9:45: **Eighth Breakout Sessions**

10:00 – 11:45: **Fourth General Session**

Curriculum Streamlining and Training the Curriculum Committee
, Chancellor's Office
Virginia Guleff, Butte College
Ginni May, 2018-19 ASCCC Curriculum Chair

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

11:45: **Institute Ends**

Breakout Topics/Titles:

The New Title 5 Regulations on AB 705 Implementation – What Else is Needed?
The State of ESL: AB 705, CB21
Distance Education and the Course Outline of Record
Noncredit: Distance Education, Course Repeatability, and other Unclear Areas
Noncredit Curriculum Approval Processes
Curriculum and Public Documents - catalog, course schedule, departmental handouts, program maps
Consider the Source – Deciphering Fact from Myth
The Course Outline of Record - The Basics (required content, syllabus, academic freedom)
A Sneak Peek at the PCAH 7th Edition DRAFT
Importance of Coding Curriculum Accurately
Interdisciplinary Courses or Dueling Disciplines - Who Owns this Course Anyway?
Basics of Noncredit
The Course Outline of Record – Through an Equity Lens
Curriculum Design and with Disproportionately Impacted Students in Mind
Local Curriculum Approval Processes – What is (and isn't) necessary?
Credit for Prior Learning, Competency Based Education, and Credit by Exam
Articulation and Transfer – What's the Difference, and How are They Used in Curriculum Review
The CVC-OEI Rubric and YOU
Communicating Curriculum Changes – Closing the Feedback Loop
Accreditation and Curriculum
Ensuring and Supporting Standards and Rigor in the Classroom through Curricular Processes
Curriculum Design – Hearing all Voices
Implementing Inmate Education Programs
Prerequisites, Corequisites, and Advisories (AB 705, T5 §55003)
Submission of ADTs and Double Counting (have CO folks present too)
All About the Credit Hour and Carnegie Unit, and Communicating Expectations to Students, Faculty, and other Stakeholders
Assigning Courses to Disciplines (multiple disciplines on one course)
Program Submission Requirements: What is a program, anyway? (Ed Code §84760.5 and Title 5 §55000(m))
MIS Communication – What does it all mean?
Transitions between Noncredit and Credit
CCC Baccalaureate Programs

Course Sequencing and Program Mapping
Role of Curriculum Committee in Guided Pathways Program Development and Evaluation
General Education and Guided Pathways: Sequencing and Scheduling of GE Courses to Facilitate Student Success
General Education and Guided Pathways, A Year Later: What Have We Learned?
Importance of Local Associate Degrees
Development of New CTE Programs
Area of Emphasis Degrees (in GPs and meta majors)
Dual Enrollment and High School Articulation (Is there still a need?)
Stackable Certificates – details, details, details
Data Informed Curricular Revision
Course Substitutions and Reciprocity
Noncredit Certificate Programs
Curriculum Streamlining Training: Taking a Deep Dive
Roles and Responsibilities of Administrators in Curriculum Processes
Roles and Responsibilities of Classified Professionals in Curriculum Processes
Working with Advisory Committees and Regional Consortia
Conflict Resolution in Curriculum – Feelings, Whoa, whoa, whoa...Feelings
Forging an Unbreakable Bond: Strengthening the Relationship Between Local Senates and Curriculum Committees
Impact of Curriculum Decisions Beyond the Classroom
Student Placement in the World of AB 705 – Some Preliminary Results
Implications on Financial Aid resulting from new programs
Supplemental Instruction, Learning Centers, and Tutoring Programs
Financial Aid and Curriculum
Cultural Competency Across the Curriculum
Working with the Chancellor's Office Curriculum Inventory (COCI)
Implementation Requirements vs Options for AB 705
Update on the Work of 5C
Legislative Issues and Curriculum
Getting to Know the Chancellor's Office
Implications of Changing Prerequisites
Options for Concurrent Support
Cooperative Work Experience
UC Transfer Pathways
Alphabet Soup – C-ID, ICW, MCW, ICFW, ADT, TMC, CCCMC, ISMC
Equity Considerations in Distance Education
Lecture, Lab, Activity units, which is best for your students, student centered
From noncredit to the workplace
Guided Self-Placement – Helping students to determine their goals
AB 705 Implementation – Stories from the Field
Guided Pathways: How Noncredit Facilitates Students to Credit and Employment
Noncredit Student Support in Response to AB 705 - cross campus collaboration on developing curriculum to support students. What is the real purpose of mirrored courses (it's more than just allowing students to take courses for free)
What is the Purpose of Noncredit? Noncredit Supports more than credit students –

Programs offered through noncredit or Current Best Practices in Noncredit programs
Noncredit VESL Curriculum and it's pathway to College and Career Readiness
Intrusive counseling - a noncredit model to encourage student persistence
General Education - Local, CSU GE Breadth, IGETC, other – What is the purpose?
Effective Practices for Training your Curriculum Committee
Brown Act for Curriculum Committee
WSCH You were here
Curriculum in a Multi-College District
Guided Pathways for Students: Full-time and Part-time

Possible Trivia at Start of Each General Session:

1. Where in Ed Code or Title 5 is that?
2. Acronym Trivia
3. Myth or Fact?



Executive Committee Agenda Item

SUBJECT: Exemplary Program Award Theme		Month: April	Year: 2019
		Item No: IV. J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval of the theme for the Exemplary Program Award.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Rebecca Eikey	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

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

The S&P Committee recommends: **student support services**

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



Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: April	Year: 2019
		Item No: IV. K.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	The Executive Committee will review the draft womyn professional development survey and will receive a Faculty Development Committee (FDC) update.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: To meet the FDC Workplan objective 2.1, Increase leadership opportunities to prepare diverse faculty to participate, Strategy 2.1C Design leadership opportunities focused on specific population of faculty, the Faculty Development Committee will conduct a survey to determine what professional development womyn senate leaders need. The survey is an activity delineated on the Womyn’s Leadership Action Plan approved by the Executive Committee on 2/2/19. The Executive Committee will review the Womyn Leadership Development survey.

- | | |
|-----------------------|--|
| March 27 | Draft survey |
| March 27-April 1 | Faculty Development Committee to review the draft survey and finalize |
| April 10 | Draft survey for discussion at the Executive Committee and to approve |
| TBA after Plenary | Prepare the survey for distribution with ASCCC staff |
| Early May 2019 | Work with ASCCC staff to distribute the survey |
| May 22 | FCD and ASCCC staff to review survey results |
| June 2019 | Report on the survey results at the ASCCC Executive Committee meeting as part of the orientation of the new Board |
| August/September 2019 | Incorporate the results in the 2019-20 Faculty Development Committee workplan and disseminate information (when appropriate) |

Attachments:

- Meeting notes of 1/22/19 & 2/20/19
- Rostrum article “See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels”
- UMOJA/A²MEND March 5-6 Education Summit agenda & Evaluation Report Executive Summary

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

See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels

By Michelle Bean, ASCCC At-Large Member
Mayra Cruz, ASCCC Area B Member
Carolyn Holcroft, Foothill College

As educators, we strive to create spaces for learning and to empower of our students, but how often do we remember that advocating for our own professional development is just as critical to student success? As a result of past advocacy efforts, policies for faculty development have evolved in recent decades. In providing some historical background on the current perspectives on professional development, it is important to note significant dates. In September of 1988, Governor George Deukmejian signed AB 1725 into law. This was considered a landmark legislation for the California Community College system and as the Academic Senate for California Community Colleges celebrates 50 years of faculty leadership and voice, we honor the visionary who authored AB 1725, former assembly member John Vasconcellos.

AB 1725 was groundbreaking in its call for collegial consultation in all areas of faculty purview. This process of collegial consultation is specifically defined as

1. Relying primarily upon the advice and judgment of the academic senate; or
2. Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

To be seen and heard, we must “be at the table,” and in order to do so, advocacy and action must be a continued focus of all faculty leaders. Just having faculty in the room while policies are developed and plans are made does not meet this standard for collegial consultation. Indeed, a Board of Governors Standing Order (§332 (b)) specifies that the appointment of faculty and colleges to statewide committees must be done in consultation with the Academic Senate for California Community Colleges. It follows that in order to meet the standard for collegial consultation at the local level, faculty representatives should be appointed by their local academic senates.

Faculty professional development falls squarely within the areas of academic and professional matters and is explicitly identified as such in both AB 1725 and in Title 5. These documents clarify when it comes to faculty professional development, faculty have the responsibility to be actively involved in developing PD policy, including developing PD fund allocation policies, and in initiatives focused on academic and professional matters which have faculty professional development components. This responsibility requires us to:

- uphold our commitment to collegial consultation
- create a climate devoted to solving critical educational opportunities and challenges

- participate effectively in the decision-making process
- share our expertise and analytical skills
- commit to implementation of actions as agreed upon
- foster leadership opportunities, to promoting trust and cooperation, and
- ensure the diversity of faculty is represented in our system, statewide committees and local committees.

The Academic Senate for California Community Colleges and local senates provide input and affirmation in professional development system wide. We are responsible for policies, resource allocation approaches, and appointment of faculty to committees concerned with academic and professional matters. We are at the table to ensure that the Board of Governors' Standing Orders are respected. We are at the table to facilitate the assignment of faculty in all present and future statewide initiatives or efforts. This is our charge and an important mission, as we continue to value learning for both our students and ourselves in all things professional and academic.

¹ California Chancellor's Office Student Success Initiative. Report on the California Community Colleges Student Success Initiative Professional Development Committee Recommendations. March 2013. Retrieved on 2/27 from http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Consultation/2013_agendas/March/attach_pdc_recommendations.pdf

California Board of Governors Procedures and Standing Orders. Retrieved on February 20, 2019 from http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/Procedures_and_Standing_Orders/November-2018-Procedures-and-Standing-Orders.pdf. Page 49.

Umoja/A2MEND 2018 Education Summit

Evaluation Report Executive Summary

Prepared by



Center for Research on Educational Access and Leadership (C-REAL)

Dr. Dawn Person, External Evaluator

Additional Authors

Erica N. Claybrook-Cookman, Graduate Research Assistant

Executive Summary

The Umoja organization and the African American Male Educational Network and Development (A2MEND) hosted an Education Summit focused on developing a research and policy agenda specific to African American success in California community colleges.

Stakeholders from diverse educational sectors of California higher education and non-profit organizations engaged with research and policy experts in two panel presentations, participated in facilitated roundtable discussion sessions, and shared their thoughts from the small group session with the full group. The result was a research agenda and a policy agenda for execution led by this collaborative.

The Center for Research on Educational Access and Leadership (C-REAL) at California State University, Fullerton (CSUF) partnered with Umoja and A2MEND to secure an official record of summit activities and outcomes. Notes of each summit session serve as a record of the day. Data were collected in the form of observation-based note taking by research team members. Data were analyzed into emergent themes and presented in this report. This report serves as an official record of the day and includes the following: (a) panel presentation summaries, (b) small group discussion outcomes, (c) preliminary research and policy agendas, (d) overarching and related emergent themes, and (e) recommendations for next steps and preparation for the next summit.

Research Agenda

Description of Research Agenda.

Action Item	Description
Institutional Accountability “Report Card”	A way to assess institutions and assign them a grade based on various criteria about accountability and equity efforts
California Higher Education Black Research Consortium/Institute	A dedicated group of professionals that commit to continuous work
Hiring Process Assessment tool	A vetting process that looks into prospective employees track-record of ally work/participation in the African American community
Tactical Manual	A physical guidebook that provides direction on work (research and practice) done externally and internally
Impact of Funding Initiatives on African American Students	An assessment of how various funding initiatives impact the student experience

Policy Agenda

Description of Policy Agenda.

Action Item	Description
Calculation/Following of State Funding	Instead of following state funding by institution, following state funding by student and disaggregating the data by race
Middle College/B.S. Model	Expansion of pilot programs that give students the opportunity to earn baccalaureate degrees
Umoja University	Addressing the unique needs of African American community college students on a larger scale

The following themes emerged during the round-table discussions: collaboration, curriculum, faculty, institutional barriers, student voice/experience, mental health, the reimagining of current practices, reactionary response to race, and funding (Table 3).

Description of Themes from Research and Policy Share-Out

Themes	Description
Collaboration	Greater collaboration is needed across academic, administrative, and student affairs divisions and amongst stakeholders
Curriculum	Curriculum should be relevant to students served
Faculty	Faculty should reflect demographics of students served
Institutional Barriers	Existing structures and policies contribute to the achievement gap of African American students in the community college
Student Voice/Experience	The student voice should be centered when discussing research issues
Mental Health	Looking into the mental health implications on African American students in higher education settings
The reimagining of Current Practices	Outdated policies such as “The Master Plan” should be revamped to reflect a more equitable “People’s Plan”
Reactionary Response to Race	Rhetoric surrounding policy is often diluted to avoid directly addressing race
Funding	Lack of funding/misuse of funding

Recommendations

At this point, C-REAL suggests the following to the summit organizers:

- Distribute this report and/or the infographic summarizing this report to all stakeholder participants.
- Consider identifying specific teams with a leader to facilitate the top priority for each agenda – research and policy.
- Identify a stakeholder passionate about other ideas that had strong support and develop possible plans for execution.

Furthermore, C-REAL encourages Umoja and A2MEND to follow-up with the research and policy agenda by holding at least one teleconference to review this report and establish an agenda for the second summit with willing participants.

Finally, it is recommended that the second summit focus on the two agenda items that emerged as priorities by summit members and appropriate leaders be included in the next summit to move agendas forward.

EDUCATION
SUMMIT
AGENDA



March 5-6, 2019

*Penthouse 280 (PH Level) | Hyatt Regency LAX Airport
6225 West Century Boulevard | Los Angeles, California, United States, 90045*

March 5, 2019

- 5:00 pm – 6:00 pm Registration
6:00 pm – 7:00 pm Dinner Buffet
7:00 pm – 8:30 pm Introductions, Expectations, and Networking

March 6, 2019

- 7:30 am – 8:30 am Registration and Breakfast
- 8:30 am – 8:45 am Morning Session
Welcome and Introductions, A²Mend and Umoia
Dr. Ed Bush and Dr. Teresa Aldredge
- 8:45 am – 9:30 am Recap from November 8, 2018 Discussion on Research Agenda
Dr. Dawn Persons, Director, Center for Research on Educational Access and Leadership (C-REAL)
This is an opportunity for reflection and consideration of additional ideas.
- 9:30 am – 11:30 am Action Planning Process
Robyn Fisher, R. T. Fisher Educational Enterprises, Inc.
This is a group discussion about the Research Agenda developed at the inaugural Education Summit.
- 11:30 am – 12:30 pm Group Report Out and Commitment
- 12:30 pm – 1:15 pm Lunch
- 1:30 pm 2:15 pm Afternoon Session
Recap from November 8, 2018 Discussion on Policy Agenda
Dr. Dawn Persons, Director, Center for Research on Educational Access and Leadership (C-REAL)
This is an opportunity for reflection and consideration of additional ideas.
- 2:15 pm – 3:15 pm Agenda Action Planning Process
Robyn Fisher, R. T. Fisher Educational Enterprises, Inc.
This is a group discussion about the Policy Agenda developed at the inaugural Education Summit.
- 3:15 pm – 4:15 pm Group Report Out and Commitment
4:15 pm – 5:00 pm Conclusion: Next Steps



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

FACULTY DEVELOPMENT COMMITTEE

Tuesday, January 22, 2019

8:00-9:30 AM

ZOOM Meeting

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 | Julie Bruno – Guest |
- III. Approval of 12/5/18 Meeting Minutes (attachment) – *approved by consensus with no corrections*
- IV. Review Work Plan and Assignments and Status of Previous Action Items
<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>
Much progress: Completing Survey, working on Regionals and Diversity Summit break-outs, starting the Women’s Circle. Cruz, Parker and Eikey are attending the second Umoji Conference in the Spring—first session in fall was very productive.
- Update on Status of Committee Priorities for 18-19
<https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368>
- *Next will work on recommendations from survey results*
 - *Resolution 12.01—compiling information from survey to guide the progress and evolution for this resolution. Will work with EDAC to complete recommendations as needed.*
 - *Resolution 12.01 on working with IEPI, which has changed/re-organized a bit, so awaiting new information and follow-up.*
- a. Rostrum articles discussion and update
1. 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.
Thank you, Carolyn Holcroft, for your work to lead the completion of our first rostrum article submission.
More information for next rostrum article at February meeting from Cruz.

b. Faculty Hiring Criteria Survey update

- *The ASCCC office has sent the survey out to the field last week. The survey closes February 15th. Results hopefully by the February meeting.*

c. Womyn's Leadership Circle (attachment) –

Cruz conducted some additional research on this in December. The committee communicated about the two ideas below related to the leadership circle via email in early January. Julie Bruno will also be helping with this work. The Womyn's Leadership Circle will kick-off with an event in conjunction with our ASCCC Faculty Leadership Institute in June of 2019. This event was discussed in ASCCC Executive Committee in their January meeting. The Committee discussed if this would be a long-term effort that is sustained. The Committee is in support of a sustained effort. The Committee discussed possible formation of a caucus at Spring Plenary and the possibility of surveying the field to determine interest and inform structure. The committee discussed incorporating a session into the Faculty Leadership Institute in June. Perhaps it is time for ASCCC to review the role and purposes of caucuses in general and specifically to include professional development opportunities for caucuses and informed by caucuses.

Next steps to take:

- 1. Form a Womyn's Caucus where vision and goals can be developed.*
- 2. Submit an agenda item for examining caucuses and allow for them to create specific PD opportunities.*
- 3. Provide breakout session at Spring Plenary with follow up at the Friday Caucus time.*
- 4. Survey field after Plenary*
- 5. Use breakout session, survey, and formation of caucus to inform the breakout session at Leadership Institute.*

1. Design the Womyn's Leadership Circle (WLC's Vision, Mission, Goals and Actions) with the Faculty Development Committee with a few colleagues and partners like Julie Bruno, Dr. Mary Wardell, Jackie Reza and a member of the Latina Leadership Network of CA Community Colleges Incecc.org, others; and organize a kick-off event in June at the Faculty Leadership Institute. The kick-off would be a professional development session (2-3 hrs) and a networking event. The planning may require an in-person meeting.

OR

2. Organize an event to create the Womyn's Leadership Circle at the Faculty Leadership Institute in June. Participants will be involved in developing the Vision, Mission, Goals and Actions (3-4 hour session). Our Committee will organize the session with the support of our ASCCC staff.

V. Faculty Diversification

The ASCCC website has Resource page for the Regionals and CCC/IEPI Building Diversity Summit.

a) Update on Regionals – Program for each college (attachment)

The registration is open and a message will be sent to the Areas to help with increasing awareness about the regionals. The goal is to increase the number of participants for the Regionals or there could be modification of the program.

b) CCC/IEPI Building Diversity Summit update

The presentations are getting finalized.

c) FACCC Conference, March 3-4

Mayra Cruz will be part of a Faculty Diversification Panel.

d) RP Conference, April 3-4

FDC Chair submitted a proposal to the RP Conference – related to transforming college culture with new hires. Unfortunately, the proposal was not accepted.

VI. 2019 Spring Plenary

a) Resolutions

Plenary is April 11-13th. If there are resolutions that the committee would like to bring forward. There is a deadline February 22nd. Feel free to bring forward any ideas for resolutions. Our next meeting is Feb 20th, so there would be time to discuss possible resolution before deadline.

b) Topics submitted for possible breakout sessions for Plenary:

1. *Why Aren't we Closing the Equity Gap?: Moving beyond diversity celebration to anti-racism healing*
2. *Engaging Faculty in Collaborative and Transformative Teaching and Learning Practice through Equity-based Scholarship on Teaching and Learning (SoTL)*
3. *Implicit Bias in the hiring process*
4. *Faculty Hiring: Establishing New Criteria from an Equity & Inclusion Lens (highlight survey results)*
6. *Womyn's Leadership in CA Community Colleges*
7. *Professional Development Re-imaged*
8. *From Diversity to Inclusion: Deepening our practices*
9. *Meeting students basic needs: housing, food, mental health and early childhood education/child care*
10. *CET and Stackable Degrees*
11. *50 years of Faculty Leadership & Transformation*

VII. Announcements

a) Upcoming Committee Meetings

Feb 20 9-10:30am

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 20 9-10:30am

b. March 27 9-10:30am (Tentative; discuss) – *This date falls during spring break for a couple of the members. Tentative alternates – morning of March 18 or 20th.*

IX. Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, Rostrums, etc.)

- Rostrum article #2
- Faculty Diversification Hiring Regionals planning
- CCC/IEPI Building Diversity Summit sessions
- 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
- Rostrum Article #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
- Hiring Priority Criteria Survey

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>

hiring faculty (77%). Majority have written set of criteria for establishing priorities (62%). There is about 24% who don't know. For the indicators, the main criteria for establishing hiring priorities was enrollment trends and budgeting-funding formula; the lowest responses were student achievement, consideration of student demographics and diversity, and technology. In terms of who is responsible for updating the criteria, the majority indicated that administrators are responsible. The majority of respondents (69%) indicated that the colleges do not measure the relationship between hiring practices and student success and equity. Another finding is the number of respondents who do not know how the criteria are updated. The survey will be a basis for a breakout session for Plenary. This breakout session will be with Mark LeForestier.

c. Womyn's Leadership Action Plan (attachment)

From a feminist perspective, the orthographic symbols refer to gender inclusiveness "people of all gender identities". It is also considered a more progressive term that sheds light to the discrimination, bias, and institutional barriers women have faced. Why and when is right to use "x" or "y"?

The Executive Committee would like the FDC to review the literature and discuss the proposed change in the spelling of Women at the February committee meeting and report back.

1. Hauser Deborah. Woman, Womyn, Wom: A word of one's own (attachment)
2. Feminist Philosophy of Language (1.7 Maleness of Language)

<https://plato.stanford.edu/entries/feminism-language/#MaleLang>

The Action Plan was discussed. There will be a breakout session at Plenary (a panel format). There will be a survey conducted after Plenary. There will be a session planned at the Faculty Leadership Institute. The plan is to incorporate Womyn's Leadership into existing work. The Executive Committee will discuss next year the recommendation to examine the caucus structure and ability to professional development.

The committee also discussed the spelling of "womyn." The committee discussed the definition and need to define it. The goal is strengthen leadership for women. The "x" is confusing, not sure if this spelling would be well understood and could distract from the purpose of the work. There are differing opinions on the use of "y" vs "e." The committee agrees to use the "y" and foster the conversation about this work with this spelling.

V. Faculty Diversification

a) Update on Faculty Diversity Regionals Update—*There are many activities for this work. The Bakersfield has increased numbers to 57. The contingency plan will be used. The sessions will be general sessions and run back to back (shorter each). The Norco College will be video-taped with the support of the Chancellor's Office. They will create 1-1.5 min videos related to recruitment/hiring. There will be interviews of the presenters conducted – why is it important to hire diverse faculty in the CCC. There are 10 questions for the interviews as related to the components of the hiring process.*

b) CCC/IEPI Building Diversity Summit Reflections

Holcroft noted the importance of having the Chancellor as a speaker at the summit and of having so many people in one room, which was powerful.

Bean noted the value of having teams from colleges engage in action planning for commitment to local work.

c) FACCC Conference, March 3-4 Cruz said that she will be giving a break-out at this next FACCC conference.

d) CCC Faculty Diversification Taskforce—Cruz was appointed to be on the taskforce with

John Stanskas.

e) 2019 Spring Plenary general session and breakout—Deputy Chancellor **Gonzalez** will be speaking and holding breakouts at plenary.

VI. 2019 Spring Plenary

- a) Approved Program—a major focus is on the 50th Celebration with some fun receptions happening. All committee members encouraged to attend—ask your senate to support your travel request, especially since you are doing committee work. Past ASCCC presidents have been invited. Many great breakouts on hot topics in CCCs and throughout the state. Also, elections and candidates’ forums for leadership positions will be happening.
- b) Resolutions due to Resolutions Chair on February 22nd—communicate with Cruz, if you have any resolutions to submit; no more than four *whereas* and four *resolves*.

VII. Announcements

- a) Upcoming Committee Meetings
March 18th 8:30-10:00am
Faculty Development Committee Meeting ZOOM info will be sent by Cruz. Mayra will send a new Doodle poll for April and May meetings.
- b) Upcoming ASCCC Events—lots of events happening so check the website.
<https://asccc.org/calendar/list/events>
- c) Application for Statewide Service—keep thinking of service to the state.
<http://asccc.org/content/application-statewide-service>

VIII. Committee Meeting Calendar

- a. March 18th 8:30-10:00am meeting confirmed.

IX. Adjournment at 10:11 am

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- Rostrum article #2—Cruz will be writing and sending to committee for feedback and confirmation.
- Women’s Leadership
- Faculty Diversity Regionals planning—see the ASCCC website for materials and updated agendas.

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
- Rostrum Article #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
- Hiring Priority Criteria Survey
- CCC/IEPI Building Diversity Summit sessions

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: Chancellor’s Office Liaison Discussion		Month: April	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: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	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.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: April	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: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stankas and Vice President Davison will highlight the Board of Governors and Consultation meetings in March. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

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

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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



Executive Committee Agenda Item

SUBJECT: Online Community College District Board of Trustees Meeting		Month: April	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: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stankas 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>

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



Executive Committee Agenda Item

SUBJECT: Spring Session Final Planning		Month: April	Year: 2019
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the final planning for spring plenary session.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the final planning for the Spring Plenary Session 2019 and cover important notifications or pertinent information regarding the event. New members will be informed about the process and protocol regarding participating in plenary session.

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



Executive Committee Agenda Item

SUBJECT: Resolutions Work at Session		Month: April	Year: 2019
		Item No: V. D. i.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will review the process the Resolutions Committee has suggested for resolutions work during session and practice using Google Docs.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

The resolutions packets are now required to be completed by 8:00pm on Thursday and 6:00pm on Friday of session. Members of the Executive Committee have been assigned to assist with developing the packet on both days at various times (see attachment). Please plan to bring your laptop to assist in this work.

The Resolutions Committee has decided to use Google Docs throughout session as an internal means of proposing and sharing suggested clean-up and edits to resolutions and amendments that are submitted on Thursday and Friday of session. The Google Doc will be manually exported to a Word document throughout the day as an ongoing back-up.

Executive Committee members will be provided separate links to a “Thursday” and “Friday” Google Doc, each containing only submissions received on that day. (Please do not share these links beyond the Executive and Resolutions Committee since anyone can comment on them and no special access is required to view them). As assigned Executive Committee members assist in reviewing resolutions throughout the days, the Resolutions Committee asks that they suggest edits by typing directly into the Google Doc instead of by typing into a comment bubble. (See video example: <https://www.youtube.com/watch?v=sfu8oH95Q3E&feature=youtu.be>). This will enable the Resolutions Chair to accept the suggestions more quickly. The Resolutions Chair is responsible for placing the approved submissions into the packet, correctly formatting the resolution title, updating the consent calendar and table of contents, and manually checking the formatting of font, citations and italics.

To the extent possible, all resolutions and amendments need to be reviewed and cleaned-up for formatting in advance of the mandatory sessions for contacts. On Friday, a draft Word Doc will be created in advance of the mandatory session, with new items flagged in yellow, and final adjustments will need to occur during the mandatory session in order to meet the new deadline.

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

When evaluating submissions during the day on Thursday and Friday, Executive Committee members are encouraged to refer to the “Resolutions Committee Checklist,” which synthesizes direction from the *Resolutions Handbook* with commonly used proper nouns in our system. It is especially important to check to see if previously adopted resolutions which have already taken the same position or an opposing position exist.

During Area meetings Friday, Area Reps will need to be conscious of the 12:30 deadline for amendments and urgent resolutions. Please note that delegates/movers will still need to submit resolutions and amendments to resolutions@asccc.org and supply the signature page as usual. The Google Docs are strictly for internal use.

During the mandatory sessions for contacts, individual Resolutions Committee and Executive Committee members will be assigned to work one-on-one with contacts who have submitted resolutions and amendments. This time will be used to review with the contacts any clean-up to their submissions that has been made throughout the day to ensure the corrections are accurate. If multiple resolutions or amendments seek to address the same issue, those resolutions/amendments will be assigned to the same Executive Committee or Resolutions Committee member so that the contacts can determine if the resolutions/amendments can be combined in some way or if both are necessary. During the mandatory sessions for contacts, Executive/Resolutions Committee members need to pay careful attention to resolutions which suggest an action outside of the ASCCC purview, explaining to the contact why the resolution cannot go forward and working with them to revise if appropriate.

Since using Google Docs is a significant change to the process in developing the resolutions packet at session, time has been requested on this agenda to practice suggesting edits to a Google Doc.

Spring 2019 Plenary Resolutions Timeline:

THURSDAY, April 11

2:45-4:00pm –Dedicated time to evaluate submissions (Craig Rutan and Mayra Cruz to assist)

4:00-4:45pm—Resolutions SOS Breakout (Eric Narveson, Rebecca Eikey, Sam Foster, LaTonya Parker, and Michelle Bean) *Working session.*

4:45pm—Resolutions and Amendments Due

5:30-6:00pm—Mandatory Session for Contacts (Eric Narveson, Sam Foster, Dolores Davison, Craig Rutan, Carrie Roberson, LaTonya Parker, Silvester Henderson, Michelle Bean) *Need to specialize and work quickly*

6:00-7:30pm—Finalize packet (Resolutions Committee)

8:00pm—Packet Due

FRIDAY, April 12

10:45am-12:15pm—Area Meetings

12:30pm—Amendments and Urgent Resolutions Due

2:15-3:30pm—Evaluate Amendments & Prepare Packet (Rebecca Eikey, Ginni May, Michelle Bean, Cheryl Aschenbach to assist)

3:45-5:00pm—Construct the Packet (Dolores Davison, Craig Rutan, and Sam Foster)

5:00pm-5:45pm—Mandatory Session for Contacts (**All who are available.** Final edits need to happen during this session)

6:00pm—Resolutions Packet Due

SATURDAY, April 13

During Session: Resolutions Committee to record votes, act as timekeepers, keep track of divided Resolveds, record language of any successful motions to refer, etc.

Resolutions Committee Checklist

During the resolution process, the Resolutions Committee should pay close attention to the following items while reviewing and editing the resolutions and amendments.

- Check to see that the four seconders are registered delegates
- Check to see that the proposed resolutions do not duplicate any resolutions previously adopted by the body.
- Check to see that proposed resolutions do not contradict a prior position taken by the body (through resolution or other mechanisms).
- Check to see that resolutions follow the format as defined in the session materials.
 - No more than 4 Whereas: Whereas, The....
 - Semicolon after each Whereas statement with “and” between final two Whereas
 - No more than 4 Resolveds: Resolved, That....
 - Previous resolutions should be formatted: Resolution 9.06 S14
 - Legislation should be formatted:
 - SB1391 (2014, Hancock) – *if legislation in place*
 - AB 204 (Medina, January 23, 2017) – *if in legislative cycle*
- Check to see that “Resolved” clauses of resolutions can stand alone, and if not, consider combining two or more into one “Resolved” clause. The problem to avoid here is leaving two resolved clauses that may be separated during debate, which would then be nonsensical standing alone.
- Check to see that the resolved statements do not reiterate or contradict previous positions taken by the body, unless it is clear that the intent of the resolution is to reverse previously adopted senate positions. This is to avoid confusion over whether or not existing positions have been reversed.
- Consult with contacts to edit for clarity, readability, and understanding.
- Confer with contacts (as makers of the motion) when conflicts or duplicate resolutions or amendments exist.
- Contact Format for Thursday and Friday resolutions and amendments:
 - Jane Doe, Sunnyland College
- Verify that actions requested or directed in resolutions are within the purview of the Academic Senate.
- Assign possible category for new resolutions (see attached)
- Check for proper names and acronyms (see attached)
 - Ensure that names of organizations/entities are correctly identified and spelled out completely in first use

Resolutions Categories

1. Academic Senate
2. Accreditation
3. Diversity and Equity
4. Articulation and Transfer
5. Budget and Finance
6. State and Legislative Issues
7. Consultation with the Chancellor's Office
8. Counseling
9. Curriculum
10. Disciplines List
11. Technology
12. Faculty Development
13. General Concerns
14. Grading
15. Intersegmental Issues
16. Library and Learning Resources
17. Local Senates
18. Matriculation
19. Professional Standards
20. Students
21. Career Technical Education
22. Financial Aid

Proper Nouns

Academic Senate for California Community Colleges (ASCCC)
California Community Colleges Chancellor's Office (CCCCO)
Faculty Association of California Community Colleges (FACCC)
California Community Colleges (system)
California community colleges (generally)
California Community Colleges Board of Governors
Academic Senate of the California State University (Academic Senate CSU)
Student Centered Funding Formula



Executive Committee Agenda Item

SUBJECT: A ² Mend Conference Report-Out		Month: April	Year: 2019
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive a report of the A2Mend 12th Annual African American Male Summit.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND: The Equity Diversity & Action Committee will share a report of the [2019 A²MEND 12th Annual African American Male Summit](#). General information about the conference will also be shared.

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



Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: April	Year: 2019
		Item No: V. G.	
		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 Stankas	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.



Academic Senate for California Community Colleges

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Curriculum Committee

January 23, 2019

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/969895860>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 969 895 860

MINUTES

Members Present: Ginni May (Chair), Nili Kirschner, Eric Wada, ~~Jamar London~~, Aimee Tran, Karen Daar (CIO), Donna Necke, Carrie Roberson (2nd), Stephanie Curry

Members Absent:

Guests: none

1. Select note taker – Ginni
2. Approval of Agenda – done
3. Approval of minutes – done by email
4. Announcements –
5. Curriculum Regionals: March 15/16, 2019
 - Friday – Nili, Aimee, Eric, Donna, Stephanie (South only), Karen (maybe), Carrie
 - Saturday – Nili, Aimee, Eric, Donna, Karen (South only),
 - a. Draft Program – Title 5 draft regulations, EFLs and MIS Recoding, Noncredit Curriculum, Different types of support courses and options, TOP codes that meet QR and English Comp that not math and English, Hot Topics (updates from CO, 5C, anything else)
 - b. Location – TBA – Tonya is working on it.
6. [Spring Plenary Session 2019](#) – April 11-13, Westin San Francisco Airport
 - a. Resolutions – EFLs (Ginni will draft); Evaluate and update curricular innovations in regard to AB 705 to continue to optimize student success work with CO to resource funding to do so (Eric will write first draft)

- b. Breakout Topics – EFLs/MIS Recoding; New Title 5 Regulations for AB 705 Implementation;
Attending – Carrie, Stephanie, Nili (if needed),
7. [Curriculum Institute 2019](#) – July 10-13, Hyatt San Francisco Airport
 - a. Program Planning – Check List – Preliminary Program due March 22
 - b. Theme – Decoding your Curriculum (mystery, sleuth, escape room), Curriculum Mindfulness, the Mystery of the Lost COR,
 - c. Structure – Make pre-session more interactive, training session on new MIS Coding, Strands: CIO, Curriculum Specialists, Ed Code/Title 5, Curriculum Chairs, Guided Pathways, Student Services, Equity, Noncredit—there will be overlaps; escape room session, interactive finding clues, teams finding codes and putting things together, games, TOP Code and MIS Bingo, team building, Acronym Bingo, session on Codes and Acronyms, bring in some technology so folks can use their mobile devices, take a picture of yourself with a thing you found,
8. Status of Previous Action Items – postponed for next meeting
9. Upcoming Events (<http://asccc.org/calendar/list/events>)
 - SLO Symposium – January 25, 2019, Santa Ana College
 - Curriculum Institute – July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
10. Future Meetings – Spring 2019
 - February 13, 4:00-5:00 pm - ConferZoom
 - February 27, 4:00-5:00 pm - ConferZoom
 - March 9, 10:00 am-3:00 pm – LA Valley College
 - March 13, 4:00-5:00 pm - ConferZoom
 - March 27, 4:00-5:00 pm - ConferZoom
 - April 24, 4:00-5:00 pm - ConferZoom
 - May 22, 4:00-5:00 pm - ConferZoom
 - June 26, 4:00-5:00 pm - ConferZoom
 - Additional meetings may be called as needed
11. Future Agenda Items: the usual
12. Adjourn – 5:09

Resources and Reminders:

1. Travel Reimbursement – asccc.org → resources → forms → Expense Reimbursement
<https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf>
2. Curriculum Institute
 - a. July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
 - b. Travel – Ginni will announce when to make travel requests and arrangements
 - c. Dinner Wednesday night

Status of Previous Action Items

A. **In Progress** (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

ASCCC Resolutions

- F17 7.05 [Student Accountability Model Codes - CB09 Revision](#)
A task force may be needed to address this resolution. Specific knowledge of how CB codes are used is needed to address these requirements and the 2018-19 curriculum committee may not have this level of expertise. *Inquiry sent to CTE LC Chair and ASCCC Officers.*
- S16 9.12 [Prioritize Data Integrity](#)
The CO is undertaking a review of MIS and data tracking mechanisms. 2017 - 18: The ASCCC will explore how to participate in the discussion through possible appointments to groups. *Groups are being pulled together during September 2018 to address CB21 Coding. In progress...*
- *AB 705 Data Revision Work Group: With the implementation of AB705, MIS needs to be revised to reflect the transition from a model with a sequence of pre-collegiate courses to a model where most students will be placed into transfer-level courses with appropriate supports.*
 - *TOP Codes Work Group of 5C: Establish procedures for creation of new TOP Codes, how they are created and who would approve them; how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual.*
- F10 9.01 [Developing a Reference Document for Curriculum](#)
2017 - 18: Curriculum Website can be updated using the modules in the PDC. In addition, the module will be reviewed by Curriculum Committee members to ensure it is in line with the streamlining curriculum changes. The Curriculum Committee members are reviewing the ASCCC Curriculum website and the Curriculum 101 PDC Modules. The hope is to have both updated to reflect the current PCAH and Title 5 regulations by the 2018 Curriculum Institute. *ASCCC Website is being updated by the last three ASCCC Curriculum Chairs.*
- F18 1.04 [Preventing Duplication of Programs by California Online Community College](#)
Recommend that ASCCC Curriculum Committee and 5C serve as the COCCCC until there are sufficient faculty, administrators, staff, students in place to serve
- F18 5.01 [Metrics and Coding Cleanup](#)
March *Rostrum* article advising colleges on codes that are reported to the state for funding – Wada, May, Kirschner
- F18 9.01 [Degree and Certificate Awards in Response to the New Funding Formula](#)
March *Rostrum* article possible and Curriculum Institute breakouts.
- F18 9.02 [Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes](#) (with Noncredit Committee)

5C is drafting Title 5 language. ASCCC Curriculum Committee will provide input as needed. Some coverage of this topic at the Curriculum Institute.

F18 9.04 [Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 \(Irwin, 2017\)](#)

Breakout at curriculum institute on timelines. Some 5C work on catalog rights.

F18 15.02 [Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018 \(with Basic Skills Committee\)](#)

Forwarding this to CSU-GE and IGETC committees.



Academic Senate for California Community Colleges

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Curriculum Committee

February 13, 2019

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/205087916>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 205 087 916

MINUTES

Members Present: Ginni May (Chair), Nili Kirschner, Eric Wada, Karen Daar (CIO), Carrie Roberson (2nd), Stephanie Curry

Members Absent: Jamar London, Aimee Tran, Donna Necke

Guests: David Garcia, Kevin Lovelace, Leandra Martin

1. Select note taker – Nili
2. Approval of Agenda – approved
3. Approval of minutes – done by email
4. Announcements – none
5. Curriculum Regional Meetings: Spring 2019

Discussed program, representation from CCCCO at north and south meetings. Committee members will collaborate on the Big Picture presentation.

6. Upcoming Events (<http://asccc.org/calendar/list/events>)
 - AB 705 Data Revision Project Recoding Regional Meetings
 - March 5 – Skyline College
 - March 7 – TBA
 - March 13 – Mira Costa College
 - March 18 – College of the Canyons
 - March 21 – TBA

- [Spring Plenary Session 2019](#) – April 11-13, Westin San Francisco Airport
 - Curriculum Institute – July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
7. Future Meetings – Spring 2019
 February 27, 4:00-5:00 pm - ConferZoom
 March 9, 10:00 am-3:00 pm – LA Valley College
 March 13, 4:00-5:00 pm - ConferZoom
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 April 24, 4:00-5:00 pm - ConferZoom
 May 22, 4:00-5:00 pm - ConferZoom
 June 26, 4:00-5:00 pm - ConferZoom
8. Future Agenda Items:
- a. [Curriculum Institute 2019](#) – July 10-13, Hyatt San Francisco Airport (**Preliminary Program Outline due March 22, 2019**)
 - i. Program Planning – Check List
 - ii. Theme
 - iii. Topics/Strands
9. Adjourn –

Resources and Reminders:

1. Travel Reimbursement – asccc.org → resources → forms → Expense Reimbursement
<https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf>
2. Curriculum Institute
 - a. July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
 - b. Travel – Ginni will announce when to make travel requests and arrangements
 - c. Dinner Wednesday night

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

ASCCC Resolutions

- F17 7.05 [Student Accountability Model Codes - CB09 Revision](#)
 A task force may be needed to address this resolution. Specific knowledge of how CB codes are used is needed to address these requirements and the 2018-19 curriculum committee may not have this level of expertise. **Inquiry sent to CTE LC Chair and ASCCC Officers.**
- S16 9.12 [Prioritize Data Integrity](#)

The CO is undertaking a review of MIS and data tracking mechanisms. 2017 - 18: The ASCCC will explore how to participate in the discussion through possible appointments to groups. **Groups are being pulled together during September 2018 to address CB21 Coding. In progress...**

- *AB 705 Data Revision Work Group: With the implementation of AB705, MIS needs to be revised to reflect the transition from a model with a sequence of pre-collegiate courses to a model where most students will be placed into transfer-level courses with appropriate supports.*
- *TOP Codes Work Group of 5C: Establish procedures for creation of new TOP Codes, how they are created and who would approve them; how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual.*

F10 9.01 [Developing a Reference Document for Curriculum](#)

2017 - 18: Curriculum Website can be updated using the modules in the PDC. In addition, the module will be reviewed by Curriculum Committee members to ensure it is in line with the streamlining curriculum changes. The Curriculum Committee members are reviewing the ASCCC Curriculum website and the Curriculum 101 PDC Modules. The hope is to have both updated to reflect the current PCAH and Title 5 regulations by the 2018 Curriculum Institute. **ASCCC Website is being updated by the last three ASCCC Curriculum Chairs, 2018-19 ASCCC Vice President is taking the lead.**

F18 1.04 [Preventing Duplication of Programs by California Online Community College](#)

Recommend that ASCCC Curriculum Committee and 5C serve as the COCCCC until there are sufficient faculty, administrators, staff, students in place to serve

F18 5.01 [Metrics and Coding Cleanup](#)

~~March~~ *Rostrum* article advising colleges on codes that are reported to the state for funding – Wada, May, Kirschner – **Regional meetings to vet new rubrics taking place in March, ASCCC Resolution to approve rubrics at spring plenary session in April, trainings taking place at Curriculum Institute, March Rostrum is too soon.**

F18 9.01 [Degree and Certificate Awards in Response to the New Funding Formula](#)

~~March~~ *Rostrum* article possible and Curriculum Institute breakouts.

F18 9.02 [Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes](#) (with Noncredit Committee)

5C is drafting Title 5 language. ASCCC Curriculum Committee will provide input as needed. Some coverage of this topic at the Curriculum Institute.

F18 9.04 [Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 \(Irwin, 2017\)](#)

Breakout at curriculum institute on timelines. Some 5C work on catalog rights. **Completed**

F18 15.02 [Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018](#) (with Basic Skills Committee)

Forwarding this to CSU-GE and IGETC committees. **Completed – see memo from CSU Jason Sexton.**

Papers/Rostrums

B. Completed (include a list of those items that have been completed as a way to build the end of year report).



Academic Senate for California Community Colleges

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Curriculum Committee

February 27, 2019

4:00 pm – 5:00 pm

ConferZoom

PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/113145204>

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 669 900 6833 (US Toll)

Meeting ID: 113 145 204

MINUTES

Members Present: Ginni May (Chair), Nili Kirschner, Eric Wada, Aimee Tran, Donna Necke, Carrie Roberson (2nd)

Members Absent: Stephanie Curry, Jamar London, Karen Daar (CIO)

Guests:

1. Select note taker – Aimee
2. Approval of Agenda – approved
3. Approval of minutes – done by email
4. Announcements – Title 5 changes
5. Curriculum Regional Meetings: Spring 2019
 - a. Logistics
 - i. March 15 – Mission College
Carrie, Nili, Eric
9 am – 3 pm
 - ii. March 16 – Irvine Valley College
Aimee, Donna, Stephanie, Karen
9 am – 3 pm
 - b. Program – resending email
Current issues per May-
 - auto awarding of degrees and certificates, Guided Pathways effect on curriculum, equity embedded, big picture view: certificates and degrees created to earn multiple awards – should be in student’s best interest.

- see #7 below- consider going to one of the meetings, many happening. CB25 not needed, revise rubric CB21, need to incorporate ESL. Levels indicate where students are when they finish, goal is transfer level. CB 25, 26, 27 will identify course level information: transfer to CSU, UC, both. Student success metric prompting necessary changes.
 - after break, mirroring of credit and noncredit courses heightened interest in response to AB 705 implementation, check email from for details, noncredit curriculum approval
- c. Presentations – many CO staff will be in attendance
6. Curriculum Committee Meeting: March 9 at LA Valley College, 9:30 am – 2:30 pm
- a. Curriculum Institute Planning – shell, strands, themes, breakout titles drafts and presenters, bring a list!
 - b. Draft Title 5 language from 5C
 - c. Review assigned resolutions
 - d. Discuss the possibility of 3rd in-person meeting
 - e. Finalize ppt for Curriculum Regionals
7. Upcoming Events (<http://asccc.org/calendar/list/events>)
- AB 705 Data Revision Project Recoding Regional Meetings
 - March 5 – Skyline College
 - March 7 – Los Rios Community College District
 - March 13 – Mira Costa College
 - March 18 – College of the Canyons
 - March 21 – Mt. San Antonio College
 - [Area Meetings](#) – March 22: Area A – San Joaquin Delta College, Area B – Monterey Peninsula College; March 23 – Area C – Citrus College, Area D – Norco College
 - [Spring Plenary Session 2019](#) – April 11-13 Westin San Francisco Airport
 - [Career and Noncredit Institute 2019](#) – April 25-27 DoubleTree San Diego Mission Valley
 - [Faculty Leadership Institute 2019](#) – June 13-15 Sheraton Grand Sacramento Hotel
 - [Curriculum Institute 2019](#) – July 10-13 Hyatt San Francisco Airport – **Mark your calendars!!!**
8. Future Meetings – Spring 2019
- March 9, 10:00 am-3:00 pm – LA Valley College
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- March 27, 4:00-5:00 pm - ConferZoom
- April 24, 4:00-5:00 pm - ConferZoom
- May 22, 4:00-5:00 pm - ConferZoom
- June 26, 4:00-5:00 pm - ConferZoom
9. Adjourn –

Resources and Reminders:

1. Travel Reimbursement – asccc.org → resources → forms → Expense Reimbursement

<https://asccc.org/sites/default/files/ASCCC%20Reimbursement%20TEST5%20km-ah.pdf>

2. Curriculum Institute
 - a. July 10-13, 2019, Hyatt San Francisco Airport – **Mark your calendars!!!**
 - b. Travel – Ginni will announce when to make travel requests and arrangements
 - c. Dinner Wednesday night

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

ASCCC Resolutions

- F17 7.05 [Student Accountability Model Codes - CB09 Revision](#)
A task force may be needed to address this resolution. Specific knowledge of how CB codes are used is needed to address these requirements and the 2018-19 curriculum committee may not have this level of expertise. **Inquiry sent to CTE LC Chair and ASCCC Officers.**
- S16 9.12 [Prioritize Data Integrity](#)
The CO is undertaking a review of MIS and data tracking mechanisms. 2017 - 18: The ASCCC will explore how to participate in the discussion through possible appointments to groups. **Groups are being pulled together during September 2018 to address CB21 Coding. In progress...**
- *AB 705 Data Revision Work Group: With the implementation of AB705, MIS needs to be revised to reflect the transition from a model with a sequence of pre-collegiate courses to a model where most students will be placed into transfer-level courses with appropriate supports.*
 - *TOP Codes Work Group of 5C: Establish procedures for creation of new TOP Codes, how they are created and who would approve them; how to identify CIP code for TOP-CIP crosswalk, and how to communicate new TOP and CIP codes to the field between updates to the manual.*
 - **AB 705 Data Revision Project Recoding Regional Meetings taking place in March**
 - **Recoding Training at Curriculum Institute**
- F10 9.01 [Developing a Reference Document for Curriculum](#)
2017 - 18: Curriculum Website can be updated using the modules in the PDC. In addition, the module will be reviewed by Curriculum Committee members to ensure it is in line with the streamlining curriculum changes. The Curriculum Committee members are reviewing the ASCCC Curriculum website and the Curriculum 101 PDC Modules. The hope is to have both updated to reflect the current PCAH and Title 5 regulations by the 2018 Curriculum Institute. **ASCCC Website is being updated by the last three ASCCC Curriculum Chairs, 2018-19 ASCCC Vice President is taking the lead.**
- F18 1.04 [Preventing Duplication of Programs by California Online Community College](#)

Recommend that ASCCC Curriculum Committee and 5C serve as the COCCCC until there are sufficient faculty, administrators, staff, students in place to serve

F18 5.01 Metrics and Coding Cleanup

~~March~~ *Rostrum* article advising colleges on codes that are reported to the state for funding – Wada, May, Kirschner – [Regional meetings to vet new rubrics taking place in March, ASCCC Resolution to approve rubrics at spring plenary session in April, trainings taking place at Curriculum Institute, March Rostrum is too soon.](#)

F18 9.01 Degree and Certificate Awards in Response to the New Funding Formula

~~March~~ *Rostrum* article possible and Curriculum Institute breakouts.

F18 9.02 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes (with Noncredit Committee)

5C is drafting Title 5 language. ASCCC Curriculum Committee will provide input as needed. Some coverage of this topic at the Curriculum Institute. [Draft language is being considered by 5C during February and March meetings.](#)

Papers/Rostrums

B. Completed (include a list of those items that have been completed as a way to build the end of year report).

Fall Curriculum Regional Meetings – November 16/17

F18 9.04 Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017)

Breakout at curriculum institute on timelines. Some 5C work on catalog rights.
COMPLETED

F18 15.02 Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018 (with Basic Skills Committee)

Forwarding this to CSU-GE and IGETC committees. COMPLETED – [see memo from CSU Jason Sexton.](#)

S18 17.03 Reduce Course Enrollment Maximums as Needed to Satisfy New State Directives

[Covered at South Curriculum Regional Fall 2018. Continued discussions may occur at the 2019 Curriculum Institute.](#) COMPLETED

F17 17.03 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines

[Article was written. Inquiry sent to Stanskas and Rutan.](#) COMPLETED

F17 9.04 Inclusion of Information Competency in College Institutional Learning Outcomes

[This will be addressed in the SLO paper 9.06 S16 that has been reassigned to Educational Policies.](#) REMOVE FROM CURRICULUM COMMITTEE LIST

S16 9.10 Review and Reform of Curriculum and Instruction Regulations

Title 5 changes are being handled at 5C. 2017 - 18: The Committee chair will provide an update on the progress of this resolution to inform the field. 5C proposed revisions to regulations on credit certificates and cooperative work experience and those were approved by the BoG by July 2018. **In progress and ongoing...**COMPLETED

F15 9.12 [Support Local Development of Curricular Pathways](#)

2017 - 18: Regional workshops will address variety of curricular pathways for local curriculum committees. Possible follow up via Rostrum article. Presentations at the 2018 Curriculum Regionals and the 2018 Curriculum Institute took place. **With the Academic Academy in September 2018 and the work of the GP Task Force this resolution has been completed.** COMPLETED



Academic Senate for California Community Colleges

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ASCCC Educational Policies Committee
Minutes
March 9, 2019
Los Angeles Pierce College

Chair Bruzzese convened the meeting at 10:05 am.

Meeting attendees.

- Anna Bruzzese (chair)
 - Sociology, LA Pierce College (Academic Senate President)
 - (818) 710-4280
 - bruzzeaa@piercecollege.edu
- Greg Burchett
 - Biological Sciences, Riverside City College (Curriculum Committee Chair)
 - (951) 222-8535
 - greg.burchett@rcc.edu
- Julie Clark
 - Mathematics, Merced College (Academic Senate President)
 - (209) 384-6331
 - clark.j@mccd.edu
- Christy Karau-Magnani
 - Management, Sierra College
 - (916) 660-7814
 - ckarau@sierracollege.edu
- Craig Rutan
 - Physics, Santiago Canyon College (ASCCC Secretary)
 - (714) 628-4954
 - rutan_craig@sccollege.edu

Discussion Items:

- Update about/further plans related to addressing Resolution S17 9.1¹ (Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes)
- Scheduling of future meetings
 - Next committee meeting will be on April 15, 2019 via Zoom

¹ <https://www.asccc.org/resolutions/develop-resources-guidance-relevant-student-centered-funding-formula>

- Announcements
 - Area Meetings²
 - March 22
 - Area A (San Joaquin Delta College)
 - Area B (Monterey Peninsula College)
 - March 23
 - Area C (Citrus College)
 - Area D (Norco College)
 - Spring Plenary (April 11-13 – Millbrae)³

Updates on Resolution S17 9.1⁴

- Charge - SLO Terminology Glossary⁵ revision
 - A charge of this committee was to update the SLO Terminology Glossary.
 - The committee worked on this document through Fall 2018, submitted a proposed update to the State Academic Senate, and the update was approved (with minor changes) in January 2019.
 - Educational Policies Committee charge completed.
- Charge – create a paper on effective practices for SLO Assessment
 - Previously, there was a resolution (F10 9.06⁶) to adopt the Guiding Principles for SLO Assessment Paper⁷
 - Discussion on whether to (a) revise this document, or (b) create a new document ensued. Would faculty surveys be needed in researching either option?
 - The committee agreed that that the guiding principles contained in this paper are still very relevant, so there is no need to update it but there may be a need to make the field aware that the paper exists.
 - F10 9.06 called for specific recommendations, and the Guiding Principles paper offers generalized recommendations.
 - Guiding Principle #3 states “*Student learning outcomes and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, and college curriculum, planning, and budgeting processes*”. This is found on page 12 of the document.

² <https://www.asccc.org/calendar/list/events>

³ <https://www.asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session>

⁴ <https://asccc.org/resolutions/update-existing-slo-terminology-glossary-and-creation-paper-student-learning-outcomes-0#ftn1>

⁵ [Final SLO Glossary \(January 2019\).pdf](#)

⁶ <https://www.asccc.org/resolutions/adopt-guiding-principles-slo-assessment-paper>

⁷ https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf

- Discussion on this committee creating papers on:
 - Specific Professional Development
 - Incorporating equity components to assessment efforts.
 - Academic freedom versus assessment efforts.
- Committee decided to propose an outline. Prior to submitting it to the Executive Committee for approval, Anna will contact John Stankas to see if he agrees with the direction suggested by the committee. If approved, the outline would be formally considered in Fall 2019 and used as the basis for authoring a paper. Overarching discussion centered on focused implementation.
 - Title "Sustainable Institutional Assessment"
 - Overview of SLO assessment across California CC's to date.
 - The "Culture of Assessment"
 - Professional Development for faculty, staff, and administration
 - Academic Freedom and Assessment concerns (i.e. common finals)
 - Comparable data collection and analysis
 - Resource allocation relating to assessment
 - Summary – assessing the assessment and persistent unresolved issues.
- 2019 Student Learning Outcome Symposium⁸ breakout findings:
 - Christy and Anna talked about their presentation at the SLO symposium.
 - Christy presented to the committee detailed notes on the discussions at the SLO symposium.
 - Topics discussed:
 - It was a packed house – attendance was higher than expected.
 - An overarching theme or concern from attendees – Professional Development.
 - There is general agreement that until colleges devote resources for faculty professional development opportunities, faculty will in large part be unaware of the ultimate significance of assessment.
 - Valencia College was noted for their exceptional work with competencies.

⁸ <https://www.asccc.org/events/2019-01-25-160000-2019-01-26-010000/2019-student-learning-outcomes-slo-symposium>

- If the Academic Senate formally recommends competencies, then colleges may formally adopt competency training.
- Shared definitions
 - One concern raised is in the development of a common “language” of definitions due to a multitude of differing discussions and terminology.
- One college requires an 8-week course for all new faculty hires in assessment as part of their employment.
- Possibility of researching what colleges have made significant gains in professional development, and share their efforts – versus “re-inventing the wheel” statewide.
- Accreditation Standard 2A9
 - This standard specifically states that units are granted to students based on SLOs achieved.
 - General consensus that colleges don’t achieve this goal.
- Perhaps include in future publications:
 - Skills/competencies
 - Professional development experience
 - Design of professional development courses
 - “What are you “teaching” faculty?”
 - How is it working?
- Perhaps there is a need to “formalize” recommendations.
 - Assessment as key component in planning process.
 - Assessment as key component in addressing equity.
 - The disaggregation of data in defined assessment.
 - Incorporation of equity components in SLOs and assess accordingly.
- Concerns over adequate assessment of DE delivery.
 - Should more rigid assessment of DE delivery be incorporated, or is this an exercise in futility?
 - Discussion regarding the differentiation between course/program assessments vs. evaluation of faculty specifically.
 - General sentiment is that currently there seems to be a “check-box” level of assessment, rather than the ability to have meaningful assessment, if faculty in general don’t understand what assessment is, and how it should be integrated.
- Rostrum article

- In Fall 2018, the committee decided to write an article for the Rostrum.
- Christy drafted an article entitled "*The 4th Pillar: Guiding Questions to Focus and Define Faculty Involvement*"⁹ and submitted to the state.
- The article has been accepted and is in final editing prior to publication.
- Planning for the Spring Plenary breakout
 - Julie, Anna and Greg will co-present. They will connect via Zoom on April 5 at 9 am to plan their presentation. The slides will also be circulated to all committee members for their feedback.

Meeting adjourned at 1:15 pm.

Respectfully submitted,

Greg Burchett

⁹ [4th Pillar GP article FINAL.pdf](#)



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FACULTY DEVELOPMENT COMMITTEE

Tuesday, January 22, 2019

8:00-9:30 AM

ZOOM Meeting

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 | Julie Bruno – Guest |
- III. Approval of 12/5/18 Meeting Minutes (attachment) – *approved by consensus with no corrections*
- IV. Review Work Plan and Assignments and Status of Previous Action Items
<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>
Much progress: Completing Survey, working on Regionals and Diversity Summit break-outs, starting the Women's Circle. Cruz, Parker and Eikey are attending the second Umoji Conference in the Spring—first session in fall was very productive.
- Update on Status of Committee Priorities for 18-19
<https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368>
- *Next will work on recommendations from survey results*
 - *Resolution 12.01—compiling information from survey to guide the progress and evolution for this resolution. Will work with EDAC to complete recommendations as needed.*
 - *Resolution 12.01 on working with IEPI, which has changed/re-organized a bit, so awaiting new information and follow-up.*
- a. Rostrum articles discussion and update
1. 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.
Thank you, Carolyn Holcroft, for your work to lead the completion of our first rostrum article submission.
More information for next rostrum article at February meeting from Cruz.

b. Faculty Hiring Criteria Survey update

- *The ASCCC office has sent the survey out to the field last week. The survey closes February 15th. Results hopefully by the February meeting.*

c. Womyn's Leadership Circle (attachment) –

Cruz conducted some additional research on this in December. The committee communicated about the two ideas below related to the leadership circle via email in early January. Julie Bruno will also be helping with this work. The Womyn's Leadership Circle will kick-off with an event in conjunction with our ASCCC Faculty Leadership Institute in June of 2019. This event was discussed in ASCCC Executive Committee in their January meeting. The Committee discussed if this would be a long-term effort that is sustained. The Committee is in support of a sustained effort. The Committee discussed possible formation of a caucus at Spring Plenary and the possibility of surveying the field to determine interest and inform structure. The committee discussed incorporating a session into the Faculty Leadership Institute in June. Perhaps it is time for ASCCC to review the role and purposes of caucuses in general and specifically to include professional development opportunities for caucuses and informed by caucuses.

Next steps to take:

- 1. Form a Womyn's Caucus where vision and goals can be developed.*
- 2. Submit an agenda item for examining caucuses and allow for them to create specific PD opportunities.*
- 3. Provide breakout session at Spring Plenary with follow up at the Friday Caucus time.*
- 4. Survey field after Plenary*
- 5. Use breakout session, survey, and formation of caucus to inform the breakout session at Leadership Institute.*

1. Design the Womyn's Leadership Circle (WLC's Vision, Mission, Goals and Actions) with the Faculty Development Committee with a few colleagues and partners like Julie Bruno, Dr. Mary Wardell, Jackie Reza and a member of the Latina Leadership Network of CA Community Colleges Incecc.org, others; and organize a kick-off event in June at the Faculty Leadership Institute. The kick-off would be a professional development session (2-3 hrs) and a networking event. The planning may require an in-person meeting.

OR

2. Organize an event to create the Womyn's Leadership Circle at the Faculty Leadership Institute in June. Participants will be involved in developing the Vision, Mission, Goals and Actions (3-4 hour session). Our Committee will organize the session with the support of our ASCCC staff.

V. Faculty Diversification

The ASCCC website has Resource page for the Regionals and CCC/IEPI Building Diversity Summit.

a) Update on Regionals – Program for each college (attachment)

The registration is open and a message will be sent to the Areas to help with increasing awareness about the regionals. The goal is to increase the number of participants for the Regionals or there could be modification of the program.

b) CCC/IEPI Building Diversity Summit update

The presentations are getting finalized.

c) FACCC Conference, March 3-4

Mayra Cruz will be part of a Faculty Diversification Panel.

d) RP Conference, April 3-4

FDC Chair submitted a proposal to the RP Conference – related to transforming college culture with new hires. Unfortunately, the proposal was not accepted.

VI. 2019 Spring Plenary

a) Resolutions

Plenary is April 11-13th. If there are resolutions that the committee would like to bring forward. There is a deadline February 22nd. Feel free to bring forward any ideas for resolutions. Our next meeting is Feb 20th, so there would be time to discuss possible resolution before deadline.

b) Topics submitted for possible breakout sessions for Plenary:

- 1. Why Aren't we Closing the Equity Gap?: Moving beyond diversity celebration to anti-racism healing*
- 2. Engaging Faculty in Collaborative and Transformative Teaching and Learning Practice through Equity-based Scholarship on Teaching and Learning (SoTL)*
- 3. Implicit Bias in the hiring process*
- 4. Faculty Hiring: Establishing New Criteria from an Equity & Inclusion Lens (highlight survey results)*
- 6. Womyn's Leadership in CA Community Colleges*
- 7. Professional Development Re-imaged*
- 8. From Diversity to Inclusion: Deepening our practices*
- 9. Meeting students basic needs: housing, food, mental health and early childhood education/child care*
- 10. CET and Stackable Degrees*
- 11. 50 years of Faculty Leadership & Transformation*

VII. Announcements

a) Upcoming Committee Meetings

Feb 20 9-10:30am

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 20 9-10:30am
- b. March 27 9-10:30am (Tentative; discuss) – *This date falls during spring break for a couple of the members. Tentative alternates – morning of March 18 or 20th.*

IX. Adjournment

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, Rostrums, etc.)

- Rostrum article #2
- Faculty Diversification Hiring Regionals planning
- CCC/IEPI Building Diversity Summit sessions
- 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
- Rostrum Article #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
- Hiring Priority Criteria Survey

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>

hiring faculty (77%). Majority have written set of criteria for establishing priorities (62%). There is about 24% who don't know. For the indicators, the main criteria for establishing hiring priorities was enrollment trends and budgeting-funding formula; the lowest responses were student achievement, consideration of student demographics and diversity, and technology. In terms of who is responsible for updating the criteria, the majority indicated that administrators are responsible. The majority of respondents (69%) indicated that the colleges do not measure the relationship between hiring practices and student success and equity. Another finding is the number of respondents who do not know how the criteria are updated. The survey will be a basis for a breakout session for Plenary. This breakout session will be with Mark LeForestier.

c. Womyn's Leadership Action Plan (attachment)

From a feminist perspective, the orthographic symbols refer to gender inclusiveness "people of all gender identities". It is also considered a more progressive term that sheds light to the discrimination, bias, and institutional barriers women have faced. Why and when is right to use "x" or "y"?

The Executive Committee would like the FDC to review the literature and discuss the proposed change in the spelling of Women at the February committee meeting and report back.

1. Hauser Deborah. Woman, Womyn, Wom: A word of one's own (attachment)
2. Feminist Philosophy of Language (1.7 Maleness of Language)

<https://plato.stanford.edu/entries/feminism-language/#MaleLang>

The Action Plan was discussed. There will be a breakout session at Plenary (a panel format). There will be a survey conducted after Plenary. There will be a session planned at the Faculty Leadership Institute. The plan is to incorporate Womyn's Leadership into existing work. The Executive Committee will discuss next year the recommendation to examine the caucus structure and ability to professional development.

The committee also discussed the spelling of "womyn." The committee discussed the definition and need to define it. The goal is strengthen leadership for women. The "x" is confusing, not sure if this spelling would be well understood and could distract from the purpose of the work. There are differing opinions on the use of "y" vs "e." The committee agrees to use the "y" and foster the conversation about this work with this spelling.

V. Faculty Diversification

a) Update on Faculty Diversity Regionals Update—*There are many activities for this work. The Bakersfield has increased numbers to 57. The contingency plan will be used. The sessions will be general sessions and run back to back (shorter each). The Norco College will be video-taped with the support of the Chancellor's Office. They will create 1-1.5 min videos related to recruitment/hiring. There will be interviews of the presenters conducted – why is it important to hire diverse faculty in the CCC. There are 10 questions for the interviews as related to the components of the hiring process.*

b) CCC/IEPI Building Diversity Summit Reflections

Holcroft noted the importance of having the Chancellor as a speaker at the summit and of having so many people in one room, which was powerful.

Bean noted the value of having teams from colleges engage in action planning for commitment to local work.

c) FACCC Conference, March 3-4 Cruz said that she will be giving a break-out at this next FACCC conference.

d) CCC Faculty Diversification Taskforce—Cruz was appointed to be on the taskforce with

John Stanskas.

e) 2019 Spring Plenary general session and breakout—Deputy Chancellor **Gonzalez** will be speaking and holding breakouts at plenary.

VI. 2019 Spring Plenary

- a) Approved Program—a major focus is on the 50th Celebration with some fun receptions happening. All committee members encouraged to attend—ask your senate to support your travel request, especially since you are doing committee work. Past ASCCC presidents have been invited. Many great breakouts on hot topics in CCCs and throughout the state. Also, elections and candidates’ forums for leadership positions will be happening.
- b) Resolutions due to Resolutions Chair on February 22nd—communicate with Cruz, if you have any resolutions to submit; no more than four *whereas* and four *resolves*.

VII. Announcements

- a) Upcoming Committee Meetings
March 18th 8:30-10:00am
Faculty Development Committee Meeting ZOOM info will be sent by Cruz. Mayra will send a new Doodle poll for April and May meetings.
- b) Upcoming ASCCC Events—lots of events happening so check the website.
<https://asccc.org/calendar/list/events>
- c) Application for Statewide Service—keep thinking of service to the state.
<http://asccc.org/content/application-statewide-service>

VIII. Committee Meeting Calendar

- a. March 18th 8:30-10:00am meeting confirmed.

IX. Adjournment at 10:11 am

Status of Previous Action Items

A. In Progress (include details about pending items such as resolutions, papers, *Rostrums*, etc.)

- Rostrum article #2—Cruz will be writing and sending to committee for feedback and confirmation.
- Women’s Leadership
- Faculty Diversity Regionals planning—see the ASCCC website for materials and updated agendas.

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
- Rostrum Article #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
- Hiring Priority Criteria Survey
- CCC/IEPI Building Diversity Summit sessions

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>



Academic Senate for California Community Colleges

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Legislative and Advocacy Committee

22 February 2019, 8:30-9:30am

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/262628700>

Or iPhone one-tap (US Toll): +16699006833,262628700# or +16468769923,262628700#

Meeting ID: 262 628 700

Minutes

- I. Call to Order and Adoption of the Agenda – 8:30am
 - a. Members present: Dolores Davison (chair), Jennifer Johnson, Katie Krolkowski, Roy Shahbazian
 - b. Members absent: Cheryl Aschenbach, Juana Mora

- II. Current Legislation
 - a. Leg Report will updated – ability to submit bills goes through this afternoon, so there will likely be a flurry of bills coming in this afternoon
 - b. AB 897 (Medina, 2019) raises part time cap and may be of interest to faculty – Senate has not decided to take a position on this.

- III. Legislative Advocacy Day
 - a. Training day 11 March at 4pm (Residence Inn, 15th and L Streets, Sacramento)
 - i. Jonathan Lightman and Wendy Brill-Wynkoop will conduct the training
 - b. Dinner at Cafeteria 15L (across from the hotel)
 - c. Legislative Advocacy Day
 - i. Teams of 3-4 people – one committee member, two Executive Committee members
 - ii. 5-6 visits per team
 - iii. Packets will be provided for each team to distribute to the legislators/staff, along with talking points for the day
 - iv. Visits are generally 15-20 minutes each, so there will be time in between, and lunch will be nearby

- IV. Pre-Leadership Legislative Day (12 June 2019, Sacramento)
 - a. Legislative Committee members that will be attending may be asked to help plan the event, if interested. Katie and Roy will likely be there as incoming senate presidents so they may be able to help

- V. Plenary Planning – Legislative Update
 - a. Roy and Katie will be there and will participate in the breakout – Roy and Katie can handle the legislation and Dolores will talk about advocacy efforts in Sacramento and in Washington

- a. Support AB30
 - i. Students are currently taking an oppose position
 - ii. CCLC and the CO are supporting
- b. Support SB2/3 and AB130 if amended to include faculty participation

VII. Other topics

- a. Look at expanding work study opportunities for students to help with financial consideration – on-campus jobs are generally more positive in terms of time to work, understanding of student schedules, etc.
- b. Explore opportunities to expand or enhance Early Childhood Education programs in conjunction with any state expansion of preschool

VIII. Adjournment



Academic Senate for California Community Colleges

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Online Education Committee

February 26, 2019

3:00pm to 4:00pm

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/607159706>

MINUTES

In attendance: Anna Bruzzese, Geoffrey Dyer, Cathy Fernandez, Leticia Hector, Michael Heumann,
Absent: Julie Oliver

- I. Welcome
At 3 pm Geoffrey Dyer (chair) welcomed the committee members participating in today's meeting.
- II. Status of Previous Action Items
 - a. [9.03 S18 Effective Practices in Online Communication Courses](#) and [9.04 S18 Effective Practices in Online Lab Science Courses](#)
 - i. Survey Results – The committee discussed survey results. There was low response rate from faculty representing some disciplines. Most science faculty were not in favor of offering online lab science courses. The committee discussed some of the implications of this, considering the competition from for-profit colleges and the new online college.
 - ii. Rostrum Article Due March 4 - Geoffrey sent out the draft of the Rostrum article for committee members to review. The committee discussed the article, and Geoffrey will submit it shortly.
 - iii. Plenary Breakout – Geoffrey, Julie, Anna and Sam Foster are scheduled to present the survey findings at the Plenary. This should conclude our work on these resolutions.
 - b. [9.03 F18: Local Adoption of the CVC-OEI Course Design Rubric](#)
 - i. Plenary Breakout –Julie Oliver, Pamela Bimbi and Anna are scheduled to present on this topic at the Plenary. Geoffrey offered to provide input, as he has been involved in some of the relevant conversations on the state level. The main issues seem to involve lack of resources in regard to creating consistently accessible content, as well as review.
- III. Status of [Distance Education Regulatory Changes](#)
These regulatory changes are expected to be published in March. There is an article about them in the February issue of Rostrum.
- IV. [Improving Online CTE Pathways Grants](#)
As the grant website specifies, the Budget Act of 2018 (SB840) and trailer bill (SB843) appropriate one-time funds of \$35 million to the Online Education Initiative (through Foothill – De Anza Community College District as grantee and fiscal agent) to develop

online programs and courses that do either of the following:

- (a) (1) Lead to short-term, industry-valued certificates or credentials, or programs.
- (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.
- (b) The Online Education Initiative shall develop application criteria and guidelines to administer the program. The criteria and guidelines shall not grant preference to either option specified in subdivision (a).

There is some confusion in the field because this grant is managed by CVC-OEI but it involves the online college. However, CVC-OEI is a separate entity from the online college. Letters of interest are due soon. ASCCC has pushed the announcement out to Listservs.

V. [Spring 2019 Plenary: April 11-13, San Francisco](#)

As discussed earlier, there will be several breakouts related to online education at the upcoming plenary.

VI. Scheduling of Next Meeting

The committee agreed to meet again after the Spring Plenary.

VII. Announcements

a. [Events](#)

The meeting adjourned at 3:45 pm.

Minutes respectfully submitted by Anna Bruzzese.



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Celebrating 50 years

Resolutions Committee

March 6, 2019

8:00am to 9:00am

Zoom:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/727353387>

SUMMARY

1. Pre-session Resolutions Packet

The committee reviewed and gave input on the draft pre-session resolutions packet containing resolutions approved by the Executive Committee to go forward to pre-session area meetings.

2. Area Presentation and Post-Area Meeting responsibilities:

The committee reviewed the information below and practiced suggesting edits and proposing amendments and resolutions in Google Docs. The committee agreed that the chair should send explicit guidance to both the Resolutions Committee, for the pre-session area meetings, and the Executive Committee, for session, on how to use Google Docs, as the application of Google Docs will be different at the pre-session area meetings than during session.

a. Power Point—(Minor edits since last meeting)

b. Resolutions Packet

i. Facilitate discussion on pre-session resolutions packet

ii. Record any suggested edits

1. Use Google Doc to suggest edits

c. Facilitate development and potential forwarding of any area resolutions and amendments

i. Highlight and add to Google Doc

ii. Contact who plans to attend plenary

iii. Contacts from pre-session Area Meeting resolutions/amendments marked thusly:

Pat Person, Happy Valley College, Area E

d. Following the Area Meeting, send recommended edits, questions, and new resolutions/amendments to Geoffrey within 72 hours.

e. Be available to assist with Resolutions Packet after Area Meetings: research past positions; agree on sorting into categories; clearly designated contact; reach out to contact if duplicative resolutions/amendments come from different areas or if significant revision is needed; check for grammar, typos, format, clarity

3. Plenary Workflow

a. Google Doc in parallel with Word exports

The committee agreed to use Google Docs at plenary and to regularly export to Word throughout the day as a back-up.

b. Rotating cast of Executive Committee members throughout days

- c. Strategy for mandatory meetings for contacts
The committee reviewed the guidance from Executive Committee members to keep the sessions brief and effective. Multiple resolutions/amendments addressing the same issue will be assigned to the same Resolutions/Executive Committee member during the mandatory sessions for contacts so that the movers can be consulted to see if proposed resolutions/amendments can be combined. Meetings with contacts will be one-on-one to save time. To meet Friday's 6:00pm deadline, the packet will need to be essentially built (in Word) in advance of the mandatory session, with any final changes made during the mandatory session. The Chair suggested flagging the Friday submissions in yellow in the draft packet in advance of Friday's mandatory meeting for contacts.
- d. Strategy for Friday Area meetings
Given the early deadline for Friday submissions, Area Representatives will need to use time at area meetings to allow delegates to develop amendments. Submissions of amendments and resolutions will still need to be made electronically to resolutions@asccc.org with the required signature page, despite the internal use of Google Docs.

4. Plenary Timeline

- The committee reviewed the tentative timeline for resolutions work at plenary.*
 - a. THURSDAY, April 11
 - 2:00-3:15pm –Dedicated time to evaluate submissions (Craig Rutan and Mayra Cruz to assist)
 - 3:30-4:45pm—Resolutions SOS Breakout (Eric Narveson, Rebecca Eikey, Sam Foster, LaTonya Parker, and Michelle Bean) *Working session.*
 - 4:45pm—Resolutions and Amendments Due**
 - 5:00-5:45pm—Mandatory Session for Contacts (Eric Narveson, Sam Foster, Dolores Davison, Craig Rutan, Carrie Roberson, LaTonya Parker, Silvester Henderson, Michelle Bean) *Need to specialize and work quickly*
 - 6:00-7:30pm—Finalize packet (Resolutions Committee)
 - 8:00pm—Packet Due**
 - b. FRIDAY, April 12
 - 10:30am-12:30pm—Area Meetings
 - 12:30pm—Amendments and Urgent Resolutions Due**
 - 2:15-3:30pm—Evaluate Amendments & Prepare Packet (Rebecca Eikey, Ginni May, Michelle Bean, Cheryl Aschenbach)
 - 3:45-5:00pm—Construct the Packet (Dolores Davison, Craig Rutan, and Sam Foster)
 - 5:00pm-5:45pm—Mandatory Session for Contacts (All who are available. Final edits need to happen during this session)
 - 6:00pm—Resolutions Packet Due**
 - c. SATURDAY
 - i. During Session: Record votes, timekeepers needed, keep track of divided Resolveds, record language of any successful motions to refer, etc.
 - d. Post-Plenary
 - i. ASAP, perfect adopted resolutions, create final packet

5. Questions or Concerns regarding Resolutions Process

The request was made that the guidance to Resolutions Committee members for pre-session Area meetings include instructions on how to format strikethroughs in proposed resolutions in Google Docs.

6. Adjourn

The committee adjourned shortly after 9:00am.

Resolutions Committee Members,

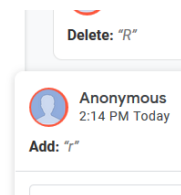
At our last meeting, we agreed to use Google Docs this spring during pre-session area meetings to propose any minor edits to the packet and to capture any new resolutions or amendments originating in the area meetings. We believe that using Google Docs will facilitate visibility of proposed resolutions and amendments between areas, thereby preventing duplication of new resolutions from area meetings and expediting the creation of the resolutions packet.

Please keep the following in mind:

1. Don't share the link to the google doc broadly. The initial content of the Google Doc is the same as the .PDF document that was shared with the field.
2. Please discourage stylistic edits to resolutions. Edits should only be made if they improve the clarity of the resolution's language. Also, please remind attendees that edits are suggestions and may be accepted at the discretion of the Resolutions Committee.
3. To suggest an *edit*, simply backspace/delete content that should be removed and type directly into the google doc content you would like to add.

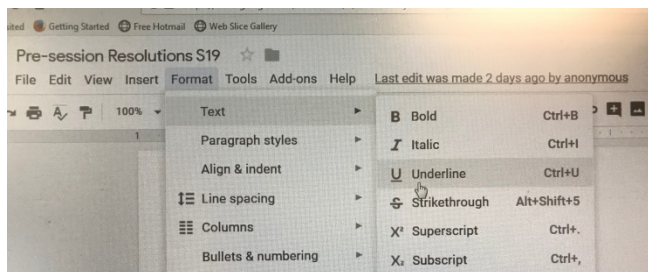
ite for California Community Colleges develop guidelines for
Open Educational Resources (OER) on course outlines of

ite for California Community Colleges encourage local
anisms to encourage faculty to consider OER when developing
at the use of OER on the course outline of record.



Please note that the process for suggesting an edit in Google Docs is different from the process for putting forth an amendment.

4. Substantive edits to whereas and resolved statements are amendments. Please remember the following:
 - a. If an amendment is being proposed, copy and paste the original language below the resolution, and then make the changes with underscores and strikethroughs as necessary.
 - DO NOT backspace to delete when presenting a strikethrough in an *amendment*. In Google Docs, you can find the underline and strikethrough features in the "Format→Text" menu off of the top toolbar. These options will assure that the formatting of the amendment remains part of the text.



- b. An amendment may result in a mismatch with the original title. If the resolution title needs to be changed, include that in the amendment.

c. Make sure amendments don't result in inconsistencies within a resolution. For instance, if an amendment to a resolved statement changes the intent of the resolution, the supporting whereas statements may also need to be amended to support the amended resolved statement. However, a whereas statement may be dependent on another whereas statement for context and is not required to “stand alone” in the way resolved clauses must stand alone.

d. Don't forget to include contacts for each amendment! It should be in the format of Name, College, Area (e.g. Joe Smith, City Regional College, Area A).

5. New resolutions: Please copy and paste new resolutions to the end of the packet. Again, don't forget to include the contact information at the end of each new resolution.

Looking forward to trying this new process with you!

Geoffrey Dyer



Academic Senate for California Community Colleges

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Standards & Practices Committee

1/28/19

4:30 pm – 5:30 pm

SUMMARY

- I. Call to Order and Selection of Note Taker – Cheryl Aschenbach & Erik Reese
Present: Erik Reese, Rebecca Eikey, Michael Berke, Cheryl Aschenbach
- II. Approval of Meeting Summaries –approved by consensus
 - a. November 26, 2018
- III. Hayward Award Reading
The scores are due Feb 11th. Recall, we discussed in August that there were problems with the rubric for the Hayward Award now that the award no longer is given per Area. We decided status quo on the rubric so we could learn ourselves what the exact issue is. Please take notes as you are using the rubric so we can discuss potential changes in the rubric for next year.
The rubric will be discussed at the next meeting of S&P.
- IV. Updates
 - a. [Policy 40.00 Honoring Faculty Leaders](#)
This revised policy was approved by the Executive Committee in January 2019. The update was discussed briefly.
 - b. Revision of Handbook Revision – F16 10.01 *Annual Consideration of the Disciplines List Proposals* – Approved by Executive committee in January 2019.
The Handbook has been revised and will be posted in early February for the next cycle of the Disciplines process.
 - c. Senate Rules – revision to elections process
These were to be discussed a second time in ASCCC Executive Committee meeting in February.
 - d. Exemplary Program Award Update: Theme “Environmental Responsibility.”
In January, the Board of Governors honored the following programs.
Winner: Rio Hondo College – Alternative Fuels Program
Honorable Mentions:
 - a)Riverside City College – Urban Farm
 - b)Santa Barbara City College – Permaculture Garden
 - c)Sierra College – Environmental Studies and Sustainability (ESS)*Update provided on the winners of this award.*

- V. Equivalency Regional Meetings for Spring 2019
 - a. Workshops similar to 2017 Curriculum Streamlining
 - i. Sacramento/NFN Region
 - ii. Bay Area
 - iii. Central Valley
 - iv. LA/OC (may need to split)
 - v. Inland Empire
 - vi. San Diego

No sites have been selected yet. These may be scheduled in March-April. With the intent of having smaller regional meetings of 35-45 people/session.

- b. Desired outcomes:
 - i. to promote and improve the use of Equivalencies in the state – provide teams with effective equivalency practices and to examine their own practices for possible improvements
 - ii. to promote use of [CTE MQ&E Toolkit](#)

The goal is to be hands-one and have teams that include Senate Presidents, MQ&E Charis, HR staff and CTE Deans. The CTE toolkit should be finalized in May

- c. Strong Work Force Recommendation #13 (increase pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices)
 - d. F16 Resolution – [Posting of Equivalency Processes on Website](#)
 - e. Review use of experience – several resolutions on this one
- These items were included as part of the possible planning of the regionals.*

- VI. Spring Plenary General & Breakout Sessions Planning
 - a. Discipline Hearing & Resolution (Homeland Security)
 - b. Breakout Session ideas
 - i. MQ&E and Impact on Diversity
 - ii. CTE MQ&E - Update on Toolkit and work of CTE Taskforce

The committee discussed how some MQ's may be outdated and need revised. Thus, maybe this could be weaved into a Breakout session.

- VII. Frequency of Surveys & Disseminating Information.

Follow Up: The Standards and Practices Committee to bring recommendations in the fall to the Executive Committee about the survey creation process and analysis and dissemination of the results.”

The committee discussed privacy concerns and determining which surveys are approved by Executive Committee. Rebecca will follow up with senior members and ASCCC office to have a better understanding of the process.

- VIII. Status of [*Committee Priorities](#) for 2018-2019

We have one completed item: Discipline Handbook.

- IX. S&P Meeting Dates
 - i. February 25th, 4:30 pm – conflicts with Faculty Hiring Regional

- ii. March 25th, 4:30 pm – conflicts with spring break?
Committee decided to keep this date/time.
- iii. April 22nd, 4:30 pm

X. Adjournment

Committee Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.



Academic Senate for California Community Colleges

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Standards & Practices Committee

2/25/19

4:30 pm – 5:20 pm

JOIN WEBEX MEETING

<https://canyons.webex.com/canyons/j.php?MTID=m07c1df47778cc810182b93362c2cd108>

Meeting number: 923 602 144

Meeting password: ASCCC

Summary

- I. Call to Order and Selection of Note Taker – Rebecca Eikey & Erik Reese
Present: Kim Perigo, Rebecca Eikey, Erik Reese, Jorge Ochoa, Michael Berke
Absent: Cheryl Aschenbach, Adrienne Foster

- II. Approval of Meeting Summary – approved by census
 - a. [January 28, 2019](#)

- III. Status of [*Committee Priorities](#) for 2018-2019
The committee will revisit this after the Equivalency Regionals to see what progress can be made or possible surveys to give to field. Some of the resolutions are 9+ years old. A number of resolutions focus on CTE. Committee members have been gathering possible ideas on how to address these. There is interest in using the CTE Toolkit to address most of these resolutions.

- IV. Awards
 - a. Diversity Award. The scoring form is due by Friday, March 8, 2019
All members have access to rubric for evaluation.

 - b. Hayward Award Reading
The scores were due Feb 11th. Recall, we discussed in August that there were problems with the rubric for the Hayward Award now that the award no longer is given per Area. We decided status quo on the rubric so we could learn ourselves what the exact issue is. Please take notes as you are using the rubric so we can discuss potential changes in the rubric for next year.

The scores are in from the readers for the Hayward Award and the winners are as follows, based on the overall score.

Full-Time

Lynette Nyaggah, ESL, Rio Hondo College, Area C

Corinna Evett, English, Santiago Canyon College, Area D

Part-Time

Ivan Silva, Counseling, Skyline College, Area B

Rachel Purdie, History, Solano College, Area B

The committee discussed the use of the rubric and need to have more of the data to see if there is bias towards full-time faculty. The scoring is using averages. There are two winners for FT and two for part-time based on highest average score.

ACTION: The committee needs to know the status FT vs PT for each candidate compared to the average score.

c. Awards Handbook

https://asccc.org/sites/default/files/Awards_Handbook_Adopted_8.11.2017.pdf

Revision:

<https://docs.google.com/document/d/1L8eZVzGoe1dwAoZsOKLn0UcR9aOUAPa2jqxuhGKxjN4/edit>

The Handbook may be revised based on the evaluation of the Hayward Award data. Will follow up with committee electronically on this item.

d. Winners of Awards

i. Rostrum Article (Hayward Award) – March 4th

ii. ASCCC Sessions – Spring Plenary (Diversity) Curriculum (Exemplary Program) and CTE Noncredit (Exemplary Program)

The Handbook may be revised on the ways of recognizing the winners.

e. Exemplary Program Award Theme – Due May ASCCC Executive Committee Meeting

Possible idea – student support services, specifically on-boarding.

How do you define on-boarding programs? There would be a need to communicate to the field what this could be. Perhaps the award could be for student support in general, such as tutoring, orientations, etc. It would be good to highlight the good work in student services. Committee is supportive of general theme to be student support services.

V. Spring Plenary Planning

a. Discipline Hearing & Resolution

i. Homeland Security

ii. Any new proposals

There is a new cycle for discipline revisions. The 2nd hearing will occur at spring plenary.

b. Breakout Session ideas

i. Equivalency to the Associates Degree

Rebecca Eikey, ASCCC Area C Representative

Lynn Shaw, Interim Director Workforce and Economic Development

Cheryl Aschenbach, ASCCC North Representative (Lead)

In response to Strong Work Force recommendation #13, which focused on the use of equivalency to increase hiring pools of qualified CTE instructors, the Chancellor's Office CTE Minimum Qualifications Workgroup has developed an Equivalency Toolkit. The Toolkit is a collection of resources that colleges, HR officers, deans, and faculty can use to improve and promote the use of equivalency in hiring and that applicants and use to better understand and navigate

equivalency processes. Join representatives of the workgroup to explore the toolkit and to discuss effective practices for equivalency processes.

Michael and Erik could help if needed with this presentation.

ii. Re-evaluation of ASCCC Mission Statement - Eikey/Bruzzese

ACTION: Description needed by March 4th.

The conversation in fall plenary centered around the need to define our Values and then create the Mission statement. The participants wanted something more aspirational than what we currently have. There are notes from fall plenary and we could use that as a basis of where to go next.

The committee is concerned that there will not be a large enough sample of participants to be able to draw conclusions from? If there was large enough input, could 3 or 4 drafts be created? Can we advocate to be part of a general session. Could it part of a meal?

What are the top 5 values you see with ASCCC? Could this be a breakfast activity? Or part of the 2nd General Session (history of ASCCC). Prefer to do this electronically, but paper could work. In terms of an electronic polling app, there is the Socrative Student App. Students are prompted to join the teacher's room via the teacher's unique code. No student accounts necessary! Can be used with a cell phone. This could still be done in a group method.

Values → Mission → Vision

Generate ideas per table in those three categories.

Kim and Erik could help with this session and subsequent work.

VI. S&P Meeting Dates

- i. March 25th, 4:30 pm
- ii. April 22nd, 4:30 pm

VII. Unfinished Business

a. Frequency of Surveys & Disseminating Information.

Follow Up: The Standards and Practices Committee to bring recommendations in the fall to the Executive Committee about the survey creation process and analysis and dissemination of the results.”

a. Equivalency Regional Meetings for Spring 2019

a. Workshops similar to 2017 Curriculum Streamlining

b. Desired outcomes:

- 1. to promote and improve the use of Equivalencies in the state – provide teams with effective equivalency practices and to examine their own practices for possible improvements
- 2. to promote use of [CTE MQ&E Toolkit](#)
- 3. write rostrum article

Concern about advertising these soon. The selection of the dates depend on the locations.

VIII. Adjournment at **5:40 pm**

Committee Charge

The Standards & Practices Committee is charged with reviewing, acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards & Practices Committee's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75/25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.



Academic Senate for California Community Colleges

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Transfer, Articulation, Student Services Committee

Friday, February 22, 2019

8:00—9:00 a.m.

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/830061069>

Or iPhone one-tap (US Toll): +16699006833,830061069# or +16468769923,830061069#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 830 061 069

International numbers available: <https://zoom.us/j/830061069>

Or Skype for Business (Lync):

[SIP:830061069@lync.zoom.us](https://lync.zoom.us/j/830061069)

MINTUES

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:

Art Guaracha

Gracelia Sae-

Kleriga

Karen Chow

LaTonya Parker

Lynn Fowler

Tanya McGinnis

Teresa Aldredge

Meeting attendance: Michelle, Tanya, Teresa, and Art

II. Call to Order and Adoption of the Agenda at 8:04 a.m.

Approved by committee in attendance.

III. Minutes Volunteer

Art volunteered to take minutes.

IV. Shout Outs

Michelle: Thank you to everyone who did a great job putting the paper together. The paper expanded from 12 pages to over 20 pages after the first set of recommendations from the executive board. This included adding the research, editing, resolutions, organization, etc.

Tanya: Thank you Michelle for your leadership and contributions to the paper.

V. Completed Tasks—Our Role and Work as TASSC

A. The Role of Library Faculty Paper

Michelle: Thank you, librarian workgroup led by Van Rider and Dan Crump for all the help

finalizing.

B. Online Tutoring Paper

Committee reviewed the online tutoring paper and resolved the last edits/comments. One final edit was assigned to Art to resolve via word document so changes can be tracked. Art: Final edits will be completed ASAP.

Michelle: Provided an overview of the committee responsibilities (outlined in the charge at the top of this agenda document) to provide context to the assigned priorities established by the executive committee. Our charge is also to take their directives from the body in the form of resolutions.

Tanya: Recommended two-year committee appointments in this committee as it is difficult to create and complete priorities in a short time frame and would provide greater opportunities to complete more resolutions.

Lynn (through email): I agree with Tanya, one-year appointments seem problematic, and potentially result in loss of "momentum" such as what we are experiencing with making suggestions now that would not be carried out until later, and then by persons who lack the context and "history" re: the suggestions/tasks.

Michelle: Based on the priorities listed in the grid, what should our next priority be?

Tanya: We should do what we know. Papers to consider: Standards of Counseling, Bachelor degree programs.

Lynn (through email): I agree with Tanya, and think the Bachelor degree programs could be very timely and helpful; I suspect that more CCCs are going to want to offer BA degrees.

VI. 2019 Plenary Breakout Session

A. Suggested Format? Committee consensus on the breakout being a Powerpoint highlighting key points in papers and then Q&A.

B. Description—Due March 4

Michelle: Any committee members plan on attending in San Francisco? TASC members can present the two papers with Michelle.

Travel request need to be submitted to school for funding support.

Michelle will send out an email so committee can draft presentation summary.

VII. Resolution Ideas—Due February 22

Michelle: Resolution ideas as due ASAP. What are ideas we can put forward. Below were some ideas proposed to the committee.

A. From West Valley faculty request: Are there resolutions in the works regarding moving counselors to the "good" side of the 50% Law or something general about supporting the

hiring of more counselors and advisors? We're never going to make the goals stated in the Vision for Success, if we don't increase the availability of support services for our students.

- Resolutions dealing with 50% law: 6.02, 6.03, 6.04, 6.05, and 6.05.01
- Workgroup summary: <https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal>
- Rostrum article: <https://www.asccc.org/content/ab-806-and-50-law-could-we-do-better-0>

Michelle: A resolution option above is one on 50% Law and Counselors on “good side.”
Teresa: This has been ongoing for a long time. Unless there is current support to change this law, then it should not be a resolution we pursue.

Committee commented briefly in support and agreed with Teresa.

- B. From a TASSC member: Issue in the Articulation “community” about the use of AP and IB exam scores in ADTs – there is a real need for clarification and it probably would need to be legislation. It seems to me that this committee would be ideally placed to gather information from the field and make recommendations to the Exec that could be transmitted to a “friendly legislator.” Or some other course of action.

Proposed by Lynn. Committee was unsure about the resolution and decided to not move forward with it for the time being. Michelle will get more clarification on purpose of the resolution.

Lynn (email): I sent additional information to Michelle, et al, clarifying the issue and interest in/need for a resolution.

C. Resolutions to Adopt Papers

1. Whereas, Resolution 13.04 S08 directed the Academic Senate for California Community Colleges to “research and prepare a paper that addresses effective and non-effective practices for establishing online tutoring programs”

Resolved, That the Academic Senate for California Community Colleges adopt the paper Effective Practices for Online Tutoring and disseminate to local senates and curriculum committees upon its adoption.

2. Whereas, Resolution 16.01 F17 directed the Academic Senate for California Community Colleges 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 can, and do, play in contributing to the success of our students

Resolved, That the Academic Senate for California Community Colleges adopt the paper The Role of the Library Faculty in the California Community College

and disseminate to local senates and curriculum committees upon its adoption.

It was agreed by the TASC Committee that the TASC will put forward a request that the Library and Online tutoring papers are adopted (C1 and C2).

VIII. Auto Awarding Degrees—Input and Recommendations?

Committee discussed the idea and impact it would have on students and college (i.e., consequences to student financial aid, transfer, etc.)

Teresa: Schools should be proactive in help students understand how close they are to completing a degree.

Tanya: Agreed with Teresa that colleges should inform students of their progress.

Lynn (email): When students are eligible for more than one degree, how would auto-awarding function? Since students often have Exam credits (AP/IB, etc.) and courses from other institutions, how would auto-award function? Fin Aid allows for completion of a goal, and once completed, student is no longer Fin Aid eligible, except with petition. When would auto-awarding occur? What happens when an auto-award results in a student losing Fin Aid, priority registration, etc.? Legal liability?

IX. Committee Next Priorities—see grid attachment

Tanya: Other Resolutions- Standards and Practices of Counseling Faculty. There have been many technological and policies that have been created since the paper was last drafted.

Michelle: This can also be where the 50% Law is addressed. We can submit a resolution to the Executive board.

Tanya and Art will start a draft and submit it to Michelle.

X. Names of Counselors in CTE and Non-Credit Area for Regional

Michelle: Looking for counselors for a CTE and Noncredit Regional

Committee: No recommendations were made by committee

Lynn (email): Could I have more information about what they are looking for? Perhaps this could be a good avenue to recruit Counselors who work at CCCs that are offering BA degrees? The programs seem quite “CTE” in nature – Dental Hygiene, Funeral Services Education being two.

XI. Next Meeting Date

Michelle will send out a doodle meeting request for March.

XII. Announcements (Check for upcoming events at <https://asccc.org/calendar/list/events>)

- A. OER and Guided Pathway Webinars
- B. AB 705 Recoding Project and Curriculum Regionals
- C. Area Meetings—March 22 or 23
- D. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>

Michelle: Information about upcoming opportunities. Please pass along information to your colleagues.

XIII. Closing Comments

Thank you's and well wishes until the next meeting.

XIV. Adjourned at 9:16 a.m.



Academic Senate for California Community Colleges

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Transfer, Articulation, Student Services Committee

March 4, 2019

12:00—1:00 p.m.

ZOOM CALL

MINUTES

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:

Art Guaracha—absent
Gracelia Sae-Kleriga—
absent

Karen Chow—present
LaTonya Parker—present
Lynn Fowler—present

Tanya McGinnis—absent
Teresa Aldredge—present

II. Call to order and adoption of the agenda at 12:08 p.m.

III. Minutes volunteer—Bean taking notes.

IV. Shout Outs

- A. Thank you to the team for all the hard work on the papers!
- B. Special appreciation to all writers and editors who helped turn over the paper in a few days last month.

V. Final Revisions

- A. The Role of Library Faculty Paper: Bean will send the committee the final Word doc being submitted.
- B. Online Tutoring Paper: Committee reviewed and decided on final revisions and suggestions given by ASCCC Executive committee from the second read of the paper.

VI. 2019 Plenary Breakout Session: Description, Presenters, and AV Requests—due March 4

- A. Thursday, April 11 at 2:00--3:15 p.m. Westin San Francisco for presentation of both papers
- B. Presenters confirmed: Karen Chow, Van Rider, Dan Crump
- C. Title:

Effective Practices for Serving Students: Highlighting the Role of Library Faculty and Investigating the World of Online Tutoring

Description:

Participants will engage in a review and conversation on the key points of the “Role of Library Faculty in the California Community College” paper and the “Effective Practices for Online Tutoring” paper that are being presented for adoption at this plenary session published in spring 2019. Both papers highlight important information ~~effective practices~~ for colleges to take back to their campuses. The papers also address recent initiatives and provide recommendations to support the success of our diverse student populations. The session will end with an opportunity for participants to ask questions and hear from the authors of the papers.

- 1. Above title and description accepted by committee for submission to the plenary program.
- 2. Chow and Bean will present highlights of online tutoring paper.
- 3. Crump and Rider will present highlights of the library faculty paper.
- 4. Bean will correspond over email with presentation template and ideas.

- VII. Rostrum Articles—due March 4
- A. ~~Idea 1: CSU and AP/IB Credit (see spring 2018 15.01 resolution)—Lynn Fowler~~
- B. ~~Idea 2: Wrap Around Services for Online Student Success (see spring 2018 7.02 resolution)—Art Guaracha~~
- C. Committee decided not to complete any Rostrum articles this cycle.
- VIII. Final Resolutions—due March 6
- A. Lynn and Tanya will not be at plenary to be contacts.
- 8.01 S19 Update the Paper the Role of Counseling Faculty and the Delivery of Counseling in the California Community Colleges
- Whereas, The Academic Senate for California Community College’s 2008 paper Standards of Practice for California Community College Counseling Faculty and Programs describes a range of activities performed by counseling faculty which are still appropriate for counseling in the twenty-first century but do not include how the role of counseling has evolved since the introduction of technology;
- Whereas, Implementation of standard matriculation mandates (including but not limited to SSSP), require a counselor-driven education plan for all students;
- Whereas, Recent state mandates, such as AB 705 (Irwin, 2017) regarding math and English placement, are often entirely counselor-based; and
- Whereas, The guided pathways framework has changed the role and responsibilities of counseling faculty to ensure students enter a path and stay on path to complete their educational goals;
- Resolved, That the Academic Senate for California Community Colleges expand and update the content of the 2012 paper The Role of Counseling Faculty and Delivery of Counseling Services in California Community Colleges to describe and emphasize the vital and important role that counseling faculty play in contributing to the success of our students.
- Contact: Tanya McGinnis, Antelope Valley College, Transfer, Articulation, and Student Services Committee
- B. Executive Committee Recommendations:
1. The above resolution pulled from ASCCC Executive packet with the suggestion to bring it to the area meeting, as it should come from the body.
 2. Revision suggestion: Combine #2-4 whereas into one with a listing of initiatives and framework. Avoid “entirely counselor based.”
- C. 4.01 S19 Posting Specific Course Credit for External Exams
- Whereas, Significant numbers of high school students earn college credit by completing Advanced Placement (AP) Exams or International Baccalaureate (IB) “high level” Exams;
- Whereas, Faculty in each segment of California post-secondary higher education--the California Community Colleges (CCC), California State University (CSU), and University of California (UC)--determine which exams and scores are appropriate for specific course-level credit at the college/campus level;
- Whereas, The UC discourages California community colleges from posting specific course-level credit earned via AP or IB exams to student transcripts, consistent with the UC faculty purview regarding awarding of such credit; and
- Whereas, CSU will apply CCC specific course-level credit earned via AP or IB Exams only when such course credit is posted to student transcripts, and when such course credit is not posted, the CSU applies its own system- and/or campus-level specific course-level credits, as determined by CSU faculty, because the CSU system- and campus-level course credits for AP and IB exams may, and often do, differ from those approved at individual CCC campuses, resulting in students needing additional units for admission, major requirements, and/or graduation, and delaying admission to and/or graduation from a CSU campus, inconsistent with the intent of SB 1440 (Padilla, 2010);
- Resolved, That the Academic Senate for California Community Colleges encourage the California Community College Chancellor’s Office to allow selective, student-initiated posting of specific course-level credit (as determined by CCC faculty) when earned via AP and/ or IB exams, when such posting would be in individual students’ interest for ADT degree completion and transfer admission to the CSU.
- Contact: Lynn Fowler, American River College, Transfer, Articulation, and Student Services Committee
1. Executive Committee changed the final resolve to the following:
Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to clarify and allow students in consultation with a

counselor to determine request when to include and post specific course-level credit (as determined by CCC faculty) earned via AP and/ or IB exams on the student's transcript, when such posting would be in individual student's interest for ADT degree completion and transfer admission to the CSU.

2. TASSC discussed at length. Some suggested language in underlined in red above.
 3. Final decision by committee is to pull this resolution from the pre-session packet. Bean will notify Resolutions chair.
- IX. CTE/Non Credit Institute—No additional suggestions from committee on names for counseling breakout other than the ones Bean sent to the chair a few weeks ago from Rio Hondo College.
- A. Date: April 25-27 in San Diego Mission Valley Hilton
 - B. Breakout Title: **Counseling and Student Support Services for Noncredit Programs**
Description: 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.
- X. Committee next priorities to be discussed at our next meeting.
- XI. Next meeting date—first week of April is not good for some. Bean will send another Doodle poll.
- XII. Announcements (Check for upcoming events at <https://asccc.org/calendar/list/events>)
- A. OER and Guided Pathway Webinars
 - B. AB 705 Recoding Project and Curriculum Regionals
 - C. Area Meetings—March 22 or 23
 - D. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>
- XIII. Closing Comments—thank you all for your hard work today and a robust resolutions discussion today!
- XIV. Adjournment at 1:26 p.m.

In Progress:

- Plenary presentation preparation
- Update priorities grid

Completed Tasks:

- Online Tutoring paper
- Library Faculty paper



**Academic Affairs Division
California Community Colleges Curriculum Committee (5C)**

December 13, 2018

10 AM – 3 PM

Chancellor's Office Room 6A&B

Minutes

5C Members present:

Cheryl Aschenbach-ASCCC | Mayra Cruz-ASCCC | Jacqueline Escajeda-CCCCO | Carol Farrar (Zoom)-CCCCIO | Cheri Fortin-ASCCC | Helen "Virginia" Guleff-CCCCIO | Kim Harrell (Zoom)-CCCCAOE | Silvester Henderson-ASCCC | Jennifer Johnson-ASCCC | Ginni May-ASCCC | Leandra Martin-CCCCIO | Alice Perez-CCCCO | Carrie Roberson-ASCCC | Erik Shearer-CCCCIO | Melinda Tran-ASCCC | Jan Young- ACCE

Guests: Steve Klein, CCC Technology Center (Zoom); Rachel Staam, CCC Technology Center (Zoom); Chantee Guiney, CCCCCO

1. Welcome and Introductions

2. Announcements

3. Approval of Agenda

4. Approval of Minutes

Minutes approved with one minor revision to 5C Noncredit workgroup report

5. Constituent Group Reports

- a. ASCCC – The ASCCC has hired an executive director effective January 1, 2019; Krystinne Mica. Faculty diversity regionals will be held in February: 21st at Bakersfield, 25th at Yuba, and 28th at Norco. ASCCC is also very involved in the IEPI Diversity Summit being held February 8-9 in Los Angeles. South Curriculum regional was held in November; the north was cancelled because of the poor air quality and college closures resulting from the Camp Fire. Regional meetings for spring are being planned. Planning is underway for the Curriculum Institute, July 10-13 at the SFO Hyatt. New AB 705 FAQ #2 has been released by Executive Vice Chancellor Laura Hope and ASCCC President John Stankas, and Vice Chancellor Alice Perez and John Stankas released the AB 705 ESL FAQs. CB21 Revisions Project is underway with the intent to recode courses to support AB 705 and Student Centered Funding Formula. CB21 rubrics will no longer be effective because of restructuring of courses below transfer level. Model curriculum for non-transfer disciplines will be making some progress in the spring.
- b. CCCCCIO – CIOs are planning for the spring conference, to be held in San Francisco. Pre-meeting will be a deans event with a focus on information for deans who want to be CIOs.
- c. ACCE – Successful First Friday webinar on distance education for noncredit at the beginning of December. Practitioners from Santa Barbara and College of the Canyons participated in the presentation. It is apparent that the accounting for noncredit distance education and alternate attendance is very difficult given current

MIS systems. One idea surfaced was to consider applying the credit apportionment calculation to distance education noncredit since the sections are typically managed enrollment. ACCE Conference is February 6-8 in San Diego.

- d. CCCAOE – Kim Harrell submitted a written report

6. Update on Action Items from last 5C meeting:

- a. Memo on use of EW grade per Title 5 §55024 e.1 and reconsideration of refund of fees – Dean Jackie Escajada had a preliminary meeting with ASCCC representative Conan McKay and a Chancellor’s Office analyst who works with A&R. Someone from the A&R organization will be involved as well. They’ve examined the Title 5 language and will be drafting a memo for consideration at the January or February 5C meeting. Ultimately, the goal is a joint memo from Vice Chancellors Alice Perez and Ronda Mohr.
- b. Credit and Community Services/Not-for-Credit comingling legal response – Jackie, Alice, and Ginni met with legal on Tuesday. Chief legal counsel was given the background, and a sense of urgency was expressed. He will review the relevant sections of Ed Code and will get back to us.
- c. RD/FW on Transcripts – Mohr and Escajada to draft memo for 5C consideration. Legal counsel had concerns that using RD primarily for academic dishonesty situations would unfairly target or highlight students being investigated, and that the Board of Governors would likely not support that communication. Since RD is already being effectively used and determinations for use are local, it was decided that no memo or additional action is needed.

Given the aftermath of the Camp Fire that significantly affected Butte College, there was discussion about the need for better understanding across the system for suspension of policies and procedures. Alice will take the suggestion to Chancellor Oakley. Jennifer also suggested the need for breakouts regarding coping with disasters and scheduling with that potential in mind (setting up hybrid in advance, considering alternate hours, etc). Erik further explained that most local emergency protocols do not include any provisions for academics and instruction.

- d. Update from meeting with legal council
 - the ASCCC passed a resolution to equalize curriculum processes for noncredit curriculum. Legal encouraged 5C to begin the process of Title 5 revisions needed to streamline noncredit curriculum. Jackie shared that right now COCI does not have the processes needed for streamlining, nor does her division have the staffing needed to do all the approvals. Jan shared that this was part of the Noncredit workgroup’s conversation. There are problems with colleges still not understanding what is possible with noncredit, so improper submissions are common.
 - Relative to online catalogs, legal counsel supported online catalogs and will look further into possible parameters needed for special populations including veterans/military and accessibility. Guidance to the field will come from the legal office. There is a need for guidance to also address catalog addendums and catalog rights.
 - High school articulation and residency. Some colleges are not letting students use/apply articulated high school coursework until after they have completed college courses (residency). There are inconsistent practices across the state, and this impacts students particularly in CTE disciplines. Legal language is currently permissive, but colleges may need guidance

from Educational Services to help reduce local barriers and increase consistency across the state. Jackie and Alice will follow-up with Ronda Mohr.

- Area of Emphasis degrees. It seems earlier issues have been addressed, but clarification can be included in the PCAH as it is revised. Sources of that info include talking with Randy Beach or Nili Kirchner, reviewing minutes from 2017-2018, and their presentation at Curriculum Institute. Jackie will follow up with Melinda to determine whether any additional action is needed. PCAH updates will be worked on in the spring.

7. 5C Workgroups Updates

Noncredit	Cheryl, Jan , Leandra, Chantee
<p>Update: The work group met this week. One way to help reduce improper noncredit submissions is to have a checklist/guidance document for submission of courses for each noncredit category. Chantee has a document used previously that the group will work with to develop a resource.</p> <p>Mirrored classes and streamlined approval – a couple of issues have been identified, including the need to include the credit control number on the noncredit course when submitted in COCI in order to link the two courses and help with automatic updates if only one CoR is revised at a later date. Currently, the COCI 2.0 release set noncredit back quite a bit. The work group would like to see a solution that helps speed up course approval and reduce the growing queue that has resulted from many colleges developing more noncredit courses.</p> <p>Regarding streamlining, cross-training is occurring within Academic Services for non-CDCP courses. This may help reduce the queue. Last year, noncredit programs were talked about as a starting point for streamlining, but it really isn't possible because of the financial impacts. That is why the group is looking more at solutions that help provide more info to the field and, where possible, provide “commuter lanes” in isolated situations like mirrored courses.</p> <p>The Noncredit workgroup will work with the Title 5 Revisions workgroup to begin Title 5 and Ed Code revisions.</p> <p>Regarding educating the field on noncredit, webinars will continue; topics will be determined in January. The Vision Resource Center is also working with representatives to develop educational modules about noncredit.</p> <p>Ginni asked the group to bring drafts of forms and checklists that were talked about.</p>	
Catalog rights	Ginni, Virginia , Jackie, Melinda, Marilyn, Alice + a CSSO (?)
<p>Update: Waiting for response from legal – Mohr Virginia will convene this group in January to begin preparing a guidance memo to come out with the legal memo regarding online catalogs and parameters to meet the needs of special populations.</p>	
COCI	Ginni, Virginia, Jackie, David , Chantee, Marilyn
<p>Update: Report – see below.</p>	
TOP Codes	Ginni , Virginia, Marilyn, Jackie, Todd Hoig

On hiatus due to TOP2CIP Data Migration Project	
Streamlining Certification Review Board	Virginia, Ginni, Erik, Jackie , Kim, Mayra, Marilyn
Update: January 2019 The group will be meeting in January.	
Collaborative Programs	Jackie, Kim, Melinda , Mayra, Erik
Update: Report attached	
Curriculum Training	Jackie , Ginni, Virginia, Marilyn, David, Jennifer, Cheri
Update: January 2019	
Title 5 Regulations	Virginia, Ginni , Jackie, Erik, Cheryl, Marilyn, Melinda
Update: Report This group will work with the Noncredit workgroup to begin Title 5 and Ed Code revisions needed for noncredit curriculum streamlining.	

8. Title 5 Regulations for compliance with AB 705

Marc LeForestier, legal counsel at the Chancellor’s Office, joined 5C for discussion of this item. Ginni explained the process of incorporating AB 705 and AB 1805 language as well as consideration of the guidance documents already published by the Chancellor’s Office. As is traditional, proposed new language is noted with underlines while proposed deletions are noted with ~~striketrough~~.

- a. Regulations to be considered: §§55002, 55003, 55063, 55522 (drafts attached, AB 705 and AB 1805 also attached)
 - Proposed revisions for each Title 5 section were reviewed.
 - **The committee approved the proposed language with the minor changes discussed (Erik Shearer/Cheri Fortin, MSC; 1 abstain: Tran).** Should the chairs determine that the changes made by legal go further than what was discussed, the changes will be brought back to 5C.
- b. In particular: differences among assessment, competency, placement; C- grade accepted for Golden Four by CSU, what about CCC; guided self-placement opportunity for some or all students; noncredit as prerequisite/corequisite
- c. Possible AB 705 Guidelines document/handbook

9. Student Centered Funding Formula – Ed Code §84750.4

A process is needed to monitor the degrees and certificates submitted under the SCFF. Ginni and Alice assert that we have a rigorous curriculum process as well as documents and presentations promoting the development of degrees and certificates only to advance students, not solely to generate more funds through the SCFF. It was also pointed out that the current

processes have been undergoing continued scrutiny and evaluation for improvement (continuous quality improvement). Alice would like to run these thoughts by Vice Chancellor Christian Osmeña to see if these points of information are enough for him to share with the Legislature.

10. Update on COCI

Rachel reported that the 2.0 upgrades happened before Thanksgiving break. Two maintenance pushes were also done. There were some unanticipated down times which impact planning for future upgrades. Reviewer issues: page for submitters was rendering all versions of documents submitted with a course, but reviewers could only see one version (not often the most recent version). This was fixed with a quick release yesterday, so viewers should now see multiple versions of CoRs and attachments.

Rachel reviewed the COCI roadmap for Jan-June 2019. Given the roadmap, there were questions about the project timeline for delivery of the certificate modifications in COCI; there is concern that not being able to submit certificates under the new unit regulations/cutoffs will negatively impact colleges' SCFF calculations for this year. It was shared that the COCI update release in April would incorporate the new unit thresholds per Title 5 §55070. Colleges are concerned that they cannot submit some Certificates of Achievement due to limitations in COCI.

11. Repeatability/Course Repetition – To retake a course for employment purposes (Ex. Automotive courses) Need a Reminder in the form of a Memo to the Colleges that some students may retake courses to stay current in their jobs. This should not be a barrier to the student to retake these courses. It was mentioned that this may also be an issue for performing arts (continued training). **Bring examples to Jackie Escajeda for a Memo regarding course repetition required by industry (for December meeting).**

12. Future Meetings

January 2019	1/24
February 2019	2/22
March 2019	3/14
April 2019	4/26
May 2019	5/17
June 2019	6/11

Future Agenda Items:

1. Internships vs Cooperative Work Experience vs Apprenticeship
2. PCAH 7th Edition Work Group
3. Clinical Hours (AB 2134)
4. Alleviating substandard grade with another course
5. Noncredit: (1) Non-Credit and internships (2) Mirroring Non-Credit courses Program Approval (3) AB1809 considerations (issues related to Distance Education accounting and collecting apportionment for Non-Credit -Fiscal matter to make suggestions)

6. Career Development included with Community Services Courses

5C Webpage:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx>



Academic Affairs Division
California Community Colleges Curriculum Committee (5C)
January 24, 2019
10 AM – 3 PM
Chancellor’s Office Room 6A&B
Minutes

5C Members present:

Raul Arambula-CCCCO | Cheryl Aschenbach-ASCCC | Mayra Cruz-ASCCC | Carol Farrar-CCCCIO | Cheri Fortin-ASCCC || Kim Harrell-CCCAOE | Silvester Henderson-ASCCC | Jennifer Johnson (Zoom)-ASCCC | Ginni May-ASCCC | Leandra Martin-CCCCIO | Carrie Roberson-ASCCC | Erik Shearer-CCCCIO | Jan Young-ACCE

Members Absent: **Helen “Virginia” Guleff-CCCCIO, Melinda Tran-ASCCC, Alice Perez-CCCCO**
Guests: Kevin Lovelace, CCCCCO; Rachel Stamm, CCC Technology Center (Zoom); Chantee Guiney, CCCCCO

1. Welcome and Introductions
2. Announcements and Information
 - A. Chancellor’s Office staff changes
 - Ginni opened the meeting by congratulating Jackie Escajeda on her new position as Dean of Career Technical Education at Mission College.
 - Laura Hope has left the Chancellor’s Office to return to Chaffey College as Dean and Interim CEO.
 - Van Ton Quinlivan has also left the Chancellor’s Office and is now working at Stanford.
 - Raul will be overseeing Jackie’s area for the time being while also continuing to manage the projects and people he currently has. Kevin Lovelace is a new employee hired to assist Chantee with noncredit.
 - B. Title 5 Changes for AB 705 Implementation Update

Ginni shared that the Title 5 revisions we approved continued to be revised through Christmas Eve before going to the Board of Governor’s in January for first review. Chancellor Oakley, ASCCC president John Stankas, and CIO president Kelly Fowler all asked the Board to approve the changes as recommended based on the proposed revisions being a product of the consultative process.
3. Agenda Approved
4. Approval of Minutes

Minutes approved
5. Constituent Group Reports
 - a. ASCCC – Silvester Henderson and Mayra Cruz promoted the ASCCC Diversity Hiring regionals being held at Yuba, Bakersfield, and Norco Colleges in February. Ginni promoted the SLO Symposium being held at Santa Ana College and reported that there will be Curriculum Regionals on March 15th and 16th. Two additional events are the Career and Noncredit Institute which will be held at the DoubleTree San Diego Mission Valley April 25-27 and the ACCJC Accreditation Conference

that ASCCC is partnering on, which will be

- b. CCCCIO – Planning for spring conference April 17-19 is underway. The pre-session will be focused on aspiring CIOs.
- c. ACCE – Jan Young shared that the ACCE Conference is February 6-8 in San Diego. ACCE has also been working with the ASCCC Noncredit Committee to update the Noncredit: Challenges and Opportunities paper and with the ASCCC Career and Noncredit Conference.
- d. CCCAOE – Kim Harrell submitted a written report

6. Update on Action Items from last 5C meeting:

- a. Memo on use of EW grade per Title 5 §55024 e.1 – A draft memo is being reviewed by 5C members. As Ginni receives feedback from members, she’s compiling that feedback and forwarding it along.
- b. Course repetition and repeatability – Criteria for retaking a course for employment purposes – need memo
 5C members were asked at the last meeting to send examples of the need for course repetition; none have been received yet, but some are being developed. As some are received a memo will be constructed. As part of the solution, Ginni prepared an article for the ASCCC Rostrum which highlights situations where repetition is needed to meet industry changes and ways in which colleges can work with students to facilitate re-enrollment. Currently, many colleges are not using the petition process necessitated by repeatability regulation changes years ago because the situations when it is admissible are unclear and the process can be onerous.

7. 5C Workgroups Updates

Noncredit	Cheryl, Jan , Leandra, Chantee
Update: The work group met this week. Chantee just sent a draft checklist to the workgroup. They’ll review it and then meet to provide feedback for the next 5C meeting.	
Catalog rights	Ginni, Virginia , Raul, Melinda, Marilyn, Alice + a CSSO (?)
Update: Waiting for response from legal – Mohr This group still needs to meet to begin preparing a guidance memo to come out with the legal memo regarding online catalogs and parameters to meet the needs of special populations.	
COCI	Ginni, Virginia, Raul, David , Chantee, Marilyn
Update: Report – see below.	
TOP Codes	Ginni , Virginia, Marilyn, Raul, Todd Hoig
On hiatus due to TOP2CIP Data Migration Project Update shared that there were three projects: data revision project (CB21 based), the TOP2CIP project, and the TOP Code realignment. The realignment project has been put on hold while some questions about the value of changes are considered.	
Streamlining Certification Review Board	Virginia, Ginni, Erik, Raul , Kim, Mayra, Marilyn
Update: January 2019 The group still needs to meet. Raul will take Jackie’s spot on the work group.	
Collaborative Programs	Jackie, Kim, Melinda , Mayra, Erik

Update: The recommendations were considered by 5C. Based on feedback and the need for additional information regarding MIS, funding formula and financial aid, the workgroup will review its recommendations and bring revisions to the February meeting.	
Curriculum Training	Raul, Ginni, Virginia, Marilyn, David, Jennifer, Cheri
Update: Jan asked that noncredit be included in any curriculum training provided to colleges since so many colleges are still trying to learn more about noncredit.	
Title 5 Regulations	Virginia, Ginni, Chantee, Erik, Cheryl, Marilyn, Melinda, Jan, Kevin, Raul
Update: This group still needs to work with the Noncredit workgroup to begin Title 5 and Ed Code revisions needed for noncredit curriculum streamlining. The group will meet to have a draft ready for the February meeting.	

8. Title 5 Regulations for Noncredit course and program approval (ASCCC Resolution 9.02 F18)

The Title 5 work group will start to review noncredit-related Title 5 language with the intention of aligning the noncredit process with the noncredit process. One area that needs clarification is the “sequence” of courses for CDCP. Is a sequence like a series of prerequisites or can it be a cluster of courses taken in any order? There is a need for students to earn a certificate signifying “college ready” in math and English preparation (but not co-requisite support courses). **5C agreed to have the workgroup do this work. The workgroup will have a draft at the February meeting.**

9. AB 705 Data Revision Project

Ginni provided an overview of the proposal for the AB 705 Data Revision Project. Ginni will keep everyone updated and may have a proposal for the committee to consider at the February meeting.

10. Recommendation on Collaborative Programs

The recommendations provide a starting point for further conversation. The workgroup will consider the feedback and will reach out to Cheryl for information about how OEI has navigated some of the challenges present in collaborative programs. **The workgroup will prepare updated recommendations for the February meeting.**

11. Submitting Certificates of Achievement under new unit thresholds per Title 5 §55070.

A memo to the field is needed explaining what the new unit thresholds are, what the timeline is, and what the submission guidelines and process are. **Raul will prepare a memo for 5C review at or before the next meeting.**

12. Update on COCI

Rachel provided an update on COCI. Some minor fixes and enhancements

are scheduled for update next week. A bigger package of fixes, including an auto-approval toggle and certificate changes, will be done in late February, which is much earlier than she had originally told the committee. The certificate fixes will not include a migration of old certificate types to new certificate types. A new Data Element Dictionary which includes new certificate awards definitions for MIS is expected. “Retired” program awards will need to be updated in COCI prior to MIS updates in August.

13. Future Meetings

February 2019	2/22
March 2019	3/14
April 2019	4/26
May 2019	5/17
June 2019	6/11

Future Agenda Items:

1. Internships vs Cooperative Work Experience vs Apprenticeship
2. PCAH 7th Edition Work Group
3. Clinical Hours (AB 2134)
4. Alleviating substandard grade with another course
5. Noncredit: (1) Non-Credit and internships (2) Mirroring Non-Credit courses Program Approval (3) AB1809 considerations (issues related to Distance Education accounting and collecting apportionment for Non-Credit -Fiscal matter to make suggestions)
6. Career Development included with Community Services Courses

5C Webpage:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx>



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CALIFORNIA VIRTUAL CAMPUS - ONLINE EDUCATION INITIATIVE ADVISORY MEETING MINUTES

Friday, October 12, 2018, 9:30 AM – 11:30 AM
Virtual Meeting

LIST OF ATTENDEES

Wendy Bass, Autumn Bell, Deb Barker-Garcia, Lisa Beach, Anna Bruzzese, Naomi Caietti, Julie Clark, Antia Crawley, Jory Hadsell, Andrea Hanstein, Marilyn Harvey, Leticia Hector, Kate Jordahl, Jake Kevari, Erin Larson, Marwin Luminarias, Bob Nash, Trena O'Connor, Karen Oeh, Julie Oliver, Bonnie Peters, Michelle Pacansky-Brock, Andreea Serban, Justin Schultz, Jodie Steeley, Jennifer Strobel, Thomas Green, Vivian Varela, Kathie Welch

I. **WELCOME** (*Cheryl Aschenbach/Jodie Steeley*)

Welcome to the meeting. Information meeting only, no quorum.

II. **APPROVAL OF AGENDA/MINUTES** (*Cheryl Aschenbach*)

The Minutes from the September 13, 2018 meeting were not approved, no quorum. There are a couple of corrections to be made.

III. **REVIEW AND DISCUSS DRAFT CHARTER** (*Jodie Steeley*)

The face-to-face meeting on September 13, 2018 was productive and consultant, Kevin Kelly, provided advice on the Charter with a focused discussion. Key topics included committee focus, roles, and membership. Some points were brought up for clarification, and in particular, a recommendation was made to shore up the establishment and authority of the Advisory. Regular membership was reviewed. A member from DETAC, Chancellor's Office to be included, and Thad Selmants from Sierra College has volunteered. Recommended to invite him to future meetings as a potential voting member.

The Draft Charter was refined and taking feedback from both the Advisory Committee and Consortium. Bring the four co-chairs together to chart a path going forward. The pieces are still coming together, but focus on the 5-year plan/roadmap to help decide how this group can be of more help to the leadership group.

A recommendation was made to change the quorum since participation varies. There is a growing concern over the lack of participation. The Advisory needs active voices and members. In the Charter, define what it means to be an active member. A solution to have replacement members while others can be given the option to attend virtually instead of face-to-face. Physical attendance is highly recommended. Kate Jordahl will add a survey to Basecamp to learn of preferred times for meeting face-

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to-face. There is a new date for the face-to-face Advisory meeting, Thursday, December 6, 2018 from 10am – 3:30pm at the Chancellor's Office.

IV. ONLINE ADT PROMOTION *(Bob Nash/Marilyn Harvey)*

The CVC-OEI has been collecting information from colleges on many ADTs that can be achieved fully online. On the new website, cvc.edu under Online Transfer Degrees, there are 9 colleges with fully online ADTs. The goal is to have 50 by the end of November. Send the information to Bob Nash (bnash@ccconlineed.org) if your college has a fully online ADT. There can be more than one ADT per college. The language at the moment will explain just the major preparation pattern, not the CSU General Education pattern. Students can find the GE courses through Finish Faster Online to satisfy each of the area requirements. There are upgrades each week for Finish Faster Online to streamline the search process for students.

Jory Hadsell added that there is vision of the ADT pathways on the 5-year roadmap for an interactive mapping tool to help students navigate through the GE patterns and fill those gaps with online classes. This will take place later this year. The design and functionality will change and improve.

A question was asked on how Finish Faster Online on cvc.edu is being shared with counselors and disseminated across campuses. Jory commented that there were critical challenges to address with the three-month transition from the old website to the new cvc.edu since it was managed by the Butte Tech Center. There has been a move forward with the course finder interface. Andrea Hanstein has been sending messages to colleges, and the old URL directs students to the new website. Students still need to go through the application process.

Clarification was needed that fully online course means a course was offered at least once during the year to be considered an online pathway. Jory highly recommended not to present inaccurate information to students and to think proactively about this. Engage in at least one pathway for these degree in a particular timeframe. It's important to engage in conversations now about online degree pathways and not play catch up later. At the CIO conference next month, this will be presented to them.

It was mentioned that Cerro Coso has a very user-friendly and student-centered website that shows the scheduling for both on site and online courses for the year. When a college has a robust site, it can be linked to the Online Transfer Degrees web page.

V. DE PROGRAM QUALITY RUBRIC *(Jory Hadsell)*

Introduce a concept as a system to embrace the Course Design Rubric to align to a common standard. There are program quality rubrics floating around, but it's important to collaborate around what is really effective for an online program. Topics to address include clear packaging of an online degree and structural components, such as having a designated Coordinator. It's important to collaborate around a common program rubric to ensure that programs are serving students in the most effective way. What already exists could be models and then customize to the community colleges and work with colleagues at ACCJC.

A question was brought up about badging a program similar to badging a class. Jory commented that it's more about advising each other and using the power of the network, such as a Workgroup and collaboration from DECO. It's important to engage different parts of your college and involve others, such as those involved with program review. If you are interested in participating to form a Workgroup and bring back preliminary information, email Jory (jhadsell@ccconlineed.org) or Kate

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(kjordahl@ccconlineed.org). Jodie will also put a message in Basecamp. Looking for local experts not just Advisory members and will include Consortium members and people in the field.

VI. DISCUSSION OF BARRIERS AND REGULATORY PRIORITIES FOR DE *(Jory Hadsell)*

There are potential opportunities to address regulatory barriers impacting the 114 colleges and expand their online degrees. A couple of questions were asked in Basecamp to the Advisory and Consortium. A couple of themes emerged, and information will be shared online and decide on a robust way to determine critical points, possibly a vote. Some general themes that emerged: the funding formula and what impacts funding (i.e. less than an 18-week schedule), and finding quality faculty. California is not part of the reciprocity agreement. The Advisory Committee can provide robust input.

In response, a comment was brought up that colleges have a lot going on with priorities and it's a struggle to respond to everything. Jory is looking for pragmatic solutions that can be politically supported and provide relief to the colleges.

Erin Larson from the Chancellor's Office agreed that there are different projects going on, and they are also struggling to coordinate and integrate. They want to stay ahead of the messaging. She reassured that information is going out, but not rolling out as quickly or as smoothly as they hoped.

VII. BUILDING LOCAL PEER ONLINE COURSE REVIEW (POCR) PROCESS *(Autumn Bell)*

Quality Review Updates include: Rubric Aligned courses (154) and Courses in design support (41).
Upcoming Information calls:

- Tuesday, October 23, 2018 from 2:00pm – 3:00pm
- Thursday, November 8, 2018 from 11:00am – 12:00pm
- Tuesday, December 4, 2018 from 2:00pm – 3:00pm

The new POCR course runs October 22 – November 17, 2018 and November 26 – December 22, 2018. There is an Academic Senate Resolution supporting the Rubric and Local POCR. It is moving through the process and hope to hear in Fall 2018 Plenary Session. The updated Rubric will roll out next week as lead reviewers, instructional designers, and accessibility experts streamline and make it more user friendly. The updated Rubric will be more clearly grouped with redundancies eliminated. There are updates to some of the language to reflect the new Title V changes on student interaction, and Section D has a revised layout. Making sure it is ready for local POCR use.

Local course review provides more strategic selection of courses that allow for scheduling and enrollment strategies. More collaborative and efficient process for faculty who are at the same location with a group of colleagues. Since they are going through the process at the same time, they can share resources and tips for applying the Rubric. A broader distribution of the benefits across campus enables faculty to engage in the process and increases student success rates. More scalable allowing colleges to reach their 20% commitment. CVC-OEI Professional Development is looking at ways to implement and support colleges, looking at centralized process to make it more scalable.

Required elements by the Academic Senate are to review courses peer to peer by trained faculty reviewers, use the OEI Course Design Rubric, train reviewers through the @ONE POCR course, and engage participants in regular norming and training on the use of the Rubric and best practices in online course design.

DRAFT

Developing a Local PO CR Workgroup made up of Advisory and Consortium committee members to develop guidelines and institutionalize a process. Looking at ways to Incentivize participants and leverage partnerships across Districts or regions. American River College is a good example of a Local PO CR process, and the only college with a local PO CR. The big topic of conversation is to address the accessibility piece. If interested in joining the Workgroup, email Autumn (abell@cccconlineed.org).

A question was asked about the badge for accessibility being removed. Autumn explained that accessibility is part of quality review, Section B of the Rubric, and not a separate badge. A badge for accessibility can easily become invalid due to a video upload or web site link. A local PO CR process could really help with accessibility. A Workgroup can support recommendations and address what challenges colleges are facing with this process. The CVC-OEI Professional Development team wants to know what is working, what colleges need, and how they can improve their process to better support colleges to reach that 20% goal. This target has been set for the 33 new 2018 Online Equity Cohort, but will have the conservation with original colleges as well.

VII. MANAGEMENT TEAM REPORTS

Brief report updates and highlights; support material put in Basecamp

CVC-OEI EXECUTIVE DIRECTOR UPDATE

The old OEI website is now changed to cvc.edu. The site is for students with a portal and project information. For the Proof of Concept, working with three Districts (Los Rios, Cabrillo, and Foothill-De Anza). Supporting the interface and data transfer, met earlier this week with the Chancellor's Office. Within the next couple of weeks, by October 27, 2018, will have all the features complete and focus on group testing with actual students to get feedback on usability. The goal is to support registration for 2019 spring semester and winter quarter. So far, it's running smoothly, and a formal process will go through the Chancellor's Office with rigorous testing. There will be heavy outreach to the 7 colleges in the 3 Districts for spring cross registration. There will be a demo for the Advisory Committee. November and December, 2018 will be data collection, and early January 2019 begin onboarding additional schools. Finish Faster Online data will be coming back through the CVC Exchange component.

Still engaged with the Chancellor's Office workplan for additional funding, \$35 million, around innovation of online programs and integration with the new Online College. At this point the CVC-OEI has been transfer focused, but to aligned with the new Online College, develop career pathways and certificates. Proposals for funding will be solicited in Spring 2019. Collaborations between colleges and Districts and propose across a number of categories to get funding to do that. Colleges to be innovative and will be held to some principles, such as ensuring course quality, using the Rubric process, and building programs that can be replicated or scaled across the state.

CanInnovate: October 26, 2018 is a free, online conference with a robust program and lots of options to get involved face-to-face. It is an untethered professional development opportunity with 20 sessions and 30 speakers. There are 2,222 online registrations for the sessions. Twenty-six campuses to host on-campus viewing rooms, and five regional hubs that are CVC-OEI Consortium colleges. Innovate and do something different!

CVC-OEI Accomplishments:

- CCC Canvas users as of September 2018: 1,293,525
- NetTutor sessions during the month of September 2018: 7,487
- Courses aligned to the OEI Rubric through the PO CR process: 154

DRAFT

- CCC Exams taken through Proctorio during the month of September 2018: 22,901
- CCC counselors trained in Cranium Café with active accounts: 235

Jory will double-check if the NetTutor hours were for all CCC or just the 56 Consortium Colleges.

COMMON COURSE MANAGEMENT SYSTEM COMMITTEE

First meeting of this committee under the new grant was October 2, 2018. Discussion took place among those active last spring and looked at the Charter from 2017. The Charter will be brought to the Advisory Committee for endorsement. There was an in-person meeting at Instructure last month to reestablish the relationship with them. Still talking to Instructure about strategic improvements.

EQUITY WORKGROUP

Marilyn provided an update that they are in the process of reconvening this Workgroup. The first meeting is October 25, 2018, and she will reach out to Cheryl for faculty participation.

DIGITAL ECOSYSTEM WORKGROUP

Andrea updated the membership per suggestion to include an Advisory faculty member to the group. She will post a message on BaseCamp as well as an overview of the committee. There was a motion to approve the creation of this Workgroup. Lisa Beach (first), Jodie Steeley (second). Motion approved.

IX. CHANCELLOR'S OFFICE UPDATE (*LeBaron Woodyard*)

Erin Larson filled in for LeBaron Woodyard who is out of the country until October 29, 2018. Title V for DE is still pending at the Secretary of State and Dept. of Finance. DETAC will move forward with updating the guidelines.

DE Student and Faculty Satisfaction Survey, there was a webinar earlier in the week. The survey will run again this fall and a couple of colleges have volunteered to participate. It will also run again in Spring 2019. The deadline is October 19, 2018 if a college wants to participate and include custom questions.

X. OTHER

XII. FOR THE GOOD OF THE ORDER

- Future Agendas
 - Constituent Group Reports
 - Readiness Modules
 - Equity Cohort Update
- **2018 – 2019 future meeting dates**
 - Thursday, December 6, 2018 9:30am-3:30pm Sacramento
 - Friday, January 11, 2019 9:30am-11:30am Virtual
 - Friday, February 8, 2019 9:30am-11:30am Virtual
 - Friday, March 15, 2019 9:30am-3:30pm Sacramento
 - Friday, April 12, 2019 9:30am-11:30am Virtual
 - Friday, May 17, 2019 9:30am-3:30pm Sacramento
 - Friday, June 7, 2019 9:30am-11:30am Virtual

DRAFT



Online Education Initiative Advisory Committee Meeting

California Community Colleges Chancellor's Office, Sacramento

December 6, 2018, 10:00 am - 3:00 pm

ATTENDEES

Kate Jordahl, Andrea Hanstein, Jennifer Ayres, Jay Field, Jory Hadsell, Autumn Bell, LeBaron Woodyard, Bob Nash, Thomas Greene, Jodie Steele, Lisa Beach, Julie Clark, Cheryl Aschenbach, Geoffrey Dyer, Adriana Martinez, Vivian Varela, Julie Oliver, Erin Larson, Deb Barker-Garcia, Wendy Bass, Bonnie Peters, Marilyn Harvey, Logan Murray, Michelle Pacansky-Brock.

APPROVAL OF AGENDA & MINUTES

A quorum was not met so approval of agendas and minutes were tabled.

REBRANDING

Andrea Hanstein gave an update on efforts made toward bringing CVC, OEI, and @ONE under one umbrella. Jennifer Ayres from 25th Hour Communications presented analysis phase research findings and key messages around recruitment, training, and professional development. The next steps will include interviewing additional constituencies, developing creative assets, finalizing the branding process, targeted communication, and marketing. Input was solicited from the committee.

CHARTER

The committee will continue to discuss membership composition, meeting frequency, and the nature of meetings. Stakeholder involvement and input is critical. Additional feedback will be solicited via Basecamp.

CROSS-ENROLLMENT DEMO

Jay Fielding gave a demo of the cross-enrollment feature and the admin dashboard. There are currently seven colleges from three districts, each with a different Student Information System (SIS) participating in the Proof of Concept (POC). Participating students must be enrolled in at least one college at their home college to be eligible. Financial aid, residency, and DSPS designation are shared from home to teaching colleges. Payments have been integrated into the platform and will be handled by the teaching college's system. A student's CCC-ID is the platform connector. There is a feature to override eligibility and prerequisites at the local level. There was discussion around the definition of fully online classes, integration, and counseling involvement.

APPROVE UPDATED COURSE DESIGN RUBRIC

Autumn Bell reported that the Course Design Rubric was updated earlier this fall with faculty and course designers. Overall the format has not changed, redundancies and wording were reviewed. Updates include closer alignment with Title 5, a streamlined and improved accessibility section, and increased focus on services that are needed for equitable student access. The updated rubric allows for easier adoption and use by both colleges and individuals. The statewide Academic Senate passed a resolution in November encouraging local senates to adopt the CVC-OEI Course Design Rubric and to explore the development of local peer online course (POCR) reviews.

REGULATORY CHANGES

Jory Hadsell reported that in September 2018, the Advisory Committee and the Consortium developed a list of perceived regulatory hurdles to the growth of online education at the 114 California community colleges. The lists were synthesized into twelve policy recommendations with the addition of system-wide accessibility support and funding formula changes. Committee members then ranked those priorities. The CVC-OEI team will conduct further analysis and consult with appropriate constituencies.

MANAGEMENT TEAM UPDATES

Bob Nash reported that the cvc.edu website currently features 57 online ADTs. Colleges should continue identifying ADTs that offer an online pathway through the major prep requirements. In the next few months, a call will go out for online CTE degrees and certificates. The conversation around online ADTs and pathways will continue.

Marilyn Harvey reported that work continues on a partnership between WestEd and CVC-OEI on a semester-long online Statway program. The goal is to launch a pilot in January 2019 and a full cohort in fall 2019.

Andrea reported that the Finish Faster Online late-start classes campaign netted 164 completed Consortium college applications. The most engaged audience were males, aged 18-24. Winter and spring collateral will be distributed later this week.

CCMS WORKGROUP UPDATES

Bob reported that the Workgroup is currently confirming its membership composition and charter. There is also work occurring to improve Canvas resources such as the CCC Canvas Home Base website updates to provide resources.

ELECT CO-CHAIR

Absent a quorum, Cheryl will continue to serve as co-chair.

UPDATES TO MEETING SCHEDULE

Schedule updates were shared.

CONSTITUENT UPDATES

?? reported that the Academic Senate Online Education Committee has created listservs and ?? surveys, those results were summarized. Feedback is being collected around the DECT grant and capturing third-party videos.

CHANCELLOR'S OFFICE UPDATES

LeBaron Woodyard reported that he is transitioning to a new administrative role within the Chancellor's Office. Erin will continue to serve as the project monitor and Michael Quiaoit will assume the role of Dean. Distance education, tutoring, and library regulations are advancing and are pending Department of Finance review. The online cybersecurity program is expected to launch in April.

ADJOURN

The next meeting will be online January 11, 2019, from 9:30am-11: 30 am



Online Education Initiative Advisory Committee Meeting

February 8, 2018 at 9:30am

Virtual

ATTENDEES

Kate Jordahl, Jodie Steeley, Jory Hadsell, JC Sales, Andreea Serban, Naomi Caietti, Justin Schultz, Andrea Hanstein, Jay Field, Autumn Bell, LeBaron Woodyard, Bob Nash, Thomas Greene, Lisa Beach, Julie Clark, Geoffrey Dyer, Adriana Martinez, Vivian Varela, Julie Oliver, Erin Larson, Deb Barker-Garcia, Wendy Bass, Bonnie Peters, Marilyn Harvey, Anthony Culpepper.

APPROVAL OF AGENDA & MINUTES

Approval of agendas and minutes was tabled until March for lack of a quorum.

MANAGEMENT TEAM UPDATES

Jory Hadsell reported on quarterly metrics and increases. Governor Newsom released his proposed state budget and there is no reduction or increase to the CVC-OEI's ongoing funding allocation. In 2018, CVC-OEI received \$35 million in one-time funding to award augmentation grants to help colleges/districts complete short-term projects that will improve access to online learning, fill gaps that meet workforce demands, and enhance support for faculty and students. The planning and development phase will occur between February - May 2019. The second phase will include grant authorization of up to \$500,000 per college from July 1, 2019 - June 30, 2020. Justin Schultz outlined critical milestones of the augmentation grant timeline and the streamlined paperwork requirements.

Andrea Hanstein reported that work continues on the CVC-OEI rebrand. 25th Hour Communications is currently in the creative development phase and they continue to collect feedback. Preliminary brand mockups will be available in February.

Jory reported that product development has been completed for the cross-enrollment project. The project has been branded as ExCEL, which stands for Exchange Cross Enrollment Link. Foothill-De Anza and Los Rios are in the User Acceptance Testing (UAT) phase and Cabrillo is preparing for UAT. A 'soft' launch is targeted for the spring quarter with a debrief scheduled for later in the month.

Professional Development

Autumn Bell reported that the @ONE team is adding resources to the Local POER website, including tips for getting review-ready and suggested guidelines for faculty participation. Courses can be submitted through the website beginning April 22 in an effort to streamline the process and help Consortium colleges reach the goal of quality review and alignment of 20% of online inventory to the OEI Course Design Rubric. The target is focused on sections, not courses, and course sections outside of ADTs, IGETC, or CSU Breadth may be excluded from the total. CVC-OEI Academic Affairs will reach out to colleges to help identify a mutually agreed upon target.

Autumn reported that the January webinar had participants from 41 colleges. Colleges are reminded to include instructional designers in the review process. The second annual nationwide CCC Digital

Learning Day will be February 28 and currently has 1,400 registrations. The new Canvas shell featuring CVC-OEI ecosystem tools is under development. Included in the shell will be product overviews, "how to" tutorials, best practices, testimonials, and key contacts.

Finish Faster Online

A digital advertising campaign, focused on late start classes and underrepresented students in "higher education deserts," resulted in 992 completed applications to Consortium colleges. To date, 1,689 completed applications have been submitted to Consortium colleges through the online course finder. The CVC-OEI will again partner with CSU Online on a summer online course finder.

CCMS Advisory Committee

The Committee is working on an assessment of the CCC Canvas Home Base and looking for potential improvements. Additional voting members are needed, specifically faculty and/or members of the CVC-OEI Advisory Committee. If interested in serving, please contact Bob Nash at bnash@cvc.edu.

Student Equity Workgroup

The workgroup is completing a gap analysis of the 33 equity cohort colleges, including a review of student equity plans, distance education plans, and websites. The goal is to understand the gaps between equity, distance education, and online student services.

CHANCELLOR'S OFFICE UPDATES

Erin Larson reported that Heather Hiles was hired as CEO for the online college and their next meeting is March 18th. The Governor's Office of Planning and Research released their list of candidates moving proposals forward for the RFP improving equity, accessibility and STEM outcomes. More than forty proposals were submitted. All of 21 of the projects selected have a community college in them and eighteen of those projects include Consortium colleges.

ADJOURN

2018 – 2019 future meeting dates

Friday, March 15, 2019 9:30am-3:30pm Sacramento

Friday, April 12, 2019 9:30am-11:30am Virtual-as needed

Friday, May 17, 2019 9:30am-3:30pm Sacramento

Friday, June 7, 2019 9:30am-11:30am Virtual-as needed

CVC-OEI By the Numbers

CCC Canvas users: **1,143,702**

CCC Active Canvas Courses: **71,298**

Courses aligned to OEI Rubric through the POCR: **172**

Online ADTS featured on CVC website: **71**

CCC counselors in Cranium Café with active accounts: **256**

CCC exams taken using Proctorio in December: **22,901**

Fully-online courses listed in online course finder: **6,130**

Badged courses listed in online course finder: **4,040**

ICAS – IGETC Standards Subcommittee

February 25, 2019

2:00 pm – 3:30 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/522870901>

Or Telephone:

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 522 870 901

MINUTES

Present: Ginni May (Chair), Carolyn Borg, Estela Narrie, Nancy Purcille, Mark Van Selst, Jason Sexton, Eddie Comeaux

Absent: Bob Quinn

Guests:

1. Select note taker – Ginni
2. Approval of Agenda – approved
3. Approval of minutes – none
4. IGETC Standards Subcommittee:

Members:

ICAS – Ginni May, ASCCC Treasurer, Chair IGETC Standards Subcommittee (appointed member)

UC BOARS – Eddie Comeaux, BOARS Chair (appointed member)

CSU Faculty – Mark Van Selst, ASCSU (appointed member)

Advisory:

CCC Faculty – Carolyn Borg, Articulation Officer, Shasta College (appointed advisory)

CCCCO – Bob Quinn, Articulation and Transfer (advisory)

CSU CO – Jason Sexton, Academic Programs (advisory)

UCOP – Nancy Purcille, Articulation Coordinator (advisory)

CCC Faculty – Estela Narrie (guest member/historian)

5. Overview and Timeline
 - a. Overview:

- i. The IGETC Standards document is updated annually. IGETC Standards subcommittee members seek needed updates and edits for creating the 2019-20 IGETC Standard document.
 - ii. Historically, the Advisory persons have helped to inform recommended changes. Carolyn Borg and Estela Narrie have served as the “keeper and writer” of the IGETC drafts and final versions. Estela has kept the master document. They agreed to continue to do so.
 - iii. Substantial changes to curricular requirements to be vetted by appropriate faculty through each system’s process
- b. ICAS Meetings for 2019:
 April 5 – first reading of updated IGETC Standards at
 May 29 – second reading at updated IGETC Standards at ICAS
- c. IGETC Standards Meetings for 2019:
 March 25, 12:00-1:30
 April 1, 9:00-10:30
- d. Establish Timeline – change considerations with groups below
 CIAC Conference April 4-5
 GEAC March 12, May 14 ASCSU Plenary to follow
 UC Academic Senate March 20, April 24
 BOARS first Fridays March 1, April 5, May 3
 ASCCC Curriculum Regionals March 15, 16
 ASCCC Plenary April 11-13

6. Items to be addressed:

- a. IGETC Standards 1.9 document (found here: <http://icas-ca.org/standards-policies-and-procedures-manual>)
- b. Clarifications on AB 705, course placement, and prerequisites in the CCC system; perquisites are permitted on CCC CORs along with corequisite options and assessment through the college approved multiple measures placement processes.
- c. IGETC Standards change/update considerations from Nancy Purcille. There was discussion around the language, “highly unlikely to pass”. It was explained that some in the CCC system have interpreted that to mean that the student has about a 10% chance of passing the class.
- d. Other change considerations – several were discussed and will be shared via email by the next meeting; Nancy, Carolyn and Estela will draft changes and send forward for consideration and vetting

It was requested that the IGETC Standards be ADA compliant. Estela is working with the CCCCCO to try and accomplish this goal.

An AO wants to make sure the courses such as “Physical Sciences for Educators” are not appropriate for IGETC. Estela-- Should we add this type of class to the list of courses that do not fulfill 5A/B found in section 10.5.1?

AO requested we add a line to the sample certification form to include US 3. Request was made to be permitted to combine a second semester composition course and a critical thinking course to clear Area 1B. (This is usually found when CSU students transfer to a CCC and then UC).

Request to clarify/give more guidance on ESL classes that appropriate for A1.

Request to allow for stretch courses on IGETC. (example: stretch English and math courses)

Request for the committee to consider a certain score on the Defense Language Institute DLPT exam towards LOTE. (reference http://www.dliflc.edu/wp-content/uploads/2018/11/DLIFLC_catalog_2019-20_v10c.pdf page 65)

Request for the UC for the Standards to include a chart for external exams, much like the CSU does. (Section 7.1)

Request to be more specific in identifying “classic” or “definitive text”.

- e. CSU GE Task Force Report – Mark gave a brief overview and will respond to questions at next meeting.

7. Future Meetings

- a. Q&A Document to accompany IGETC Standards
- b. AP Chart update
- c. CSU GE Task Force Report
- d. Draft of changes

8. Adjourn – 3:25 pm

Intersegmental Curriculum Workgroup (ICW)
November 13, 2018
California Community College, Office of the Chancellor
1102 Q Street – Conference Rooms A & B
Sacramento, CA 95811

In Attendance:

Deanna Abma, Articulation Officer, City College of San Francisco
Dominic Calabrese, C-ID Process and Review Director, Sierra College
Jackie Escajeda, Dean of Intersegmental Programs and Credit Curriculum, CCCC
Virginia “Ginni” May, ASCCC Treasurer, ICW Chair, Sacramento City College
Mary Legner, Mathematics Faculty, Riverside City College
Jim LoCascio, Engineering Faculty, Cal Poly San Luis Obispo
Krystinne Mica, Chief Operating Officer, ASCCC
Amanda Paskey, C-ID Curriculum Director, Cosumnes River College
Jim Postma, CSU Representative, CSU Chancellor’s Office
Craig Rutan, ASCCC Secretary, Santiago Canyon College
Karen Simpson-Alisca, Assistant Director, CSU Office of the Chancellor
Mark VanSelst, Psychology Faculty, San José State University

Guests:

Kevin Olson, Curriculum and Instruction Specialist, CCCC

Staff:

Heidi Roodvoets, C-ID Program Specialist, ASCCC
Miguel Rother, C-ID/OERI Program Manager, ASCCC

I. Introductions, Announcement, and Approval of the Agenda

May welcomed committee members and introductions were made.

The following attachments were removed from the agenda:

- Attachment VIII. Draft FDRG 5-Year Review Policy
- Attachment IX. CCCC Memo AA 17-17

ACTION:

By consensus, the agenda was approved with revisions.

II. Approval of the Minutes

By consensus, the May 24, 2018 meeting minutes were approved.

III. General Updates

A. C-ID Advisory Committee Update

Paskey provided an update on the September 20, 2018 C-ID Advisory Committee meeting. Topics discussed included: the addition of Open

Educational Resources (OER) to the textbook section of the C-ID descriptor guide sheet provided to Faculty Discipline Review Groups (FDRGs) during development and review of descriptors; updates to the [C-ID Numbering Protocol](#) document; Intersegmental Model Curriculum (ISMC) development; and the need for new Course Outline of Record Evaluators (COREs) from the California State University (CSU) segment. Many of the topics discussed are being brought before Intersegmental Curriculum Workgroup (ICW) for discussion.

B. 5-Year Review Update

Rother provided an update on disciplines undergoing the 5-year review of the TMC and descriptors for their discipline. C-ID initiated the 5-Year Review for the following disciplines in fall 2018: Communication Studies, Psychology, Economics, Film, Television, and Electronic Media, and Nutrition/Dietetics.

The physics FDRG is not recommending any revisions to the physics Transfer Model Curriculum (TMC) at this time. The FDRG is finalizing revisions to include open source textbook examples on the Physics 100S, 105, 110, 200S, 205, 210, and 215 descriptors. Minor revisions to the PHYS 200S and PHYS 215 descriptors are being made to add clarity to the original intent of the descriptors. A question was raised regarding whether the FDRG discussed including the use of a transferable general education (GE) pattern such as Intersegmental General Education Transfer Curriculum (IGETC) for Science, Technology, Engineering, & Math (STEM) in the TMC. It was stated that the FDRG did discuss the topic, and the group agreed that the inclusion of IGETC would complicate the determination of similar by CSU campuses. The FDRG would like to revisit the discussion after the UC Transfer Pathway pilot degrees have been implemented and there is data regarding student transfer to the UC.

The Geography FDRG revised the TMC to include an either/or option for C-ID GEOG 120 and GEOG 125 in the Core of the TMC. Previously GEOG 120 was in the core and GEOG 125 was in List A.

C. Hospitality Management Descriptor Revisions

The Hospitality Management FDRG recently finalized revisions to three descriptors. The FDRG does not consider the revisions to be substantive changes, and colleges will not need to resubmit approved course outlines to C-ID. The changes to the three descriptors are as follows:

C-ID HOSP 110 – Sanitation and Safety:

Revision: The FDRG is removing “Completion of Food Handlers Exam” from the methods of evaluation.

Rationale: The National Restaurant Association ServSafe exam is the intended focus.

C-ID HOSP 120 – Hospitality Cost Control

Revision: The FDRG opted to change the prerequisite Financial Accounting (C-ID ACCT 110) to an advisory.

Rationale: Many CCC Culinary Arts and Hospitality Management programs share a cost control course, where financial accounting is not a requirement.

C-ID HOSP 150 – Hospitality Law

Revision: The FDRG changed the prerequisite Introduction to Hospitality Management (C-ID HOSP 100) to an advisory.

Rationale: Students can successfully pass C-ID HOSP 150 without having taken an introductory course.

D. CTE Discipline Update

Rother provided an update to the group regarding work being done in the area of Career Technical Education (CTE). The Office Technology/Business Information Worker discipline recently finalized twenty-two descriptors and three MC. There are now eighty-eight (88) descriptors and nine (9) Model Curricula (MC) completed and available on the C-ID website for colleges to use for the creation of local degrees and certificates. In addition, C-ID is working with faculty from forty-four (44) CTE disciplines to finalize draft descriptors and MC. It was stated that the Model Curriculum Workgroup (MCW) will meet on December 5, 2018 to discuss CTE C-ID and how to move forward with the disciplines in the queue.

E. UCTP Update

Rutan provided an update regarding the Memorandum of Understanding ([MOU](#)) between the UC and CCC segments designed to enhance student transfer from the CCC to UC. The UC proposed setting a required GPA at 3.5, however, the CCC Chancellor's Office (CCCCO) expressed concern regarding the GPA requirement since it is higher than the current requirement on Transfer Admission Guarantees (TAGs). Discussions between the UC Office of the President (UCOP), CCCCCO, and ASCCC are ongoing.

IV. 5-Year Review Proposed Policy Revision

Rother discussed proposed revisions to the [Transfer Model Curriculum \(TMC\) Review and Revision Criteria and Processes During 5-Year Review](#) document. The policy indicates that the 5-year review of TMCs will be initiated every fourth year subsequent to the first review. This is problematic for certain disciplines in which there is insufficient faculty representation on the FDRG (3 CCC and 3 CSU) to complete the review as scheduled. The revisions to the policy propose that the 5-year review is initiated every fourth year subsequent to the completion of the previous review. The group discussed the revision and added that the number of CCCs in the document should reflect the current number of 114.

ACTION:

Motion to approve the proposed revisions to the Transfer Model Curriculum (TMC) Review and Revision Criteria and Processes During 5-Year Review document.
(Legner, Abma, MSC)

V. Criteria for ISMC Development

Rother provided background regarding C-ID and Intersegmental Model Curriculum (ISMC). In the past, C-ID developed ISMC in high unit disciplines and disciplines that did not meet the requirements for TMC development. C-ID received requests to develop ISMC in the discipline of religious studies, and this topic is being brought before the committee to discuss whether development of ISMC is beneficial, and if so, what the criteria for development should be.

The group discussed approved ISMC in the disciplines of nursing, engineering, and information technology. There is no data that indicates whether the ISMC already developed is being used by CCC campuses, which makes it difficult to gauge whether development in additional disciplines is beneficial to colleges or students. It was suggested that further development of ISMC is placed on hold.

ACTION:

Further ISMC development will be placed on hold as data is gathered regarding ISMC benefits and implementation.

VI. AB 705 Impact on ADTs

Escajeda requested that the group discuss the potential impact on ADTs that AB 705 (Irwin, 2017) could have. As colleges begin to implement AB 705 on their campuses some are considering revising their local programs and curriculum. This is potentially problematic if a college increases the units for a course that is included in an approved ADT, causing the ADT to exceed the 60 unit threshold. A suggestion was made for ICW to release a memo or an FAQ regarding AB 705 and C-ID. It was stated that an FAQ document is not necessary at this point. C-ID will continue to advise colleges that there are no proposed revisions to C-ID descriptors at this time, and any changes to a course that is C-ID approved could affect its C-ID approval.

VII. Elementary Teacher Education

Rother explained that in 2015 the California Commission on Teacher Credentialing (CTC) revised the Elementary Teacher Education Multiple Subject program standards, and CSUs had until Fall 2018 to fully implement the new standards with their programs. Now that CSU programs have rewritten their programs to align with the state standards, CSU faculty were convened to discuss the effect of the changes on the determination of similar for the Elementary Teacher Education TMC. At the September 20, 2018 C-ID Advisory Committee meeting the CSU segment provided suggestions for revisions to the TMC that would allow CSU campuses to keep their

determination of similar. Most of the proposed changes are to descriptors from disciplines other than Elementary Teacher Education, and it was the opinion of CSU faculty that the suggested revisions are likely being taught but may not be explicitly mentioned in the college's Course Outline of Record (COR) or the C-ID descriptor. It was stated that C-ID is working to convene the FDRG for the disciplines to discuss the suggested revisions, however, there is currently insufficient CSU faculty representation for the FDRGs to approve any changes. In addition, to reaching out to the FDRGs, the C-ID Data and Process Director reviewed all CORs with C-ID approval for the descriptors and was unable to find the suggested content. The group discussed the process and time involved in making the changes. It was noted that since these changes are required for credentialing it is in the best interest of students to expedite the review process for courses if the descriptors are revised and colleges need to resubmit their COR. It was suggested that a process is created to allow for a staff review of any revised CORs to ensure the content is included and to avoid the COR going through the full review process.

VIII. TMC/SB 1440 Goal

This agenda item is being brought before the group to discuss reviewing what the goals and criteria are for a successful TMC. VanSelst provided the following examples of differing understandings regarding how to best describe the goal of a TMC: intersection of courses required by various CSU campuses; union of courses required by various CSU campuses; fewest number of specified courses and greatest number of elective courses which will allow transfer students to succeed; and the "best" preparation for transfer students prior to transfer. It was stated that both the ASCCC and ASCSU Executive Committees had extensive discussions surrounding this when SB 1440 became law. At that time it was agreed that the legislation did not allow for philosophical goals such as those stated and that the current structure was created to allow compliance with the law.

IX. CSU CORE Requirements

VanSelst discussed the Academic Senate for California State Universities (ASCSU) resolution AS-3346-18, which addresses the requirements for appointment of CSU COREs for C-ID. The resolution expresses an understanding of the need for increased CSU faculty participation in C-ID, and will expand the flexibility of faculty that can participate by allowing for faculty with sufficient system level experience to participate in instances where senior tenured faculty are not available.

X. Reports

A. Senate Updates

May provided an update on discussions within the ASCCC.

- Inclusion of the Math and Quantitative Reasoning Task Force in the ASCCC discussions of AB 705
- The Strong Workforce Program to work on recommendations for veterans and military including the recommendation to provide credit for military experience.

- Upcoming ASCCC events such as the Curriculum Regional meetings, The Student Learning Outcomes (SLO), the 2019 Spring Plenary Session, The Career and Noncredit Institute, and the 2019 Curriculum Institute

B. CSU Academic Senate (ASCSU Representative)

VanSelst shared recent topics under discussion within the ASCSU.

- C-ID CORE requirements, as well as FDRG member requirements.
- Executive Order 1100 in relation to CSU campus interpretation.

C. CCC CO Representative (CCCCO Representative)

Escajeda shared recent topics under discussion within the CCCCCO.

- Credit for Prior Learning
- AB 705
- Curriculum regionals
- Noncredit and basic skills
- Chancellor's Office Curriculum Inventory (COCI) 2.0 release which seeks to improve the public website.
- Student centered funding formula

D. CSU CO Report (CSUCO Representative)

Simpson-Alisca informed the group that while Barbara Swerkes is out of the office she (Simpson-Alisca) is supporting the C-ID process of following up with and working to make recommendations to the ASCSU of faculty to participate. Simpson-Alisca also mentioned that she is working to set up procedures to assist in this appointment process. She also informed the group that construction on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) website is progressing.

XI. Future Agenda Items and next meeting time and place

Course/Degree recency.

The group agreed to hold the next meeting in southern California and tentatively scheduled the meeting date for March 19, 2018 from 10:00am to 3:00pm.

XII. Adjournment

Respectfully submitted by Heidi Roodvoets, C-ID Program Specialist



Model Curriculum Workgroup (MCW) Minutes Draft
February 20, 2019
10:00 am – 2:00 pm
669-900-6833 | 646-876-9923
Meeting ID: 242 900 192

In Attendance:

Raul Arambula, Dean, Curriculum and Instruction & Intersegmental Support, CCCCCO
Cheryl Aschenbach, MCW Chair, ASCCC North Representative, ASCCC
Dianna Chiabotti, Dean, Career Education and Workforce Development, CCCAOE
Njeri Griffin, C-ID Grant Monitor, CCCCCO
Andrew Maz, Music Faculty, Cerritos College
Amanda Paskey, C-ID Curriculum Director, ASCCC
Michelle Pilati, C-ID Special Projects Director, ASCCC
Blaine Smith, Regional Vice-President North/Far North, CCCAOE
Carrie Roberson, ASCCC North Representative, ASCCC

Staff:

Heidi Roodvoets, C-ID Program Specialist, ASCCC
Miguel Rother, Associate Director, ASCCC

I. Introductions and Announcements

Chair Aschenbach welcomed committee members and introductions were made.

II. Approval of the Agenda

MSC (Roberson, Smith) to approve the agenda as presented.

III. Approval of January 23 2018 Meeting Minutes

MSC (Maz, Roberson) to approve the minutes as presented.

IV. C-ID Participation (10+1)

Aschenbach introduced the C-ID Participation (10+1) document to the group, which was presented at the January 23, 2019 meeting. Aschenbach stated that she had one suggested change to list item seven (7) of the document. Her suggestion was to clarify the language regarding enabling Career Technical Education (CTE) disciplines. The group reviewed the document and edited it to increase clarity. All members agreed to the suggested changes.

MSC (Pilati) to approve the C-ID Participation (10+1) document with minor revisions.

V. CTE Liaison

Aschenbach introduced the CTE Liaison document to the group, which was presented at the January 23, 2019 meeting. She explained proposed edits to the document regarding training for CTE Liaisons. The group agreed that the suggestions and tools for CTE liaisons will be helpful going forward. The group discussed potentially holding an orientation webinar that can be recorded and stored for new liaisons to view.

MSC (Pilati, Chiabotti) to approve the CTE Liaison document with minor revisions.

VI. C-ID Verification & Implementation

Pilati presented to the group the C-ID Verification & Implementation document which describes a proposed process for verification and identification of alignment to C-ID Model Curricula (MC). Pilati opened up the document for discussion and suggestions from the group. Group members discussed the need to define alignment, and to clarify that MC offers the potential for more variability and less restrictions than TMC.

MSC the committee agreed to work on this document and discuss this document again at the next meeting.

VII. ASCCC Spring Plenary/Curriculum Institute

Aschenbach explained to the workgroup that breakout sessions are scheduled for MCW group members to talk about C-ID and CTE at the CCCAOE Conference, ASCCC Career and Non-Credit Institute, ASCCC Spring Plenary, and ASCCC Curriculum Institute. The members signed up to lead the sessions at these events are Chiabotti, Smith, Pilati, Aschenbach, and Maz. In addition, Paskey, Rother, and the C-ID Articulation Officer (AO) Subgroup will be speaking at the California Intersegmental Articulation Council (CIAC) meeting in April.

Follow up: Aschenbach will look into having multiple MCW breakout sessions at Curriculum Institute.

VIII. Vetting Criteria - Water Technology/Real Estate

Rother explained to the group that the C-ID team reviewed the vetting results for Water/Waste Water Technology and Real Estate as requested at the January 23, 2019 meeting. He informed the group that many of the survey respondents did not provide demographic data, and C-ID is unable to attain an accurate number of the programs represented in the feedback. The group discussed the number of programs that C-ID was able to identify in relation to the number of programs registered in the Chancellor's Office Curriculum Inventory (COCI). The Water Technology survey responses represented 6 of the 19 programs. Real Estate received a total of 48 faculty responses and there are 60 registered programs

throughout the state. However, due to the survey data not requiring demographic data, C-ID is unable to identify which college programs are represented.

MSC (Pilati, Chiabotti) the Water and Waste Water Technology FDRG will be contacted and advised that MCW is encouraging the finalization of the developed materials with the current vetting results.

Rother will bring to the next MCW meeting the results of the Real Estate survey and the group will then discuss if the vetted materials can be approved.

IX. DIG Date Availability

Rother Informed the group that May 10 and 11 were identified as dates to hold Discipline Input Group (DIG) Meetings (DIG). Rother is working to identify a venue for the DIGs, and will attempt to convene 5 of the 10 disciplines that C-ID will hold meetings for.

The C-ID team will invite MCW members to the scheduled DIGs, once a venue is finalized, to assist DIG attendees finalize materials

X. C-ID CTE Discipline Update

Rother provided an update on the C-ID CTE disciplines informing the group that the Welding Technology discipline is finalizing nine descriptors and is in need of Course Outline of Record Evaluators (COREs), and that Digital Media is very close to finalizing seven MC.

XI. Future Agenda Items

- Other avenues for establishing MC

XII. Adjournment

Respectfully submitted by Heidi Roodvoets, C-ID Program Specialist