

Friday, May 10, 2019

Embassy Suites, Sacramento Riverfront Promenade
100 Capitol Mall, Sacramento, California, 95814
Meeting Room: Stagecoach

11:00 a.m. to 12:00 p.m. Executive Committee Meeting
12:00 p.m. to 12:30 p.m. Lunch
12:30 p.m. to 5:30 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. 15**
- G. One Minute Check-In**

II. CONSENT CALENDAR

- A. April 10, 2019 Meeting Minutes, Rutan, forthcoming**
- B. Title 5 Regulations Changes Under Consideration, May, pg. 29**

III. REPORTS

- A. President's/Executive Director's Report – 30 mins., Stanskas/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 – 15 mins., Davison, pg. 47

The Executive Committee will be updated on current legislative issues.

B. Faculty Roles in Planning and Budget – 20 mins., Foster, pg. 79

The Executive Committee will consider for approval a first draft of the paper on Budget Processes.

C. 2019 Faculty Leadership Institute Program – 15 mins., Stankas, pg. 105

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

D. 2019 Academic Academy Program – 15 mins., Stankas, pg. 113

The Executive Committee will review and consider for approval the 2019 Academic Academy program.

E. Tentative 2019-2020 ASCCC Budget – 20 mins., Mica, pg. 117

The Executive Committee will consider for approval the tentative 2019-20 ASCCC budget.

F. Outline for Paper on Student Equity – 15 mins., Stankas, pg. 121

The Executive Committee will review and consider for approval the draft of the *Student Equity* paper.

G. Noncredit Course Approval and Certification Form – 10 mins., May, pg. 123

The Executive Committee will provide feedback and consider endorsing the Noncredit Course Approval and Certification form.

H. Faculty Development Committee – 15 mins., Cruz/Eikey/Parker, pg. 133

The Executive Committee will review the second draft of the womyn professional development survey and review the recommendation to re-name the Faculty Development Committee.

I. Update and Debrief of Four Goals – 60 mins., Stankas, pg. 139

i. CCC Guided Pathways Award Program – Stankas, pg. 141

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

ii. Strong Workforce Program Recommendations – Stankas, pg. 143

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

iii. AB 705 Update – Stankas, pg. 145

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

v. Faculty Diversification – Stankas, pg. 147

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

V. DISCUSSION

A. Chancellor's Office Liaison Report – 30 mins. pg. 149

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. 151

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., Stanskas/Davison, pg. 153

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

D. Year-End Debrief – 60 mins., Stanskas, pg. 155

The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the 2018-2019 academic year.

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

A. Standing Committee Minutes

- i. Curriculum Committee, May, pg. 157
- ii. Standards and Practices Committee, Eikey, pg. 171
- iii. Transfer, Articulations, Student Service Committee, Bean, pg. 175

B. Liaison Reports

- i. California Community Colleges Curriculum Committee (5C), May, pg. 177
- ii. Telecommunications and Technology Advisory Committee (TTAC), Dyer, pg. 183

C. Senate and Grant Reports

- i. Intersegmental Curriculum Workgroup (ICW), May, pg. 193

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: May	Year: 2019
		Item No: I. E.	
		Attachment: Yes (5)	
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

- **Executive Committee Meeting/Orientation** – Bass Lake – June 5-7, 2019
- **Faculty Leadership Institute** – Sacramento – June 13-15, 2019
- **Executive Committee Meeting** – Burlingame – July 9, 2019
- **Curriculum Institute** – Burlingame – July 10-13, 2019
- **Academic Academy** – Long Beach – September 12-14, 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

May 21, 2019

- Agenda items for June 5, 2019 meeting
- Reports

June 20, 2019

- Agenda items for July 9, 2019 meeting
- Reports

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**.

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

Curriculum

- 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**.

Academic Academy

- First program draft due **June 20, 2019** for reading at the July Executive Committee Meeting.
- Final program draft due **July 22, 2019** for reading at the August Executive Committee Meeting.
- Final program to Krystinne by **August 12, 2019**.
- AV and Event Supply needs to Tonya by **August 16, 2019**.
- Final program to printer **August 26, 2019**.
- Materials posted to ASCCC website **September 2, 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
- *April 29/May 2/3/8, 2019 – CTE Minimum Qualifications Regional Meeting

- *Approved

2019-2020 EXECUTIVE COMMITTEE MEETING DATES

*Unless otherwise noted, meetings typically start 11:00 a.m. on Friday and end by 4:00 p.m. on Saturday.¹

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	July 9, 2019		Hyatt San Francisco Airport	June 20, 2019
Executive Meeting	August 8 – 10, 2019		Mission Inn, Riverside, CA	July 22, 2019
Executive Meeting	September 6-7, 2019	Area A	North	August 19, 2019
Executive Meeting	September 27 – 28, 2019		Marriott Riverside, Riverside, CA	September 9, 2019
Area Meetings	October 11 -12, 2019		Various Locations	
Executive Meeting	November 6, 2019		Renaissance Newport Beach Hotel	October 17, 2019
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Executive Meeting	December 6–7, 2019		Courtyard Oakland Emeryville, Emeryville CA	November 18, 2019
Executive Meeting	January 10 – 11, 2020		Marriott Riverside, Riverside, CA	December 12, 2019
Executive Meeting	February 7-8, 2020		North	January 21, 2020
Executive Meeting	March 6 -7, 2020	Area D	South	February 18, 2020
Area Meetings	March 27 – 28, 2020		Various Locations	
Executive Meeting	April 15, 2020		Oakland Marriott City Center	March 26, 2020
Spring Plenary Session	April 16-18, 2020		Oakland Marriott City Center	
Executive Meeting	May 8, 2020		North	April 20, 2020
Executive Committee/Orientation	June 5-7, 2020		North	May 19, 2020
EVENTS				
Event Type²	Date		Hotel Location⁺	
Academic Academy	September 13-14, 2019		Queen Mary Long Beach	
Fall Plenary Session	November 7-9, 2019		Renaissance Newport Beach Hotel	
Part-Time Faculty Institute	January 24-25, 2020		Napa Valley Marriott Hotel & Spa	
Accreditation Institute	February 21-22, 2020		Southern California	
Spring Plenary Session	April 15-18, 2020		Oakland Marriott City Center	
Career and Noncredit Institute	April 30-May 2, 2020		Northern California	
Faculty Leadership Institute	June 18-20, 2020		Newport Beach Marriott Hotel and Spa	
Curriculum Institute	July 8-11, 2020		Riverside Convention Center	

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

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Academic Senate

2019 - 2020

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Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
July 9, 2019	June 20, 2019	June 27, 2019
August 8 – 10, 2019	July 22, 2019	July 29, 2019
September 6 – 7, 2019	August 19, 2019	August 26, 2019
September 27 -28, 2019	September 9, 2019	September 16, 2019
November 6, 2019	October 17, 2019	October 24, 2019
December 6 – 7, 2019	November 18, 2019	November 25, 2019
January 10 – 11, 2020	December 12, 2019	December 19, 2019
February 7 – 8, 2020	January 21, 2020	January 27, 2020
March 6 – 7, 2020	February 18, 2020	February 24, 2020
April 15, 2020	March 26, 2020	April 2, 2020
May 8, 2020	April 20, 2020	April 27, 2020
June 5– 7, 2020	May 19, 2020	May 26, 2020

Local Senate Campus Visits 2016-2019

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

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	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting	
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	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting	
	Rutan	1/29-30/2018	Curriculum Visit	
	Dyer, Aschenbach, May, Stankas	3/22/2019	Area A Meeting	
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)	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
	May, Roberson	3/15/2019	Curriculum Regionals	
Monterey Peninsula	Freitas, Bruno	11/10/2016	Local Visit	
	McKay	2/7/2018	IEPI PRT	
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting	
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
	May	3/5/2019	Recoding Regional Meeting	
Solano	Stanskas, McKay, Smith, Davison	10/14/2016	Area B Meeting	
	Rutan	2/16/2017	BDP Accreditation	
	Foster, Davison	10/27/2017	EDAC Regional	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
	May	3/18/2019	Recoding Regional Meeting	
Cerritos	Rutan, May	5/19/2018	Curriculum Regional	
	Davison	1/18/2019	FACCC Policy Forum	
Citrus	Roberson	8/23/2018	Guided Pathways Visit	
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting	
Cuesta				
East LA	Freitas, Foster, Bruno	3/25/2017	Area C Meeting	
	Davison		Mini PRT	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
El Camino	Executive Committee	2/3/2017	Executive Committee Meeting, Governance	
	Freitas	10/20/2017	Presentation for ECC PRIDE P.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	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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, LSF, Aschenbach, Beach, Rutan	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	9/27/2018	Guided Pathways	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	Roberson	5/8/2017	Mini PRT	
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-Farrel, 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		

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
	May, Aschenbach	3/13/2019	Recoding Regional Meeting	
Moreno Valley	McKay, Stanskas	1/27/2017	Online Education Committee Meeting	
	Executive Committee	9/29-30/2017	Executive Committee Meeting	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
Mt. San Jacinto	Foster	11/17/2017	SI Institute	
	Rutan	1/30/2019	Chemistry	
	May	3/21/2019	Recoding Regional Meeting	
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting	
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional	
	Foster, Rutan, Parker, Stankas	3/23/2019	Area D Meeting	
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, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting	
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop	
	May	3/16/2019	Curriculume Regionals	
Saddleback	Davison	3/15/2017	Curriculum Tech Visit	
	Rutan	1/30/2019	Noncredit	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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	
	Stanskas, 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, Bruzzese	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	

COLLEGE	VISITOR	DATE OF VISIT	REASON	NOTES
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, Stanskas	9/17-18/2018	Board of Governors and Trustee for California Online CCD	
Victor Valley				

Executive Committee Agenda Item

SUBJECT: Title 5 Regulations Changes Under Consideration		Month: May	Year: 2019
		Item No: II. B.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will consider endorsing the draft Title 5 Regulations changes in regard to Noncredit Curriculum Approval and Credit for Prior Learning.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At the California Community Colleges Curriculum Committee (5C) March 14, 2019 meeting draft Title 5 Regulations changes in regard to Noncredit Curriculum Approval and Credit for Prior Learning were approved and sent forward to Consultation Council for consideration. This is adherent to the process for making changes to Title 5 Regulations that fall under Curriculum and Instruction.

The attached items, from the Consultation Council April 18 Agenda include:

- Digest and Title 5 Regulations Drafts for Noncredit Curriculum Approval
- Digest and Title 5 Regulations Drafts for Credit for Prior Learning

The Executive Committee will discuss and consider endorsing these draft Title 5 Regulations changes.

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



“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Item 5 Title: Non-Credit Regulation Changes

Date: April 18, 2019

Contact: Alice Perez, Vice Chancellor of Educational Services

ISSUE

The California Community Colleges Curriculum Committee (5C) is recommending changes to the following Title 5 Regulations:

- §55150 – Approval of Noncredit Courses and Programs
- §55151 – Career Development and College Preparation
- §55154 – Adult High School Diploma Programs
- §55155 – Non-Credit Certificates
- §58160 – Non-Credit Course Funding

In response to stakeholders in the California Community College system, changes to the noncredit regulations were drafted by a workgroup in 5C in early February 2019. The title 5 Workgroup of 5C edited the draft regulations for consideration at a 1st Reading during the February 22, 2019 5C meeting. Additional edits were made, and sent to the California Community Colleges Chancellor’s Office (CCCCO) Legal Counsel and Staff to review. CCCCCO Legal Counsel and 5C members fine-tuned the drafts at the 2nd Reading during March 14, 2019 5C meeting. 5C approved the draft regulation changes to be forwarded to the Consultation Council for consideration to send to the Board of Governors for approval.

BACKGROUND

The changes in the regulations are building the foundation and framework to equalize noncredit curriculum approval process to that of credit curriculum approval processes in order to be more responsive to the curricular needs of the students in the California Community College system. In particular, the Curricular Streamlining Process, announced in October 2016 was designed to approve and offer curriculum more rapidly, while maintaining rigorous standards for curriculum approval. This is especially beneficial in career technical education fields as well as curriculum design for Guided Pathways and AB 705 implementation.

The following resolution, which passed unanimously at the Academic Senate for California Community Colleges (ASCCC) Fall 2018 Plenary Session provides some details and references in regard to the proposed changes.

ASCCC Resolution 9.02 F18 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes:

Whereas, the Curriculum Streamlining Processes, announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of associate degrees for transfer, and new credit programs with a goal of local program with the exception of new career technical education credit programs and apprenticeship;

Whereas, noncredit course and program proposals require more lengthy review and approval by the California Community Colleges Chancellor’s Office before being offered at a California community college;

Whereas, the question “Can a college require a noncredit support course?” that had a response of “Yes, ...” in the FAQ on AB 705 from the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings; and

Whereas, the noncredit course approval process must be nimble enough to allow colleges to increase in-demand noncredit course offerings in response to the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit curriculum processes to align with local approval of credit curriculum processes.

FEEDBACK/QUESTIONS FOR COUNCIL

The Chancellor’s Office is seeking general feedback that can be used to make any necessary amendments prior to the Board of Governors meeting in May.

ATTACHMENTS: Non-Credit Regulation Changes (Attachment 1).

Item 5, Attachment 1

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BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS OF CURRICULUM AND INSTRUCTION 4-8-19

1. Section 55150 of article 2 of subchapter 2 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55150. Approval of Noncredit Courses and Programs.

~~(a) All noncredit courses shall be approved by the Chancellor in accordance with this article on forms provided by the Chancellor. Failure to comply with the provisions of this article may result in termination of approval. The governing board of each community college district shall establish policies for, and may approve noncredit courses pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a).~~

~~(b) The chief executive officer, chief instructional officer, college academic senate president, and college curriculum committee chair of each college and/or district shall annually certify to the Chancellor, before the conclusion of each academic year, compliance with the following requirements related to the approval of noncredit courses:~~

~~(1) the curriculum committee and district governing board have approved each noncredit course pursuant to section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);~~

~~(2) the college and/or district promptly reported all noncredit courses approved by the district governing board pursuant to this section to the Chancellor's Office Curriculum Inventory and Management Information Systems;~~

~~(3) college and/or district personnel involved in the noncredit course approval process, including members of the curriculum committee, were provided with training regarding the rules, regulations, and local policies applicable to the approval of noncredit courses, including, but not limited to, the provisions of section 55002 and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a);~~

(4) the district governing board has established local policy or procedures specifying attendance accounting consistent with Article 2, Chapter 1, Part 50 of the Education Code (sections 84030, et seq.).

~~(b)c~~ Course outlines of record for all noncredit courses prepared in accordance with subdivision (c) of section 55002 shall be on file in the community college offering the course.

~~(c) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.~~

(d) The following noncredit educational programs shall be approved by the ~~Chancellor~~ district governing board:

- (1) Noncredit educational programs that qualify for enhanced funding;
- (2) Adult high school diploma programs as specified in section 55154; and
- (3) Those noncredit educational programs that are otherwise required by law to be approved by the Chancellor.

(e) Noncredit educational programs ~~requiring approval of the Chancellor~~ shall be ~~approved~~ submitted to and chaptered in by the Chancellor ~~chancellor's office curriculum inventory system. in accordance with this article and on forms provided by the Chancellor.~~ Approval of a noncredit educational program is effective until either:

- (1) The noncredit educational program or implementation of the noncredit educational program is discontinued or modified in any substantial way; or
- (2) The ~~Chancellor~~ district governing board evaluates the noncredit educational program after its approval on the basis of factors listed in sections 55151 or 55154, as applicable. If the ~~Chancellor~~ district governing board determines that the noncredit educational program should no longer be offered based on the evaluation, the ~~Chancellor~~ district governing board may terminate the approval and determine the effective date of termination.

(f) The Chancellor may conduct reviews to ensure that colleges and/or districts are in compliance with the certification requirements identified in this section.

(g) The Chancellor may, at any time, limit or terminate the ability of a district to approve or offer noncredit courses if it is determined that a college and/or district has failed to comply with any of the conditions set forth in this section until such time a college and/or district demonstrates compliance with the certification requirements in this section.

Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

2. Section 55151 of article 2 of subchapter 2 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55151. Career Development and College Preparation.

A noncredit course involving career development or college preparation will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5 if it satisfies the requirements set forth in subdivisions (a), (b) and (c) below.

(a) The course is approved by the college curriculum committee and the district governing board pursuant to subdivision (c) of section 55002 and by the Chancellor's Office pursuant to section 55150 and is part of either:

(1) A short-term vocational program which the ~~Chancellor~~ district governing board, ~~in consultation with the Employment Development Department~~ has determined to have high employment potential. ~~In making this determination, t~~ The Chancellor district governing board shall utilize job demand data to support the program proposal. provided by the Employment Development Department. If current job demand data in the relevant field is not available from the Employment Development Department, the Chancellor and the Employment Development Department may rely upon other data submitted by the college.

(2) A noncredit educational program involving:

(A) Courses in elementary and secondary basic skills;

(B) Workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training; or

(C) Courses in English as a second language and vocational English as a second language.

(b) The noncredit educational program is designed to result in either:

(1) A noncredit certificate of completion leading to improved employability or job opportunities; or

(2) A noncredit certificate of competency in a recognized career field that prepares students to take nondegree-applicable credit course work, including basic skills and English as a second language; or to take degree-applicable credit coursework leading to one or more of the following:

(A) completion of a credit certificate;

(B) an associate in arts degree; or

(C) transfer to a baccalaureate institution.

(c) The noncredit educational program in which enhanced funding is sought must be submitted to and ~~approved~~ chaptered by in the ~~Chancellor's office curriculum inventory~~

system. ~~Applications for approval~~ Submissions shall include an explanation of how the educational program is designed to lead students to one of the outcomes described in subdivision (b) and all of the following:

- (1) a list of required courses to be included in the educational program;
- (2) the minimum number of hours required for completion of the educational program;
- (3) course outlines of record for all courses in the educational program;
- (4) the catalog description of the educational program; and
- (5) for short-term vocational programs, an analysis of labor market need or job availability.

~~(d)~~ The Chancellor shall develop forms and procedures for submission of applications for approval.

~~(e)~~ If the Chancellor approves a short-term vocational program pursuant to this section, the program may not be subsequently modified by the inclusion of additional courses unless the course or courses to be added are of one of the types listed in subdivision (a) and have themselves been individually approved by the Chancellor pursuant to section 55150.

~~(d)~~~~(f)~~ Under no circumstances may a district separate an existing noncredit course which provides less than one hundred and ten (110) hours of instruction into two or more courses for the purpose of forming a noncredit educational program to satisfy the requirements of this section.

~~(e)~~~~(g)~~ Nothing in this section shall be construed to prevent a particular student from taking additional degree-applicable coursework, pursuing an associate degree, or pursuing transfer to a baccalaureate institution in addition to or instead of seeking immediate employment.

~~(f)~~~~(h)~~ For purposes of this article, the term “certificate of completion” means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a Taxonomy of Programs (T.O.P.) Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

~~(g)~~~~(i)~~ For purposes of this article, the term “certificate of competency” means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement of a set of competencies that prepares him or her to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The document must include the name of the certificate and the date awarded, be identified by a T.O.P. Code number and program discipline, and list the relevant competencies achieved by the student.

~~(h)~~(j) Content and assessment standards for certificates shall be defined by the local curriculum committee. The curriculum committee shall review noncredit educational programs leading to a certificate using the same standards as applied to credit educational programs leading to a certificate as set forth in section 55070, with respect to academic integrity, consistency with college mission, meeting a demonstrated need and program feasibility.

~~(i)~~(k) Each noncredit educational program shall be approved by the governing board of the district.

~~(j)~~(l) Certificates for noncredit educational programs may be awarded on behalf of the governing board of the district by any appropriate district official or by a particular department or division pursuant to a delegation of authority from the governing board to students who have earned them.

Note: Authority cited: Sections 66700, 70901, 78401, 84750.5 and 84760.5, Education Code.
Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

3. Section 55154 of article 2 of subchapter 2 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55154. Adult High School Diploma Program.

(a) Before offering any noncredit course as part of a high school diploma program on or after June 30, 2009, the governing board of a community college district ~~shall obtain approval of~~ must approve its high school diploma program and have it chaptered in the chancellor's office curriculum inventory system, as provided in section 55150.

(b) For purposes of this section, the term "high school diploma program" means an organized sequence of noncredit courses designed to meet the needs of adult learners which leads to a high school diploma which is awarded by the community college district or jointly by the district and a high school.

(c) The ~~application for approval~~ submission for chaptering shall include all of the following:

- (1) A statement that both the local curriculum committee(s) and the district governing board have reviewed and approved the high school diploma program.
- (2) Information demonstrating that there exists demand for the college to offer a high school diploma program for adult learners in the area.
- (3) Coursework requirements and content standards that meet or exceed those described in subdivision (e).
- (4) Comprehensive descriptions of program organization, instructional support services, student services, facilities and ongoing staffing efforts to demonstrate that the district has the resources to maintain the high school diploma program.

(5) A copy of the proposed catalog description.

(6) Requirements or conditions by which a student can obtain high school credit by examination or by successfully completing college degree-applicable or nondegree-applicable credit course work and any alternative means for students to complete the prescribed course of study.

(7) A description of the student assessment procedures for academic placement in the program and a description of how the district will evaluate student progress.

(d)(1) The governing board of a community college district shall confer a high school diploma upon a student who has satisfactorily completed at least 160 credits of high school level coursework and who has demonstrated competence in reading, writing, and mathematics at a level generally accepted as appropriate for award of a high school diploma. The required 160 credits of high school level course work must be fulfilled in a core curriculum consisting of courses in the categories described in paragraph (2) and accepted toward the diploma by a college within the district (as shown in its catalog). A college may accept toward satisfaction of this requirement courses that were completed at an accredited high school or college that would reasonably be expected to meet or exceed the standards of this section, provided that at least 20 of the total 160 required high school credits must be completed in residence at the college granting the diploma.

(2) The curriculum must include the indicated minimum number of high school credits in each of the areas listed below. Each course shall be of a duration sufficient to permit a student to master the content of the course as specified in the content standards described in paragraph (3).

(A) Natural Sciences. A minimum of 20 high school credits shall be required in natural sciences, including biological and physical sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the core curriculum requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category may include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. A minimum of 30 high school credits shall be required in social and behavioral sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the core curriculum requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how

societies and social subgroups operate. Each student shall be required to complete coursework that addresses United States history and geography; world history, geography, and culture; American government and civics; and economics. This category may also include introductory or integrative survey courses in cultural anthropology, cultural geography, political science, psychology, sociology and related disciplines, as well as additional courses in economics, American government, United States history, and world history.

(C) Humanities. A minimum of 10 high school credits shall be required in humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the core curriculum requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Each student shall be required to complete one course in visual or performing arts or foreign language. This category may also include introductory or integrative courses in literature, philosophy, and religion, as well as additional courses in the arts, and foreign languages. For the purposes of satisfying the requirement specified in this paragraph, a course in American Sign Language shall be deemed a course in foreign language.

(D) English. A minimum of 30 high school credits shall be required in English. Courses in English are those which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation. To satisfy the core curriculum requirement in English, a course shall be designed to develop reading, writing, and verbal expression skills as applicable to the needs and interests of an adult. Such courses may include introductory or integrative courses in literature and English grammar, writing strategies, and mechanics.

(E) Mathematics. A minimum of 20 high school credits shall be required in mathematics. Courses in mathematics develop the ability to reason with and apply mathematical operations and principles. To satisfy the core curriculum requirement in mathematics, a course shall be designed to help a student gain facility in the operations of mathematics as well as its practical applications. Such courses may include algebra, geometry, applied mathematics, and calculus.

(3) Course content standards for the coursework described in subdivision (2) must meet or exceed the standards for the high school curriculum established by the California State Board of Education.

(e) Notwithstanding the requirements of this section, any student enrolled in a high school diploma program prior to June 30, 2009, may receive a high school diploma based on completion of the curriculum required for the program as set forth in the college catalog in effect at the time the student first enrolled in the program; provided the student remains

continuously enrolled without a break of more than one primary term subsequent to the Spring 2009 term.

(f) In order for a high school diploma program to qualify for enhanced noncredit funding pursuant to Education Code sections 84750.5 and 84760.5, the application for approval must satisfy the requirements of section 55151.

(g) For the purposes of this section, a noncredit course awarding 10 high school credits must be designed to require a minimum of 144 hours of lecture, study or laboratory work.

Note: Authority cited: Sections 66700, 70901, 78401, 84750.5 and 84760.5, Education Code. Reference: Sections 70901, 70902, 78401, 84750.5 and 84760.5, Education Code.

4. Section 55155 of article 2 of subchapter 2 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55155. Noncredit Certificates.

(a) Any noncredit educational program leading to a certificate must be approved by the college curriculum committee and the district governing board.

~~(b) All noncredit educational programs leading to a noncredit certificate of completion or certificate of competency must be approved by the Chancellor pursuant to section 55151.~~

~~(b)(c)~~ If a district does not seek enhanced funding for a noncredit educational program, or it does not qualify for enhanced funding pursuant to section 55151, a noncredit educational program leading to a certificate may be established by the district ~~without approval by the Chancellor except as required in section 55154.~~ A district may award a certificate to a student completing a noncredit educational program, but may not designate or refer to it as a certificate of completion or a certificate of competency in a recognized career field pursuant to section 55151.

~~(c)(d)~~ A certificate awarded to a student completing a noncredit educational program may not be referred to as a certificate of achievement ~~regardless of its length or whether it has been approved by the Chancellor.~~

~~(d)(e)~~ A description of each approved noncredit educational program shall be included in the college catalog.

~~(f) Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

5. Section 58160 of article 5 of subchapter 2 of Chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58160. Noncredit Course Funding.

(a) In order to be eligible to be claimed for state apportionment, a noncredit course must be approved pursuant to sections 55002 and 55150 and fall into one of the following statutory categories:

- (1) elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts;
- (2) courses in English as a second language, including vocational English as a second Language;
- (3) short-term vocational courses and programs with high employment potential;
- (4) workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision making, problem solving skills, and other courses required for preparation to participate in job-specific technical training;
- (5) courses in citizenship for immigrants;
- (6) parenting, including parent cooperative preschools, courses in child growth and development and parent-child relationships;
- (7) courses and programs for persons with substantial disabilities;
- (8) courses and programs for older adults;
- (9) courses and programs in home economics; and
- (10) courses in health and safety education.

(b) The provisions of sections 58050, 58051, 58051.5, 58130 and related provisions of this chapter also apply in determining whether a noncredit course is eligible for funding.

(c) In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses ~~approved~~ chaptered in ~~by~~ the Chancellor's curriculum inventory system pursuant to section 55151.

(d) Courses of the type described in section 55151 may not be claimed for enhanced funding if they are not part of a program or sequence of courses which is ~~approved~~ chaptered by the Chancellor pursuant to that section, but such courses may continue to be offered and be claimed for basic noncredit funding, provided that each individual course has been ~~approved~~ chaptered by the Chancellor pursuant to section 55150 and falls into one of the categories described in subdivision (a).

Note: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 84500, 84750.5, 84757 and 84760.5, Education Code.



“Digest” means an item has been through internal review by the Chancellor’s Office and the review entities. The item now has form and substance and is officially “entered into Consultation.” The Council reviews the item and provides advice to the Chancellor.

Item 4 Title: Credit for Prior Learning Regulation Changes

Date: April 18, 2019

Contact: Alice Perez, Vice Chancellor of Educational Services

ISSUE

Two 2018 laws indicate the legislature’s ongoing interest in Credit for Prior Learning (CPL). One law (SB 1071) requires the system to implement a consistent policy to award credit for veteran and military students using their Joint Services Transcripts. This law, while a welcome catalyst for CPL in the system, would impact a limited population. In fall 2017, about 33,000 veterans and active-duty military (any age) were enrolled in a California community college. When looking at the broader potential student population (6.8 million Californians age 25-54 with less than an associate degree), about 272,000 have military experience. This indicates that the legislature’s focus on CPL for veterans and military excludes the vast majority of California workers. A second law (AB 1786) requires an initiative to expand the use of course credit at the California Community Colleges for students with prior learning, with a report due to the legislature in January 2020. These proposed title 5 revisions are going to the Board of Governors for a first reading at its May Board meeting.

BACKGROUND

As demonstrated in approximately 24 other states’ higher education systems and affirmed in research, expanding CPL policy and practice can increase the impact of CPL on student success while ensuring quality, integrity, and equity in the award of credit. The Lumina Foundation provided funding to the Success Center at the Foundation for California Community Colleges to create a policy and resource infrastructure to expand CPL in our system. The initiative—led by Vice Chancellor Alice Perez with the support of the Success Center—convened a statewide CPL Advisory Committee to inform recommendations that will help students have more equitable opportunities to earn CPL. The committee comprised of 24 stakeholders from within the system including appointees from the Academic Senate and representatives of faculty, articulation officers, counselors, CIOs and other roles, and representatives from CSU, UC, and workforce. The initiative produced recommendations of state-level actions to expand CPL and recommended guidance for districts and campuses.

Title 5 Changes. Among other state-level actions, the committee recommends that the system revise Title 5 Section 55050 to achieve the following goals:

- Create one umbrella CPL policy that expands types of prior learning assessments available to students beyond credit by exam.

- Create a consistent process to automatically refer eligible students to faculty for prior learning assessment, placing more burden on institutions than students, and creating more equity in process and opportunity.
- Require CPL for general education (GE) or program courses first, and electives as a last resort, as necessary to support the student’s goals.
- Require that policies and procedures be accessible to all stakeholders.
- Give students an opportunity to accept or deny credit awards, which helps them protect their financial aid or GI Bill benefits.
- Condense all district policies related to credit for prior learning into one comprehensive policy to simplify CPL for all stakeholders.

On March 14, 2019, the California Community Colleges Curriculum Committee (5C) approved the draft regulation changes to be forwarded to the Consultation Council. 5C makes recommendations and provides guidance to the Chancellor’s Office on local and regional implementation of curriculum policy and regulations. 5C is responsible for the development and revision of all title 5 regulations related to curriculum and instruction.

As a joint initiative of the Chancellor’s Office and the Academic Senate for California Community Colleges, a pilot will launch in fall 2019 to help operationalize one form of prior learning assessment. Approximately 30 faculty in seven disciplines will create “cross-walks” that result in credit recommendations for students who gained college-level skills and knowledge through related military or industry training or certification programs. This pilot will result in cross-walks in seven disciplines that can be shared with statewide faculty and used for multiple students with the same training credentials, and a model process that can be applied by faculty across new disciplines. Disciplines were identified according to the following criteria: 1) popularity among veteran/military and adult (age 25+) students, according to the California Community Colleges Chancellor’s Office completion data (2015-17); 2) alignment with the priority sectors of the Workforce and Economic Development division, which are based on job growth and wage gains; and 3) alignment with industry certifications and/or standardized workplace training. The disciplines are:

- Administration of Justice
- Automotive Technology
- Business Administration and Management
- Cybersecurity
- Fire Science
- Health
- Information Technology

FEEDBACK/QUESTIONS FOR COUNCIL

The Chancellor’s Office is seeking general feedback that can be used to make any necessary amendments prior to the Board of Governors meeting in May.

ATTACHMENTS: Credit for Prior Learning title 5 Draft Recommendations (Attachment 1).

Item 4, Attachment 1

“This document contains strike through and underline text which may require adjustments to screen reading settings.”

BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES PROPOSED REVISIONS TO TITLE 5 REGULATIONS OF CURRICULUM AND INSTRUCTION 4-8-19

1. Section 55050 of article 5 of subchapter 1 of Chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 55050. ~~Credit by Examination~~Credit for Prior Learning.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit for prior learning. ~~including by examination in accordance with the provisions of this section.~~ The policies and procedures shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, opportunities for students to be assessed through credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

(b) The governing board may grant credit to any student who satisfactorily passes an ~~examination~~ assessment approved or conducted by proper authorities of the college. ~~Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.~~ For purposes of this section, “assessment” means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. “Sufficient mastery” means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

(c) The nature and content of the ~~examination~~ assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the ~~examination~~ assessment adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an ~~examination~~ assessment conducted at a location other than the community college for this purpose.

(d) ~~A separate examination shall be conducted for each course for which credit is to be granted.~~ Credit may be awarded for prior experience or prior learning only ~~in terms of~~ for individually identified courses ~~for which examinations are conducted pursuant to this section~~

with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education, pursuant to Education Code section 66025.71. Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

(e) Credit by Examination: The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(ef) The student's academic record shall be clearly annotated to reflect that credit was earned by ~~examination~~ assessment of prior learning.

(fg) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(gh) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(hi) A district may charge a student a fee for administering an examination or assessment pursuant to this section, provided the fee does not exceed the enrollment fee ~~which~~ that would be associated with enrollment in the course for which the student seeks credit by examination or assessment of prior learning.

(j) The policies and procedures adopted by the governing board of a community college district pursuant to this section shall require that a student, upon completion of their educational plan pursuant to California Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student 1) is a veteran or an active-duty member of the armed forces, 2) holds industry-recognized credentials, or 3) requests credit for a course based on their prior learning.

(k) The policies for assessments adopted by the governing board of a community college shall offer students an opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to sections 55021 and 55025.

(l) The governing board of each community college district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for

certificate, degree, and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures.

(m) The governing board of each community college district shall incorporate policies pursuant to section 55052 on College Board Advanced Placement examinations, and any other districtwide policies governing the award of credit for prior learning, to create a comprehensive credit for prior learning policy.

(n) By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented.

Note: Authority cited: Sections 66025.71, 66700, and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.



Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: May	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on current legislative issues.	Urgent: No	
		Time Requested: 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 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 May 2019 (as of 8 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, 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 authorize a community college to use California College Promise funding to waive fees for 2 academic 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: Referred to Appropriations – Suspense file (3 April 2019)

*****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: Referred to Appropriations – Suspense file (24 April 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 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 requires 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 authorize the commission to require the governing boards and institutions of public postsecondary education to submit data to the 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 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 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. Higher Education Performance and Accountability Commission 66010.8.

(a) The Higher Education Performance and Accountability Commission is hereby established as the statewide postsecondary education coordination and planning agency. The 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.

(c) The commission shall appoint 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 commission, including contracting for professional or consulting services in connection with the work of the commission. The executive director shall appoint persons to any staff positions the commission may authorize.

(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). Commission materials shall be posted on the internet.

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

(3) (A) The 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: Referred to Appropriations – Suspense file (24 April 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 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 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: Referred to the Committee on Rules (28 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**

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, and authorizes the governing board of a community college district to grant the use of college facilities or grounds for specified purposes. Existing law requires a community college campus that has shower facilities for student use to grant access, as specified, 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

district, and requires the community college to determine a plan of action to implement this requirement.

This bill would require a community college campus that has parking facilities on campus to grant overnight access to those facilities, on or before July 1, 2020, to any homeless student who is enrolled in coursework, has paid any enrollment fees that have not been waived, and is in good standing with the community college, for the purpose of sleeping in the student's vehicle overnight. The bill would require the governing board of the community college district to determine a plan of action to implement this requirement, as specified. 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.

Section 76012 is added to the Education Code, to read:

76012.

(a) If a community college campus has parking facilities on campus, the governing board of the community college district shall grant overnight access to those facilities to any homeless student who for the purpose of sleeping in the student's vehicle overnight, provided that the student is enrolled in coursework, has paid enrollment fees if not waived, and is in good standing with the community college district without requiring the student to enroll in additional courses.

(b) The governing board of the community college district shall determine a plan of action to implement subdivision (a) that includes, but is not limited to, all of the following:

(1) A definition of homeless student that is based on the definition of homeless youth specified in the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a(2)), and reflects the age of the homeless student population at the community college campus.

(2) Overnight parking facilities monitoring.

(3) An overnight parking form and liability waiver that must be completed by any homeless student seeking to access the overnight parking facilities.

(4) Designation of a specific parking area or areas for overnight parking.

(5) Accessible bathroom facilities that are in reasonable proximity to the parking area or areas designated pursuant to paragraph (4).

(6) A waiver of parking assessment fees for the overnight parking facilities.

(7) Overnight parking rules that eligible homeless students shall follow when using the overnight parking facilities such as no use of drugs or alcohol.

(8) Hours of operation for the overnight parking facilities.

(c) It is the intent of the Legislature that homeless students who use the overnight parking facilities shall be connected to available state, county, community college district, and community-based housing, food, and financial assistance resources.

(d) On or before July 1, 2020, the governing board of the community college district shall implement subdivision (a).

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 as noted in the amendments above. Re-referred to Committee on Appropriations (3 April 2019)

Status: Re-referred to the Committee on Higher Ed (7 February 2019); re-referred to Committee on Appropriations (3 April 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 Committee on Appropriations Suspense File (3 April 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 Committees on Higher Ed and Public Safety (24 April 2019).

*****AB968 (Garcia) – Naturalist Pathway Program**

On or before the start of the 2020–21 academic year, the Chancellor of the California Community Colleges, in coordination with ~~the Community Nature Connection~~, *a nonprofit organization or public park agency that employs naturalist educators and has a demonstrated commitment to, and expertise in, the knowledge, skills, and abilities required to be an interpretive naturalist*, shall develop and implement a Naturalist Pathway Pilot Program, at a community college located in a disadvantaged community of the state, that provides a pathway for participating students to become naturalists and achieve careers providing public access to, or preserving, restoring, or enhancing outdoor areas. Participation of the college in the pilot program shall be voluntary.

(c) On or before July 1, 2024, the Chancellor of the California Community Colleges shall submit a report on the pilot program established pursuant to subdivision (b) to the Legislature, pursuant

to Section 9795 of the Government Code. *The report shall include, but not be limited to, completion rates for program participants and, to the extent feasible, the percentage of participants who pursued careers providing public access to, or preserving, restoring, or enhancing, outdoor areas after completing the program.*

Status: In committee – hearing canceled at request of author.

*****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.

(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 of each year.

Status: Referred to Appropriations – Suspense file (3 April 2019)

AB 1427 (Carrillo) – Community colleges: full-time faculty.

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 operate campuses and provide instruction to students.

Existing law requires a community college district that has less than 75% of its hours of credit instruction taught by full-time instructors to apply a portion of specified state funding to increase the percentage of its hours of credit instruction taught by full-time instructors, as provided. Existing law requires the board of governors to adopt regulations that establish minimum standards regarding the percentage of hours of credit instruction taught by full-time instructors. This bill would instead require the board of governors to adopt regulations that establish minimum standards regarding the percentage of hours of credit and noncredit instruction taught by full-time instructors.

Status: Re-referred to Committee on Housing & Community Development (27 March 2019).

*****AB1460 (Weber) – CSU Graduation Requirement – Ethnic Studies**

Existing law establishes the California State University and its various campuses under the administration of the Board of Trustees of the California State University. Existing law requires the board to adopt rules and regulations not inconsistent with the laws of this state for the governance of the trustees, their appointees and employees, and the California State University. Existing regulations require students of the California State University to complete courses in American history and American government or pass comprehensive examinations in those fields in order to graduate, with specified requirements and exceptions.

This bill, commencing with the 2020–21 academic year, would require the California State University to provide for courses in ethnic studies at each of its campuses. The bill, commencing with the 2020–21 academic year, would require the California State University to require, as an undergraduate graduation requirement, the completion of one 3-unit course in ethnic studies, as specified.

Status: Re-referred to the Committee on Appropriations (24 April 2019).

ASCCC Position/Resolutions: If this is a lower division requirement it will make it difficult to fit within the strict sixty units of the ADT construction, but the ASCCC does not have a position on this 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) Develop a uniform policy to award a pupil who passes an Advanced Placement 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 or the International Baccalaureate subject examination, as is appropriate.

(2) Periodically review and adjust the policy adopted pursuant to paragraph (1) to align it with policies of other public postsecondary educational institutions.

(b) If either of the policies required to be developed pursuant to subdivision (a) is not implemented in time to apply to the entering class in the fall 2020 academic term, the California Community Colleges shall adopt and implement, commencing with the 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 the most recent policy adopted pursuant to this 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: In committee – failed passage 19 April 2019)

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 Appropriations – Suspense file (24 April 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 Committee on Appropriations (24 April 2019)

Senate Bills

*****SB3 (Allen): Office of Higher Education Coordination, Accountability, and Performance**

SB 3, as amended, Allen. Office of Higher Education Coordination, Accountability, and Performance.

Existing law provides for 5 segments of postsecondary education in this state: the University of California, the California State University, the California Community Colleges, independent institutions of higher education as defined in the Donahoe Higher Education Act, and private postsecondary educational institutions as defined in the California Private Postsecondary Education Act of 2009. The Donahoe Higher Education Act applies to the University of California only to the extent that the Regents of the University of California act by resolution to make them applicable.

This bill would establish the Office of Higher Education Coordination, Accountability, and Performance under the administration of a governing board composed of 5 members, as specified. 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 governing board to establish an advisory body, comprising 11 members, as specified, to provide recommendations to the governing board on issues before the governing board. The bill would require the public postsecondary segments and the Labor and Workforce Development Agency to submit specified data to the office in support of these 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 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.

It is the intent of the Legislature that all of the following occur:

- (a) That the office promotes integration, planning, oversight, and coordination of postsecondary education in the state, whereby each segment of postsecondary education, in accordance with the missions and functions of the segment, contributes toward achieving a common purpose.
- (b) That the office, as the state's postsecondary planning and coordinating entity, ensures the effective use of public postsecondary education resources, thereby eliminating unnecessary duplication of these resources, and promotes diversity, innovation, and responsiveness to student and societal needs.
- (c) That the office develops and maintains data capable of tracking a pupil's academic progress as the pupil matriculates into a postsecondary educational institution and ultimately into the workforce. It is the intent of the Legislature that this data be stored and used in a preschool through higher education (P-20) longitudinal statewide data system.
- (d) That the office develops and maintains a P-20 longitudinal statewide data system capable of documenting the performance of the public postsecondary segments and their campuses in meeting the education and workforce training needs of California's diverse population.

(e) That the office is responsible for coordinating public, independent, and private nonprofit and for-profit postsecondary education in this state and for providing independent policy analyses and recommendations to the Legislature and the Governor on postsecondary education issues.

(f) That the office is responsible for providing effective oversight of private for-profit postsecondary educational institutions and student and public protections against fraudulent or substandard postsecondary academic programs or degrees.

Article 4. Statewide Postsecondary Education Planning and Coordination

66913.

(a) The Office of Higher Education Coordination, Accountability, and Performance is hereby established for purposes of statewide postsecondary education planning, oversight, data collection, and coordination.

(b) (1) The office shall be administered by a board composed of the following five members:

(A) Three members appointed by the Governor, subject to confirmation by two-thirds of the Senate.

(B) One member appointed by the Senate Rules Committee.

(C) One member appointed by the Speaker of the Assembly.

(2) Each member appointed pursuant to paragraph (1) shall be a member of the public with relevant expertise in higher education as it pertains to at least one of the following areas:

(A) Student support.

(B) College and career pathways.

(C) Consumer outreach, policy, research, planning, or development.

(c) (1) Except as provided in paragraph (2), a person who is employed by any public or private postsecondary educational institution shall not be appointed to serve on the board.

(2) A person who has part-time teaching duties at a public or private postsecondary educational institution that do not exceed six hours per week may be appointed to serve on the board if the person is not a permanent, full-time employee of the institution.

(d) (1) Except as provided in paragraph (2), members of the board shall serve four-year terms.

(2) The initial members appointed pursuant to subparagraph (A) of paragraph (1) of subdivision (b) shall serve six-year terms.

(3) Members of the board may be reappointed to serve additional terms on the board.

(e) The board shall select a chair from among its members.

(f) The board shall appoint a state higher education executive officer who shall act in accordance with the board's policies and regulations and applicable law. The affirmative vote of two-thirds of all duly appointed members of the board, not including vacant seats on the board, shall be necessary to appoint the executive officer. The executive officer shall appoint persons to any staff positions authorized by the board.

(g) The board may delegate authority to the state higher education executive officer to act in the name of the board.

(h) The board shall establish an advisory body to give recommendations to the board on issues before the board. The advisory body shall comprise the following 11 members:

(1) One representative of the Regents of the University of California designated by the regents.

(2) One representative of the Trustees of the California State University designated by the trustees.

- (3) One representative of the Board of Governors of the California Community Colleges designated by the board of governors.
- (4) One representative of independent colleges and universities that are formed and operated as nonprofit organizations in the state and are accredited by a regional association that is recognized by the United States Department of Education. This member shall be appointed by the Governor from a list or lists submitted by an association or associations of these independent colleges and universities.
- (5) The bureau chief, or a designee of the bureau chief, of the Bureau for Private Postsecondary Education.
- (6) The President of the State Board of Education, or a person designated by the president from among the other active members of the state board.
- (7) Three faculty members, one from each of the public postsecondary segments. These members shall be appointed by the Governor from lists submitted to the board by the academic senate of each of the public postsecondary segments.
- (8) Two student representatives, each of whom shall be enrolled at a California postsecondary educational institution at the time of appointment to, and throughout the student's term of service on, the advisory body, except that a student member who graduates from a California postsecondary educational institution with no more than six months of the student member's term remaining may serve on the advisory body for the remainder of the student member's term. The Governor shall appoint each student member from persons nominated by the applicable statewide student organizations of the postsecondary education segments. For each student member appointment to the advisory body, each applicable statewide student organization may submit to the Governor a list of nominees. Each list shall specify at least three, but not more than five, nominees. Each student member appointed to the advisory body shall not be enrolled in the same segment as the student member's outgoing predecessor, or the other active student member, of the advisory body.

66914.

The office shall have all of the following functions and responsibilities:

- (a) 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.
- (b) It shall review 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.
- (c) 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.

(d) 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.

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

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) Provide, on its internet website, comparative information to help students and their families make informed decisions regarding academic programs offered by public and private postsecondary educational institutions in the state.

66915.

(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.

(c) (1) The Labor and Workforce Development Agency shall provide wage record and workforce program data to the office for students who recently entered the workforce under one of the following categories:

(A) As a California high school dropout.

(B) As a California high school graduate who has not enrolled full-time as a public postsecondary student.

(C) As a California public postsecondary dropout.

(D) As a California public postsecondary graduate.

(2) The agency shall submit data pursuant to paragraph (1) disaggregated by category.

(d) The public postsecondary segments and the Labor and Workforce Development Agency shall provide to the office new data every six months for purposes of this chapter.

(e) The public postsecondary segments, the office, and the Labor Workforce and Development Agency may disclose data pursuant to this section only to the extent permitted by state and federal privacy laws, including, but not limited to, the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).

(f) The office shall make recommendations to the Legislature and the Governor on standardizing definitions and data collection across the state's preschool through grade 12 system and public postsecondary segments.

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: Re-referred to Committee on Appropriations (24 April 2019)

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.

Status: Placed in Appropriations – Suspend File (8 April 2019)

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 third reading (24 April 2019).

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 a California community 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

(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.

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

(b) The purpose of the program is to provide students enrolled in the California Community Colleges with additional financial aid to help offset the cost of attendance.

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 108711 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 all of the following conditions:

(1) It is a qualifying institution pursuant to subdivision (1) 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.

(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, 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 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.

(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).

(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).

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

(A) Adopt the reasonable student contribution amount 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 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 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) 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 percentage specified pursuant to subdivision (b) for that academic year.

(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 (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:

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

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

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

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

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

(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.

ASCCC Position/Resolutions: The ASCCC has supported past legislation that provides more financial resources to students – resolution asking for support passed at spring 2019 Plenary session, with amendment to require funding to go through the Student Aid Commission rather than the Chancellor’s Office.

Status: Referred to Appropriations – Suspense file (22 April 2019).

*****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. ASCCC will oppose unless amended; President Stankas and Vice President Davison have met with staff in Senator Stern's office and are continuing to advise.

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: Referred to Appropriations – Suspense file (22 April 2019).

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 2019.

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: Amended and sent to consent calendar (10 April 2019).

SB777 (Rubio) – Full Time Instruction

Section 87482.6 of the Education Code is amended to read:

87482.6.

(a) 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 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 faculty: 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.

(c) The board of governors shall adopt regulations for the effective administration of this section. The regulations shall provide both of the following:

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

(2) A full-time 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 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 result of this conversion is not a whole number, then the determination of the number of additional full-time faculty required shall be rounded up to the nearest whole number.

(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 of each year, the chancellor shall determine the extent to which each district, by September 30 of that year has hired the number of full-time faculty determined pursuant to paragraph (2) of subdivision (d). To the extent that the cumulative number of full-time faculty has not been retained, the chancellor shall reduce the district's base budget for the current and subsequent fiscal years by an amount equivalent to the average replacement cost times the deficiency in the number of 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 2019.

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 Rules

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.

Status: Read a second time and referred to a third reading (25 April 2019).

AB710 (Cevantes) –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: Passed from committee to consent calendar (25 April 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: Referred to Appropriations – Suspense file (24 April 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). Re-referred to Committee on Appropriations. (3 April 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 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: Referred to Appropriations – Suspense file (24 April 2019).

AB943 (Chiu) – Student Equity Funds

AB 943, as amended, Chiu. Community colleges: Student Equity and Achievement Program funds.

Existing law, the Seymour-Campbell Student Success Act of 2012, provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. Existing law establishes the Student Equity and Achievement Program and requires a district, as a condition of the receipt of funds under the program, to comply with specified requirements, including the maintenance of

a student equity plan to ensure equal educational opportunities and promote student success for all students, regardless of race, gender, age, disability, or economic circumstances.

This bill would authorize the use of funding for the Student Equity and Achievement Program, 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: Re-referred to Committee on Appropriations (8 April 2019).

*****AB1343 (Eggman, et al) – California Private Postsecondary Education Act of 2009**

This bill would, beginning January 1, 2021, prohibit a private postsecondary educational institution from enrolling residents of California, unless the institution meets either the requirement that no more than 85% of the institution's tuition revenue, determined as specified, is derived from student financial aid and loans, or not less than 50% of the institution's *tuition* revenue is dedicated to student ~~instruction~~. *instruction, as defined in regulations adopted by the bureau no later than January 1, 2021, as specified.* The bill would provide that submission to the bureau of an audit or audited financial statement, as specified, presumptively constitutes proof of compliance with this requirement. The bill would exempt an institution with annual revenues of less than \$2,500,000 in the most recent audited financial

statement for a fiscal year within the prior 2 years. *The bill would not apply to a cohort of students enrolled at an institution to which the bill would otherwise apply if the attendance of that cohort at the institution begins before the regulations defining "instruction" have been adopted pursuant to the bill.*

Status: Re-referred to Committee on Budget and Planning (22 April 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: Read a second time and ordered to third reading (25 April 2019).

*****AB1658 (Carrillo) – Teacher Credentialing**

(a) The commission shall convene a workgroup, as provided in subdivision (b), to study issues relating to adult education teacher credentialing, including, but not limited to, all of the following:

~~(1) Employment patterns and options for adult education teachers across the state that may include consideration of both of the following:~~

~~(A) Teacher permanency relative to concerns regarding underemployment.~~

~~(B) The impact funding levels for adult education may have on underemployment and teacher permanency.~~

~~(2)~~

(1) Reciprocity between community colleges and local educational agencies, and the qualifications for an adult education teacher.

~~(3)~~

(2) The current processes and practices by which a person obtains a preliminary and clear designated subjects adult education teaching credential, and identified challenges within those processes that limit access, such as prohibitive costs and limited accessibility to professional coursework.

~~(4)~~

(3) For classes required to obtain a clear designated subjects adult education teaching credential, accessibility, cost, and availability.

~~(5)~~

(4) Impact of pupil attendance patterns on class scheduling and teacher assignments.

(b) The workgroup shall include all of the following:

~~(1) Representatives from labor unions representing certificated adult education employees.~~

~~(2) Representatives from statewide adult education organizations.~~

~~(3) Adult education representatives from school administrator organizations.~~

~~(4) Representatives from the statewide noncredit community college organization.~~

~~(5) The Superintendent, or the Superintendent's designee.~~

(1) Two adult education teachers employed by a school district or county office of education.

(2) Two adult education instructors employed by a community college district.

(3) One school administrator responsible for overseeing adult education teachers.

(4) One community college administrator responsible for overseeing adult education instructors.

(5) One credential specialist employed by a school district.

(c) (1) The workgroup shall submit a report to the Legislature on its ~~findings~~ *findings*, with policy recommendations to improve reciprocity between community colleges and local educational agencies that ensure access and capacity for adult education pupils.

Status: Referred to Committee on Appropriation – Suspense File (24 April 2019)

*****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: Ordered to second hearing and placed on consent (22 April 2019)

*****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 2019. CSU Academic Senate is taking a support position.

*Indicates bills to be highlighted during the Executive Committee meeting legislation discussion.

***Indicates bills that have changed since Legislative Report of April 2019.

^Indicates bill will be removed from next iteration of report since the bill is not germane to the work of the ASCCC or has been replaced by a new bill.

+Indicates a bill introduced since the last legislative report.

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



Executive Committee Agenda Item

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

Please note: Staff will complete the grey areas.

BACKGROUND:

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

A preliminary draft of the paper on Faculty Roles in Planning and Budget was presented to the Executive Committee in February. This updated draft includes updated and expanded sections to address the recommendations of the Executive Committee.

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



Faculty Roles in Budget Processes

[Planned Adoption Fall 2019]

Academic Senate for California Community Colleges

The Accreditation Committee 2018-2019

Sam Foster, Area D Representative, Chair

Dolores Davison, Vice President

Christopher Howerton, Woodland College

Celia Huston, San Bernardino Valley College

Margarito Pillado, Los Angeles Pierce College

Colin Williams, Long Beach City College

Faculty Roles in Budget Processes

Introduction

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

“Whereas, The Accreditation Standards adopted in 2002 require community colleges to demonstrate the linkages between planning and budgets, and we recognize that student learning outcomes and program review are an integral part of the planning and budget process under the accreditation standards;

Whereas, A college and its students benefit from building their budget and planning based upon their mission, values, and student learning;

Whereas, The planning and budget process drives the effective use of the human, physical, technology, and financial resources to achieve educational goals and achieve student learning outcomes; and

Whereas, The Academic Senate adopted paper “*The Faculty Role in Planning and Budgeting*” was approved in Fall 2001 before the adoption of the 2002 Accreditation Standards, and these standards greatly impact the discussions around this process;

Resolved, That the Academic Senate for California Community Colleges review its paper “*The Faculty Role in Planning and Budgeting*” to determine whether any update or further action is warranted in light of the 2002 Accreditation Standards.”¹

In November 2009, a *Rostrum* article, written by the then-chair of the ASCCC Accreditation and SLO Committee, concluded that the core of the 2002 paper was still valid and that the call to update the paper was premature. However, the *Rostrum* author noted that, “should issues of SLOs, assessment, and budget and planning processes evolve as rapidly as they have in the last couple of years, it [the paper] probably should be [updated] in the not so distant future.”²

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

“Whereas, The Academic Senate for California Community Colleges’ paper *Budget Considerations – A Primer for Senate Leaders* (2009) built upon the previous paper *The Faculty*

¹ <https://asccc.org/resolutions/updating-budget-and-planning-paper>

² ASCCC *Rostrum*, “Updating the Faculty Role in Planning and Budget Paper?” (<https://asccc.org/content/updating-faculty-role-planning-and-budgeting-paper>), November 2009.

Role in Planning and Budgeting (2001) by providing guidance to local senate leaders monitoring and assessing specific types of budget information;

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

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

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

Resolved, That the Academic Senate for California Community Colleges update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption."³

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

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

³ <https://asccc.org/resolutions/develop-resources-guidance-relevant-student-centered-funding-formula>

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

Legal and Educational Reasons for Faculty Involvement

Faculty involvement in the budget process is essential for insuring that funds are allocated in a way that maximizes the benefit to students. There are several reasons that faculty involvement can be considered paramount, including both educational benefits and legal requirements.

The legal grounds for faculty involvement in the budget processes exists in both education code and Title 5. While it is the job of budget administrators to look after the detailed expenditures and budget allocations and to insure compliance with all state and federal requirements, faculty involvement and perspective should be from a broader sense and is essential to ensure that educational integrity and needs are being understood. Education Code Section 70902 (b)7 requires boards to ensure the right of faculty to participate effectively in district and college governance and Title 5 §53203 requires that “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.” Further, academic and professional matters are defined in Title 5 §53200 (often referred to as the 10+1) and specifically guarantee faculty roles in processes for institutional planning and budget development. While this does not include line item budgeting, which is under the purview of the chief budget officer, the faculty voice is essential in helping to determine the budget priorities for the college, helping to align those priorities with institutional planning and established goals, and ensuring that the needs of students are being met.

While hopefully no one would doubt that the primary mission of community colleges is to serve students, how those students are served, including facilities, faculty, and support services, depends on how the budget is dispersed. As faculty are at the forefront in serving students, it is imperative that faculty are involved in the budget process, especially as it pertains to determining budget priorities. Making budget decisions without faculty input, even when well intentioned, is likely to not meet the students’ needs in a way that can maximize their success and may lead to unintended consequences that could have been avoided were faculty included in the process. Even when sufficient funding is available, faculty involvement in the budget process will ensure that allocation of resources address faculty-identified educational needs. Without faculty involvement there may be not only frustration, as faculty want to serve student needs but are not allocated resources to do so, but may also result in unnecessary waste. For example, if resources are allocated to renovate educational spaces that subsequently make the space unusable for the faculty assigned to that space, additional funds may be necessary to correct this preventable problem.

Since effective fiscal management requires that planning and budget are tied together and accreditation standards (Standard IIID.2, for example) support the integration of planning and budget, it is imperative that faculty are involved in budget as well as in planning. Program development and continuous quality improvement cannot be effective without a connection to the

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

Senate Voice is the Faculty Voice

The local senate is the recognized voice of faculty in all academic and professional matters, therefore it is imperative that the faculty roles described above are part of the roles of the local senate. The right of local senates to appoint faculty to such roles must be contained in the policies and procedures of the district as required by the Accrediting Commission for Colleges and Junior Colleges in standard IVA.3, as well as in Title 5. While often the local senate president serves on budget and planning committees, other faculty may serve in those roles based on local structures. In all cases, those faculty must be appointed by the local senate.

Budget Processes – An Overview

Statewide Budget Processes

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

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

As an example, budget requests were required to be submitted to the Chancellor's Office by the end of June, 2018 for consideration in the 2019-2020 budget request. At its September 2018 board meeting, after discussion at both Consultation Council and the Board of Governors in July, the BoG approved the budget request. Upon approval by the Board of Governors, the system budget proposal is submitted to the Department of Finance (DoF) in the form of Budget Change Proposals

(BCPs). These documents are then reviewed and analyzed by the Department of Finance staff, and the successful Budget Change Proposals are then included in the Governor's budget proposal, which is released annually on or around 10 January. These budget change proposals are changes to the base budget from the previous year, and can include both increases or decreases in amounts in addition to new budget items.

On or around 10 January (the variation is due to 10 January falling on a Sunday), the Governor's budget proposal is introduced as a bill to each house of the legislature. Once the bills are introduced, from late February through early May, legislative hearings are held with DOF, the Legislative Analyst's Office, System Office staff and others providing testimony at the budget subcommittee hearings. In May, the Governor provides the May Revision to the budget, which is submitted to the Legislature and consists of changes in Proposition 98 revenues, general fund revenues, enrollments, population, and any other issues that might impact the budget overall. Because of the timing of the May Revision, budget committees in each house usually wait until after its release to pass their budget bills out of committee and to the full house.

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

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

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

Student Centered Funding Formula

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

“Vision for Success”, which was adopted by the Board of Governors in July 2017.

“The Student-Centered Funding Formula” is made up of multiple elements. First, a college’s base allocation is based on enrollment factors that are currently used, coupled with a supplemental allocation that is determined by the number of students who receive a College Promise Grant, a Pell Grant, or both, or who are AB 540 students. There are also student success allocations which are based on a series of metrics including how many students earn degrees or certificates, complete specific indicators (such as completing transfer level math and English within a specific timeframe), complete nine or more Career Transfer Education (CTE) units within a specific time frame, or achieve specific outcomes, including transferring to a four year university or attaining the regional living wage within one year of leaving the community college. While the majority of the allocation (at least 70% to start) will still be based on apportionment, a portion of the monies will now be based on performance-based funding.

“The Student Centered Funding Formula” was expected to be phased in over three years, and all districts will be held harmless for the first three years of implementation, meaning that no district will see less funding than they received in 2017-18. Those districts that financially benefit under the new formula would be expected to receive the higher amount based on the new formula; districts that did not see a financial increase would retain their funding for the 2017-18 year along with a cost of living adjustment. Non-credit FTEs will continue to be funded at current rates. In addition, the new formula will continue the idea of the “summer shift” and will also establish three-year rolling averages for FTES calculations. At the time of the writing of this paper, the governor’s proposal for 2019-2020 calls for the performance-based funding piece to remain at 10% for the next year, rather than going to 15%. More changes may occur with the May Revise.

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

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

Other Revenue Streams for Districts and Colleges

Categorical Programs

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

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

Grants and One-Time Funding

Districts and colleges rely on various funding streams. One funding opportunity is the application and use of grants. All grants have different expectations when it comes to use, intent, application procedures, and expected deliverables. Some grants are for a short-term application that will sunset upon completion (one-time funding), and others are renewable.

Faculty and local senates should be involved in college's grant discussions and processes. ASCCC has passed numerous resolutions on this topic including 17.03 (F12) Integration of Grants with College Planning and Budget Processes⁴ and 17.01 (S17) Academic Senate Involvement In and Sign-Off on Grants and Initiative Plans.⁵ Included within these resolutions is the affirmation that the grant development process for institutional planning is the purview of academic senates in accordance with Title 5 §53200, as well as a call-to-action for local senates to stay involved and vigilant in their contributions to and review of grants, programs, and initiatives that fall under the purview of academic and professional matters.

How faculty and the local senate is involved in the search and application processes for grants is crucial. Local faculty leaders should ensure that there are clear processes on how faculty initiate grant opportunities and how and when the local senate reviews and provides input for applications and reports. Is there a situation where your senate would not endorse your college administration in the competition for a grant?

Having clearly established and documented procedures for the review of grants/one-time funding will minimize frustration and potential conflict when the college considers any grant opportunity. Some colleges have established local budget or planning committees that have senate appointed representation where there are internal committee practices to determine the viability of any grant application. Other strategies include a designated office that searches for grants and then makes these

⁴ <https://asccc.org/resolutions/integration-grants-college-planning-and-budget-processes>

⁵ <https://asccc.org/resolutions/academic-senate-involvement-and-sign-grants-and-initiative-plans>

opportunities known to administration that will then solicit faculty input. Whichever way local colleges manage these processes, the faculty involvement is crucial.

Some local academic senates have expressed frustration that the application for grants seems like an activity where “the college is just chasing dollars” or “the senate is being asked for a report to justify the money and it is due now.” Local senates can take preventative actions to ensure that there is clear communication for the intent and expectation of the grant. In addition, senate leadership can request periodic reports or updates on grants, and work with administration to see draft reports before official submissions, especially for any grant that requires an academic senate sign-off.

Another consideration in dealing with grants is the “life after the grant.” If the grant funding is one-time or limited, the college will need to plan for how to sustain successful programs that are supported by funding that will sunset. For example, local senates may want to ensure that there is a transition plan for the period following the end of the grant. It is also important to determine if the college will feel an abrupt change once the grant has concluded, and what impact will this might have on curriculum and staffing. All of these college-wide questions require faculty and senate conversations.

Campus Budget Processes

The vast majority of funding for the community colleges is allocated in the state budget based on a percentage of tax revenue received by the state as required by statute (called Prop 98 funds, and discussed later in this section). As mentioned above, some amount may also come in the form of grants or other one-time funding.

A budget *reflects* the priorities of the institution; however, the budget should not *set* the priorities for the institution. Priorities are set in a number of different ways across campus, including the Educational Master Plan or Strategic Plan and Board Goals. Faculty input is assured in the process of collegial consultation throughout the shared governance groups across a district, regardless of the number of colleges or centers. Deliberations in planning meetings can ensure that faculty have a voice in setting the priorities for the college, and that the priorities are built from the ground up. An institution’s funds are built through revenue allocated by the state. This revenue is expended on two types of funds: unrestricted and restricted. Unrestricted funds are typically allocated from an institution’s or district’s general fund. These funds are expended on salaries, supplies, hospitality, activities like commencement, and contract services that may include auditing and fingerprinting, etc. On the other hand, institutions and districts allocate the restricted funds on project- and legislation-specific activities that may include Student Equity and Achievement Program, Strong Workforce, miscellaneous grants, foster care, Gear-Up, Title IV, Upward Bound, Adult Education, Federal Work Study, etc.

California’s community college budgets are full of account strings that help budget officers and business service officers allocate funds. As service agencies, the majority of a budget for a community college is likely to be spent on salaries and benefits for staff, faculty, and management, which are paid primarily from an institution or district’s general fund. Exceptions to this include positions that are grant funded or paid from other one time use accounts. It is a necessity that institutions and districts be able to pay salaries and benefits and reserves are often accumulated to ensure that payment can be issued in times of economic hardship. Although the California Community College Chancellor’s Office recommends a minimum reserve, many districts may chose a larger reserve (see Budget Reserves later in this paper).

Good fiscal stewardship and Accreditation Standards (e.g., Stand III.D.11) call for long term planning for financial planning. Even for a fiscal year, the Institution’s budgets are often set many months in advance, since the institution has allocated payment for the staff, faculty, and management on record. Given this typical advanced allocation of salaries and benefits, and the fact that salaries and benefits must be paid first and foremost, institutions may have less control over a budget than desired. In this case, institutions may elect to make fiscal cuts to areas other than salaries and benefits, for instance reducing travel funds or food expenditures in years where budgets are tight. Academic senates, through shared governance structures and professional development, can help educate faculty on the ‘alchemy’ of the institutional budget. A faculty that is educated on basic budget terminology (such as expenditure, general and restricted funds, Total Cost of Ownership or Return on Investment) and a faculty that understand the warning signs of a financially troubled department or district can have a positive impact on the collective approach to budgeting and planning.

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

Aligning Budget Priorities with the College Mission and Goals

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

Institutions organize their decision-making through a variety of plans that include mission-driven goals, objectives, and measures, and should involve responsible parties, whether individuals, department or units, or governance bodies. As the guiding framework for all institutional actions, the mission statement should inform all resource allocation decisions derived from that planning. Adequate human, physical, and financial resources to ensure that the institution can accomplish its goals should support each of the elements in a plan. There is no one recommended model for how institutions choose to develop their processes and procedures for resource allocation; however, regardless of the modality, decisions about resource allocation should refer to a prioritization document that refers to the mission and the mission-driven goals identified in the planning documents.

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

The college budget committee, and in multi-colleges district the district budget committee, should establish clear policies and protocols to ensure that their allocation models and decision-making processes explicitly align with the priorities established by the college and district missions and goals. These committees should broadly review expenditures and transfers frequently in order to assess

whether the resources are effectively moving the institution towards the achievement of their mission-driven goals.

Relationship of Planning to Budget

As mentioned previously, college planning processes should always drive budget development and growth. Frequently, however, budget reductions, funding formula changes, grants, and statewide initiatives create reactive planning environment rather than proactive planning environment. When budget and outside factors function as the driving force behind planning, limitations are placed on innovative and visionary long-term planning. Proactive planning allows the college to use budget augmentations or other unexpected revenue sources to support already identified planning goals and guide budget development.

In order for planning to drive budgeting, a college must have well developed participatory program review and budget processes. Program review should serve multiple purposes. For example, program review should use institutional research to evaluate the quality of educational programs and services, encourage campus wide dialogue, and establish campus priorities, and then integrate program review and prioritization results into intuitional planning and resource allocation processes.

At some colleges program review and budget function as one committee, other colleges may have separate committees for program review and budget. However a college chooses to structure program review and prioritization, processes for program review are a 10+1 item and academic senate presidents should be clear that program review is a faculty led process that operates under the authority of the academic senate. Because of this, senate presidents should ensure that the chair or co-chair of the committee is a faculty member appointed by the academic senate. The academic senate should also be certain that the committee charge, composition, and the right of the academic senate to appoint a co-chair and faculty committee membership is documented in campus governance documents. The senate president is also responsible for appointing faculty to the Program Review Committee (or its equivalent) and ensuring that there is equitable representation for all faculty areas, regardless of discipline, modality, or credit status. The senate should also ensure that there is a means by which to document all processes for program review and prioritization of needs, and should widely distribute the results of program review and prioritization processes to the campus community. Finally, the senate president must pay careful attention to the timeline for each process to ensure that all planning and prioritization processes are completed prior to budget development. Failure to be aware of deadlines and processes can result in a scramble for resources that colleges do well to avoid.

Accreditation standards also state that it is essential for program review and planning to drive budget development. Accreditation requires that program review processes are ongoing and systematic and are used to assess and improve student learning and achievement. The accreditation standards state:

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

Standard IV.A.3: Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Program review and budget processes are interwoven throughout the accreditation standards. Compliance with accreditation standards can be particularly useful in a campus climate where program review processes are not being integrated with institutional planning and resource allocation, or faculty have a limited role in institutional governance and planning.

Standard I.B.9 lays out the essential elements and provides an excellent framework for developing a program review process. The standard emphasizes that program review should be continuous and systematic, rather than defined by a specific timeline, and that institutional planning and resource allocation should be integrated within the review. Program review is intended to be a comprehensive review of educational programs and services, driven by the campus mission for improvement of institutional effectiveness and academic quality, and it should prioritize human, physical, technology, and financial resources.

There are factors to be considered as colleges develop program review, prioritization and budget processes. Questions that should be asked include how grants, categorical and conditional funding, initiatives, and bond measures interact with institutional planning and resource allocations, and whether in kind contributions and/or institutionalization costs are integrated into planning. Program review planning, prioritization processes, and the results of these processes should be familiar to everyone on campus. Program review should be integrated with other campus planning documents including, but not limited to, the Educational Master Plan, strategic initiatives, the college's planning model and staffing plan, the technology plan, the professional development plan, and the facilities plan.

Models for program review vary from campus to campus. Some campuses separate the comprehensive evaluation of educational programs and services from prioritization. For example, a college may establish a process where programs complete a comprehensive evaluation every four years while prioritizing needs annually. Other colleges may choose to do a comprehensive evaluation and prioritize needs every year. Because program review should be aligned with budget processes, whatever model a college chooses to adopt should be, at minimum, inclusive of elements outlined in Standard I.B.9 and focused on continuous quality improvement of educational programs and services.

Cost Models

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

Those programs that have higher costs associated with them should be budgeted accordingly. It can be useful to understand the source of those costs. In some cases, it is due to the smaller class sizes often mandated for such programs by outside accreditors or safety regulations. In other cases, it is the cost of

highly specialized and program specific equipment and supplies. Sometimes the costs may not be immediately apparent, such as the cost of significant program-specific materials or the cost of hazardous waste disposal which can cost tens of thousands of dollars. While in many districts these costs have been historically treated as utilities, much like electricity and heating, and are paid directly from the college or district's operating budget, there has been a recent trend to push these costs on to departments or divisions without concomitant increases in their base budgets. When it comes to significant expenses like waste disposal, such moves have the effect of a substantial budget cut if passed on to a department or division.

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

College/District Planning and Budget

Faculty leaders should strive to constantly and consistently question where and how the processes and procedures around the revenue match the institution's priorities. This can include conducting critical self-reflections to better understand what an institution is currently spending funds on and what needs exist that should be funded. In order to accomplish this, the ASCCC recommends that local academic senates institutionalize shared governance structures that codify faculty input in planning and budgeting. Structures such as planning and budget committees can be effective shared governance structures, and their implementation and maintenance are supported by resolutions from the statewide senate.

As previously mentioned, at some colleges, a single committee is charged with planning and budget while at others these areas are handled by separate committees. Even when planning and budget committees operate independently, they can be most effective when they move in sync to develop and fund the institution's priorities. For example, the planning and budget committees may have joint meetings where members can share information and synthesize knowledge to adopt refined institutional priorities, which the budget is shaped around or guided by. Alternatively, the committees may have common members that allow for ease of information to flow between committees. In all cases, the goals that planning committees develop and the budgets that budget committees adopt should be widely shared, affording institution stakeholders the opportunity through meetings, presentations, and written reports to ask questions and seek clarifications.

In addition to joint meetings, colleges may decide to create a steering committee that includes leaders from each group who convene to assist in balancing priorities and goals between numerous disciplines, departments, or even colleges.⁶ Some colleges may decide to turn to regularly produced reports, such

⁶ For example, see Fullerton College's Planning and Budget Steering Committee ([Fullerton College Self-Evaluation Report, 2017, p. 68-69](#)), which created a summary report that detailed the intersections of numerous program

as program plans, from which to begin all budgetary and planning discussions. Whether planning is spurred from program review, SLO assessment data, student success and completion data, student equity, or other metrics, it is important to maintain consistency and transparency when planning institutional priorities that guide a budget.

Committee Structures

College Planning

Part of providing consistency and transparency is to effectively govern and engage in a college's committee dedicated to planning. The planning committee provides a venue for stakeholders and leadership to discuss the direction of the institution in response to legislation, funding, effective practices, and other factors. The college's planning group is the structure through which the institution's stakeholders give rise to goals and priorities that guide the institution's services and instruction to students and the community. As a best practice, a faculty member appointed by the local Academic Senate should play a lead role on the planning council. Membership should be composed of sensible representation of faculty appointed by the senate, administration, classified, department head, students.

The planning committee can review plans sent forward by departments and service areas. Planning committees can review plans for consistency among institutional goals, to synthesize various plans to locate where strategies and requests intersect, and to investigate trends that emerge across planning documents. This work should include criteria such as department goals, institutional goals, SLO assessment results, or course success, retention, and completion. As an effective practice, the senate-appointed representatives of the planning committee should communicate frequently with the academic senate in either written reports or presentations that enhance communication and understanding among stakeholders.

College Budget

Like a planning committee, a college's budget committee is a venue for stakeholders and leaders to convene for the sake of forming, monitoring, and sharing a college's budget. Oftentimes a budget is crafted alongside external factors like legislation, bonds, grants, and the economy. Internal factors also impact a college's budget, such as the Faculty Obligation Number (FON), instructional equipment, and new programs or curriculum. Regular and transparent meetings of the budget committee can help to ensure information is properly conveyed and processes are inclusive of all stakeholders.

Faculty members appointed by the local academic senate should play a prominent role on the budget committee. As with planning committees, membership is ideally composed of representation from faculty, administration, classified professionals, and students. Budget committee members play a role in developing priorities from the ground up so that the institution's budget reflects the its goals and priorities. Faculty serving as senators or executive committee members can participate as members on the Planning Council and Budget Committee to ensure faculty perspectives have been voiced. As an effective practice, the senate-appointed representatives of the budget committee should communicate

reviews. The summary identified three themes that in common across multiple plans, including technology and web design priorities.

frequently with the Academic Senate in either written reports or presentations that enhance communication and understanding among stakeholders.

Budget Processes in Multi-College Districts

The Accrediting Commission for Community and Junior Colleges delineates expectations for multi-college districts in its Standards III and IV. Respectively, the institution should demonstrate that it effectively utilizes financial resources to achieve its mission to improve academic quality and effectiveness. This standard emphasizes the importance of shared governance and collegial consultation, where the established procedures allow for the governing board, administrators, faculty, staff, and students to deliberate on goals and budgets that steer the institution toward enhanced quality and services.

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

ACCJC's Standard IV outlines expectations for colleges regarding leadership and governance at California's community colleges. Subsection D addresses the importance that the institutions within a multi-college district demonstrate participation in multi-college planning. The individual academic senates can assist their local institutions by ensuring that the district has an articulated policy for how goals are set and how resources are allocated across the district. Institutions can better demonstrate effective planning and resource allocation when faculty are included throughout shared governance structures, including institutional and district-wide planning and budget committees.

District Planning

Institutions in a multi-college district often engage in institutional planning through a district planning committee. This structure allows stakeholders input, guaranteed through shared governance, and allows a formal forum for discussion and planning. At the district level, the planning committee formulates district goals and priorities, which act as guiding forces for the district. Necessarily, such goals must include a consideration of the perspectives and positions of each college within the district. In order to ensure full representation, college senates should appoint faculty or senators to the committee. Faculty members representing all the district's colleges should have a prominent role in district planning. In general, membership of a district planning committee should include representation of each district college and be made up of faculty, administration, classified professionals, and students.

District planning committees should strive to create a sensible and efficient methodology for receiving, ranking, prioritizing, adopting, and sharing district-level goals. As mentioned in the 2001 ASCCC Budget Paper, planning committees can review plans for consistency among institutional goals. They may need to synthesize various plans and best ascertain how to identify where goals intersect. Members can investigate trends that emerge across planning documents, across colleges, and move forward in collegial manner with a unifying plan with goals that represent the shared interests of the district's colleges. The faculty of the district planning committee must be appointed by either their local or district academic senate, depending on local process. Such individuals should communicate frequently

with their respective academic senates in either written reports or presentations that enhance communication and understanding among stakeholders.

District Budget

Faculty members appointed by their local or district academic senates are to play a prominent role on the district budget committee and represent all the district's colleges in a fair and collegial manner. Membership of the district budget committee should be composed of representatives from faculty, administration, classified professionals, and students. These constituents should represent not only their college, but also strive to understand the budget from a district-wide perspective. The district budget committee members play a role in developing budget priorities that represent both local college and district-wide needs and in creating a district budget that reflects the goals and priorities set by the district planning committee.

Like the district planning committee, the faculty of the district budget committee are expected to report back to their respective college and/or district academic senates. This practice can ensure updates are effectively communicated and miscommunications minimized. Communication with college-specific academic senates can take place in written reports or presentations that enhance understanding among stakeholders.

Balancing College and District Priorities

While the district budget is meant to reflect the district's priorities, Each college's priorities will inform the budget and should be accounted for throughout whatever methodology is used by the committee. This can include an analysis or review of reports, such as program review and institutional planning, in order to ascertain where college goals and priorities might overlap.

Coordination of College Budget Priorities Within the District Framework

District-wide efforts to coordinate multiple college budget priorities can be difficult. There are several practices foundational to achieving the ability to successfully coordinate multiple priorities. First, representation from stakeholders, including administration, faculty, staff, and students should be apparent in the planning and budget committees as well as any steering committees that help to guide integration. Members need to be able to represent their areas and colleges, and consistently and clearly share information with other stakeholders.

Second, a methodology to receive, review, evaluate, and integrate multiple goals must be devised and adhered to. Some colleges may decide to operationalize the regular program review in order to glean intersecting priorities that many campuses or instructional programs share. Other colleges may turn to external factors, such as economic forces or legislation like the Student-Centered Funding Formula, to provide a guiding criterion for setting district plans. This approach may be suitable for districts to identify goals that align with a response to increase completions or close equity gaps. This methodology should be consistent and transparent.

Districts will likely have set a framework for planning and budgeting in the form of a mission statement and strategic goals. A district framework should be responsive to external stimuli, such as economic factors and areas for improvement in serving the community. Ultimately, district frameworks, if

effective, are generated from the colleges that comprise the district. Colleges respond to the student need and will likely have differing perspectives and goals. A coordinated effort to align college priorities becomes easier when it is derived from the common need that the district's colleges share.

Forging Agreements Among Local Senates

The work of senates within a district span far and wide, and planning and budgeting are no exceptions. There are several practices that senators can consider in order to forge agreements between local senates within a district. Senators can work together to better understand effective participation throughout planning and budgeting processes. The 1998 publication "Participating Effectively in District and College Governance"⁷ helps to operationalize how senates can engage with one another to come to agreements in ways that can help balance varying priorities.

For instance, it is vital that senates and senators understand the reach of the 10+1 in guaranteeing faculty participation in the planning process, but that the final budget decisions are ultimately made by the district's governing board. The publication also encourages senates to avoid scattered response to planning and budgeting by first creating a comprehensive planning process. Multiple senates within a district can spend time coming to agreements of which criteria to use, what goals should shape the budget, and how to integrate unforeseen challenges into the comprehensive process. Central to inter-district agreements is a sense of trust engendered by collegial leadership. A planning process that is built on trust, agreement, and timely responses can help to assuage the stress that comes with strict deadlines and the need to properly gather input from all involved stakeholders.

One way to engage multiple senates so that a unified understanding of the 10+1 can be applied to planning and budgeting may involve training and workshopping difficult issues. Fortunately, the ASCCC and Community College League of California have provided the "Scenarios to Illustrate Effective Participation in District and College Governance."⁸ This document, with more than twenty different scenarios regarding academic and professional matters, includes scenarios specifically related to the process for institutional planning and budget development. Understanding the nuances of the 10+1 and faculty purview can help to lay foundation upon which all senates within a district approach planning and budgeting from a perspective rooted in the 10+1.

Finally, faculty who serve at multiple colleges within a district can be a well-spring of insight in efforts to connect senates across districts. The ASCCC's paper Part-Time Faculty: A Principled Perspective (ASCCC, 2002)⁹ illustrates several ways senates can leverage expertise and insights that part-time faculty offer.

Accreditation and Budget

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

⁷ https://asccc.org/sites/default/files/publications/FinalGuidelines_0.pdf

⁸ https://asccc.org/sites/default/files/FinalScenario_0_0.pdf

⁹ <https://asccc.org/papers/part-time-faculty-principled-perspective>

mission, programs, and services (III.D.1; III.D.2).

The ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review ¹⁰provides ample examples of how program review and planning documents are used as evidence to support the standards, and as part of the review criteria for a standard. For instance, suggested evidence and review criteria for Standard I.B.9 includes “Procedures that document how resource allocation requests are included as a component of program review” and “The College’s resource allocation is driven by program review (or other institutional evaluation process)”. Evidence and review criteria for III.B.1 and II.B.2 include the institution’s resource allocation process provides a means for setting priorities for funding institutional improvements.” and “Budget process that ties resource allocation to planning and program review”. These examples serve to reinforce the assertion that planning precedes budget development.

As stated earlier, faculty participation in Title 5, “processes for institutional planning in budget development” is one of the 10+1 areas defined in Title 5 §53200 and therefore the governing board should collegially consult with academic senate’s on development of planning and budget processes. Additional support for faculty participation in the development of planning and budget processes can also be found the accreditation standards, notably;

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

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

It is clearly demonstrated in the analysis of the accreditation standards that program review and planning is meant to drive budget allocation; and it is clearly demonstrated in Title 5 §53200, and the accreditation standards that academic senates are to actively participate in the development of planning and budget processes.

Role of Faculty in Meeting Accreditation Standard III.B

In order to meet Accreditation Standard III.B, faculty must be active participants in budget committees on a campus or at the district level. The academic senate president needs to ensure that all budget committee charges and membership are inclusive of faculty participation, and that the faculty on these committees are appointed by the academic senate. It is crucial that the academic senate ensure that institutional planning is fully integrated with budget development, and that campus planning and priorities drive budget development rather than the other way around. In addition, local senate presidents should be certain that budget processes and resource allocation models are developed using established collegial processes, and that budget planning is inclusive of ongoing costs and in-kind cost.

It is important that faculty serving on budget committees are familiar with the state and local budget processes. When the Governor’s budget comes out, it is helpful if faculty know whether special funding

¹⁰ <https://accjc.org/publications/>

has been designated for community colleges by the state to improve teaching and learning, improve facilities, or hire full-time faculty, and that faculty follow state and local budget development to ensure special funding is used for its designated purpose. Academic senates and faculty serving on budget committees need adequate preparation to be advocates for their campus and their faculty, and to ask uncomfortable questions, including advocating for the equitable division of funding along FTES in multi-college districts. Senate presidents should also be prepared to ask what happens to unspent division/department budgets at the end of the year. It is appropriate to question overly simplified budget proposals, and senate representatives on budget committees should advocate for board and district budget directives that honor program review processes. Finally, in multi-college districts, it is vital that the senate leadership insist that district resource requests undergo a stringent program review process that is similar to campus program review processes.

Accreditation standards and competition for budgetary resources can sometime create a culture of compliance and skepticism. However, it should be noted that a well-defined and transparent budget process, collegially developed, can lead to culture of mutual respect and growth.

Planning for Compliance and the Emerging Landscape

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

Budgetary Reserves

As fiscal agents of the Boards of Trustees, districts are required to have reserves or contingency funds, not only for good fiscal management, but also to be in compliance with state Governmental Accounting Standards Board (GASB), California Community Colleges Chancellor's Office guidelines, and accreditation standards for fiscal viability. To that end, districts are required to have budgetary reserves.

What are budget reserves? In the most general sense, budget reserves are a line item in the budget that delineates a separate reserve fund. But reserves may also include any funds in the budget that have not been allocated. For example, at the end of each budget year, there is an ending account balance. If this is a positive number, these are funds that have not been spent and may be available to handle emergencies or other short-term or one-time expenditures. Any unallocated funds from that ending balance may be considered reserves. Although the minimum amount necessary for a reserve is often described at the bare minimum to assure solvency, determining what constitutes a healthy reserve is often a matter of debate. There is no magic number in terms of an ideal reserve, though a fiscally conservative board will generally insist on a much higher reserve than other boards.

There are advantages and disadvantages to having a larger reserve. The major advantage is that it insulates the district in the event of a significant financial downturn, minimizing the need for layoffs of full-time faculty and staff or for pay reductions. The disadvantage is that it leaves less money available

to run the college in the current fiscal year including money for important programs, equipment, facilities, maintenance and of course, salary and benefits. Each district must find a balance between those disparate needs and faculty need to be involved in these conversations to assure that the districts reserves are in line with its budget priorities.

Legal and Financial Implications around Faculty Hiring

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

The 50 percent law. The oldest of the three, this legislation, crafted in 1959, was originally designed to decrease class sizes in K-12 and was extended to include junior colleges. In its current form adopted in 1961, Education Code Section 84362 requires that requires that a minimum of 50% of the District's current expense of education be expended during each fiscal year for "salaries of classroom instructors." Salaries include benefits and the salaries of instructional aides. As community college education has evolved, districts have struggled with this law. In the year 2000, the Community College League of California (CCLC), a group consisting of college presidents, chancellors, and community college trustees, published a paper providing background and details on 50% law and how it interacts with other legislative mandates.¹¹ This rule is often seen as problematic because of the number of faculty and staff essential to the education of our students that are not included as "classroom instructors." These include faculty such as counselors and librarians as well as faculty directors such as EOPS, Transfer Center, and Athletic Directors. Failing to comply with the 50 percent rule has significant ramifications for a district. As a result, districts may often need to hire new faculty just to assure that they do not fall below the 50 percent threshold. While hiring more full-time faculty is a desired outcome, one of the obvious concerns with this law is that it provides no incentive to hire counselors, librarians, or others with duties that are essential to student success, but are not included in the narrow definition of classroom instructors within the statute. Such positions, including some faculty reassigned time, are therefore described as being on the "wrong side" (*i.e.*, the non-instructional side) of the 50 percent calculation.

Why is this a concern? Let's consider a fictional district with \$10 million in the general fund. If that district spends \$5 million on classroom instructors as defined by this statute, they would be in compliance. If their budget is augmented by \$100,000 and that money is used to hire a librarian for their newly constructed library facility, they would no longer be in compliance and could face penalties, even if they had no full-time librarian for their facilities without this hire.

The fifty percent law applies only to general fund dollars. Ongoing positions funded with restricted categorical funds are exempt, including positions funded under the SEA Program, EOPS, DSPS and others. Districts may choose to use such restricted funds to hire counselors and librarians without

¹¹ <https://ccleague.amza.securityserve.com/sites/default/files/training-materials/PRP50law.pdf>

having any impact on their compliance with the 50% law, although this not likely part of the intent of the law.

The Faculty Obligation Number. Passed in 1989, the Faculty Obligation Number (FON) was intended move districts toward the goal of having 75 percent of all credit instruction taught by full-time faculty. As such, the FON was considered as determining the minimum number of full-time faculty with a district and that the number of faculty would continue to grow. According to Title 5 §51025 community college districts must increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit FTES. Therefore, as a district's apportionment grows, the number of full-time faculty in that district should grow in kind, therefore setting at a minimum, the percentage of full-time faculty that was in place at the time the legislation was enacted. Failure to meet the FON invokes a penalty equal to the average replacement cost of a full-time faculty member (salary and benefits) multiplied by the number of faculty below the FON.

Districts generally make every effort to assure that they do not fall below their FON, as the penalty associated with non-compliance is substantial (essentially paying the salary and benefits of a faculty member that is not employed by the district). While the FON is generally welcomed as another mechanism to assure the hiring of full-time faculty, there are a number of concerns with the FON as it currently exists.

First, it is inherently inequitable when used as the ceiling (or maximum number of faculty a district is likely to hire), since it was established not based on any formula, but based on a snapshot in time. Whatever number of full-time faculty a district employed at the time of the legislation in 1989, became its FON. Since the ratio of full-time to part-time instruction varied greatly throughout the state at that moment, institutions of similar size could have drastically different FONs. Tying the FON to incremental changes in FTES then insured that those inequities were locked into the system.

Second, the FON only considered credit instruction. Given the importance of noncredit programs throughout the system, the exclusion of noncredit from the FON puts many districts, especially those with significant noncredit programs in a difficult predicament. While hiring more noncredit faculty may be the in the best interest of students, districts' first priority must be to meet the FON by hiring credit faculty to avoid the FON penalty. Recognizing the challenge this creates, the Academic Senate has and has passed resolutions support or noncredit faculty and recently passed including Resolution 19.02 (F07) Benefits of Full-Time Faculty in Noncredit¹² and Resolution 7.01 (F19) Re-Define the Faculty Obligation Number to Include Noncredit Faculty.¹³

A comparison of the 50% Law with the FON is shown below:

¹² <https://www.asccc.org/resolutions/benefits-full-time-faculty-noncredit>

¹³ <https://www.asccc.org/resolutions/redefine-faculty-obligation-number-include-noncredit-faculty>

Mandate	Provides	Does Not Include	Effect
50% Law	50% of General fund dollars must be spent on faculty salaries including most classroom faculty and instructional aides	Counseling Faculty, Librarians, tutoring and support services Reassigned time for governance, curriculum and program development. Categorially funded positions are exempt	Hiring Counseling faculty, librarians, granting reassigned time, and funds spent on tutoring and support services means a lower percentage is spent for classroom instructors according to the current calculation, making it more difficult for a district to comply with this statute
FON	Increase the number of full-time faculty in proportion to growth in credit FTES	Noncredit faculty	Hiring noncredit faculty does not help a district meet its FON

While both the 50% law and the FON have mandates on faculty hiring with penalties for noncompliance, the interplay between them can create challenges for districts. For example, suppose a district needs to hire additional faculty to satisfy the FON and their greatest need is for counselors or librarians. Hiring such faculty would might satisfy the FON and the educational needs of their students, but may put them at risk of violating the 50% rule.

The 75:25 legislative goal. Although sometimes confused with a legal staffing requirement, this legislation, part of AB 1725 (Vasconcellos 1988, set as an aspirational goal to have 75 percent of all credit instruction performed by full-time faculty with the remaining 25 percent taught by part-time faculty. Further, the statute required that, based on how close a given district was to the legislative goal of 75:25, that district would be required to apply a percentage of its program improvement funds each year to increase the number of full-time faculty until the goal of 75 percent of credit hours taught by full-time faculty was reached. Unfortunately, the allocation of program improvement funds to districts was short lived and with the financial incentive gone, progress on the 75% goal stalled.

Although the 75% goal has long been an aspiration for community colleges, and despite the obvious benefits of having more full-time faculty on campus including more availability to students, districts ultimately found this to be an unfunded mandate. Thus, given the current funding levels for

community colleges and the costs of meeting “minimum conditions¹⁴” established by Title 5 and Education Code,¹⁵ it is doubtful that any district in the system could actually afford to reach the 75% goal. Moreover, given that that no additional funding was provided for districts to move toward this goal, and that there was no penalty for failing to do so, the system as not only failed to make progress toward the 75% goal, but has actually seen a decrease in the percentage of instruction performed by full-time faculty.

While the system has long supported the aspirational goal of 75:25 for instruction, the current mandates including the 50% law and the FON, combined with inadequate funding has moved the number of full-time faculty in the opposite direction while subjecting districts to potential financial penalties, causing districts to often make hiring decisions, based on compliance rather than programmatic needs. The academic senate has supported changes in the FON as discussed above as well as changes in the 50% law (for example Resolution 6.03 F09).¹⁶ Other constituency groups express similar concerns and a workgroup was formed including representation from the CCLC, the Academic Senate, the Chancellor’s Office and other stakeholders was formed. The Workgroup on CCC Regulations, convened to study the 50% law and faculty obligation number (FON). The workgroup made a series of recommendations to address long standing concerns. Some of the findings are summarized below.

The 50 percent rule in its current form does not address all of the roles of faculty in the success of students. As the work of counseling faculty and librarians are essential to student success, they need to be included in the 50 percent calculation, this would also require that the threshold be raised above the current 50 percent to accommodate these additions. Also recommended is the inclusion of faculty reassigned time for governance, curriculum, and program development, and other important roles such as EOPS directors, etc. The workgroup further recommended increased funding specifically for hiring full-time faculty, and that districts be required to make progress toward the 75% goal. Failure to do so would result in a penalty equivalent to the current FON penalty. The full report including all of its recommendations was presented to Consultation Council at its April 2019 meeting for consideration.¹⁷

Conclusion

The voice of faculty in budget processes is assured by Education Code and Title 5. Beyond that, it is clear that students are better served when perspective of faculty is included. Therefore, local senates must assert the faculty voice throughout planning and budget structures at the college level and at the district level as appropriate.

Regardless of local structure, program review is an important part of the planning and budget process. It should be clear that program review is a faculty led process that operates under the authority of the

¹⁴ These are the programmatic requirements that a district must meet as a condition of receiving state funds
¹⁵ <https://ccleague.amza.securityserve.com/sites/default/files/training-materials/PRP50law.pdf>

¹⁶ <https://www.asccc.org/resolutions/revise-application-50-law>

¹⁷ https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Consultation/2019_agendas/April/9-1-50-Percent-and-FON-Updated-Proposal.pdf

Academic Senate. Because of this, senate presidents should ensure that the chair (or co-chair) of the committee is a faculty member appointed by the academic senate.

Examples of Local Governance Structures around Budget

Recommendations for Local Senates:

It is recommended that local academic senates:

- Ensure the committee charge, composition, and right of Academic Senate to appoint a co-chair and faculty committee membership is documented in campus governance documents
- Appoint faculty to the Program Review Committee and ensure that there is equitable representation for all faculty areas
- Document all processes for program review and prioritization of needs, and widely distribute the results of program review and prioritization processes
- Pay careful attention to the timeline for each process to ensure that all planning and prioritization processes are completed prior to budget development
- Assure that budget committee charges and membership are inclusive of faculty participation and that faculty are appointed to Budget Committees by the Academic Senate, not appointed by administration
- Advocate that campus planning and priorities drive budget development as required by accreditation standards
- Insure that budget processes and resource allocation models are developed using established collegial processes and that planning is inclusive of ongoing costs

Recommendations for the Board of Governors:

1. Ensure that budget processes are transparent and clear to all constituent groups.
2. Advocate for and provide a calendar of due dates for budgets and reports for categorical programs, grants and statewide initiatives that align with academic calendars to allow for input from local senates.
3. Recognize and honor the 10+1 in the inclusion of Academic Senate appointees on budget committees for all relevant areas, including the student success funding formula.



Executive Committee Agenda Item

SUBJECT: 2019 Faculty Leadership Institute Program		Month: May	Year: 2019
		Item No: IV. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the 2019 Faculty Leadership Institute program.	Urgent: Yes	
		Time Requested: 15 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
Theme: Collaboration and Collegiality
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

Dolores Davison, ASCCC Vice President

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 Connecting to a Legislative Office

Dolores Davison, ASCCC Vice President

THURSDAY, JUNE 13, 2019

8:30am Meet in the Lobby for walking tour

9:00am Tour of the Capitol

10:30am 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. Welcome

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

John Stankas, ASCCC President

Dolores Davison, ASCCC Vice President

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

Ginni May, ASCCC Treasurer

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

Geoffrey Dyer, ASCCC Resolutions Chair

Nathaniel Donahue, ASCCC At-Large Representative

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 and Clarifying the Purview of the Senate

Carrie Roberson, ASCCC North Representative
Silvester Henderson, ASCCC At-Large Representative
Anna Bruzzese, ASCCC South Representative

2. Womyn’s Leadership Circle

Michelle Bean, ASCCC Area C Representative
Cheryl Aschenbach, ASCCC Secretary
Mayra Cruz, ASCCC Area B Representative

3. Resolution Writing 102: Master Class in Resolution Writing

Geoffrey Dyer, ASCCC Resolutions Chair
Nathaniel Donahue, ASCCC At-Large Representative
Dolores Davison, ASCCC Vice President
Sam Foster, ASCCC South Representative

4. Principled to Pragmatic; the art of knowing the limits of your flexibility

LaTonya Parker, ASCCC Area D Representative
Stephanie Curry, ASCCC North Representative
Ginni May, ASCCC Treasurer

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)

John Stankas, ASCCC President
Cheryl Aschenbach, ASCCC Secretary

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 and Effective Leadership

Ginni May, ASCCC Treasurer
LaTonya Parker, ASCCC Area D Representative

The role of the senate president is more than facilitating productive meetings, setting goals and following through, working with your union and administrative colleagues to ensure better service to students and the community. The senate president is a role that needs to effectively lead the college.

9:45 a.m. – 10:45 a.m. The Brown Act

Jake Knapp, Los Rios District
Michelle Bean, ASCCC Area C Representative

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**
Anna Bruzzese, Area C Representative
Cheryl Aschenbach, ASCCC Secretary
Dolores Davison, ASCCC Vice President
- 2. Mentoring and Growing Faculty Leaders, Start Looking for your Replacement Now!**
Sam Foster, ASCCC South Representative
LaTonya Parker, ASCCC Area D Representative
Stephanie Curry, ASCCC North Representative
- 3. Setting the Agenda for your Academic Senate Presidency**
To include actually setting an agenda, speaking to boards of trustees, relationship building with colleagues and administrators
Silvester Henderson, ASCCC At-Large Representative
Carrie Roberson, ASCCC North Representative
Nathaniel Donahue, ASCCC At-Large Representative

4. Developing and Evaluating Processes and Procedures

Mayra Cruz, Area B Representative
Michelle Bean, ASCCC Area C Representative
Ginni May, ASCCC Treasurer

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

Mayra Cruz, ASCCC Area B Representative
Cheryl Aschenbach, ASCCC Secretary
John Stankas, ASCCC President

2:00 p.m. – 2:15 p.m. Break

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

1. Developing Leadership Style

Nathaniel Donahue, ASCCC At-Large Representative
Dolores Davison, ASCCC Vice President
Michelle Bean, ASCCC Area C Representative

2. Civil Discourse: Engaging with Colleagues Who May Not Like You

Stephanie Curry, ASCCC North Representative
LaTonya Parker, ASCCC Area D Representative
Carrie Roberson, ASCCC North Representative

3. Research and Data: Driving Dialog and Decisions Making

Ginni May, ASCCC Treasurer
Anna Bruzzese, ASCCC South Representative
Sam Foster, ASCCC South Representative

4. Making an Action Plan for the Senate Around Faculty Diversification

Cheryl Aschenbach, ASCCC Secretary
Mayra Cruz, ASCCC Area B Representative
Silvester Henderson, ASCCC At-Large Representative

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

Geoffrey Dyer, ASCCC Resolutions Chair

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	Geoffrey Dyer
Area B	Mayra Cruz
Area C	Michelle Bean
Area D	LaTonya Parker

6:00 p.m. Resolution Amendments Due

6:00 p.m. President's Reception

SATURDAY JUNE 15, 2018

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

Cheryl Aschenbach, ASCCC Secretary
Silvester Henderson, ASCCC At-Large Representative

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

Anna Bruzzese, ASCCC South Representative
LaTonya Parker, ASCCC Area D Representative
Krystinne Mica, ASCCC Executive Director

2. Conversation with the President and Vice President

John Stankas, ASCCC President
Dolores Davison, ASCCC Vice President

3. Managing Conflict

Carrie Roberson, ASCCC North Representative
Silvester Henderson, ASCCC At-Large Representative
Ginni May, ASCCC Treasurer

4. Womyn's Leadership Circle II

Michelle Bean, ASCCC Area C Representative
Cheryl Aschenbach, ASCCC Secretary
Mayra Cruz, ASCCC Area B Representative

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)

John Stankas, President
Dolores Davison, Vice President
Cheryl Aschenbach, Secretary
Ginni May, Treasurer
Geoffrey Dyer, Area A
Mayra Cruz, Area B
Michelle Bean, Area C
LaTonya Parker, Area D
Carrie Roberson, North
Stephanie Curry, North
Anna Bruzzese, South
Sam Foster, South
Nathaniel Donahue, At-Large
Silvester Henderson, At-Large



Executive Committee Agenda Item

SUBJECT: 2019 Academic Academy Program		Month: May	Year: 2019
		Item No: IV. D.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the 2019 Faculty Leadership Institute program.	Urgent: Yes	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Academic Academy is scheduled for September 12-14, 2019 in Long Beach. The Academic Academy is themed around the student experience with relation to OER, guided pathways, student equity, faculty diversification, and accessibility.

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

Academic Academy: The Student Experience

The Queen Mary, Long Beach

September 12-14, 2019

Thursday, September 12

1:00 – 2:00pm Registration

2:00 – 5:00pm Welcome and General Session 1
OERI Overview and Discipline Dialog (TI)

Friday, September 13

8:30 – 9:30am Registration and Continental Breakfast

9:30AM – 10:45am General Session 2
Program Review and Institutional Effectiveness (GP)

11:00 – 12:15pm Breakout Session 1

1. **Student Onboarding Processes** (GP)
2. Inmate Education (SE)
3. Universal Design (TI)
4. **Evaluating Implicit Bias in Organizational Structures** (FD)

12:30 – 2:00pm Lunch and General Session 3
The Whole Student: Culturally Responsive Support (SE)

2:15 – 3:30pm Breakout Session 2

1. **Qualitative and Quantitative Data Collection for GP and AB705** (GP)
2. Equity Minded Framework (SE)
3. CVC-OEI (TI)
4. Effective Hiring Committee Training (FD)

3:30 – 3:45pm Coffee and Snack

3:45 – 5:00pm Breakout Session 3

1. **Metamajors** (GP)
2. **Student Equity and Achievement Plans** (SE)
3. Online Student Experiences (TI)
4. BoG Diversity Recommendations (FD)

Evening Activity

Saturday, September 14

8:30 – 9:30am Breakfast

9:30 – 10:45am Breakout Session 4

1. *Dual Enrollment* (GP)
2. *Undocumented Student Support* (SE)
3. *Veterans Services and Accessibility* (TI)
4. Faculty Diversification and Student Success: Facilitating Challenging Conversations (FD)

11:00 – 12:15pm General Session 4

Faculty Diversification and EEO 2.0 Input Revisions (FD)

Key

- (GP) Guided Pathways
(SE) Student Equity
(TI) Technology and Instruction
(FD) Faculty Diversification

Italics Potential places to add student presenters and collaborate with SCCC

Potential places to include CVC-OEI collaboration

Potential collaboration with RP Group



Executive Committee Agenda Item

SUBJECT: Tentative 2019-2020 ASCCC Budget		Month: May	Year: 2019
		Item No: IV. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2019-20 ASCCC budget.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Budget and Finance Committee is responsible for developing and recommending the annual ASCCC operating budget to the Executive Committee for approval. This occurs in two stages. The Budget and Finance Committee meets in May to prepare a tentative budget to bring to the Executive Committee for approval at its final meeting of the fiscal year, typically late May/early June. Approval of the tentative budget allows the ASCCC to operate during the summer months. The Budget and Finance Committee then meets again in the summer to develop the final annual budget proposal to bring to the Executive Committee for approval at the August meeting.

The Budget and Finance Committee is set to meet on May 7 to review the tentative 2019-20 budget. Funding recommendations were developed based on current trends such as protecting reassigned time for Executive Committee members due to increased workload, maintaining staff salaries and benefits, maintaining program and committee budgets, and planning for the office move in summer 2019. The tentative budget includes projected numbers for the grants, including Guided Pathways, OERI, and LACCD. The tentative budget also assumes the Academic Academy will be partially funded by Guided Pathways and OERI and does not currently have a budget for the Career and Noncredit Institute – pending discussion from the Executive Committee.

The tentative budget projects a net asset of \$103,000 which will change once final proposals for Guided Pathways, C-ID, and OER are accepted and event contracts are finalized.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the tentative 2019-20 budget.

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

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
As of June 30, 2020

As of Date:

06/30/2020

	Senate Year To Date 06/30/2020 Budget FYE 2020	d10 LACCD Year To Date 06/30/2020 Budget FYE 2020	d11 Guided Pathway Year To Date 06/30/2020 Budget FYE 2020	d2 C-ID Year To Date 06/30/2020 Budget FYE 2020	d5 OER Year To Date 06/30/2020 Budget FYE 2020	d7 IEPI Grant Year To Date 06/30/2020 Budget FYE 2020	All Departments Year To Date 06/30/2020 Budget FYE 2020
Income Statement							
Revenue							
Membership Dues	440,000.00	0.00	0.00	0.00	0.00	0.00	440,000.00
Program Fees							
Fall Session	170,000.00	0.00	0.00	0.00	0.00	0.00	170,000.00
Spring Session	170,000.00	0.00	0.00	0.00	0.00	0.00	170,000.00
Accreditation	75,000.00	0.00	0.00	0.00	0.00	0.00	75,000.00
Curriculum Institute	380,000.00	0.00	0.00	0.00	0.00	0.00	380,000.00
Faculty Leadership Institute	40,000.00	0.00	0.00	0.00	0.00	0.00	40,000.00
Academic Academy	40,000.00	0.00	0.00	0.00	0.00	0.00	40,000.00
Total Program Fees	875,000.00	0.00	0.00	0.00	0.00	0.00	875,000.00
Grant Revenue							
State Grants							
Governor's Grant	1,000,000.00	0.00	0.00	0.00	0.00	0.00	1,000,000.00
C-ID	0.00	0.00	0.00	685,000.00	0.00	0.00	685,000.00
Guided Pathways	0.00	0.00	750,000.00	0.00	0.00	0.00	750,000.00
OER	0.00	0.00	0.00	0.00	1,200,000.00	0.00	1,200,000.00
Total State Grants	1,000,000.00	0.00	750,000.00	685,000.00	1,200,000.00	0.00	3,635,000.00
District Grants							
IEPI Grant	0.00	0.00	0.00	0.00	0.00	132,000.00	132,000.00
LACCD - 3CSN - Part-Time	0.00	250,000.00	0.00	0.00	0.00	0.00	250,000.00
Total District Grants	0.00	250,000.00	0.00	0.00	0.00	132,000.00	382,000.00
Total Grant Revenue	1,000,000.00	250,000.00	750,000.00	685,000.00	1,200,000.00	132,000.00	4,017,000.00
Other Income	32,500.00	0.00	0.00	0.00	0.00	0.00	32,500.00
Total Revenue	2,347,500.00	250,000.00	750,000.00	685,000.00	1,200,000.00	132,000.00	5,364,500.00
Expenses							
Executive							
Executive Reassign Time							
Executive Board	230,000.00	0.00	0.00	0.00	0.00	0.00	230,000.00
Outside Faculty Expertise, Senate	60,000.00	0.00	0.00	0.00	0.00	0.00	60,000.00
Total Executive Reassign Time	290,000.00	0.00	0.00	0.00	0.00	0.00	290,000.00
Executive Activities							

Exec Meetings	140,000.00	0.00	0.00	0.00	0.00	0.00	140,000.00
Technical Assistance	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Local Senate Visits	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Field Activities	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Professional Development College	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Regional Meetings	20,000.00	30,000.00	0.00	0.00	0.00	0.00	50,000.00
Area Meetings	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00
Committees	30,000.00	0.00	0.00	0.00	0.00	0.00	30,000.00
Task Forces	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00
Total Executive Activities	240,000.00	30,000.00	0.00	0.00	0.00	0.00	270,000.00
Total Executive	530,000.00	30,000.00	0.00	0.00	0.00	0.00	560,000.00
Liaison							
Chancellor's Office							
CO Consultation	64,000.00	0.00	0.00	0.00	0.00	0.00	64,000.00
CO Board of Governors	6,000.00	0.00	0.00	0.00	0.00	0.00	6,000.00
Total Chancellor's Office	70,000.00	0.00	0.00	0.00	0.00	0.00	70,000.00
Groups							
FACCC	1,000.00	0.00	0.00	0.00	0.00	0.00	1,000.00
ICAS	10,000.00	0.00	0.00	0.00	0.00	0.00	10,000.00
Total Groups	11,000.00	0.00	0.00	0.00	0.00	0.00	11,000.00
Conferences	40,000.00	0.00	0.00	0.00	0.00	0.00	40,000.00
Total Liaison	121,000.00	0.00	0.00	0.00	0.00	0.00	121,000.00
Grant Expenses							
Travel	0.00	17,500.00	0.00	0.00	0.00	0.00	17,500.00
Initiatives Reassign Time	0.00	0.00	150,000.00	100,000.00	150,000.00	0.00	400,000.00
Grant Meetings	0.00	0.00	350,000.00	220,000.00	100,000.00	5,000.00	675,000.00
Stipends	0.00	0.00	114,000.00	175,000.00	325,000.00	0.00	614,000.00
Total Grant Expenses	0.00	17,500.00	614,000.00	495,000.00	575,000.00	5,000.00	1,706,500.00
Programs							
Plenary Session							
Fall Session	150,000.00	0.00	0.00	0.00	0.00	0.00	150,000.00
Spring Session	160,000.00	0.00	0.00	0.00	0.00	0.00	160,000.00
Total Plenary Session	310,000.00	0.00	0.00	0.00	0.00	0.00	310,000.00
Institutes							
Academic Academy	0.00	0.00	52,000.00	0.00	13,000.00	0.00	65,000.00
Accreditation Institute	60,000.00	0.00	0.00	0.00	0.00	0.00	60,000.00
Curriculum Institute	325,000.00	0.00	0.00	0.00	0.00	0.00	325,000.00
Faculty Leadership	60,000.00	0.00	0.00	0.00	0.00	0.00	60,000.00
Part-Time Faculty Leadership Institute	0.00	120,000.00	0.00	0.00	0.00	0.00	120,000.00
Total Institutes	445,000.00	120,000.00	52,000.00	0.00	13,000.00	0.00	630,000.00
Publications, Marketing, Technology	100,000.00	0.00	25,000.00	40,000.00	440,000.00	0.00	605,000.00
Total Programs	855,000.00	120,000.00	77,000.00	40,000.00	453,000.00	0.00	1,545,000.00
Salaries and Benefits							
Staff Salaries	502,000.00	0.00	23,000.00	125,000.00	96,000.00	0.00	746,000.00

Benefits	249,000.00	0.00	0.00	0.00	0.00	0.00	249,000.00
Staff Training/Development	25,000.00	0.00	0.00	0.00	0.00	0.00	25,000.00
Payroll Fees	3,900.00	0.00	0.00	0.00	0.00	0.00	3,900.00
Payroll Taxes - Employer	16,500.00	0.00	0.00	0.00	0.00	0.00	16,500.00
Total Salaries and Benefits	796,400.00	0.00	23,000.00	125,000.00	96,000.00	0.00	1,040,400.00
Nonpersonnel							
Equipment and Furniture	34,000.00	0.00	0.00	0.00	0.00	0.00	34,000.00
Office	203,420.00	0.00	0.00	0.00	0.00	0.00	203,420.00
Professional Services	42,000.00	0.00	0.00	0.00	0.00	0.00	42,000.00
Business Expenses	9,000.00	0.00	0.00	0.00	0.00	0.00	9,000.00
Total Nonpersonnel	288,420.00	0.00	0.00	0.00	0.00	0.00	288,420.00
Total Expenses	2,590,820.00	167,500.00	714,000.00	660,000.00	1,124,000.00	5,000.00	5,261,320.00
Total Income Statemen	(243,320.00)	82,500.00	36,000.00	25,000.00	76,000.00	127,000.00	103,180.00
Net Assets - Ending	(243,320.00)	82,500.00	36,000.00	25,000.00	76,000.00	127,000.00	103,180.00

Created on:



Executive Committee Agenda Item

SUBJECT: Outline for Paper on Student Equity		Month: May	Year: 2019
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval an outline for the paper on student equity.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action	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 paper on student equity will combine and update the 2002 paper *Student Equity: Guidelines for Developing a Plan* and the 2010 paper *Student Equity: From Dialog and Access to Action*. The Executive Committee will provide feedback on the outline and consider the outline for approval.

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

Executive Committee Agenda Item

SUBJECT: Noncredit Course Approval and Certification Form		Month: May	Year: 2019
		Item No: IV. H.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will provide feedback and consider endorsing the Noncredit Course Approval and Certification form.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Noncredit Workgroup of California Community Colleges Curriculum Committee (5C) created a form for Noncredit Course Approval and Certification. If the draft Title 5 Regulations changes for noncredit curriculum approval are approved, 5C recommends that this form be used for auto approval certification upon submission of non-credit courses. The form provides additional information regarding labor market data. 5C has requested that this form be shared with the ASCCC Executive Committee and the CIOs for feedback and consideration of endorsement.

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

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Noncredit Course Approval and Certification

College Name (do not abbreviate)	District (do not abbreviate)

PART I - Criteria for Noncredit Course Submissions

Local districts are responsible for ensuring that the submitted Course Outline of Record (COR) contains all required elements as specified in section 55002 and that local approval is consistent with all standards in title 5, section 55000 et seq. The Chancellor's Office reviews and approves noncredit course submissions to ensure that courses meet these standards and to validate that the associated data elements for each course are correct and compliant with regulations. The review criteria used by the Chancellor's Office staff are based on the standards for course curriculum established in title 5 and explained in the Noncredit Course Standards section of the Chancellor's Office Program and Course Approval Handbook (PCAH).

Submission and approval of noncredit courses is conducted through review of the following components submitted by local colleges: (1) Completed Curriculum Inventory Proposal Fields for [Course Data Elements](#) and (2) the course outline of record (COR) meeting the standards in title 5, section 55002, and approved by the local governing board.

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The categories are included in the table below. Noncredit curriculum may only be developed and approved in these ten legislated areas. The placement of a course in a given instructional area is driven by the course objectives and target population to be served.

Courses targeting special populations do not qualify for CDCP (reference). Courses must be approved before a program can be submitted. Additional information about curriculum development, approval, and submission processes is in the Program and Course Approval Handbook.

PART II – INSTRUCTIONS

In the table below, please circle one noncredit category (A through J) that best describes the objectives of the course (do not select multiple categories). The category selected must coincide with field CB22 (Noncredit Category) on the course proposal record in the Chancellor's Office Curriculum Inventory (COCI).

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification

<p><i>Please circle one noncredit category (A – J) below</i></p>	<p>Noncredit Course Category and Description</p>	<p>Additional Submittal Considerations</p>
<p>A</p>	<p>English as A Second Language (ESL) Course provides instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).</p>	<p>Mirrored courses can be created for this noncredit category with credit non-degree applicable courses N/A</p>
<p>B</p>	<p>Citizenship for Immigrants Course is designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification

<p>C</p>	<p>Elementary and Secondary Basic Skills Course includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).</p>	<p>Mirrored courses can be created for this noncredit category with credit non-degree applicable courses. N/A</p>
<p>D</p>	<p>Health and Safety Course focuses on lifelong education to promote health, safety, and the wellbeing of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).</p>	<p>N/A</p>

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification

<p>E</p>	<p>Substantial Disabilities Course is designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5). Educational Assistance Classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>
<p>F</p>	<p>Parenting Course specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children’s education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification

<p>G</p>	<p>Home Economics Course designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).</p>	<p>N/A</p>
<p>H</p>	<p>Older Adults Course offers lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).</p>	<p>In those cases where the purpose of the course is to serve a special population, (e.g., older adults, immigrants, persons with substantial disabilities, parents), the catalog description must demonstrate that the course is designed to meet the interests and needs of that target population.</p>

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE

Noncredit Course Approval and Certification

<p>I</p>	<p>Short-term Vocational With High Employment Potential Designed for courses with high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code § 66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution’s program review process every two years (Ed. Code, §§ 78015, 78016, and 84757(a)(6))</p>	<p>N/A<u>Courses and programs in this noncredit category do not require the establishment of an advisory board or need local advisory committee recommendations or endorsement nor endorsement from regional consortia.</u> <u>Mirrored courses can be created for this noncredit category with credit non-degree applicable courses.</u></p>
<p>J</p>	<p>Workforce Preparation Course provides instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).</p>	<p><u>Mirrored courses can be created for this noncredit category with credit non-degree applicable courses.</u> N/A</p>

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Noncredit Course Approval and Certification

College Name (do not abbreviate)	District (do not abbreviate)

PART III - CERTIFICATION AND REQUIRED SIGNATURES

By signing below, I hereby certify the proposed noncredit course satisfies all of the applicable statutory and regulatory requirements for approval of a noncredit course, including but not limited to Education Code sections 84750.5, 84757, and 84760.5 and article 1 (commencing with subchapters 1 and 2) of chapter 6, and chapter 9 (commencing with subchapter 2) of division 6 of title 5 of the California Code of Regulations.

 Chief Executive Officer (Signature) Chief Executive Officer (Print Name) Date

 Chief Instructional Officer (Signature) Chief Instructional Officer (Print Name) Date

 Academic Senate President (Signature) Academic Senate President (Print Name) Date

 Curriculum Chair (Signature) Curriculum Chair (Print Name) Date

Noncredit Course Approval and Certification

DRAFT



Executive Committee Agenda Item

SUBJECT: Faculty Development Committee		Month: May	Year: 2019
		Item No: IV. I.	
		Attachment: Yes (2), 1 forthcoming	
DESIRED OUTCOME:	The Executive Committee will review the second draft of the womyn professional development survey and review the recommendation to re-name the Faculty Development Committee.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz /Rebecca Eikey/LaTonya Parker	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: 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 and allies 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 draft #2 of the Womyn Leadership Development survey.

Update timeline

April 24	Revise draft survey
May 1	Faculty Development Committee to review the draft survey and finalize
May 7	Submit draft survey for discussion & approval at the Executive Committee 5/10 meeting
July 26	Prepare the survey for distribution with ASCCC staff
September 9	Work with ASCCC staff to distribute the survey
October 2019	FCD and ASCCC staff to review survey results
October 2019	Report on the survey results at the ASCCC Executive Committee meeting
	Submit this recommendation: Incorporate the results in the 2019-20 Faculty Development Committee workplan and disseminate information (when appropriate)

The Committee is also requesting the approval of the following recommendation:
Recommendation to rename the Faculty Development Committee to Faculty Development and Leadership Committee

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

Rationale

Leadership is one of the organization's values.

The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.

To carry out the value, the Faculty Development Committee proposes the delivery of a more intentional and deliberate approach to leadership development. The Committee recommends the consideration of these elements in leadership development, including and not limited to,

- i. Approaches to Leadership with multiple methods of learning leadership concepts*
- ii. Leadership development opportunities focused on specific populations of faculty: Faculty Senates leadership, Womyn's leadership, LGBTQIA leadership, Faculty of Color leadership, other*
- iii. Campus faculty development programming and curriculum innovation*
- iv. Faculty leadership development component across all ASCCC committees including the Executive Committee with methods for identifying future leaders*
- v. Merge the Professional Development College and Faculty Leadership Institute*
- vi. Collaboration with Latina Leadership Network of the California Community Colleges, UMOJA, A²MEND and other leadership organizations identified.*

If the renaming is approved, the description of the committee will be updated to reflect the change.

Attachments:

Meeting notes of 3/18/19



FACULTY DEVELOPMENT COMMITTEE

Monday, March 18, 2019

8:30-10:00 AM

ZOOM Meeting

SUMMARY

- I. Call to Order and Adoption of the Agenda – addition of VII.5. Evaluation of Events
Approved by consensus

- II. Member Roll Call
Michele Bean Mayra Cruz
Carolyn Holcroft Rebecca Eikey
Elizabeth Imhof ~~LaTonya Parker~~
Manjit(Manny) Kang

- III. Approval of 1/22/19 & 2/20/19 Meeting Minutes (attachment)
Approved by consensus

- IV.
 1. Review Work Plan and Assignments ((attachment) and Status of Previous Action Items
<https://drive.google.com/drive/folders/1GIHzQfQh0jiPQGZ8Jnc0Md545jODKudn>
 - Actions to discuss:
 - EEO training with EDAC; development of modules
Identification of resources will need to be completed soon.
 - Professional development survey: offering for 2019-20
There will be a session at Plenary for the results to be shared.
 - Event evaluations
This is part of the work plan. This will be also discussed with Krystinne Mica.
 - Womyn’s leadership development activities survey (Holcroft, Imhof)
What professional development leaders need?
*The work is in progress. There is interest in conducting a survey this semester to identify the needs and interests of the field. There will be questions to ascertain what PD has been helpful for leadership development. The PD doesn’t have to be restricted to ASCCC offerings. **Additional feedback regarding the survey should be sent to Carolyn and Elizabeth.***
 - Umoja/A2MEND Education Summit
Part of the work plan is to strengthen relationships with partner organizations. The Action Plan developed at the Umoja/A2MEND Education Summit will need to be discussed in ASCCC Executive Committee to determine next steps in terms of collaboration.
 - Rostrum articles – *These have been completed.*

2. Update on Status of Committee Priorities for 18-19

<https://docs.google.com/spreadsheets/d/16LxdTXnuPX8WUI8n0yPuQZSCARSDD72TTEk5g4xZLR8/edit#gid=296631368>

- Completed- Rostrums and criteria for setting hiring priorities survey
- Pending: Modules for PDC, Professional Development Courses
 - ED Mica will be exploring the allocation of resources

*There has been progress made on resolutions dating back to Fall 2014. For the Fall 2015 resolutions: 1. The development of PDC modules to support the resolution (Hiring Culturally Aware Faculty) is on hold until resources can be identified; 2. The survey was sent out. The Resolution from F16 is on hold. The PLN has changed to the Vision Resource Center, so more time is needed to determine how to address the resolves in that resolution. After this meeting, the **Committee Priorities will be updated** (Cruz).*

V. Faculty Diversification Update

a) Summit and Regionals Reflections (including suggestions for improvements)
Reflections included appreciation of the work of the faculty and suggestion for improvement is to create webinars.

b) CCCCO Faculty Diversification Taskforce: Address BOG request to make recommendations on how to add statewide faculty and staff diversity goals to the Vision for Success and what specific statewide regulatory and fiscal recommendations can be pursued.

Taskforce composition: faculty, CEOs, Trustees, Chief HR officers, BOG rep and Chancellor's Office staff

Update on the Taskforce was provided. It will begin this month and end in September with recommendations to the BOG in October. There is diverse representation on this Taskforce. The two ASCCC representatives are Mayra Cruz and John Stankas.

c) 2019 Spring Plenary general session and breakout

LaTonya Parker and Silvester Henderson will be taking the lead at Plenary.

VI. Area Meetings and 2019 Spring Plenary

- a) Resolutions
- b) Area Competition
- c) Other

The Agendas are posted on the ASCCC website for the Area meetings.

VI. 2019 Academic Academia Sept 13-14 "The Student Experience"

1. Brainstorm topics

*Possible topics were discussed such as students who are parents, online students, being student ready (mapping student experience to the way we teach; what do faculty need to be ready for students?), mentorship (mentoring students in general), impact of current initiatives and students of color, peer mentoring/peer tutoring, OER. **Send additional ideas to Mayra.***

VII. Discuss recommendation to explore transitioning the Faculty Development Committee to a

Faculty Leadership Committee committed to equity and inclusive excellence (equity-minded leadership)

1. All ASCCC activities are considered professional development.
2. Faculty leadership development to be more intentional and deliberate
 - i. Approaches to Leadership
 - ii. Leadership development opportunities focused on specific populations of faculty: Faculty Senates leadership, Womyn's leadership, LGBTQIA leadership, Faculty of Color leadership, other
 - iii. Campus faculty development programming and curriculum innovation
3. Faculty leadership development component across all ASCCC committee
4. Merge the Professional Development College and Faculty Leadership Institute
5. Evaluation of Events

Increasing inclusiveness and developing recommendations for future direction of the committee was discussed. Additional thoughts can be sent to Mayra.

Evaluation of events – this hasn't been happening consistently in the organization. The committee members can send ideas on how to evaluate events to Mayra.

VIII. Announcements

- a) Upcoming Committee Meetings
April 18th 8:30am
May 15th 8:30am or 22nd 2:30pm
- 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

April 18th 8:30am
May 15th 8:30am or 22nd 2:30pm (select date)

IX. Adjournment

Status of Previous Action Items

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

- Women's Leadership
- Development of:
 - outcomes for each ASCCC professional development activities
 - an evaluation form for professional development activities
- Survey the field regarding professional development activities 2019

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
- Rostrum article #2

- See Us: Empowering faculty to assert their role in policies for faculty development activities at both local and state levels Lead: Cruz with Carolyn Holcroft/Michelle Bean
- Hiring Priority Criteria Survey
 - CCC/IEPI Building Diversity Summit sessions
 - Faculty Diversity Regionals sessions at Bakersfield, Yuba & Norco

The Faculty Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assess the Academic Senate's professional development offerings and makes recommendations to the Executive Committee on policies and practices for faculty professional development at a statewide level and on the development of new faculty professional development resources to ensure effectiveness and broader access and participation. Through the Professional Development College, the committee supports local faculty development and provides guidance to enhance faculty participation in the areas of faculty development policies, community college faculty professionalism, innovations in teaching and learning, and other topics related to academic and professional matters. The committee advocates for the importance of faculty development activities related to student success, quality faculty teaching and learning, academic and professional matters, and for appropriate levels of funding for such activities. <https://www.asccc.org/directory/faculty-development-committee-1>



Executive Committee Agenda Item

SUBJECT: Update and Debrief of Four Goals		Month: May	Year: 2019
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will reflect on the 2018-2019 four goals and discuss a direction for the work of the 2019-2020 academic year.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

As the 18-19 academic year draws to a close, this is an opportunity for the group to reflect-on the work of the committee on the 2018-2019 four goals and discuss a direction for the work of the 2019.

- i. CCC Guided Pathways Award Program
- ii. Strong Workforce Program Recommendations
- iii. AB 705 Update
- iv. Faculty Diversification 2020 academic year.

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



Executive Committee Agenda Item

SUBJECT: CCC Guided Pathways Award Program		Month: May	Year: 2019
		Item No: IV. I. i.	
		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:	
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: Strong Workforce Program Recommendations		Month: May	Year: 2019
		Item No: IV. I. ii.	
		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: AB 705 Update		Month: May	Year: 2019
		Item No: IV. I. iii.	
		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:	
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: May	Year: 2019
		Item No: IV. I. iv.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested:	
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: Chancellor’s Office Liaison Discussion		Month: May	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: May	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 Stanskas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Stanskas and Vice President Davison will highlight the Board of Governors and Consultation meetings in April. 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: May	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: Year-End Debrief		Month: May	Year: 2019
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will reflect-on and discuss successes and challenges of the committee work during the 2018-2019 academic year.	Urgent: No	
		Time Requested: 60 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As the 18-19 academic year draws to a close, this is an opportunity for the group to reflect on individual challenges and celebrate successes, as committee chairs and members of various work groups.

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

March 9, 2019

9:30 am – 2:30 pm

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: Jamar London, Donna Necke, Carrie Roberson

Guests:

1. Select note taker: Eric
2. Approval of Agenda: approved
3. Approval of minutes – done by email
4. Announcements: Curriculum Institute breakout titles collected by email. AB 705 Data Revision (upcoming in-person events webinar on the 27th) re-working CB21 to reflect EFLs for Math, English, and ESL in both credit and noncredit to reflect existing curriculum. Rubrics to determine level. Area meetings coming up on the 22nd and 23rd. Draft Title 5 revision to allow streamlined Noncredit course approval. Clarity on what “sequencing of courses” means. Draft Title 5 language on clarifying Credit for Prior Learning compared to Credit by Exam.
5. Curriculum Regional Meetings – Final Planning: Spring 2019
 - a. Logistics recap
 - i. March 15 – Mission College
Carrie, Nili, Eric
 - ii. March 16 – Irvine Valley College
Aimee, Donna, Stephanie, Karen, Jamar
 - b. Program recap ideas: Have handouts (perhaps questions during the State of Curriculum, recoding plan – due Monday), hard copies of the program, acronyms cheat sheet and a blank sheet for a quiz game (perhaps at lunch). Candy for prizes.
 - c. Presentation
 - i. Go over draft ppt: PowerPoint due Monday. First draft will be refined, and a final draft will be compiled by Ginni. Send a picture to be included in the PowerPoint.
6. Curriculum Institute Planning – shell program due March 22, 2019

- a. strands, themes: Overlapping topics, keywords and icons can help identify strands. Descriptions of each strand in the program.
 - i. Ed Code, Title 5, PCAH, CCCCCO Guidelines/memos
 - ii. Guided Pathways
 - iii. Student Services
 - iv. Equity
 - v. Noncredit/Adult Education
 - vi. The Basics
 - vii. CTE
 - viii. Data
 - ix. General Sessions
 - b. breakout titles drafts and presenter suggestions, bring a list! Preliminary presenter list due April 30, 2019
 - c. Final program draft due May 21, 2019 for approval consideration at June Executive Committee meeting – Final polished program due June 10, 2019
 - d. General Session ideas
 1. Evaluating AB705 implementation – preliminary observations and research implications (panel) – Darla Cooper (RP Group), maybe Janet Fulks, panel to include small/large colleges
 2. Data revision project (Kathy Booth)
 3. Training curriculum chairs, discipline faculty, administration, and articulation officers on data revision.
 4. Cross-functional conversations around curriculum – role play panel discussion
 - e. Thank you cards/bags for presenters, ask about funding for a web/app-based response system for sessions or a conference app. Is curriculum streamlining training required at the Curriculum Institute (per CCCCCO)?
7. Draft Title 5 language from 5C: Reviewed in announcements.
 8. Review assigned resolutions: Listed below.
 9. Discuss the possibility of 3rd in-person meeting
 - a. May 8, 13, or 16 to pull final program together
 10. Upcoming Events (<http://asccc.org/calendar/list/events>)
 - AB 705 Data Revision Project Recoding Regional Meetings
 - 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!!!**

11. Future Meetings – Spring 2019
 - 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

12. 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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Curriculum Committee

March 27, 2019

4:00 pm – 5:00 pm

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:

1. Select note taker
2. Approval of Agenda
3. Approval of minutes
4. Announcements
5. Curriculum Regional Meetings – Debrief
6. Curriculum Institute Planning – update, special rostrum
7. Review assigned resolutions
8. Discuss the possibility of 3rd in-person meeting
 - a. May 8, 13, or 16 to pull final program together – check with CO for May 16
9. Upcoming Events (<http://asccc.org/calendar/list/events>)
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11. Adjourn –

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Status of Previous Action Items

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ASCCC Resolutions

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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. Will bring to 5C in April 2019.**
- 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.**
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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](#)
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, July Rostrum is too soon. Recommend ASCCC to form a workgroup to collect coding issues and provide to CO? Will bring to 5C in April 2019.**
- F18 9.01 [Degree and Certificate Awards in Response to the New Funding Formula](#)

Rostrum Article in November 2018, Curriculum Institute breakouts, **Rostrum article addressing the resolution in particular for Special CI Rostrum**, recommendation from ASCCC to legislature: **Revising the Student Centered Funding Formula. Being addressed at Spring 2019 plenary session.**

- 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. Draft regulations were forwarded by 5C in March 2019.** Next step is Consultation Council.

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
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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**

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. Continuing...mark as COMPLETED.**

- *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



Academic Senate for California Community Colleges

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Curriculum Committee

April 23, 2019

5:30 pm – 6:30 pm

<https://cccconfer.zoom.us/j/697212978>

+1 669 900 6833 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 697 212 978

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:

1. Select note taker - Eric
2. Approval of Agenda – By consent
3. Approval of minutes – Will send out March 27 and April 23 minutes for approval by email.
4. Announcements – Congratulations to Stephanie, Carrie, and Ginni on their elections to the Executive Committee. Resolutions were mostly approved.
5. Curriculum Institute Planning –
 - a. update
 - b. special rostrum – for release in July. Eric and Ginni will work on an article on coding. There may be another article on degree and certificate awards in regard to the Student Centered Funding Formula.
 - c. Need a breakout on curriculum implications of SCFF.
 - d. Combining and whittling down the breakouts – Presenter due list by April 30th. Send Ginni names of possible presenters by 25 April. First draft grid will be shared in Google Docs. May 21st – final program with breakouts due.
6. Review assigned resolutions – updated
7. Upcoming Events (<http://asccc.org/calendar/list/events>)
 - [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
 May 22, 4:00-5:00 pm – ConferZoom – **Need to change – Tuesday, May 21st 12:30-1:30**
 June 26, 4:00-5:00 pm – ConferZoom – **Need to change – Monday, June 24th 12:30-1:30**
9. Adjourn – 6:30pm

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 – Arrange your flights or train now
 - 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. Will bring to 5C in April 2019.**
- 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.*
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- 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. **In spring 2019, ASCCC President appointed 5 faculty members to represent academic and professional matters with the COCCCC.**

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, July Rostrum. ASCCC delegates endorsed CB21 Rubrics for English/reading and mathematics/quantitative reasoning at 2019 Spring Plenary Session. Will bring to 5C in April 2019.**

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

Rostrum Article in November 2018, Curriculum Institute breakouts, ***Rostrum article addressing the resolution in particular for Special CI Rostrum***, recommendation from ASCCC to legislature: **Revising the Student Centered Funding Formula. Being addressed at Spring 2019 plenary session.**

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. Draft language was reviewed at April 18, 2019 Consultation Council meeting and sent to Board of Governors for consideration under 1st Reading at the May 2019 meeting.**

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 17

Spring Curriculum Regional Meetings – March 15/16

- 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



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Standards & Practices Committee

3/25/19

4:30 pm – 5:20 pm

ZOOM

Summary

- I. Call to Order and Selection of Note Taker
Present: Rebecca Eikey, Erik Reese, Kim Perigo, Jorge Ochoa
- II. Approval of Meeting Summaries
 - a. February 25, 2019 – by consensus
- III. Status of [Committee Priorities](#) for 2018-2019
Reviewed and updated priorities.
- IV. Awards
 - a. Diversity Award. Winner: Peter Fulks for the Cerro Coso College's Incarcerated Student Education Program.
Example of a well-deserved award.
 - b. Hayward Award Reading Process
Recommendation: Continue to redact identifying information from applications. Use same rubric for both full-time and part-time faculty applicants. Separate out the reviewing of the part-time applicants from the full-time applicants. S&P committee members will review all applicants. Area Reviewers will review full-time faculty who are not from their Area. All Area Reviewers will review part-time applicants.

The committee did not find a statistically significant difference in the use of the rubric for the full-time vs part-time faculty. Thus, recommends the same rubric. The committee recommends separating the evaluation of FT vs part-time.

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 change in the readers for Hayward would causes a minor revision to the Handbook. This will be brought to Executive Committee for approval.

- V. Policy Renumbering
<https://docs.google.com/document/d/1vVymCfT4RwuQYvzmnKv5h3vGtF9D8MOQDyuqTCYkTD0/edit?usp=sharing>

Recommend grouping the policies into categories and change the numbering to reflect that. This would be approved by Executive Director and President.

Potential Categories:

- Human Resources
- Fiscal
- General/Governance

- VI. Frequency of Surveys & Disseminating Information Draft Policy.
May 2018 ASCCC Executive Committee Meeting Request: 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.”
https://docs.google.com/document/d/1B5ImAshYDbQ14NFrKY4AGEa-vvXX_38bg1YYXsPqtto/edit?usp=sharing

The committee is comfortable with the draft policy going to Executive Committee.

- VII. 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](#)

Moorpark College will host one of the regional meetings for this work. LA Trade Tech will also be a host college. Los Rios District is open to hosting (either at the district or Sacramento City) and could be open to the region. San Diego would be good a location for hosting as well, perhaps San Diego Mesa, depending on the day (Friday is best); other options would be Miramar College or Grossmont College. Do we need more areas? Perhaps 4 locations is sufficient. If we could be at Palomar College, then it would draw from Orange County and San Diego.

The length of the workshop would be 2.5 or 3 hours; so the times could be flexible in morning vs afternoon.

We would like to invite members of HR, CTE Deans, faculty and MQ&E committee members.

Target colleges and dates will be organized by the ASCCC office.

The CTE Toolkit was shared. The committee discussed its use at upcoming events, such as Plenary and CCCAOE.

- VIII. S&P Meeting Date
ii. April 22nd, 4:30 pm

- IX. 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.



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Transfer, Articulation, Student Services Committee

April 22, 2019
12:30—1:30 p.m.
Zoom Meeting

Summary

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—present
Gracelia Sae-Kleriga—
absent

Karen Chow—absent
LaTonya Parker—present
Lynn Fowler—absent

Tanya McGinnis—present
Teresa Aldredge—present

II. Call to order at 12:31 p.m. and adoption of the agenda.

III. Minutes Volunteer: Michelle taking summary notes.

IV. Shout Outs and Affirmations

- A. Thank you, Teresa, for being a guest speaker for the Guided Pathways webinar and A2MEND Summit.
- B. Thank you for RP Group Survey feedback, Tanya, Teresa, and Lynn.
- C. Congratulations to LaTonya, our new Area D Representative for 2019! And Michelle for Area C Representative.
- D. Congrats to Tanya for organizing and spearheaded her campuses first Latinx graduation celebration!

V. Paper Adoptions and Plenary Report

- A. The Role of Library Faculty Paper completed and accepted by the body.
- B. Online Tutoring Paper completed and accepted by the body.
- C. Break-Out Presentation—Effective Practices for Serving Students: Highlighting the Role of Library Faculty and Investigating the World of Online Tutoring went well—thank you all for your hard work and support!
- D. Both papers will go through final editing and formatting with ASCCC, and then hopefully published by the Curriculum Institute this summer.

VI. Resolutions for Next Year

- A. Update the Paper the Role of Counseling Faculty and the Delivery of Counseling in the California Community Colleges (Tanya McGinnis)
 - Pulled from Executive packet and suggested to bring to your area meeting, as it should come from the body.
 - Recommendation: Combine #2-4 whereas into one with a listing of initiatives and

framework. Avoid phrase “entirely counselor based.”

- Tanya will work on this resolution for fall plenary to come from her campus.
 - B. Posting Specific Course Credit for External Exams—Pulled from Executive packet per TASSC, but may still come to fall plenary if Lynn would like.
- VII. Committee Priorities Grid
- A. Team completed recommendations for next year’s TASSC members to consider.
 - B. Decided to brainstorm ideas over email for the Effective Transfer Practices paper (Resolution 4.01 Spring 2018).
- VIII. Next Meeting Date—ZOOM meeting: Friday, May 3; Monday, May 6; Wednesday, May 15; or Friday, May 17? Michelle will send doodle poll.
- IX. Announcements
- A. Check for upcoming events at <https://asccc.org/calendar/list/events>
Guided Pathways webinars and CTE/Non-Credit Institute in San Diego.
 - B. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>
Appointments to committees are only one year, but all are encouraged to submit by June for all areas of interest. You all are stellar colleagues, and we would love to have you continue to volunteer for statewide service.
- X. Closing Comments
- A. Thank you all again for all your hard work!
 - B. Michelle will email to gather outline ideas for the Effective Transfer Practices paper.
- XI. Adjournment: 1:29 p.m.

In Progress:

- Outlining ideas for Effective Transfer Practices paper

Completed Tasks:

- Collaborated with RP Group on the Survey for Guided Pathways and Counseling Services
- Updated TASSC Goals/Activities Priorities List
- Completed Online Tutoring paper
- Completed Library Faculty paper



**Academic Affairs Division
California Community Colleges Curriculum Committee (5C)
February 22, 2019
10 AM – 3 PM
Chancellor's Office Room 6A&B**

5C Members Present:

Raul Arambula-CCCCO | Cheryl Aschenbach-ASCCC | Mayra Cruz-ASCCC | Cheri Fortin-ASCCC
(via ConferZoom) | **Kim Harrell-CCCAOE** (via ConferZoom) | **Jennifer Johnson-ASCCC | Ginni May-
ASCCC | Leandra Martin-CCCCIO | Marilyn Perry-CCCCO | Carrie Roberson-ASCCC | Erik
Shearer-CCCCIO | Melinda Tran-ASCCC | Jan Young- ACCE**

**5C Members Absent: Carol Farrar-CCCCIO | Helen "Virginia" Guleff-CCCCIO | Silvester
Henderson-ASCCC College | Alice Perez-CCCCO**

Guests Present: Chantee Guiney - CCCCCO, Njeri Griffin - CCCCCO, Rachel Staam - COCI/CCC Tech Center, Marc LeForestier - CCCCCO

1. Welcome
2. Announcements and Information
 - Legal staff will attend every meeting at 1pm, so related items are time certain.*
3. Agenda approved
4. Minutes approved
5. Constituent Group Reports
 - a. *ASCCC – Curriculum Regionals are March 15 at Mission College and March 16 at Irvine Valley College. Registration is open now. There are also 5 AB 705 Data Revision Project Recoding Regional meetings being planned related to MIS coding needed as a result of curricular changes and course accounting needs due to AB 705 and the Student Centered Funding Formula. Diversity in Hiring regional meetings are happening now: April 21, 25, and 28. The first meeting at Bakersfield College went well. Plenary Session is in April. Equivalency regionals will be announced for the end of March and into April. ASCCC has also been holding webinars, primarily centered around guided pathways and OER. All webinars are captured and available on the ASCCC website.*
 - b. *CCCCIO – CIOs are getting ready for their April conference. The Deans Academy is taking place during the pre-session. There was also conversation about having 2-year president terms in the future, but that is undecided. A lot of CIO changes throughout the system this year, which is a challenge for all CIOs. Leandra also*

shared that she received a report from ACCJC about changes to visiting teams based on the college's ISER and annual report. Changes are informed by practices in other regions.

- c. ACCE – *Their conference went very well. They are also sponsoring a bill focused on managed enrollment. ACCE is also partnering with ASCCC for the Career and Noncredit Education Institute being held in San Diego April 25-27.*
- d. CCCAOE – *Kim sent her report via email*

6. Update on Action Items from prior 5C meetings:

No items to report follow-up on.

7. 5C Workgroups Updates – Collaborative Programs workgroup has completed their work.

Noncredit	Ceryl, Jan , Leandra, Chantee
Update: Agenda Item This group also has been developing a noncredit curriculum submission checklist for review at the next 5C meeting.	
Catalog rights	Ginni, Virginia , Raul, Melinda, Marilyn + a CSSO (?)
Update: Virginia will convene this group 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. To assist Virginia, Ginni will ask Raul to make this a priority.	
COCI	Ginni, Virginia, Raul, David , Chantee, Marilyn
Update: Agenda Item	
TOP Codes	Ginni , Virginia, Marilyn, Raul, Todd Hoig
On hiatus due to TOP2CIP Data Migration Project – agenda item below. This group is no longer needed.	
Streamlining Certification Review Board	Virginia, Ginni, Erik, Raul , Kim, Mayra, Marilyn
Update: No update. This needs to be a priority.	
PCAH 7th Edition	
Update: Agenda Item	
Curriculum Training	Raul , Ginni, Virginia, Marilyn, David, Jennifer, Cheri
Update: It was determined this workgroup is not needed right now. Elements of this group's initial tasks can be included with Streamlining Certification Review Board workgroup.	
Title 5 Regulations	Virginia, Ginni , Raul, Chantee, Erik, Cheryl, Marilyn, Jan, Kevin, Melinda
Update: Agenda item	

8. Title 5 Regulations for Noncredit course and program approval: Sections 55150, 55151, 55154, 55155, 58160 – First Reading

There was discussion about proposed revisions of each section of Title 5 to allow for streamlined approval of noncredit courses and programs. The intent is for local approval for noncredit courses to parallel the approval of credit courses. For noncredit programs, local approval for all programs except for CDCP Short-Term Vocational programs. Ginni will collect

feedback and will connect with Marc LeForestier.

9. Title 5 Regulations for Credit by Exam: Section 55050 – First Reading

There were concerns about a single line in §55050(b) regarding the students' ability to accept, deny, or appeal the award of credit. It is unclear as to the purpose of that statement. It seems to need some qualifiers or at least a better understanding of the intent of the statement. AB 1786 (Cervantes) and AB 1071 (Roth) are the two bills guiding some of the conversation and need for policy revision. Other questions were in regard to the specificity of "American Council on Education", and an interest to not lose credit by examination.

10. AB 705 Data Revision Project – Information, possible Action

*Ginni provided information about the Data Revision Project. So far, recommendations have generated within the workgroup but nothing has been finalized yet. Original project goal was to write new CB21 rubrics to align with AB705 compliance efforts. Five workgroups: coordination, MIS, math, English/reading, and ESL. In January the workgroup developed a proposal that was reviewed by 5C and the Chancellor's Office, but recommendations were made. ESL needs additional time given they are taking more time to develop guidelines. EFL = Education Functioning Level which are based on Common Core Standards, used by K-12 and adult basic education. The initial plan was to develop a new code to track competencies, EFLs, GE-applicability, and quantitative reasoning applicability and then to establish rubrics. Janet Fulks and Ginni May worked on creating draft rubrics and decided it might work better to revamp CB21 definitions rather than establish a new CB code with its own definitions. They also had concerns that in trying to establish the other new CB data elements, there was the potential to drive curriculum with codes rather than developing codes dependent on curriculum. Regional meetings will use the draft rubrics to facilitate discussions to finalize the rubrics. One benefit to these efforts is that adult education, noncredit, and credit could utilize the same codes so curriculum could be better aligned. Additionally, there are three additional CB codes (26, 27, and 28) that are under consideration: CB28 is used to code support courses. The workgroup's suggestion is to have CB28 be a binary code: either a course is a support course or it isn't. The Chancellor's Office suggested instead three options: lecture support course with homework and assessment, lab support course with no homework nor assessment, or course is not a support course. *5C recommends that the binary option be used for CB28. It allows for more innovative support options and because the options offered from the Chancellor's Office do not**

allow for all support course possibilities, including noncredit (Roberson/Martin, MSCU). Further, additional analysis of support courses can be done by looking at other elements of a course record. Regional meetings to vet these codes are happening in March with the intent of having ASCCC delegates approve the improved rubrics at Plenary session in April and then trainings in June and July, including at the Curriculum Institute.

11. Recommendation on Collaborative Programs – Action

Melinda shared that the group still hasn't been able to get information from existing collaborative programs, but it could be helpful for us to put the recommendations forward so we can get more input from elsewhere in the state. Regarding funding, it is possible that all colleges participating get credit for student performance, except for completion (funding given to the college actually giving the award). 5C approved the recommendations for initial distribution by the Chancellor's Office for vetting and feedback from the field (Tran/Harrell, MSCU).

12. TOP2CIP Crosswalk – Information, possible Action

5C endorsed the TOP2CIP Crosswalk based on the work done with Code Alignment Project (Martin/Young, MSCU).

13. PCAH 7th Edition Workgroup – Discussion, form workgroup

Erik explained how the 6th edition was coordinated, but reminded us that it was a major overhaul of the document last time. He suggested that we consider whether we're updating just the PCAH or also developing or updating the submission guidelines. The intention in the past was to update the PCAH as Title 5 changes; it may mean that we cannot complete the PCAH update until later in the summer or early fall once the current recommendations for Title 5 revisions are approved by the Board of Governors in March. The PCAH 7th edition could potentially be considered by Consultation Council, and then the Board of Governors in July. It was also suggested that a spreadsheet be used to capture areas of necessary revision based on Title 5 changes as well as areas where there have been questions in the field or problems with implementation. It was requested that the noncredit section capture more information from the old Noncredit-at-a-Glance document since that document hasn't been updated. It may mean that the guidance document needs to be developed. 5C Chairs will request that CIOs and ASCCC make appointments to the two workgroups; Dean Raul Arambula will work with his colleagues to identify which CCCCO representatives will work on the two documents.

14. Prerequisite language on Course Outline of Record

Our course outlines are used to develop articulation and general education agreements with CSU and UC. There is some belief that AB 705 forbids the identification or use of prerequisites in math or English, so some colleges are removing prerequisites from those courses. Instead, it is recommended that the existing prerequisites be updated to reflect an option of placement by multiple measures. Erik explained how Title §55003(k) requires that placement be made by completion of a previous course or placement by multiple measures and suggested that we remind colleges that they should use a phrase like “or by multiple measures placement” which allows for direct placement into a course without completion of the prior course.

15. Update on COCI

Rachel shared that a COCI release will go out tonight. It introduces an auto-approval toggle for CO admin staff. The certificate changes necessary due to Title 5 revisions are included; it includes a clear message to specialists that they need to update the program field for existing certificates. It also has a fix for noncredit courses so CB05 and CB10 calculated values display (they weren't before). Colleges can start making changes as early as tonight but definitely on Monday. These features were planned for an April release but fortunately are ready much earlier.

16. Future Meetings

*It was discussed that it would be helpful to have the April meeting in San Diego where at least three 5C members will be attending the ASCCC Career and Noncredit Education Institute.
Raul will check into it.*

17.

March 2019	3/14
April 2019	4/26
May 2019	5/17
June 2019	6/11

Future Agenda Items:

1. Clinical Hours (AB 2134)
2. Alleviating substandard grade with another course
3. Noncredit: (1) Non-Credit and internships (2) Mirroring Non-Credit courses Program Approval
4. Career Development included with Community Services Courses
5. Title 5 Regulations around disaster management from an instructional point of view
6. Navigating with CSU on ADTs – report from CCCCCO

5C Webpage:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx>

Telecommunications and Technology Advisory Committee (TTAC) Minutes
California Community Colleges Chancellor's Office
April 16, 2019
10:00am to 3:00pm

Physically Present: Dolores Davison (Co-Chair), Bill Scroggins (Co-Chair), Barney Gomez, Russell Grant, Gary Bird, Jennifer Coleman, Ben Seaberry, Gregg Atkins, David Kendall (TAP Team), Stephen Heath (TAP Team), Alexis Kalman (TAP Team), Nabil Fares (TAP Team), Rhonda Mohr

Present Via Zoom: Char Perlas, Laurie Vasquez, Alex Jackl (TAP Team),

1. **Welcome and Introductions.** Dolores Davison indicated that she has reached out to CIOs, CSSOs, and the RP Group about increasing participation and conveyed that TTAC can expect to see some additional faces at the forthcoming retreat.
2. **Chancellor's Office Update.** Barney Gomez reported on the Longitudinal Data System, stating that an MOU with the Department of Education exists. Gomez said that there is a need for a third party to manage. Bill Scroggins asked if workforce data were to be included and indicated that [proposed trailer bill language](#) includes \$10M for data tracking. Geoffrey Dyer asked whether the Longitudinal Data System would incorporate nationwide transfer data. Gomez indicated that Clearinghouse data might possibly be included. Scroggins asked who will represent that Chancellor's Office in terms of research information. Gomez answered, Omid Pourzanjani. Gary Bird announced that a website is slated to be up on July 1.

Rhonda Mohr said that she is acting as a sponsor of core applications of CVC-OEI. She asked how existing business requirements have been developed and whether they should come to TTAC. Scroggins said they should. Mohr said she wants a group to assist her in developing a process to ensure that the projects she is sponsoring are headed in the right direction and conveyed that CVC-OEI is working on a broad range of tasks.

Lori Vasquez asserted the need for a Technology Plan.

3. **TAP Grant Assessment Executive Presentation.** Stephen Heath, Alexis Kalman, Nabil Fares, David Kendall and Alex Jackl presented the assessment results (see .ppt) and facilitated discussion. The assessment focused on information security, project management, enterprise architecture, and data management. They reported that organizational maturity, on a scale of 1-5, is classified as 1. They suggested that in 3 years, organizational maturity might improve to a score of 3 with the help of a three-year roadmap to be supplied by DII Vice Chancellor and revised annually.

The TAP Team said that the assessment revealed a need for a system portfolio management framework, enterprise-wide design, architecture, and standards. The assessment revealed misaligned expectations between the Chancellor's Office and grantee organizations and a lack of

organization-wide, risk-based decision-making processes. Bill Scroggins offered a historical perspective, citing eTranscripts California as a successful project which TTAC had enabled. Nabil Fares responded that the example illustrated the need for comprehensive standards, and Stephen Heath offered that the assessment revealed a lack of strategic input. Scroggins cited practices of providing funding, including financial aid, without vetting projects or agreeing to standards. David Kendall suggested that a commonality of standards in a standardized framework would contribute to organizational maturity.

Scroggins suggested that a standards discussion be integrated into the forthcoming TTAC retreat. Barney Gomez was amenable to this suggestion and referenced Gartner's project management framework. Scroggins proposed that considerations of mission creep and overlap be addressed to avoid duplicative outcomes. Alex Jackl offered that the TAP Team hopes that a solid foundation can be created and pointed to the assessment's recommendation to integrate planning. Scroggins and Gomez concurred that requesting specific funding from the legislature could contribute to consistency. Gomez voiced his desire to approach improving organizational maturity by designing enterprise architectures.

4. **Accessibility Workgroup Update.** Laurie Vasquez provided a historical perspective, beginning with a visit of the Office of Civil Rights to the Chancellor's Office in 1998, their subsequent assertion that accessibility guidelines were needed, and continuing through the May, 2018 approval of the Information and Communication Technology and Instructional Material Accessibility Standard by TTAC. Vasquez reported that the ASCCC adopted resolution 9.04 S19 and that she referenced the ICT standard in the resolution. New CCLC templates for BPs and APs on accessibility are expected this month, a major victory. Bill Scroggins proposed that a potential strategy for improving accessibility could require that evidence of accessibility is provided each time the system distributes funds.
5. **Data Governance and the Role of TTAC/CCCCO (Vision/Equity/GP).** Barney Gomez explained that the "impetus around data governance was MOUs" and the need for "governance around them." Alex Jackl said that "TTAC needs to work hand-in-glove with the data governance council."

Dolores Davison and Geoffrey Dyer shared ASCCC resolution 7.01 S19 and related it to the Longitudinal Data System project Gomez had described in the prior item.

Bill Scroggins expressed that data published by the CO have contained inconsistencies, lack of definition, and lack of contextual information relating to the data's intent. Gomez explained that the data are coming from the colleges. Scroggins pointed out that the CO has the ability to validate data and conveyed the COs responsibility to dictate what kind of data are required. Alex Jackl offered that the TAP recommendations include a data dictionary—a set of processes and a set of rules. Scroggins offered that self-reporting of data necessitates oversight, citing the number of full-time faculty, 50% expenditures, full-time/part-time ratio, and curriculum

elements as critical, self-reported data. Scroggins acknowledged the size of our system as a consideration which may preclude the approach used in Utah.

6. **TTAC Charter.** Dolores Davison refreshed the committee on the existing charter's approval in 2017 and review at the 2018 retreat. Jennifer Coleman has notes from last year's retreat capturing conversations about ways to improve the charter. Bill Scroggins suggested that charter work during upcoming retreat be partially devoted to building a "bike rack" to hold additional potential areas of focus or "bikes." Scroggins suggested that Heather Hiles be invited to the retreat. He referenced the statute creating the COCC and its language about relationship between the COCC and our system's technology and educational services. Davison concurred that Hiles should be invited to the TTAC retreat.

7. **RFP Processes.** Dolores Davison referred to ASCCC Resolution 11.02 S19, which requests that the CO use transparent, inclusive, and competitive processes for procuring systemwide technology.

Bill Scroggins observed that RFP process was modified to a 15-month process. Gary Bird noted that quarterly reports are due and the end of April. Scroggins requested information about existing RFPs.

Davison and Geoffrey Dyer shared ASCCC Resolution 7.04 S19. Gomez was interested in the response from faculty to [Memo ES 19-08](#). Gomez asked if all CCCs are currently using COCI. Gomez assured TTAC that he would review the ASCCC resolutions provided by Davison and Dyer and that he took the faculty perspective seriously.

8. **TTAC Retreat Planning.** The committee agreed to a two-day retreat in the Sacramento area on May 16 and 17. Dolores Davison suggested that a neighboring college may be able to accommodate the retreat in the event that meeting rooms at the Chancellor's Office were unavailable.

Bill Scroggins suggested that the retreat focus on the following topics:

- TAP recommendations, including standards
- Data governance
- TTAC Charter
- RFPs

Laurie Vasquez asserted that the field wants information about technology to support student services. Gomez insisted that the retreat be meaningful and productive. Davison suggested that a facilitator, perhaps Jennifer Coleman, could help promote outcomes of the retreat. Gregg Atkins suggested that the retreat incorporate means to better facilitate TTAC working with the CO going forward. In closing, Gomez spoke to the need for collegiality and decorum.

--respectfully submitted by Geoffrey Dyer

DRAFT



California
Community
Colleges

TAP Grant
Assessment
Executive
Presentation

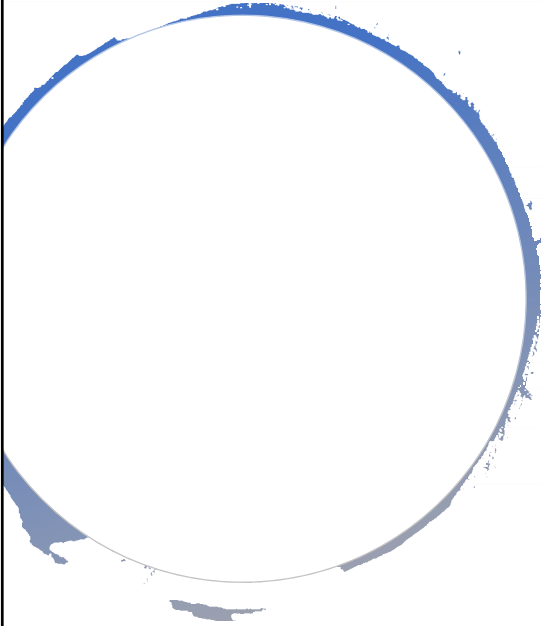
Information Security
Project Management Office
Enterprise Architecture
Data Management
4/16/2019



Agenda

- Introductions
- Assessment Methodology
- Key Assessment Findings
- Recommendations
- Next Steps: Activities
- Next Steps: Reporting
- Appendix

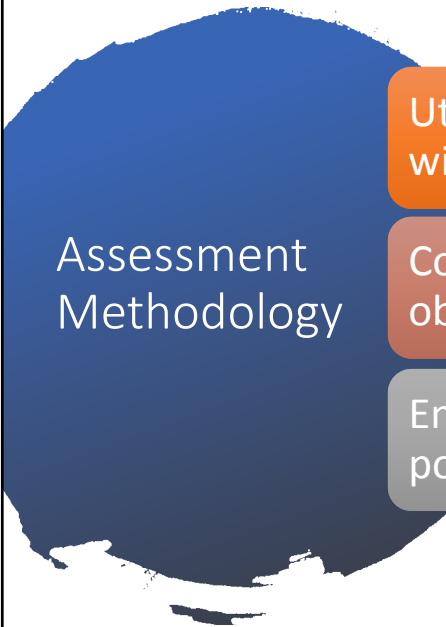
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Team

- Project Management
 - David Kendall
 - Alexis Kalman
 - Nabil Fares
- Enterprise Architecture
 - Randy Duarte
- Information Security
 - Stephen Heath
- Data Governance
 - Alex Jackl

3



Assessment Methodology

- Utilized industry standard frameworks within each domain*
- Completed via questionnaire, interview, and observation during January / February 2019
- Encompassed multiple areas of the Edtech portfolio

* See Appendix

4

Key Assessment Findings

- Overall the organizational maturity is classified as level 1 across the four domains
- No system-wide Portfolio Management framework or enterprise-wide design, architecture or standards
- Misaligned expectations between CCCCO and grantee organizations
- No organization wide, risk-based decision making process

5

Recommendations


Timeline

- Incremental advancement over the next 3 years
- Mature from level 1 to level 3 across domains

Roadmap

- Three year roadmap to be supplied by DII VC and revised quarterly

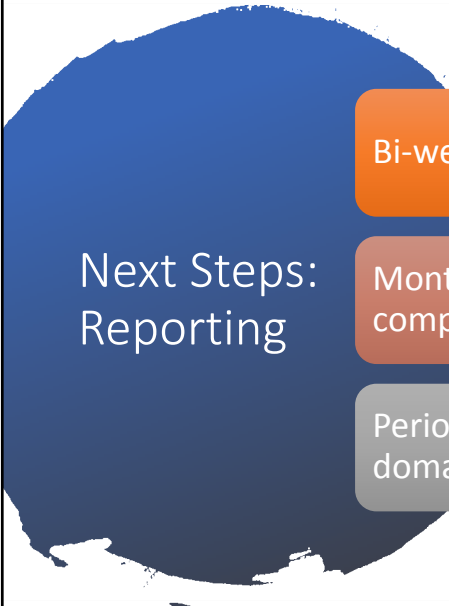
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Next Steps: Actions

- Establish mature frameworks to build upon within each domain**
- Project Management**
 - Deliver PPM Implementation Plan
 - Program and Service Delivery Governance Framework
- Enterprise Architecture**
 - Deliver EA Future State Strategy
 - Deliver EA Roadmap
- Data Governance**
 - Construct Enterprise Data Strategy and Policy
 - Establish Minimum-Required Data Management Tools, Artifacts and Processes
- Security**
 - Create asset inventory and assign criticality
 - Establish Risk tolerance levels and execute Risk Assessments across critical projects

7



Next Steps: Reporting

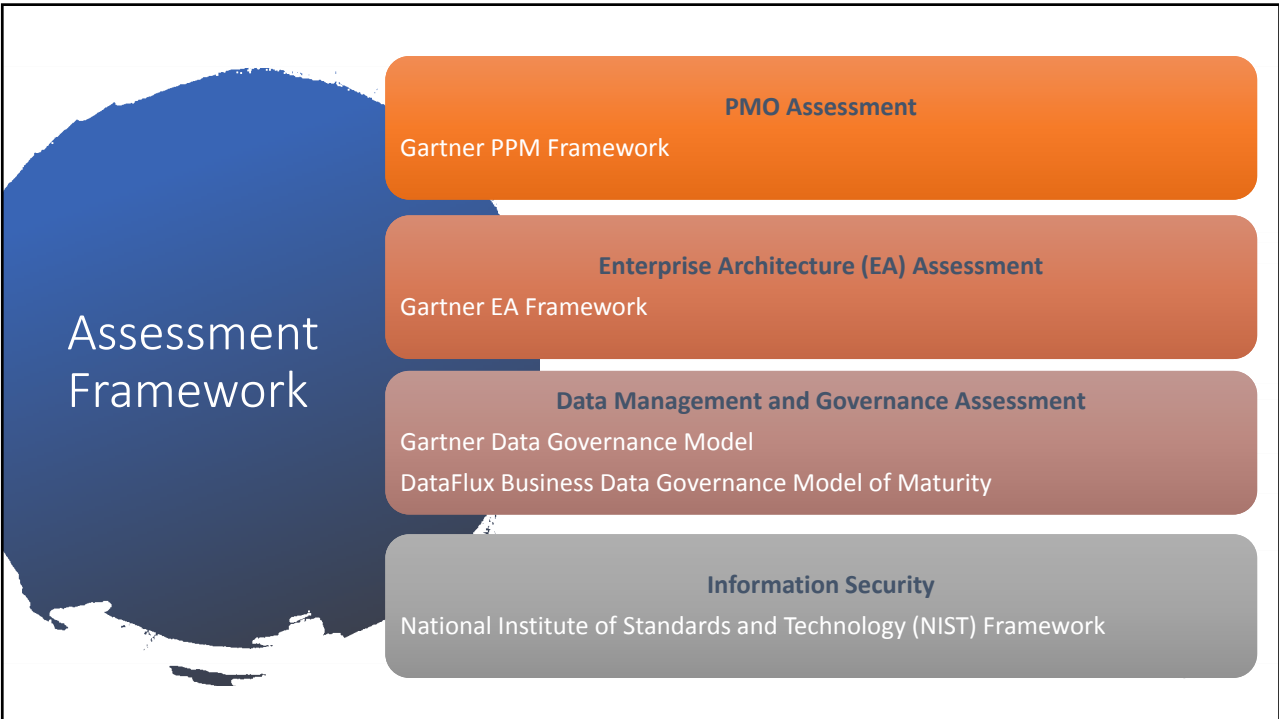
- Bi-weekly reporting to DII VC and grant monitors
- Monthly outreach to grantees reporting on progress compared to the approved plans and schedules
- Periodic Executive report detailing progress per domain

8



Appendix

9



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