

**Friday, September 27 to Saturday, September 28, 2019**

[Marriott Riverside at the Convention Center](#)  
3400 Market Street, Riverside, CA, 92501  
Meeting Room: Embassy Room

**Friday, September 27, 2019**

10:00 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 1:00 p.m. Executive Committee Meeting  
1:00 p.m. Closed Session – Board of Governors Interviews  
6:30 p.m. to 8:30 p.m. Dinner

[Mission Inn Restaurant](#)  
3649 Mission Inn Ave Riverside CA 92501

**Saturday, September 28, 2019**

8:00 a.m. to 9:00 a.m. Breakfast, Meeting Room  
9:00 a.m. to 12:00 p.m. Executive Committee Meeting  
12:00 p.m. to 12:30 p.m. Working Lunch  
12:30 p.m. to 2:00 p.m. Executive Committee Meeting

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

*Public Comments: A written request to address the Executive Committee shall be made on the form provided at the meeting. Public testimony will be invited at the beginning of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: [http://www.asccc.org/executive\\_committee/meetings](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. 17**

- G. **Action Tracking, pg. 29**
  - H. **Dinner Arrangements**
  - I. **One Minute Check-In**
- II. CONSENT CALENDAR**
- A. **September 6-7, 2019 Meeting Minutes, Aschenbach, forthcoming.**
  - B. **Attendance of President and Vice President at ACCT National Legislative Summit, Davison, pg. 31**
  - C. **2020 Accreditation Institute Proposed Theme, Curry, pg. 33**
  - D. **Equity Driven Systems Paper Second Read, Roberson/Cruz/Lara, pg. 35**
  - E. **Equity and Diversity Action Committee Update, Cruz/Aschenbach, pg. 37**
- III. REPORTS**
- A. **President's/Executive Director's Report – 30 mins., Stankas/Mica**
  - B. **Foundation President's Report – 10 mins., Aschenbach**
  - C. **Liaison Oral Reports (*please keep report to 5 mins., each*)**  
 Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CAAJE, CCA, CCCI, CCL, CFT, CIO, FACCC, and the Student Senate.
- IV. ACTION ITEMS**
- A. **Legislative Report and Legislative Goals for 2019-2020 – 10 mins., Davison, pg. 39**  
 The Executive Committee will be updated on the current status of bills in the 2019 cycle and will consider the adoption of goals for the 2019-2020 legislative cycle.
  - B. **Guided Pathways Implementation – 15 mins., Stankas, pg. 47**  
 The Executive Committee will be updated on the implementation of the CCC Guided Pathways Award Program and discuss future direction.
  - C. **Faculty Diversification – 15 mins., Stankas, pg. 49**  
 The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.
  - D. **Faculty Role in Governance – 15 mins., Stankas, pg. 51**  
 The Executive Committee will be updated on the Faculty Role in Governance in the system and discuss further direction.
  - E. **2020 Part Time Institute Program Draft: ASCCC Part Time Committee – 20 mins., Henderson, pg. 53**  
 The Executive Committee will consider for approval the first draft of the 2020 ASCCC Part Time Institute Program.
  - F. **Fall 2019 Pre-session Resolutions – 60 mins., Dyer, pg. 55**  
 The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in October of 2019.
  - G. **Data 101 Paper – 20 mins., Donahue/Curry, pg. 57**  
 The Executive Committee will consider for approval a re-write of the Data 101 Paper.
  - H. **Fall Plenary Planning – 30 mins., Stankas/Mica, pg. 69**  
 The Executive Committee will be updated on the keynote presentations and consider for approval the 2019 Fall Plenary Session program.

- I. Item 4.5: Participatory Governance and Statewide Engagement – 20 mins., Stankas, pg. 71**  
The Executive Committee will discuss the Board of Governors’ Agenda Item: Item 4.5: Participatory Governance and Statewide Engagement.
  - J. Outline for Paper on Effective Transfer Practices – 20 mins., Foster, pg. 73**  
The Executive Committee will consider for approval the outline for the paper on Effective Transfer Practices.
  - K. Revise TASSC Committee Charge – 10 mins., Foster, pg. 79**  
The Executive Committee will consider for approval a revised charge for the Transfer, Articulation, and Student Services Committee.
  - L. Board of Governors Interviews – Closed Session, Stankas, pg. 81**  
The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.
- V. DISCUSSION**
- A. Chancellor’s Office Liaison Report – 30 mins. pg. 83**  
A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.
  - B. Board of Governors/Consultation Council – 15 mins., Stankas/Davison, pg. 85**  
The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.
  - C. Online Community College District Board of Trustees Meeting – 15 mins., Stankas/Davison, pg. 87**  
The Executive Committee will receive an update on the recent Online Community College District Board of Trustees Meeting.
  - D. ASCCC Events: Successes and Opportunities for Improvement – 30 mins., Bean/Bruzzese, pg. 89**  
The Executive Committee will continue the discussion regarding past ASCCC events and identify trends of successful components and areas for improvement.
  - E. Accessibility – 20 mins., Aschenbach, pg. 91**  
The Executive Committee will consider ways ASCCC can help faculty and colleges respond to the findings in the LACCD accessibility case and better serve students needing accommodation.
  - F. Meeting Debrief – 15 mins., Stankas, pg. 93**  
The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.
- VI. REPORTS** *(If time permits, additional Executive Committee announcements and reports may be provided)*
- A. Standing Committee Minutes**
    - i.** Faculty Leadership Development Committee, Bean, pg. 95
    - ii.** Online Education Committee, Roberson, pg. 99
    - iii.** Part-time Committee, Henderson, pg. 103
    - iv.** Standards and Practices Committee, Dyer, pg. 107
    - v.** Transfer, Articulation, and Student Services Committee, Foster, pg. 111
  - B. Liaison Reports**
    - i.** California Virtual Campus - Online Education Initiative Advisory

Committee, Dyer, pg. 115

- ii. Distance Education and Educational Technology Advisory Committee,  
Dyer, pg. 117

**C. Senate and Grant Reports**

- i. The Academic Senate Foundation for California Community Colleges,  
Aschenbach, pg. 153

**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		Month: September 27-28	Year: 2019
•Upcoming 2019-2020 Events		Item No: I. E.	
•Reminders/Due Dates		Attachment: Yes (4)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	April Lonero	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

#### Upcoming Events and Meetings

- **Executive Committee Meeting** – Newport Beach – November 6, 2019
- **Fall Plenary Session** – Newport Beach – November 7-9, 2019
- **Executive Committee Meeting** – Emeryville – December 6-7, 2019
- **Executive Committee Meeting** – Riverside – January 10-11, 2020
- **Part-Time Institute** – Napa – January 24-25, 2020

Please see the 2019-2020 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

#### Reminders/Due Dates

##### October 17, 2019

- Agenda items for the November 6, 2019 meeting
- Committee reports, if applicable

##### November 18, 2019

- Agenda items for the December 6-7, 2019 meeting
- Committee reports, if applicable

#### Fall Plenary Session Timeline

Planning:

- AV and event supply needs to Tonya by **October 1, 2019.**
- Final resolutions due to Krystinne for circulation to Area Meetings **October 2, 2019.**
- Approval of outside presenters due to John and Krystinne **October 4, 2019.**
- Presenters list and breakout session descriptions due to Krystinne by **October 11, 2019.**
- Deadline for Area Meeting resolutions to Resolutions chair:

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

- Area A & B **October 11, 2019**
- Area C & D **October 12, 2019**
- Final from Chair **October 21, 2019**
- Final Program to Krystinne by **October 15, 2019.**
- Final program to printer **October 22, 2019.**
- Materials posted to ASCCC website **October 24, 2019.**

**Part-Time Institute Timeline**

- Presenters list due to Krystinne and John by **October 14, 2019.**
- Program draft due **October 24, 2019** for reading at November 6 Executive Committee Meeting.
- Final program draft due **November 18, 2019** for final reading at December Executive Committee Meeting.
- Final program to Krystinne by **December 20, 2019.**
- All hotel and AV needs to Tonya by **December 20, 2019.**
- All travel and hotel room nights need to be requested by **December 20, 2019.**
- Final Program to Krystinne by **January 3, 2020.**
- Final program to printer **January 10, 2020.**
- Materials posted to ASCCC website **January 13, 2020.**

**Rostrum Timeline**

<b>To Krystinne</b>	<b>To David</b>	<b>To John</b>	<b>To Katie</b>	<b>To the Field</b>
September 27	October 4	October 14	October 21	November 6
January 6	January 10	January 17	January 24	February 10
March 9	March 16	March 23	March 30	April 15



### 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.<sup>1</sup>

Meeting Type	Proposed Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	July 9, 2019		Embassy Suites, Sacramento, CA	June 20, 2019
Executive Meeting	August 8 – 10, 2019		Mission Inn, Riverside, CA	July 22, 2019
Executive Meeting	September 6-7, 2019	Cerro Coso College	Hilton Garden Inn Palmdale, Palmdale, CA	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		San Jose Marriott, San Jose, CA	January 21, 2020
Executive Meeting	March 6 -7, 2020	North Orange Continuing Education	TBD – Anaheim/Irvine, CA	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		Kimpton Sawyer Hotel, Sacramento, CA	April 20, 2020
Executive Committee/ Orientation	June 5-7, 2020		The Landing Resort and Spa, South Lake Tahoe, CA	May 19, 2020
<b>EVENTS</b>				
<b>Event Type<sup>2</sup></b>	<b>Date</b>		<b>Hotel Location<sup>+</sup></b>	
Academic Academy	September 12-14, 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		San Diego Marriott La Jolla	
Spring Plenary Session	April 15-18, 2020		Oakland Marriott City Center	
Career and Noncredit Institute	April 30-May 2, 2020		San Mateo Marriott	
Faculty Leadership Institute	June 18-20, 2020		Newport Beach Marriott Hotel and Spa	
Curriculum Institute	July 8-11, 2020		Riverside Convention Center	

<sup>1</sup> Times may be adjusted to accommodate flight schedules to minimize early travel times.

<sup>2</sup> Executive Committee members are not expected to attend these events, other than the Faculty Leadership Institute. +North or South location may change based on hotel availability.

## Academic Senate

2019 - 2020

### 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

<b>Meeting Dates</b>	<b>Agenda Items Due</b>	<b>Agenda Posted and Mailed</b>
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

## 2019-2020 REGIONAL MEETINGS DATES

- \***September 5, 2019** – ESL CB21 Recoding Project Regional Meeting: *Clovis Herndon Center*
- \***September 11, 2019** – ESL CB21 Recoding Project Regional Meeting: *Cypress College*
- \***September 23, 2019** – ESL CB21 Recoding Project Regional Meeting: *Skyline College*
- \***October 24, 2019** – Fall Guided Pathways Regional Meeting North: *Lake Tahoe Community College*
- \***October 25, 2019** – Fall Guided Pathways Regional Meeting South: *Allan Hancock College*
- \***November 1, 2019** – Fall Curriculum Regional Meeting North: *Folsom Lake College*
- \***November 1, 2019** – Fall Guided Pathways Regional Meeting North: *Folsom Lake College*
- \***November 1, 2019** – Fall Guided Pathways Regional Meeting South: *Victor Valley College*
- \***November 2, 2019** – Fall Curriculum Regional Meeting South: *Los Angeles Pierce College*
- \***November 22, 2019** – Fall Guided Pathways Regional Meeting North: *Shasta College*
- \***November 22, 2019** – Fall Guided Pathways Regional Meeting South: *Imperial Valley College*

\*Approved



## EVENT TIMELINE 2019-2020

**Academic Academy: September 12-14, 2019**

**Fall Plenary: November 7 – 9, 2019 | Part-Time Faculty Institute: January 24-25, 2020**

**Accreditation Institute: February 21-22, 2020 | Spring Plenary: April 15-18, 2020**

**Career and Noncredit Institute: April 30-May 2, 2020 | Faculty Leadership Institute: June 18-20, 2020**

**Curriculum Institute: July 8-11, 2020**

### June, July 2019

#### **Academic Academy**

1. June: Draft program to July Executive Committee meeting – June 20, 2019
2. July: Final program to August Executive Committee meeting – July 22, 2019

### August 2019

#### **Academic Academy**

1. Final program to ED: August 12, 2019
2. AV and events supplies to events team: August 16, 2019
3. Hotel rooms requested to events team: August 16, 2019
4. Program to printers: August 26, 2019

### September 2019

#### **Academic Academy**

1. Materials posted to website: September 2, 2019

#### **Fall Plenary**

1. Pre-Session resolutions due to Resolutions Chair September 20, 2019.
2. First program draft due August 19, 2019 for reading at September 6-7 Executive Committee Meeting. This draft will be posted on the ASCCC website to provide information for possible participants to determine if they would like to register.
3. Paragraph explaining the purpose of and possible direction for all ASCCC Institutes due to Tonya by September 30, 2019.

#### **Part-Time Faculty Institute**

1. Program draft due September 9, 2019 for first reading at September 27-28 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction.

### October 2019

#### **Fall Plenary**

1. Final resolutions due to Krystinne October 2, 2019 for circulation to Area Meetings.
2. AV and Event Supply needs to Tonya by October 1, 2019.
3. Any outside presenters are due to John and Krystinne by October 4, 2019 for approval.
4. Final Breakout Descriptions due to Krystinne by October 4, 2019.

5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 11, 2019; Area C & D October 12, 2019 – DUE October 16, 2019.
6. Resolutions posted to website: October 25, 2019.
7. Final program to printer October 24, 2019.
8. Materials posted to ASCCC website October 24, 2019.

**Part-Time Faculty Institute**

1. Presenters list due to Krystinne and John by October 14, 2019.
2. Program draft due October 24, 2019 for reading at November 6 Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

**Accreditation Institute**

1. Program outline to Executive Committee for first reading – October 24, 2019

<b>November 2019</b>
----------------------

**Part-Time Faculty Institute**

1. Final program draft due November 18, 2019 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

**Accreditation Institute**

1. Program draft to Executive Committee for first reading – November 18, 2019 for December meeting

<b>December 2019</b>
----------------------

**Part-Time Faculty Institute**

1. Final program to Krystinne by December 20, 2019
2. All hotel and AV needs to Tonya by December 20, 2019
3. All hotel room nights need to be requested by December 20, 2019

**Spring Plenary**

1. First reading of draft papers due December 12, 2019 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

**Accreditation Institute**

1. Final program to Executive Committee for final reading – December 12, 2019 for January meeting.

**Career and Noncredit Education Institute**

1. Program outline to Executive Committee for first reading – Due December 12, 2019 for January meeting.

<b>January 2020</b>
---------------------

**Part-Time Faculty**

1. Final Program to Krystinne by January 3, 2020.

2. Final program to printer January 10, 2020.
3. Materials posted to ASCCC website January 13, 2020.

**Spring Plenary**

1. Breakout topics due to Krystinne by January 21, 2020 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

**Accreditation Institute**

1. Final program to Krystinne – January 27, 2020
2. AV and event needs to Tonya – January 20, 2020
3. All hotel rooms requested – January 20, 2020

**Career and Noncredit Institute**

1. Program draft to Executive Committee for first reading – January 21, 2020 for February meeting.

**Faculty Leadership Institute**

1. Program outline to Executive Committee for first reading – January 21, 2020 for February meeting.

<b>February 2020</b>
----------------------

**Spring Plenary**

1. Pre-Session resolutions due to Resolutions chair February 14, 2020.
2. Second draft of papers due February 18, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 21, 2020.

**Career and Noncredit Institute**

1. Final program draft to Executive Committee for final reading – February 18, 2020 for March meeting.

**Faculty Leadership Institute**

1. Program draft to Executive Committee for first reading – February 18, 2020 for March meeting.

**Curriculum**

1. Develop theme and specifications for event.
2. Draft program outline due February 18, 2020 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

<b>March 2020</b>
-------------------

**Spring Plenary**

1. Final resolutions due to Krystinne for circulation to Area Meetings March 6, 2020.
2. AV and Event Supply needs to Tonya by March 20, 2020.
3. Any outside presenters are due to John and Krystinne by March 6, 2020 for approval.
4. Breakout session descriptions due to Krystinne by March 13, 2020.
5. Final Program to Krystinne by March 20, 2020.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 27, 2020; Area C & D March 28, 2020 – DUE April 2, 2020.

7. Final program to printer March 30, 2020.
8. Materials posted to ASCCC website April 1, 2020.

**Career and Noncredit Education Institute**

1. Program due to Krystinne – March 20, 2020
2. AV and events supply needs to Tonya – March 30, 2020
3. All hotel rooms requested by March 30, 2020

**Curriculum**

1. Program draft to Executive Committee for first reading - due March 26, 2020 for April meeting.

<b>April 2020</b>
-------------------

**Career and Noncredit Institute**

1. Final program to printer April 10, 2020.
2. Materials posted to ASCCC website April 10, 2020.

**Faculty Leadership**

1. Final program draft to Executive Committee for final reading – April 20, 2020.

**Curriculum**

1. Presenters list due to Krystinne and John by April 30, 2020.

<b>May 2020</b>
-----------------

**Faculty Leadership**

1. Final Program to Krystinne by May 25, 2020.
2. AV and event supplies to Tonya by May 25, 2020.
3. All hotels requested by May 25, 2020.

**Curriculum**

1. Final program draft due May 19, 2020 for final reading at June Executive Committee Meeting.

<b>June 2020</b>
------------------

**Faculty Leadership**

1. Final program to printer June 1, 2020.
2. Materials posted to ASCCC website June 1, 2020.

**Curriculum**

1. Final Program to Krystinne by June 10, 2020.
2. Final program to printer June 24, 2020.
3. AV and Event Supply needs to Tonya by June 10, 2020.
4. AV and event supplies to Tonya by June 10, 2020.
5. Materials posted to ASCCC website June 24, 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
<b>Area A</b>			
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	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
Clovis	Davison	8/29/2016	IEPI PRT
	Davison	5/3/2017	Member/Curriculum Streamlining Workshop
	Aschenbach, May, Curry	9/5/2019	ESL Recoding Regional
Columbia			
Cosumnes River	Beach, Parker	3/8/2018	TASCC Regional
	Rutan, May	10/6/2018	AB 705 Regional
	Aschenbach	1/16/2019	Governance
Feather River	Beach	3/11-14/2018	ACCJC Team Visit
Folsom Lake	May, Goold, Aschenbach	10/14/2016	
	Goold	11/22/2016	Discipline Conversation
	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North

COLLEGE	VISITOR	DATE OF VISIT	REASON
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	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
Sacramento City	Beach, A. Foster, Smith	2/19/2017	Diversity in Hiring Regional Meeting
	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stankas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
San Joaquin Delta	Smith	11/18/2016	Formerly Incarcerated Regional Meeting
	Rutan	1/29-30/2018	Curriculum Visit
	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
	Bean, Bruzzese	8/15/2019	Technical Visit - Building Relationships in Governance
Siskiyou, College of the			

COLLEGE	VISITOR	DATE OF VISIT	REASON
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	MQRTF Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
<b>Area B</b>			
Alameda, College of	Bruno	11/21/2016	Collegiality in Action
	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Davison	4/28/2017	Curriculum Streamlining Workshop
	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
Chabot	Smith	3/21/2017	Area B Meeting
	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
Chabot – Las Positas District	Davison	5/23/2017	Curriculum Streamlining Workshop
Contra Costa			
DeAnza	Cruz	10/12/2018	Area B Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
	Davison	6/4/2019	Curriculum Committee - CPL
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell			
Laney	May	3/6/2017	District (PCCD) Enrollment Mgmt.
	Corrina Evett		
	Stankas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	9/16/2016	SLO vs. Objectives
	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			
Marin, College of	Davison	3/17/2017	Curriculum Streamlining
	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt	Davison	3/17/2017	Curriculum Streamlining
Mission	Davison, Freitas	12/8/2016	Local Visit
	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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Napa Valley	Beach	11/14/2016	IEPI PRT Team Member
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stankas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
San Francisco, City College of	Davison	3/8/2017	Technical Curriculum
	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
San José City	Davison	5/24/2017	Curriculum Streamlining Workshop
	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
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
	Stankas	1/25/2017	BDP Articulation
	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
Solano	Stankas, McKay, Smith, Davison	10/14/2016	Area B Meeting
	Rutan	2/16/2017	BDP Accreditation
	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
<b>Area C</b>			
Allan Hancock			
Antelope Valley	Freitas, Slaterry-Farrell	11/29/2016	Equivalency Toolkit MQ Workgroups
Canyons, College of the	Freitas, Stanskas	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
	Cruz	5/9/2019	Faculty-Employee Diversification Action Planning Session
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
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, Stanskas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stanskas	2/8/2019	Collegiality in Action

COLLEGE	VISITOR	DATE OF VISIT	REASON
Glendale	Rutan, Foster	9/24/2016	Accreditation Committee Meeting
	Aschenbach	12/8/2016	Noncredit Committee Meeting
	Freitas, Slattery-Farrell, Stankas	6/9/2017	
	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	Davison	3/10/2017	Curriculum Workshop
LA City	Rutan	9/22/2017	LACCD District Academic Senate Summit
	McKay, Freitas	1/5/2018	Online Education Committee Meeting
	Beach	3/9/2018	TASCC Regional
LA Harbor	Rutan	5/5/2017	TOP Code Alignment
LA Mission	Eikey, Aschenbach	3/16/2018	Governance
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
LA Southwest	Roberson, Parker	2/13/2019	RWLS Committee Meeting
	Aschenbach, Roberson, Stankas	2/28/2019	GP and Local Senate Visit
	Executive Committee	3/1/2019	Executive Committee Meeting
	Stankas	5/9/2019	Collegiality in Action
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
	Eikey	5/8/2019	CTE Minimum Qualification Toolkit Regional Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
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
	May	8/1/2019	Senate Governance and Guided Pathways
Oxnard			
Pasadena City	Foster, Freitas	11/15/2016	Area C Meeting
	Roberson, Beach, Eikey, May	5/11/2018	Guided Pathways Regional Meeting
Rio Hondo	Beach	9/27/2018	Guided Pathways
	Cruz	8/21/2019	Technical Visit - EDI Focus
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
<b>Area D</b>			
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			



COLLEGE	VISITOR	DATE OF VISIT	REASON
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stankas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	Freitas, Stankas	1/20/2017	
	May	8/3/2019	GP, Local Senate. Curriculum
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
	May	5/13/2019	Curriculum and Guided Pathways
Imperial Valley	Beach	4/7/2017	Governance Presentation
Irvine Valley	Davison, Rutan	5/15/2017	Curriculum Streamlining Workshop
	May	3/16/2019	Curriculum Regional
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, Stankas	1/27/2017	Online Education Committee Meeting
	Executive Committee	9/29-30/2017	Executive Committee Meeting

COLLEGE	VISITOR	DATE OF VISIT	REASON
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
Norco	Davison, Slattery-Farrell, Eikey, Aschenbach	1/11/2018	RWLS Committee Meeting
	Cruz, Henderson	2/28/2019	Faculty Diversification Regional
	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
Palo Verde	Rutan	8/31/2017	TOP Code Alignment
Palomar	Aschenbach, McKay	12/3/2016	Noncredit South Regional Meeting
	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
Riverside City	Freitas, Stankas, Slattery-Farrell	10/29/2016	MQ South Regional Meeting
	Davison, Rutan	5/30/2017	Curriculum Streamlining Workshop
Saddleback	Davison	3/15/2017	Curriculum Tech Visit
	Rutan	1/30/2019	Noncredit
San Bernardino Valley	Executive Committee	9/9/2016	Executive Committee Meeting
	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
San Diego City	Beach	1/19/2018	FACCC Board

COLLEGE	VISITOR	DATE OF VISIT	REASON
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	May	10/28/2016	IEPI Convening for Planning
	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
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			



Action Tracking as of 9/7/2019										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
Leadership Academy	June	2018	IV. D.	Faculty Leadership Development Committee; Lead: Michelle Bean and ASFCCC	Spring 2019	Assigned	The Committee is to bring recommendation regarding the Leadership Academy.	7.9.19: Reassigned to Faculty Leadership Development Committee and ASFCCC. 9.6.19: Will a new due date be assigned?		
Professional Development College	March	2019	IV. Q.	Executive Director		Assigned	To explore the allocation of resources to continue the Professional Development College and report the findings at the next budget update.			
Faculty Development Committee	April	2019	IV. K	Faculty Leadership Development Committee; Lead: Michelle Bean	May 2019	Assigned	The Faculty Development Committee will bring a modified survey to the May Executive Committee Meeting	8.10.19: Survey has been developed and will be distributed to the field September 2019.		
Revision of Data 101 Paper	June	2019	IV. H.	Educational Policies Committee; Lead: Nathaniel Donahue	November 2019	Assigned	A revised Data 101: Guiding Principles for Faculty will be brought to the November 6, 2019 Executive Committee Meeting for review.	7.9.19: Can/Should this be delegated? 8.10.19: Reassigned from Roberson/Davison to the Educational Policies Committee.		
Board of Governors' Diversity Task Force Update	August	2019	IV. B. i.	Equity and Diversity Action Committee ; Lead: Mayra Cruz	November 2019	Assigned	The Equity and Diversity Action Committee will update the Inclusivity Statement prior to the 2019 Fall Session.			
Equity Driven Systems Paper First Read	August	2019	IV. I.	Cruz/Roberson	September 27, 2019	In Progress	The Equity Driven Systems paper will return for a second reading by the September 27-28, 2019 Executive Committee Meeting	First Reading was at the August 8-10, 2019 Executive Committee Meeting		





## Executive Committee Agenda Item

SUBJECT: Attendance of President and Vice President at ACCT National Legislative Summit		Month: September 27-28	Year: 2019
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the attendance of the ASCCC President and Vice President at the ACCT National Legislative Summit.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:** Each year, the Association of Community College Trustees (ACCT) holds a National Legislative Summit in Washington, D.C. For the past three years, the Community College League of California has asked the Academic Senate President and Vice President to attend the Summit, and the ASCCC has approved that attendance with the provision that the message and talking points from the League and the Chancellor’s Office align with the ASCCC priorities. Due to the fact that this trip requires out-of-state travel and is more costly than our usual trip, Executive Committee approval for the trip is requested.

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







## Executive Committee Agenda Item

SUBJECT: 2020 Accreditation Institute Proposed Theme		Month: September 27-28	Year: 2019
		Item No: II. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the proposed theme for the 2020 Accreditation Institute.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Stephanie Curry	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### Proposed Theme for the 2020 Accreditation Institute

The ASCCC Accreditation Committee met on 8.30.19 and proposed a theme for the 2020 Accreditation Institute.

Theme: Alignment between Accreditation, Guided Pathways and Equity

The committee believes as all of our colleges navigate the implementation of Guided Pathways that the institute should focus on how the work of Guided Pathways, with a foundation in Equity, aligns to the standards. Since GP and Accreditation both focus on improving Systems colleges could use the evidence of their transformative GP work to show how they are meeting and/or exceeding the standards through improving our institutions with a focus on student Success.

Additional factors to support this theme include

- Broader audience for the Institute beyond those interested in Accreditation
- Strong Alignment with the current focus of our institutions (GP)
- Allows the standards to be seen through a new lens. Fresh take on repeating breakouts.
- Focuses the discussion of Accreditation on improving Student Success rather than compliance
- Brings and Equity lens into meeting the accreditation standards and a focus on quality improvement to close equity gaps
- Allows colleges to leverage SEA and GP funding to send teams to the institute

#### Potential Titles for Institute

- Equity, Guided Pathways and Accreditation: a partnership for Student Success
- Alignment between Accreditation, Guided Pathways and Equity
- Reimagining Accreditation through Guided Pathways

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

- Reimagining the Student Experience through Accreditation
- Re-examining Accreditation with Guided Pathways

This theme has been discussed with ACCJC Executive Vice President Stephanie Droker who supports the direction of the committee.

The committee requests approval of this theme from the ASCCC Executive Committee



## Executive Committee Agenda Item

SUBJECT: Equity Driven Systems Paper Second Read		Month: September 27-28	Year: 2019
		Item No: II. D.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will review and consider for approval the final draft of the Equity Driven Systems Paper.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Carrie Roberson/Mayra Cruz/Luke Lara	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

*Please note: Staff will complete the grey areas.*

**BACKGROUND:** The Executive committee will review the final draft of the Equity Driven Systems: Student Equity and Achievement in the California Community Colleges Paper.

---

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





## Executive Committee Agenda Item

Please note: Staff will complete the grey areas.

SUBJECT: Equity and Diversity Action Committee Update		Month: September 27-28	Year: 2019
		Item No: II. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the changes to EDAC’s charge and the ASCCC Inclusivity Statement.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Mayra Cruz/Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	

**BACKGROUND:** The Equity & Diversity Action Committee (EDAC) will be holding the first meeting on September 18, 2019, at Solano College. The Executive Committee will preview the EDAC’s 19-20 Work Plan, will review the proposed changes to the committee’s charge and the ASCCC Inclusivity Statement.

### Current Charge

The Equity and Diversity Action Committee (EDAC) responds to resolutions from the session that deal with the issues of equity and diversity in hiring, equal opportunity, and cultural diversity in the curriculum. The EDAC committee recommends strategies that promote student equity and student success, including effective teaching and student learning styles and fostering a campus climate conducive to faculty diversity and student achievement. The Committee advises the Executive Committee on guidelines, laws and regulations relating to equal opportunity and cultural diversity and promotes the integration of equity and diversity issues in appropriate ASCCC activities.

### ASCCC Inclusivity Statement (2012)

The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system gained from the variety of personal experiences, values, and views of a diverse group of individuals with different backgrounds. This diversity includes but is not limited to race, ethnicity, sex, gender identity, sexual orientation, disability status, age, cultural background, veteran status, discipline or field, and experience. We also understand that the California Community College System itself is diverse in terms of the size, location, and student population of its colleges and districts, and we seek participation from faculty across the system. The Academic Senate respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. We endeavor to have a diversity of talented faculty participate in Academic Senate activities and support local senates in recruiting and encouraging faculty with different backgrounds to serve on Academic Senate standing committees and task forces. In particular, the Academic Senate acknowledges the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in society.

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





## Executive Committee Agenda Item

SUBJECT: Legislative Report and Legislative Goals for 2019-2020		Month: September 27-28	Year: 2019
		Item No: IV. A.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will be updated on the current status of bills in the 2019 cycle and will consider the adoption of goals for the 2019-2020 legislative cycle.	Urgent: Yes	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The legislative cycle is set to conclude on 13 October, which is the final date for the governor to take action on bills. The Executive Committee will be updated on the current status of bills remaining in the cycle.

The Legislative and Advocacy Committee has also suggested goals for the 2019-2020 legislative cycle for the Executive Committee to consider for adoption.

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

# **ASCCC Legislative Report**

## **Executive Committee Meeting 27 September 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](mailto:info@asccc.org) with suggestions. Full language of all bills can be found at <https://leginfo.legislature.ca.gov>*

### ***Assembly Bills – still active***

#### **AB 2 (Santiago) California College Promise**

Official ASCCC Position/Resolutions: None

Status: **Ordered to enrolling and engrossing (10 September 2019)**

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

Official 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 (S15), and 9.02 (F16) regarding ASCCC support for expanding dual enrollment opportunities for students.

Status: **Ordered to enrolling and engrossing (11 September 2019)**

#### **AB130 (Low): Higher Education Performance and Accountability Commission.**

Official ASCCC Position/Resolutions: ASCCC wrote a letter of support based on the amended bill: <https://asccc.org/sites/default/files/Support%20AB%20130%20%283%20June%202019%29%20.pdf>

Status: **Ordered to enrolling and engrossing (12 September 2019).** The Governor has created his own Committee on Post-Secondary Education; press release and information can be found here: <https://www.gov.ca.gov/2019/08/09/governor-gavin-newsom-announces-council-for-post-secondary-education-higher-education-appointments/>

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

Official ASCCC Position/Resolutions: The ASCCC does not have a formal position on this bill but has asked the author for the inclusion of more community college faculty on the workgroup, if established.



Status: Ordered to enrolling and engrossing (12 September 2019). The ASCCC took a formal oppose position on this bill with a letter sent on 9 September: the text of the letter can be found here:

<https://asccc.org/sites/default/files/Carrillo%20Oppose%20Letter%20AB%201658%20as%20of%2009-9-19%20.pdf>

### **AB1727 (Weber) – Career Development and College Preparation Courses**

Official ASCCC Position/Resolutions: This aligns with the position adopted by the ASCCC based on the paper on Noncredit Education adopted at the spring 2019 plenary.

Status: Ordered to enrolling and engrossing (13 September 2019)

### **AB1729 (Smith) – Attendance at Community College – Dual Enrollment**

Official ASCCC Position/Resolutions: The ASCCC does not have a specific position on this bill but has supported expansion of dual enrollment in the past.

Status: Ordered to enrolling and engrossing (9 September 2019)

## **Assembly Two Year Bills**

### **AB302 (Berman) – Parking – Homeless Students**

Significant changes around colleges' liability for issues related to students being injured in or near the parking areas, excepting for gross negligence, deliberate misconduct, or violations of the law.

Official ASCCC Position/Resolutions: The ASCCC took a formal support position on this bill on 6 May 2019 based on resolution 6.04 at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: Held as a two year bill – Berman's office is concerned that the amendments made weakened the bill and they want to resurrect it next year.

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

Official 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. President Stanskas and Vice President Davison met with the Assemblymember's office to express these potential concerns.

Status: **Held as a two year bill.**

### **AB1512 (Carrillo) – IB Examinations**

Official ASCCC Position/Resolutions: 5C will be looking at changes to title 5 to preemptively look at this issue.

Status: **Held as a two year bill.**

## ***Senate Bills***

### **SB484 (Portantino) – Community College Transfer Students**

Official ASCCC Position/Resolutions: The ASCCC does not have an official position on this bill.

Status: **Ordered to enrolling and engrossing (11 September 2019)**

### **SB586 (Roth) – College and Career Access Pathways partnerships**

Language was amended (12 August 2019):\_For career technical education pathways to be provided under the partnership, consult ~~with~~ *with, and consider the input of*, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. *The governing board of each district shall have final decision making authority regarding the career technical education pathways to be provided under the partnership.*

Official ASCCC Position/Resolutions: The ASCCC supports the legislation behind CCAP agreements (see official letter of support: <https://asccc.org/sites/default/files/AB%20288%20Support%20Letter%20from%20Academic%20Senate%20for%20California%20Community%20Colleges.pdf> )

Status: **Ordered to enrolling and engrossing (11 September 2019)**

## ***Senate Two Year Bills***

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

ASCCC Position/Resolutions: The ASCCC took a formal support position on this bill on 6 May 2019 based on resolution 6.02 (<https://asccc.org/resolutions/provisionally-support-sb-3-allen-february-25-2019>) passed at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: **Held as a two year bill.** The Governor has created his own Committee on Post-Secondary Education; press release and information can be found here: <https://www.gov.ca.gov/2019/08/09/governor-gavin-newsom-announces-council-for-post-secondary-education-higher-education-appointments/>

### **SB52 (Atkins): The Cal Grant Program: Cal Grant C Awards**

Official ASCCC Position/Resolution: The Executive Committee sent a letter to Vice Chancellor Metune in support of the CO's support for expansion of Cal Grant C.

Status: **Held as a two year bill..**

### **SB291 (Leyva) – CCC Student Financial Aid Program**

Official ASCCC Position/Resolutions: The ASCCC took a formal support if amended position on this bill on 6 May 2019 based on resolution 6.03 (<https://asccc.org/resolutions/provisionally-supportsb-291-leyva-march-1-2019>) passed at the spring 2019 Plenary Session: the letter can be found here: <https://asccc.org/legislative-positions>

Status: **Along with AB1314 (Medina), held as a two year bill.**

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

### **AB331 (Medina) – Ethnic Studies**

Official ASCCC Position/Resolutions: ASCCC does not have an official position on this bill.

Status: **Held as a two year bill due to concerns around language and exclusion of some groups.**

### **AB809 (Santiago) – Child Development Programs – Priority Enrollment**

ASCCC Position/Resolutions: The ASCCC took a formal support position on portions of this bill on 6 May 2019 based on resolution 7.02 (S19) <https://asccc.org/resolutions/support-student-parents'-success-through-campus-early-learningchild-development-lab> and sent letters to the governor, among others:

<https://asccc.org/sites/default/files/Letter%20of%20Support%20for%20Student%20Parents%20%282019%29.pdf>

Status: Signed by the governor (6 September 2019)

#### **AB943 (Chiu) – Student Equity Funds**

Official ASCCC Position/Resolutions: The ASCCC supports increasing financial aid opportunities for students but does not have a formal position on this bill.

Status: Presented to the governor (11 September 2019)

#### **AB1314 (Medina) – Financial Aid**

Official ASCCC Position/Resolutions: This bill is being linked with SB291, on which the ASCCC took a support position.

Status: Held as a two year bill.

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

Official ASCCC Position/Resolutions: The ASCCC does not have a formal position on this bill; it is being supported by Veterans Counselors at many colleges.

Status: Held as a two year bill.

#### **AB1504 (Medina) – Student Participation Fee**

Official ASCCC Position/Resolutions: The ASCCC supports the Student Senate but does not have a formal position on this bill.

Status: Enrolled and presented to the Governor (3 September 2019)

#### **SB660 (Pan) – Mental Health Counselors**

Official ASCCC Position/Resolutions: While the ASCCC does not have a formal position on this bill, a previous position of support around mental health services was established with resolution 6.04 (S16).

Status: Held as a two year bill.

**Legend**

ACR = Assembly Concurrent Resolution

ACA = Assembly Constitutional Amendment

AB = Assembly Bill

SB = Senate Bill

A glossary of commonly used terms can be found on the ASCCC Legislative Updates page:

<https://asccc.org/sites/default/files/A%20GLOSSARY%20OF%20LEGISLATIVE%20TERMS.pdf>





## Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation		Month: September 27-28	Year: 2019
		Item No: IV. B.	
		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: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	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 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.

---

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







## Executive Committee Agenda Item

SUBJECT: Faculty Diversification		Month: September 27-28	Year: 2019
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on Faculty Diversification in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	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.

---

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





## Executive Committee Agenda Item

SUBJECT: Faculty Role in Governance		Month: September 27-28	Year: 2019
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Role of Faculty in Governance in the system and discuss further direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonerio	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Executive Committee will be updated on the Role of Faculty in Governance in the system and discuss further direction.

---

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





## Executive Committee Agenda Item

SUBJECT: 2020 Part Time Institute Program Draft: ASCCC Part Time Committee		Month: September 27-28	Year: 2019
		Item No: IV. E.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the first draft of the 2020 ASCCC Part Time Institute Program.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Silvester Henderson	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

The ASCCC Part Time Committee would also like share the following:

- The ASCCC Part Time Committee would like to share the “*First Draft of the Program*” - Breakout Titles Included & Program Mapping. The ASCCC Part Time Committee is seeking approval on the program draft.

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





## Executive Committee Agenda Item

SUBJECT: Fall 2019 Pre-session Resolutions		Month: September 27-28	Year: 2019
		Item No: IV. F.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will consider for approval the pre-session resolutions to go forward for discussion at the Area Meetings in October of 2019.	Urgent: Yes	
		Time Requested: 60 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Geoffrey Dyer	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	x
		Discussion	

*Please note: Staff will complete the grey areas.*

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

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







## Executive Committee Agenda Item

SUBJECT: Data 101 Paper		Month: September 27-28	Year: 2019
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a re-write of the Data 101 Paper.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Nate Donahue/Stephanie Curry	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

During the June 2019 Executive Committee meeting, the committee discussed updating the 2010 paper Data 101: Guiding Principles for faculty. During the discussion, concerns and issues were discussed and the committee decided that an update to the paper, instead of a re-write of the paper, should be tasked to the Educational Policies Committee (Ed Pol) and a first draft of the update be presented during the November Executive Committee meeting. The action is listed below:

MSC (May/Cruz) to revise and update the white paper, Data 101: Guiding Principles for Faculty, and after revision consider further expanding this paper to a position paper.

After reviewing the paper, the Chair of Ed Pol is requesting the Executive Committee to consider approving a more substantial re-write of the Data 101 paper.

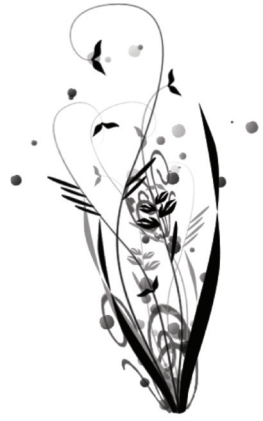
<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

# **Data 101: Guiding Principles for Faculty**

A White Paper by the  
Academic Senate Executive Committee  
with special thanks to Janet Fulks and David Morse

February 2010





The use of data for making educational decisions and to assess educational outcomes has been legislated by political bodies and codified by accreditation. Faculty have always used data to inform the grading process – we gather data throughout the term to inform the letter grade assigned at the end. However, in today’s educational environment faculty must also examine and use data to inform their practice and guide their work in order to improve student interactions, enhance pedagogical strategies, direct program development, and create evidence for program review. In addition, using evidence is essential as faculty address equity practices and advocate for educational opportunities that provide equitable access and outcomes for our diverse student populations.

Nevertheless, sometimes the word “data” sends people running in the opposite direction. Part of the reason for this negative reaction is the historical use (or misuse) of data as simple statistical ammunition for drawing inappropriate or misguided conclusions or even for more nefarious purposes. Occasionally data are used to assess a college’s work or programs with a goal towards discontinuance rather than improvement. Another element of this reaction may be a general discomfort when conversing with those who gather, organize, and interpret the numerical data in purely statistical terms. To address issues reflected by this negative reaction, faculty must understand certain basic guidelines and concepts when dealing with data. Faculty need not become statisticians to skillfully find and use data, but they must learn to engage the data with a critical and analytical eye in order to interpret and apply it appropriately.

First and foremost, getting data, particularly the right data that can lead to positive changes, is not easy. Using the right data and refuting the wrong data are important learned skills. People often try to impose statistical rules on “data,” creating a picture of sheer numbers as the only data with value, that move the decision making away from the human factors. As we all know, education is rife with human factors that trump statistical niceties. The term “data” implies facts, figures, narratives, eyewitness accounts and artifacts used to make a case. Guided by a few simple principles, accessing data and using it appropriately can be an important tool for faculty. Nothing is richer than knowing what you want to accomplish, identifying a good metric to assess outcomes, and moving forward as a result of good foundational data from those metrics. The data behave like a compass, keeping faculty on course. On the other hand, nothing is more damaging than making decisions based on the wrong data or over-reliance on metrics that are unreliable or missing the appropriate context. Consider the implications of a program review document that displays the descriptions and achievements of program participants disaggregated by ethnicity, over time. Using this data to determine appropriate budgeting and requests for faculty and staff provides power. Imagine enrollment management decisions based upon real student success, informed by course and program level data, in contrast to the typical high level institutional data that stops with overall success and retention injected into an allocation formula. Our decisions are only as good as our data, so we must be certain that the data we use is valid, relevant and actionable.

Statistically speaking, people often refer to data validity, reliability, and significance. While these matters are important considerations, no data will be perfect or statistically sound beyond all question. The real focus should be a learning-centered discussion about data and its implications, not a research-centered discussion. By this we mean that faculty should look to the outcome of the data discussions to improve learning as a primary focus rather than concentrating on technical terminology and constraints that overpower or paralyze dialog. Educational data are impacted by many variables such as socioeconomic influences, environmental opportunity, cultural impacts, personal skills, learning styles, teaching styles, language proficiency, etc. The variables are numerous. For this reason, the best strategy when dealing with data is to ask questions that can help to determine or clarify the validity, utility, and implications of the data being considered.

This paper suggests several principles faculty should acknowledge when looking at educational data and assessing its usefulness. It also demonstrates the application of these principles to a hypothetical scenario and indicates sources for getting data relevant to the California community colleges. The hypothetical scenario involves a Student Success Center that offers faculty mentoring, peer tutoring, textbook and computer access, drop in counseling, and Directed Learning Activities (DLA). The discussion is directed at discontinuing the Student Success Center and the data provided for this decision are as follows:

- Last semester 262 students used the facility; college headcount is 3,124
- Average GPA of those using the facility was 2.1; college average GPA of 2.5
- Only 5% of the total number of students transferring and completing Associate’s degrees or certificates this year actually used the Student Success Center

## General Data Quality Principles and Sample Questions to Ask

Begin with an overall question – What are the implications of this data on any decisions or policies? In order to describe the use of the guidelines to develop questions we will relate them to our hypothetical scenario at the Student Success Center.

**Principle 1 – Use longitudinal data when possible.**<sup>1</sup> Data collected at one moment in time will frequently change, particularly in community colleges where the student population is so diverse. While data for a given population, class or program are helpful, these represent only a snapshot of the current conditions and variables which may or may not change significantly over time. Therefore, looking at data over time provides a better picture of the dynamics and many variables that influence whatever issue faculty may be examining. You might ask, “What number of students would we target as a meaningful number of students to use this facility? Were the number of students using the facility last semester’s more or less than previous semesters? What factors may have influenced this last semester’s student usage number? How do faculty measure success after students use this facility? Does use of the facility increase the students’ success rate or GPA over time? How has this changed over time?”

---

1 Longitudinal data - A dataset is longitudinal when the same information is followed at various points in time with a goal of measuring change to inform improvement.

**Principle 2 – Use data in context.** Data without a rich and accurate context are meaningless at best and misleading in the worst case. Here, an example of data that a college should not use are student GPAs comparing the success center with the cumulative institution-wide student GPA (as provided in the scenario above) because the contexts are very different. Students directed to the center may be a particular population very different from the college as a whole, an inappropriate context in this situation. Rather faculty may want to examine student GPAs prior to using the facility and then examine this same set of students GPAs after using the facility. You may ask whether the very purpose of the facility is to attract students with low GPAs. You might ask, “Who are the students that access this facility? Are GPAs a good metric representing the function of the center or should it focus on student success in a single course? ” If this GPA comparison does not address your key questions, don’t hesitate to throw data out. Instead, you might begin with broader questions: “What type of success do faculty expect from students using the Student Success Center? What is the institutional context for the center?”

**Principle 3 – Look for both direct and indirect data.<sup>2</sup>** Direct data actually measure the specific information faculty want. For example, measuring whether students who attended a particular activity actually learned the skills intended using a specific assessment measures direct data. Indirect data are those metrics that measure people’s perception of the activity. You might ask, “Did students who accessed the facility report that the experience was helpful?” Direct data, often more accurate as to the actual activity, often do not provide guidance about how to make positive changes. Indirect data often provide insights into strategies to improve current practices. Good practice uses both direct and indirect data.

**Principle 4 – Do not oversimplify cause and effect of data.** In science, determining something does not cause a specific effect is often more important than concluding a specific cause did result in an effect. The reason for this is that until research has adequately tested all variables, one does not know that any specific cause was really the trigger, especially the only factor, causing a particular effect. Useful data never oversimplifies or over-values a single cause/effect relationship. Looking at our hypothetical scenario, one would not conclude that using the center caused a lower

---

2 Direct and indirect data- Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measure student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student’s proficiency in math. In contrast, an employer’s report about student abilities in math or a report on the number of math degrees awarded would be indirect data. Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

rate of transfer, degree, or certificate awards. One would also be hard pressed to say that the 5% of students that were successful for these outcomes were successful because of the center. There are many variables involved in any effect, particularly in education, and any one effect may have multiple potential causes.

**Principle 5 – Use appropriate levels of data for appropriate levels of decisions.**

Make decisions based on the appropriate level of data. Do not use high-level institutional data (such as degree and certificate numbers) to make changes to homework assignments, number of sections, or the continuation for this success center. This high level data may indicate some further questions, but if the decision at hand involves altering sections, use data on sections. If faculty are addressing curriculum alignment, they should use data on specific curriculum. Using data about degree and certificate awards of those who accessed the Student Success Center may be useful to some extent, but it would be at too high a level to inform hours of operation or numbers of computer terminals within the center. Useful data have a close causal relationship to the appropriate level and authority of your target so the appropriate decisions can be implemented. In this scenario to inform hours of operation or number of computer terminals additional data is necessary. Indirect data such as student, staff and faculty perceptions about the hours of operation and direct data showing actual computer terminal use at various times throughout the day would be more appropriate to making these decisions.

**Principle 6 – Perception is the reality within which people operate.** When people perceive something in a particular way, one must deal with that perception. If a person is wed to a particular interpretation, data will not influence that perception unless used very carefully. Perceptions are most easily gathered through surveys or focus groups. Determine what the perception is and address that perception. For instance, in the case of the Student Success Center, asking students, faculty and administrators why students do or do not use the center provides information. The responses may or may not be factually accurate, but acknowledging what people perceive and asking how to improve the situation is important.

**Principle 7 – Use of data should be transparent.** Stakeholders should understand how to access data relevant to them. This is in contrast to using data as a powerful tool to marginalize or intimidate people, restricting access and limiting questions about the data and implications. Questioning data and prioritizing answers that data raise should be a collegial and transparent activity. Additional sources of data and subsequent questions to inform practice should be encouraged and valued. In addition to providing the Student Success Center data, faculty and staff should be asked what additional data should be examined.

**Principle 8 – Consider carefully when to aggregate or disaggregate data.**<sup>3</sup> Data is often aggregated (combined) to protect individual identities and confidentiality. Aggregated data examines student populations or course sections in contrast to revealing individual student results or faculty performance. For the Student Success Center, data clearly identified with a particular tutor or faculty member should not be contrasted with another individual's data. Data are often disaggregated to determine more discrete information and address components of the issue more effectively. In the Student Success Center scenario one might disaggregate data by students with basic skills needs, students with a specific ethnicity or first generation college students.

**Principle 9 – Focus on data that is actionable.**<sup>4</sup> It is always important to remember that data collection does not equate to action or improvement. Even the most valid and reliable data are not a substitute for action and will not by themselves motivate action. Some data provide information that leads to improved practice. Other data does not. Beware of data that are used to grade or rank issues, unless they are based on real values for the institution and the college, and do not provide information for improvement. US News and World Report ranks colleges and universities based on issues such as endowments, selectivity, and assessment by peer institution, alumni activity, etc. How would an institution improve these ranking criteria and do they actually represent criteria reflecting quality education? No Child Left Behind (NCLB) reveals another anomaly and danger in ranking. Once you have achieved the 90th percentile, a laudable achievement, a stable ranking at this 90th percentile is considered lack of improvement, yet the effort to go from the 90th to the 91st percentile is far greater than from the 40th to the 50th percentile. Instead faculty should select data that can be acted upon and used to change practice directly related to quality education. For the Student Success Center, don't just ask how many students used the Center; ask how students found the Center and what additional features would make it more useful, more inviting for students to use. Concentrate on data that leads to action and can inform change, intervention, or improvement.

---

3 Aggregated and disaggregated data - When data are combined together in a group this is aggregated data, e.g., all the sections of English 1A versus individual sections. When data are separated by certain variables, e.g., ethnicity, the data is disaggregated. There are benefits and problems with both.

4 Actionable data - is data that provides enough information to make changes. For instance, a school's ranking on SAT testing is not actionable. Disaggregating the school's data by average performance in math or English compared to a national average may provide information that can be addressed.



**Principle 10 – Consider implications and the “What if?”** Data need to be collected, examined, interpreted, and then appropriate decisions made to apply the data to make improvements. Once you examine the data ask, “If we do nothing with this data, what will happen? Where do the data project we are going? If these data are useful, what were the major factors that influenced them? If we act upon these data, how will we monitor the effect?”

Many educational researchers have described educational data as uneven, variable, lumpy, not precise, difficult to capture and describe, multifaceted, and a real challenge. But none of these difficulties make it something faculty should ignore. Ignoring data leaves us with only intuition, gut feeling, non-substantial arguments, and ineffective advocacy. Faculty owe students and our institutions more than that. Our task is to make the invisible nature of learning and education visible to others. Faculty can accomplish this task by learning how to analyze and interpret numerical data, surveys, artifacts, and other pieces of evidence and using this information to inform our practice.

**“Education is not the piling on of learning, information, data, facts, skills, or abilities - that’s training or instruction-but is rather making visible what is hidden as a seed.”**

**Sir Thomas More**

## RESOURCES FOR LOCATING EXTERNAL DATA AND RESEARCH

Occasionally, senates and faculty have no input into creating institutional research agendas and need access to additional sources of data. Where can you get additional data to explore questions or look at limited evidence that has been provided? These excellent sources provide data at various levels and provide reliable information as it is officially reported by your college to external accountability reporting.

### **California Community College Chancellor's Office (CCCCO) Data Mart**

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

*This interactive research site allows you to ask questions about student success, retention, awards, and student diversity by programs, colleges, or statewide. This is a powerful tool with information about your college and district.*

### **CCCCO Accountability Report for California Community Colleges (ARCC) and ARCC Basic Skills Supplemental Report**

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

*The Accountability Report are mandated reports to the Legislature which include important data about student success, retention, awards and progress statewide and by college. The basic skills supplemental ARCC contains the only real actionable data.*

### **CalPASS**

<http://www.cal-pass.org/> (This requires a login that is very easy to apply for using the online request at the site. You will receive your personal login within about 48 hours and this is perhaps the most powerful database available for each individual college.)

*“The only system that collects data about student success and transition from every segment of education, K-16. Informed by data, powered by inspiration and developed through collaboration—Cal-PASS partners identify problems, develop local solutions, and bring them to scale across regions and throughout California to achieve Success at Every Level.”*

**CCCCO Fiscal Data resources:**

<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>

*“The CCFS-311 of a community college district is the vehicle for summarizing and communicating the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period.*

**Fiscal Trend Analysis of the Unrestricted General Fund and Other Fiscal Data**

<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/FiscalAccountability/DistrictFiscalTrendAnalysis04050809/tabid/1564/Default.aspx>

*This analysis shows five-year trends for 50% law compliance, unrestricted reserves, number of FTES and percent of budget paid to payroll. These longitudinal data provide useful information about college trends and the impact of ongoing budget and planning decisions.*

**ACHIEVE**

<http://www.achieve.org/AboutAchieve>

*“Created in 1996 by the nation’s governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability.” Data relevant to individual states are particularly helpful and can be found in the state profile data link <http://www.achieve.org/StateProfiles>*

**(CPEC) California Postsecondary Education Commission**

<http://www.cpec.ca.gov/>

*“The Commission integrates policy, fiscal, planning, data, and programmatic analyses about issues concerning education beyond high school to the legislative and the executive branches of California government and to the general public.”*

**NCES – National Center for Education Statistics**

<http://nces.ed.gov/>

*“The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education.”*

## **NCHEMS – National Center for Higher Education Management Systems**

<http://www.nchems.org/>

*The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad. The NCHEMS Information Center for State Higher Education Policymaking and Analysis (The Information Center) provides state policymakers and analysts timely and accurate data and information that are useful in making sound higher education policy decisions. The Information Center is a comprehensive “one-stop-shop” for state-level higher education data and information, and a leader in coordinating the collection of missing data and information that are crucial for higher education policy analysis.*



## Executive Committee Agenda Item

SUBJECT: Fall 2019 Plenary Session Planning		Month: September 27-28	Year: 2019
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will be updated on the keynote presentations and consider for approval the 2019 Fall Plenary Session program.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas/Krystinne Mica	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The 2019 Fall Plenary Session is just a few months away – November 7-9, 2019 in Newport Beach, California. At its August 8-10, 2019 meeting the Executive Committee approved “Ten Plus One, We Get the Job Done” as the 2019 Fall Plenary Session Theme. The Executive Committee will continue its planning process for developing the Session program. Members will discuss ideas for keynote speakers, breakouts, and timeline.

### Fall Session Timeline:

#### Planning:

1. AV and event supply needs to Tonya by **October 1, 2019.**
2. Final resolutions due to Krystinne for circulation to Area Meetings **October 2, 2019.**
3. Approval of outside presenters due to John and Krystinne **October 4, 2019.**
4. Presenters list and breakout session descriptions due to Krystinne by **October 11, 2019.**
5. Deadline for Area Meeting resolutions to Resolutions chair:
  - a. Area A & B **October 11, 2019**
  - b. Area C & D **October 12, 2019**
  - c. Final from Chair **October 21, 2019**
6. Final Program to Krystinne by **October 15, 2019.**
7. Final program to printer **October 22, 2019.**
8. Materials posted to ASCCC website **October 24, 2019.**

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





## Executive Committee Agenda Item

SUBJECT: Item 4.5: Participatory Governance and Statewide Engagement		Month: September 27-28	Year: 2019
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will discuss the Board of Governors' Agenda Item: Item 4.5: Participatory Governance and Statewide Engagement.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The September 16-17, 2019, Board of Governors Agenda included an item regarding participatory governance and statewide engagement. Item 4.5 Participatory Governance and Statewide Engagement can be found on page 131 of the Board of Governors Agenda, found [here](#).

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







## Executive Committee Agenda Item

SUBJECT: Outline for Paper on Effective Transfer Practices		Month: September 27-28	Year: 2019
		Item No: IV. J.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the outline for the paper on Effective Transfer Practices.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Resolution (4.01 S18) requesting a paper was on effective transfer practices was approved. The resolution states:

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 “Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions”;

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Please see the attached rationale and outline for the paper.

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



## ASCCC Prompts for Paper Development

The purpose of this paper: **To inform the field of Effective Transfer Practices**

Proposed completion date: **Spring 2020**

1. Is this a new paper, a revision of, or an update to an existing senate paper? **A New Paper**
2. Does the resolution ask for a paper? If so, please copy and paste the resolution below. If no, skip to question number 4.

Resolution 4.01 S18:

**Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions, and out-of-state institutions result in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and**

**Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 “Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions”;**

**Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.**

3. Are there other resolutions or senate publications relevant to this effort? Are there other resources that should be taken into consideration when developing the paper?
4. If the paper is requested by resolution, do you believe that the paper as requested by the resolution is feasible? **Yes**
  - If no, why do you believe the paper is not feasible?
  - Would a white paper, Rostrum article, session breakout, or some other form of communication to the field be more appropriate or effective?
  - If the paper is feasible but the resolution does not provide clear direction, how will you find the focus? What information or direction will you need from Exec to complete the work?
5. If the paper is not requested by resolution, what is the justification for writing the paper? Where and how did the idea for the paper originate?
6. List the main points, topics, or section headers of the paper or a narrative describing the approach to the paper. Please describe any relevant data to be included in the content of



the paper or data that is necessary to complete the paper. You may include this information in outline form if appropriate. **See attached.**

7. Do you plan to include appendices in the paper? If so, what type? Provide an example, if appropriate. **Some examples of effective practices**
8. Do you need to gather information from the field (i.e., in the form of a survey or other) to inform the content of the paper? **Input from breakout discussions**
9. Do you have other information, comments, questions, or concerns

## Effective Transfer Practices in the Community Colleges Proposed Outline for Paper

- I. Introduction
  - a. Justification for the Paper
    - i. Resolution
  - b. Other important considerations
    - i. Title 5
    - ii. Legislation
    - iii. Guided Pathways
- II. The Value and Benefits of Transferring from a Community College
- III. The Community College Role in Student Persistence, Completion, and Transfer
  - a. The role of the local academic senate
  - b. Students
  - c. Student Support Services
  - d. Instruction
- IV. Strengthening the Transfer Paths
  - a. Recruitment and Onboarding within the guided pathways framework
  - b. Effective Practices and Counseling Models
  - c. Transfer Center
    - i. Transfer Center Director and Personnel
    - ii. Counseling Faculty Role in the Transfer Center
  - d. Online Education Planning, Platforms, and Software
  - e. Associate Degrees for Transfer
  - f. Transfer Partnerships
    - i. Four Year Colleges (UC, CSU, Private, HBCU)
- V. Articulation
  - a. The Role of the Articulation Officer
  - b. Transfer Preparation and the Role of Discipline Faculty (Ensuring Course Equivalency)
  - c. C-ID Course Numbering System
  - d. External Exams (Advanced Placement, IB, CLEP, Credit for Prior Learning)
  - e. Transfer Preparation and ASSIST
- VI. Challenges
- VII. Conclusion
- VIII. Recommendations for Practice
- IX. References



- a. Title 5 section 51027 “Transfer Centers: Minimum Program Standards” -  
[https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I4C495720D48411DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))
  - b. CCCCO Transfer Center Annual Reports
- X. Appendices





## Executive Committee Agenda Item

RSUBJECT: Revise TASSC Committee Charge		Month: September 27-28	Year: 2019
		Item No: IV. K.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval a revised charge for the Transfer, Articulation, and Student Services Committee.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

During the August 30 meeting of the Transfer, Articulation and Student Services Committee (TASSC), the committee reviewed the current committee charge:

“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 noted that nothing about transfer or articulation is addressed in the charge and suggested the following revision:

“The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements, issues and general information regarding Transfer, Articulation, Counseling and Library.

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







## Executive Committee Agenda Item

SUBJECT: Board of Governors Interviews		Month: September 27-28	Year: 2019
		Item No: IV. L.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.	Urgent: Yes	
		Time Requested: Closed Session	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Committee will conduct Board of Governors interviews in closed session and take action on which candidates to send forward to the Governor.

The Board of Governors – Faculty Appointee Nomination Policy and Procedures states that,

The Officers and Executive Director will screen the applications based on the required and desirable qualifications and determine the candidates for nomination to be interviewed by the Executive Committee.

**September:** All candidates, including sitting Board of Governors members, shall be interviewed by the Executive Committee to be considered for nomination to the Governor.

- i. The Executive Committee will ask each interviewed candidate the same questions; however, follow up questions are allowed.
- ii. After all interviews are completed the Executive Committee will select at least three candidates, by majority vote, for recommendation to the Governor’s Office as nominees to fill the Board of Governors appointment(s).

If three candidates are not selected, the Executive Committee will reopen the process and actively recruit new applicants.

<sup>1</sup> 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: September 27-28	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	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	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.

---

<sup>1</sup> 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: September 27-28	Year: 2019
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

President Stankas and Vice President Davison will highlight the recent Board of Governors and Consultation meetings. 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://www.cccco.edu/About-Us/Board-of-Governors/Meeting-schedule-minutes-and-agenda>

<https://www.cccco.edu/About-Us/Consultation-Council/Agendas-and-Summaries>

<sup>1</sup> 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: September 27-28	Year: 2019
		Item No: V. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent California Online Community College District Board of Trustees Meeting.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas/Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Information	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

President Stankas and Vice President Davison will highlight the California 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://go.boarddocs.com/ca/cccco/Board.nsf/Public>

<https://www.calbright.org/>

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







## Executive Committee Agenda Item

SUBJECT: ASCCC Events: Successes and Opportunities for Improvement		Month: September 27-28	Year: 2019
		Item No: V. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will continue the discussion regarding past ASCCC events and identify trends of successful components and areas for improvement.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Michelle Bean/Anna Bruzzese	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The Executive Committee began discussing past ASCCC events and identifying trends of successful components/areas for improvement (agenda item V.D.) at the September 6-7, 2019 Executive Committee meeting. This request is to continue that discussion and generate ideas for improvement.

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





## Executive Committee Agenda Item

SUBJECT: Accessibility		Month: September 27-28	Year: 2019
		Item No: V. E.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider ways ASCCC can help faculty and colleges respond to the findings in the LACCD accessibility case and better serve students needing accommodation.	Urgent: No	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

At TTAC on August 29, attendees were made aware of the official judgement made for an accessibility case against Los Angeles Community College District. The judgements include actions that will have implications for and impact on all California community colleges. The Executive Committee should discuss ways in which ASCCC, individually and in collaboration with system partners, can help faculty and colleges respond locally to better serve students needing accommodations.

- [Official Judgement](https://www.leagle.com/decision/infcco20190730797)
- [Findings of Fact and Conclusions of the Law](https://www.leagle.com/decision/infcco20190522816)

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





## Executive Committee Agenda Item

SUBJECT: Meeting Debrief		Month: September 27-28	Year: 2019
		Item No: V. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the meeting to assess what is working well and where improvements may be implemented.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	April Lonero	Action	
		Discussion	X

*Please note: Staff will complete the grey areas.*

### BACKGROUND:

In an effort to improve monthly meetings and the functioning of the Executive Committee, members will discuss what is working well and where improvements may be implemented.

---

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





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Faculty Leadership Development Committee

Thursday, August 22, 2019

3:30 p.m.—5:00 p.m.

Zoom Meeting

### MINUTES

The Faculty Leadership Development Committee creates resources to assist local academic senates to develop and implement policies that ensure faculty primacy in faculty professional development. The committee assesses 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.

I. Members Roll Call

Michelle Bean—Chair  
Sam Foster—Co-Chair

Elizabeth Day  
Elizabeth Imhof-*Absent*

Christy Karau  
Luke Lara

II. Call to Order and Agenda Adoption - 3:30 p.m.

III. Minutes Volunteer – Luke Lara

IV. Shout Outs and Affirmations

- A. Thank you all for the communication through Doodle and Google form responses.
- B. Thank you all for volunteering your campuses for our in-person meeting! Shout out to Christy for hosting September 19.
- C. Thanks, Michelle, for organizing this meeting and sending out the TEXT reminder. Please keep sending out the TEXT reminder.

V. Meeting Details

A. Sept 19 at Sierra Meeting Details (Christy)

1. Reimbursement Form:

<https://asccc.org/sites/default/files/SenateReimbursementForm2019.pdf>

- a) Send form to accountant@asccc.org
- b) Include receipts (e.g., rideshare, map for mileage, flight, and parking at airport)
- c) Breakfast and lunch will be provided by our host Sierra College.
- d) Luke, Sam, Michelle will take a rideshare together since they arrive at 8:20 and 8:40 a.m.

2. Draft Agenda for Sept 19:

Meeting start time: 10:00 a.m. with activities to start at 10:30 a.m.

End time: 2:30 p.m.

- Continental Breakfast
- Welcome and Team Building Activity
- Review Committee Goals and Priorities
- Description/Committee Charge Review

- Light Lunch
  - Work Plan/Logic Model for 2019-20
  - *Rostrum* Article and Resolution Review
  - Calendar Future In-Person Meeting
  - Reflection and Affirmations
3. Meals for Sept 19
    - a) DIETARY RESTRICTIONS: Michelle-no shellfish; Sam-vegetarian/pescatarian.
    - b) Christy will send out Panera Menu and let her know your selection.
    - c) Christy will have Starbucks coffee provided.
  - B. Standing FLDC meetings on third Thursdays @ 3:30—5:00 p.m. or can you do earlier? The earliest that people could make it: Sam – 2:45 p.m., Luke – 3:00 p.m., Elizabeth – 3:00 p.m., Christy – 3:00 p.m.
  - C. Contact Info—please review and Google link and edit
    1. Your name, college, and anything work related will be shared on ASCCC website, but nothing personal is public. Contact list is for the ASCCC office.
    2. Send Michelle a text/email if you want any info removed.
    3. Remove the word “preferred” from in front of “pronoun.” Committee discussed and agreed on this change.
  - D. Communication (email agendas/minutes or Google link)
    1. Committee suggested use of both Google and email attachments.
    2. Google drive stuff will come from Michelle’s gmail account, not her Rio Hondo account.
- VI. Review of Committee Description—please comment and edit on the Google link
- A. Draft Ideas Today and Final Revision due September 9
    1. We will continue the discussion of revising the committee description at our next meeting in-person.
    2. Disregard the September 9 deadline. Committee agreed to take more time to reflect on the revision.
  - B. ASCCC Strategic Plan Brief Review
    1. Michelle briefly introduced the plan and will send in email.
    2. Committee will review again at Sept 19 meeting.
  - C. Committee Priorities Grid Intro and Recommendations (Year End Report)
    1. Michelle briefly reviewed the document and will send in email.
    2. Committee will review again at Sept 19 meeting.
  - D. ASCCC Adopted Goals: Faculty Diversification, Guided Pathways, Faculty Roles in Governance, Online Ed, Transfer
    1. Michelle briefly reviewed the document and will send in email.
    2. Committee will review again at Sept 19 meeting.
- VII. *Rostrum* Articles
- A. Due September 27
  - B. Ideas and Suggestions? (drafts by Sept 19 meeting)
    1. Send Michelle ideas through text or email.
    2. *Rostrum* article is typically 350-750 words.
    3. One or more can co-author. Not necessary for whole committee to write.
    4. Luke will have a draft for input on Sept 19<sup>th</sup>. Michelle to send any ASCCC articles on the topic of merit and fit in discussing equivalency (see VIII. B.c.).



VIII. Plenary

A. Break-Out Ideas/Topics: Due August 19

1. Michelle suggested break-out topics to ASCCC Executive Committee. Several were inspired by work that the committee did last year with the Womyn's Circle focus group at the Faculty Leadership Institute. (The FLD committee was previously called the Faculty Development Committee.)
2. Michelle shared the accomplishments of last year's committee, including two rostrum articles, a faculty development work plan, developing a hiring priority criteria survey, collaborating with chancellor's office/IEPI on a diversity summit, conducting faculty diversity regionals, developing a women's leadership action plan. Also, created a survey at end of spring to be pushed out in September to all schools regarding leadership development. She also shared recommendations from last year's committee.
3. Michelle also shared the ASCCC goals for 2019-2020: Faculty Diversification, Guided Pathways, and Faculty Role in Governance, along with CTE, Online Ed, Transfer, and Legislative Action.

B. Resolution Ideas: Pre-resolutions—Due September 9

1. Using "or equivalent" in local equivalencies to broaden hiring (inclusion and diversity).
  - a) Misconception that "or equivalent" means less. Breakouts and *Rostrums* have been dedicated to this before.
  - b) While disciplines list has "or equivalent" some colleges in practice do not list "or equivalent" on the job description.
  - c) What is the real issue? Definitions of *merit* and *fit*. Is this better for a *Rostrum* article? In a resolution, are we asking the ASCCC do something in their purview?
    - 1) Luke and Michelle will research previous *Rostrum* articles.
    - 2) Luke will bring a draft for review at the Sept 19<sup>th</sup> meeting.
2. Womyn's Circle suggestion: "no hate" resolution (with common language/terms, such as racism and privilege defined)
  - a) Is this better for a *Rostrum* article? Not clear enough to be an actionable resolution. *Committee all agreed.*
  - b) Michelle asked Luke to share brief description of the paper on Systems Driven Equity Framework he is working on with Executive Committee. This is not related to the "no hate" resolution idea.

IX. Announcements

- A. Today is last day for Early Bird registration for Academic Academy at the Queen Mary: <https://asccc.org/events/2019-09-13-150000-2019-09-14-190000/2019-academic-academy>
- B. Check for upcoming events at <https://asccc.org/calendar/list/events>
  - ESL Recoding (September 5 at Clovis; September 11 at Cypress; September 23 at Skyline)
  - Academic Academy (September 13-14)
  - Area Meetings (October 11 and 12) – Encourage colleagues to attend!
  - Plenary (November 7-9 in Newport Beach)
- C. Application for Statewide Service found at <http://asccc.org/content/application-statewide-service>

X. Closing Comments

- A. Michelle explained the "In Progress" section of the minutes, which is to document committee efforts.
- B. The completed section to be added to as we finish projects and work.

XI. Adjournment – 5:06 p.m.

**In Progress:**

- Update the committee charge description
- Womyn’s Leadership Survey being distributed in September
- Umoja/A2Mend Liaison—Chair attending workgroup meetings for Black Student Report Card for CCCs

**Completed Tasks:**



## **ASCCC ONLINE EDUCATION COMMITTEE**

**AUGUST 30<sup>TH</sup>, 2019**

**9:00AM – 10:00AM**

**ZOOM**

### **Meeting Summary**

---

Present: Carrie Roberson (Chair), Geoffrey Dyer (Second), James “Marty” Rudd, Phylise Smith, Ingrid Greenberg, May Sanicolas

#### **I. Call to Order**

Carrie Roberson called the meeting to order at 9:00am. Geoffrey Dyer was designated the notetaker.

##### **a. Welcome & Introductions**

Carrie thanked the committee for their service, and each member introduced themselves and referred to relevant professional experiences that they would inform their work on the committee. James Rudd indicated that his preferred name is Marty.

#### **II. Adoption of the Agenda**

The committee adopted the agenda by unanimous consent.

#### **III. Approval of Minutes**

- a. Previous meeting summaries are already approved. The committee agreed that it would use consensus-style decision making. Geoffrey volunteered to share draft minutes subsequent to meetings for prompt review by the committee.

#### **IV. Links**

##### **a. [Application for Statewide Service](#)**

Carrie asked the committee to encourage other faculty to complete the application for statewide service and emphasized the importance of faculty leadership.

##### **b. [ASCCC Online Education Committee](#)**

Carrie oriented the committee with the public-facing ASCCC Online Education Committee page.

#### **V. Action Items**

##### **a. Review Online Education Committee Roster**

The committee reviewed the roster to ensure that roster was current. James Rudd’s name was changed to Marty, his preferred name.

##### **b. Review Online Education Committee Charter:**

The committee reviewed the committee’s charge. Carrie suggested that if the committee determines this year that changes are needed, the committee could update the charge in spring to be effective for next fall.

##### **c. Assigned Resolutions**

###### **i. [Resolution 11.01 S17: Using Savings from Adopting Canvas](#)**

Carrie showed the committee how to use the Resolutions feature of the ASCCC site. She reviewed the

status report of the resolution. The savings from districts adopting Canvas are likely absorbed by districts. Ingrid expressed the desire to investigate locally how funds that used to fund their CMS were now used. Phylise agreed that she would also like an update.

d. Assigned Tasks

i. Rostrums, Resolutions

Carrie and Geoffrey reviewed the Resolutions Process. Carrie indicated that Rostrum articles are due on September 27.

e. Meetings dates/times

i. Virtual, fall meetings:

Sept. 24, 12-1; Oct. 21, 12-1, Nov. 22, 12:00pm-1:00pm

ii. Face-to-face meeting:

In Sacramento in January 14

VI. Action Items

a. ASCCC Strategic Plan

i. Faculty Diversification, Shared Governance, Guided Pathways

Carrie informed the committee of the ASCCC Strategic Plan and the ASCCC's goals for 2019-2020.

b. Committee Priorities-

Carrie asked the group to review these recommended priorities and consider future direction or if additional priorities were needed. Brief discussion of the new DE Guidelines.

i. *The new definitions contained within the DE guidelines*

Carrie informed the committee of the ASCCC Curriculum Institute breakout on the DE Guidelines. Geoffrey reported on the work of DEETAC and the request of TTAC that the Guidelines be reviewed by the Accessibility Standards Workgroup. While DEETAC had hoped that the DE Guidelines would be approved by November, in all likelihood it will take longer. Geoffrey shared the May 17 version of the Guidelines to the committee. Carrie said that once the Guidelines are approved, Online Ed will need to work to provide professional development to the field.

ii. *Accessibility*

Geoffrey updated the group on the legal ruling in Payan, Mason, and the National Federation of the Blind vs. Los Angeles Community College District. Phylise shared that at her district, materials are checked for accessibility before use.

iii. *Integration of online counseling, tutoring, and other support services into DE environments*

iv. *Fully Online Pathways*

Carrie discussed a desire to explore intersections between guided pathways and online education.

v. *Changes to the CVC-OEI: EXCEL, automated cross-enrollment, and local peer online course review (POCR)*

VII. Announcements

a. **ASCCC EVENTS:**

i. Academic Academy

- ii. Fall Plenary
- b. Other ASCCC Committee Reports- TBD
- c. Resources:
  - i. [Ensuring an Effective Online Program: A Faculty Perspective](#) (spring 2018)
  - ii. Distance Education Guidelines

V. III Closing Comments

Ingrid Shared that Calbright is exploring Strut Learning LMS and shared a link to its site:  
<https://www.strutlearning.com/>





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Part Time Committee Friday August 30<sup>th</sup>, 2019 3:00 PM – 6:00 P.M.

---

1. Order of the Agenda
2. Welcome and Introductions: Part Time Committee Members
3. Review of Committee Charter

*The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.*

4. ASCCC Goals:

A: CCC Guided Pathways Award Program  
B: Governance – “The Role of Faculty in Governance”  
C: Faculty Diversification

5. Part Time Faculty Leadership Institute – January 24-25, 2020 Napa Valley Marriott & Spa

- **Conference Theme – Vote (See Attached)**
- View Old Program (2019) – Attached **(Discuss)**
- Institute (2020) Overall Program Structure **(Discuss)**
- Pre Session – Decide if the Committee Wants to hold a Pre-Session (1-23-2020) **(TBA – Discuss/Decide)**
- **Breakout Topic (Align with ASCCC Goals) Due: 9-6-2019 5:00 P.M.**
  - **Program Draft – Due: 9-20-2019**

6. Proposed Breakout Topics: Senate Executive Leaders & Past Committee Members.  
**(See Attached)**
7. Proposed ASCCC Meeting Schedule – Decide (2019 – 2020)

**"If you want to go fast, go alone. If you want to go far, go together."  
– African Proverb**



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### ASCCC Part Time Committee-3pm start time Friday August 30<sup>th</sup>, 2019 3:00 PM – 6:00 P.M.

#### 3pm meeting introductions and expectations

1. Order of the Agenda
2. Welcome and Introductions: Part Time Committee Members
3. Review of Committee Charter

*The Part-time Faculty Committee provides recommendations to the Executive Committee on academic and professional matters impacting part-time faculty members. The committee advocates for part-time faculty access to professional and leadership development offerings and shared governance opportunities at the local and statewide level. The Part-time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part-time faculty gain additional insight on issues germane to academic and professional needs of the part-time faculty.*

#### 4. ASCCC Goals: **3:10pm-3:35pm**

- A: CCC Guided Pathways Award Program
- B: Governance – “The Role of Faculty in Governance”
- C: Faculty Diversification

#### 5. Part Time Faculty Leadership Institute – January 24-25, 2020 Napa Valley Marriott & Spa

- **Conference Theme – Vote (See Attached)**

#### **THEME: "Affirming Our Voice-Instructional Equality"**

- View Old Program (2019) – Attached **(Discuss)** **3:40pm- 3:52pm**

#### **Use old program as a outline for developing new program**

- Institute (2020) Overall Program Structure **(Discuss)** **3:52pm-4:20pm**
- **Use old format - Affirmation of our voice as Associate Instructors- Aligning topics with the standing goals of ASCCC**



- Pre Session – Decide if the Committee Wants to hold a Pre-Session (1-23-2020) **(TBA – Discuss/Decide)**

Majority voted Thursday Jan 23rd Open Pre Session for the Institute. Invite Beth Director of CCC Registry (2 associate faculty and 1 Executive Board Member)

Open Registration at 3pm

Session Starts 4pm-6pm

- **Breakout Topic (Align with ASCCC Goals) Due: 9-6-2019 5:00 P.M.**
- **Program Draft – Due: 9-20-2019**

Make each breakout session align with the theme and ASCCC goals.

What Breakout Session Topics are each committee member willing to lead, write a description and present in regards to the following: Due September 6th

1. Guided Pathways

2. Governance

3. Affirming our Voice (the engagement of part-timers in faculty life, equity, etc..)

4. Faculty Diversification

Each Part-Time ASCCC send 6 breakout sessions topics by September 6th  
(Example: what can faculty do to increase learning for our A.A. male students)?  
what area would it fall under?  
What is the breakout descriptions?

Brainstorm towards Developing Program

**How to get a job pre-day (Hiring)**

**Friday :**

**First General Breakout 3CSN Incorporate into the program 3C Success Network / Beth CCC Registry**

**Second Breakout during LUNCH: Experience of Adjunct Faculty (Affirming Our Voice)**

**Total: 3:35pm-4:43pm**

6. Proposed Breakout Topics: Senate Executive Leaders & Past Committee Members.

**4:43pm-5pm**

**VIRGINA MAY BREAKOUT SESSION: NOTE\*\*\* Keeping the Topic however, Changing the Title: "Navigating Student Learning Outcome as a part-time Faculty member "**

**ROBIN ALLYN SESSION: Incorporating work-based opportunities for student learning success:**

7. Proposed ASCCC Meeting Schedule – Decide (2019 – 2020)

**5pm-5:46pm**

SEPTEMBER MEETING: TUESDAY: September 17th | 5pm-7pm

OCTOBER MEETING: THURSDAY: October 3rd | 3:30pm-5pm

OCTOBER MEETING: THURSDAY: October 24th | 3:30pm-5pm

NOVEMBER MEETING: FRIDAY: November 15th | 6pm-7:30pm

DECEMBER MEETING: FRIDAY: December 13th | 2:00pm-3:30pm

JANUARY MEETING: WEDNESDAY: January 8th | 4:00pm-6:pm

JANUARY MEETING: THURSDAY: January 23rd | 11:00am-1:00pm

**CLOSING: 5:49pm**

**"If you want to go fast, go alone. If you want to go far, go together." – African Proverb**



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Standards & Practices Committee

Monday, August 26, 2019

6:30 p.m. to 8:00 p.m.

Zoom Call

### Meeting Summary

---

- I. Roll Call—Present  
Geoffrey Dyer—Chair  
Michelle Bean—Co-chair  
Eric Thompson  
Roy Shahbazian  
Angela Echeverri  
Tanya McGinnis  
Christopher Howerton
- II. Call to order at 6:31 p.m. and selection of note taker—Michelle Bean.
- III. Welcome and Introductions—Chair asked members about their first week back to school and committee members shared and reflected.
- IV. Meeting Calendar
  - A. Committee agreed on the following Monday meetings at 6:30—8:00 p.m.: September 16, October 21, Nov 25, December 16.
  - B. Request to set meeting dates for the entire year. ASCCC is a non-profit so not necessarily held to Brown Act, so we don't need to select dates for all year.
  - C. Chair will send committee an email to decide spring meeting dates.
- V. Review 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.

  - A. Some older language and phrases in the description/charge: 1) S&P does not screen candidates—Executive officers do the screening currently. 2) Other committee reviews accreditation.
  - B. Committee will review the charge again in September to make final decision on the suggested strike-out above.
- VI. [2019 ASCCC Goals](#)
  - A. Review Elections Processes—Recommendation from Executive Committee in 2019 ASCCC Goals.
    1. Pre-session Resolutions—designed for debate and not necessarily directly from <sup>107</sup>

Executive Committee.

2. Concern about addressing misunderstand from the field about resolutions coming from Executive members needing to be voted through and not having options to amend, vote up, or vote down.
  3. Current system—resolutions have to come from an ASCCC committee and advance through the Executive Committee. At Executive Committee September 28 meeting, the pre-session resolutions will be considered.
  4. Chair met with Dave Mezzara, ASCCC parliamentarian, to discuss the amount of time elections take—plurality elections (voting for one person and then having run-off).
  5. Chair sent five resolutions to the committee for consideration of changing the concerns in the ASCCC bylaws and rules. These changes would need a two-third vote by the body.
  6. Chair reviewed resolution on instant run-off or preferential voting.
    - a) Concern of only voting for each person once in the ranking (e.g., not putting same name for number one and two).
    - b) Roy volunteered to be the contact for this resolution.
  7. Chair reviewed resolution on concern about receiving floor nominations as being an advantage. Christopher asked if there is data on the numbers of whom won in this way; suggestion that data on speaker order as advantage should be found. Christopher agreed to help add to this resolution.
    - a) Elections should have competition or more than one candidate—contested.
    - b) Caveat could be allowing Saturday speeches if no one or only one person is running. Roy suggested to change to “one or none.”
    - c) Roy suggested that maybe both or all candidates have opportunity to speak. Chair added a second resolve.
    - d) Christopher volunteered to be the contact on this resolution.
  8. Chair reviewed resolution on “the trickle.” This resolution would limit the trickle to two instead of all the way down.
    - a) Need a volunteer to be contact on this resolution.
  9. Chair reviewed the resolution on term limits. Chair explained that the resolution states that added officers cannot serve more than three years in a row in same office consecutively. Other executive positions are two-year terms and any part of a predecessor’s term.
    - a) Concern on expanding president’s term to more than three years if this is implemented—a possible loop hole problem should be addressed.
    - b) Chair added a two-year term limit option to the resolution.
    - c) Eric volunteered to be this contact.
  10. Chair reviewed resolution on limiting total years of Executive Committee service.
    - a) Eric volunteered to be the contact on this one.
  11. Reply all to Geoffrey’s email by Sept 13 with further ideas or edits to the five proposed resolutions.
- B. Evaluate Second Minimum Qualification for Faculty—did not discuss.

VII. **CTE MQ Toolkit**—Published and finished.

- A. What professional development does field need?
- B. Angela suggested that we do need more PD. Chair suggested that he will coordinate with Carrie Roberson, Chair of the CTE Leadership Committee and share our willingness to help with providing PD.

- VIII. [Disciplines List](#)—Proposals Due September 30
  - A. Annual Process—call is publically posted.
  
- IX. [Awards](#)
  - A. Exemplary Program Award—Applications Due November 4, 2019
  - B. Hayward Award—Applications Due December 13, 2019
  - C. Stanback-Stroud Diversity Award—Applications Due February 14, 2020
  
- X. [Committee Priorities](#)—did not review.
  
- XI. Announcements
  - A. [Events](#)
  
- XII. Adjournment at 8:04 p.m.





# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## Transfer, Articulation, and Student Services Committee Meeting

30 August 2019, 10 a.m.-3 p.m.

San Jose City College Technology Building

Room T-209 (second floor)

2100 Moorpark Ave

San Jose, CA 95128

### MINUTES

---

- I. Call to Order and Adoption of the Agenda  
At 10:15 am Sam Foster (chair) welcomed the committee members participating in today's meeting: Anna Bruzzese, Jose Lara, Lorraine Burnham-Levy, Mark Osea and Miles Vega. The committee unanimously adopted the agenda with one addition (item IX a).
- II. Introductions  
The committee members introduced themselves.
- III. Volunteer note taker  
Anna volunteered to take notes.
- IV. ASCCC Travel Reimbursement Procedures
  - a. Expense Report Form (see <https://asccc.org/sites/default/files/SenateReimbursementForm2019.pdf> )
  - b. Deadlines for Reimbursement  
Sam explained the ASCCC reimbursement process.
- V. Planning for Future Meetings
  - a. Telephone Meetings  
The committee agreed that 4 pm on Wednesdays is a time that could work for Zoom meetings. Our next Zoom meeting will be on September 18, 2019.
  - b. In-Person Meeting  
The committee agreed to meet in person again on January 31, 2020 at Rio Hondo College. Jose volunteered to host.
- VI. Review of Committee Charge
  - a. See <https://www.asccc.org/directory/transfer-articulation-and-student-services-committee>  
The committee reviewed its charge:

"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.”

The committee talked about whether the existing charge needs to be updated. There is a suggestion to emphasize transfer and articulation more specifically. The committee suggested the following wording:

“The Transfer, Articulation, and Student Services Committee is responsible for development and review of policies, procedures, administrative requirements, issues and general information regarding Transfer, Articulation, Counseling and Library.

The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.”

Sam will submit this proposed change as an action item to the Executive Committee.

VII. Committee Priorities

- a. See email attachment

The committee reviewed its priorities and decided to focus primarily on the paper on Transfer Practices at this point.

VIII. Paper on Transfer Practices

- a. Review and edit outline (attached)
- b. Discuss distribution of topics
- c. Timeline
  - i. Outline to the Executive Committee—September 8
  - ii. Draft for TASSC review—November 18
  - iii. Draft edits to chair—December 2
  - iv. Submit to Exec for First Read—December 10
  - v. Submit to Exec for Second Read—February 12

Sam shared the “ASCCC Prompts for Paper Development” document with committee members. The committee discussed how to proceed to develop the paper on effective transfer practices. The committee also suggested having a related breakout at the Fall plenary in order to collect data.

Mark will work on the section on Articulation and SB 1440.

Justification/introduction/Title 5 will be developed by Sam and Anna.

Jose will work on Transfer Center, online educational planning, and transfer partnerships, as well as ADTs.

Miles will work on value and benefits of transferring.

Lorraine will work on Guided Pathways aspect and onboarding.

IX. Other Items for Discussion

- a. Examine the Counseling paper for relevance
- This item is tabled until our next meeting.

X. Announcements/Events

- a. **Academic Academy** – Long Beach – September 12-14, 2019
- b. **Executive Committee Meeting** – Riverside – September 27-28, 2019



- c. **Area Meetings** – Various locations – October 13-14, 2019
- d. **Executive Committee Meeting** – Newport Beach – November 6, 2019
- e. **Fall Plenary Session** – Newport Beach – November 7-9, 2019

XI. Adjournment

The meeting adjourned at 3 pm.

Minutes respectfully submitted by Anna Bruzzese.





## **CVC-OEI Advisory Committee: August 2019 Key Messages**

### **Orientation for New Members and Charter Review**

- Please remember to check Basecamp for important committee updates and information. If you need a quick tutorial, please contact Meridth Randall at [mrandall@cvc.edu](mailto:mrandall@cvc.edu).
- The purpose of the Advisory Committee is to advise and make recommendations to the CVC-OEI project staff on issues of policy and strategic direction for the implementation of the grant. Committee members represent the CCC's various constituent groups. Conversely, the CVC-OEI Consortium consists of representatives from the 57 CVC-OEI colleges and focuses on operational aspects of the grant.

### **Executive Director Update**

- Performance data for 2018-19 demonstrate that the CVC-OEI is meeting or exceeding most of the metrics established in its Five Year Work Plan. Highlights include increased website traffic to CVC.edu, continuous increase in unique searches in the course finder as part of the Finish Faster Online campaign, exceeding the number of online ADTs and COAs posted on cvc.edu, an increase in online proctoring and tutoring platform usage, and a continued focus on online course review.
- The Chancellor's Office has indicated that scaling implementation of cross-enrollment as part of CVC Exchange should be the number one priority this year. Additional CVC-OEI strategic focus areas for 2019-20 include deeper adoption of ecosystem tools, refining the composition of the ecosystem, measuring the efficacy and impact on student success, and scaling course quality efforts.
- CVC Exchange implementation is a two-step process. Phase One consists of real-time, class schedule data API connectivity with FFO, while Phase Two is cross-enrollment configuration. Eight colleges have completed phase one, while another five are in process and 19 are preparing for implementation. Phase two is live at two colleges and in progress at five additional.
- The number of completed student applications generated via Finish Faster Online more than doubled this summer when compared to last. Math, communications, and lab sciences are still highest demand, but economics and English also saw an uptick. Usage is almost equally split among the three segments of higher education: 37% CCC, 36% UC, and 27% CSU.
- Improving Online CTE Pathways Grants recipients are continuing to work on their projects. Additionally, the CVC-OEI is working with ASCCC to leverage communities in support of expanded C-IDs for CTE courses which addresses the scaling component of the grants.

### **Consortium College Commitments / Strategies for Improvement**

- Deeper adoption of ecosystem support tools and services, across all consortium colleges, is a priority for this year. The project team is seeking input on how to best engage with constituencies to remind colleges of their commitments as consortium members to drive additional accountability. The Advisory Committee will continue to brainstorm ways to encourage Consortium colleges to meet their online course targets, participate in technical implementations, increase ecosystem usage, and scale course quality review.

### **Advisory Committee Focus for the Year**

- The Advisory Committee will support the CVC-OEI's strategic focus areas and will continue to discuss the idea of asking Consortium colleges to renew their commitment to the project.

### **DE Program Quality Rubric**

- There is inconsistency in how college online programs are supported by individual colleges and what components (including use of ecosystem resources, quality review measures, etc.) are essential to student success. A DE Program Quality Rubric will identify standards and best practices for resource allocation, evaluation metrics, online student support resources, and other distance education program components.
- A working group is exploring and participating in online training on the Online Learning Consortium (OLC) Scorecard to determine if the Scorecard might substantially inform the formation of the CVC-OEI Program Quality Rubric. After the OLC workshop concludes, a workgroup will convene to draft a rubric. Members will be drawn from constituency groups as well as ACCJC.

### **Constituent Reports**

- Future meetings will include time for constituent reports. Please remember to keep these brief and if your item includes supplemental materials, please send those out via Basecamp before the meeting.



## **Distance Education and Educational Technology Advisory Committee Liaison Report**

DEETAC met via Zoom on August 7 and September 4. The committee continued to revise the draft Distance Education guidelines. Feedback from the June ASCCC Executive Committee was conveyed and incorporated clarifying that the examples of types of online courses contained within guidance for California Code of Regulations, Title 5, section 55200 were not restrictive. Members of DEETAC suggested the need for DEETAC to solicit input from the field on the guidelines annually. Members of the committee considered adding a recommendation that colleges' distance education addenda be reviewed every two years.

The May version of the Distance Education Guidelines was shared with the Telecommunications and Technology Advisory Committee (TTAC) on August 29, as Board of Governors Standing Order 409 requires that DEETAC "will take issues to and work in collaboration with the Technology and Telecommunications Advisory Committee and System Advisory Committee on Curriculum in formulating recommendations to the Chancellor." DEETAC prepared the attached September 4 version of the Distance Education Guidelines to be sent to the Accessibility Standards Work Group (ASWG), as a result of TTAC's discussion of the guidelines.

--Geoffrey Dyer, September 9, 2019

# Distance Education Guidelines 2019

---

Prepared by:

## **Distance Education and Education Technology Advisory Committee**

Chair Joanna Miller, California Community Colleges Distance Education Coordinators,  
Contra Costa Community College District

Lisa Beach, California Community Colleges Distance Education Coordinators, Santa Rosa

Jenni Abbott, California Community Colleges Chief Student Services Administrators  
Association, Modesto Junior College

Cheryl Aschenbach, Academic Senate of the California Community Colleges, Lassen  
College

Tammeil Gilkerson, Chief Executive Officers of the California Community Colleges,  
President, Laney College

Susan Hines, Council of Chief Librarians, San Jose City College

Heidi Kolen, Academic Senate of the California Community Colleges, Diablo Valley  
College

Joseph Moreau, Chief Information Systems Officers Association, Foothill-DeAnza  
Community College District

Kathy O'Connor, Academic Senate of the California Community Colleges, Santa Barbara  
City College

Asusena Ramirez, Student Senate for California Community Colleges, Sacramento City  
College

Carrie Roberson, Academic Senate of the California Community College, Butte College

Heather Schmidt, California Community Colleges TechConnect

Thad Selmants, California Association of Postsecondary Education and Disability, Sierra  
College

Jodie Steeley, California Virtual Campus - Online Education Initiative, Fresno City  
College

James Todd, Research and Planning Group, San Joaquin Delta College

## **PAST REPRESENTATIVES:**

Brianna Everett, Student Senate for California Community Colleges, Gavilan College

Corey Marvin, Chief Instructional Officers of the California Community Colleges, Cerro  
Coso Community College

DRAFT as of September 4, 2019

Conan McKay, Academic Senate of the California Community Colleges, Mendocino College

Kenley Neufeld, Council of Chief Librarians, Santa Barbara City

**California Community Colleges Chancellor's Office,  
Educational Services and Support Division**

Michael Quiaoit, Dean, Educational Services and Support Division

LeBaron Woodyard, Ph.D., Dean, Educational Services and Support Division

Erin Larson, Specialist, Educational Services and Support Division

Linda Vann, Specialist, Educational Services and Support Division

## Table of Contents

OVERVIEW	5
REGULATIONS AND GUIDELINES: DISTANCE EDUCATION	6
Title 5, Section 55200. Definition and Application	6
Title 5, section 55202. Course Quality Standards.	11
Title 5, Section 55204. Instructor Contact.	12
Title 5, Section 55206. Separate Course Approval.	13
Title 5, Section 55208. Faculty Selection and Workload	14
Title 5, Section 55210. Ongoing Responsibility of Districts.	15
REGULATIONS AND GUIDELINES: ATTENDANCE ACCOUNTING FOR DISTANCE EDUCATION	17
Title 5, Section 58003.1. Full-time Equivalent Student; Computation.	17
Guideline for Section 58003.1	19
Credit DE courses calculate FTES in one of four ways:	19
Calculating FTES for Noncredit DE Courses	22
Title 5, Section 58006. Application of Actual Student Contact Hours of Attendance Procedure	23
Title 5, Section 58007. Noncredit Courses.	24
Title 5, Section 58009. Application of Alternate Attendance Procedure for Independent Study, Work-Experience and Certain Distance Education Courses.	25
Title 5, Section 58051. Method for Computing Full-Time Equivalent Student (FTES).	26
Title 5, Section 58056. Immediate Supervision and Control	29
REGULATIONS AND GUIDELINES: ADDITIONAL REQUIREMENTS	30
Title 5, Section 58170. Apportionment for Tutoring [limitations on state aid]	30
Title 5, Section 59402. Definitions [Instructional and Other Materials]	32
OTHER REQUIREMENTS RELATED TO DISTANCE EDUCATION	34
California Education Code	34



Cross-Enrollment in Online Education Between Campuses of the California Community Colleges	34
Audit Requirements	34
Audit Test 424: State General Apportionment Funding System	34
Audit Test 425: Residency Determination for Credit Courses	34
Audit Test 435: Open Enrollment	34

## Overview

This document is designed to provide overall guidance and assistance to individuals and institutions seeking to understand and apply the system’s rules on the design, approval, conduct, and reporting of distance education within California Community Colleges.

California Community Colleges Distance Education and Education Technology Advisory Committee and staff from the Educational Services and Support Division of the Chancellor’s Office jointly developed these guidelines. Input and feedback was gathered from the Telecommunication and Technology Advisory Committee and California Community Colleges Curriculum Committee. The California Community Colleges Chancellor’s Office reviewed and edited the final version of these guidelines.

District and college observance of these guidelines will play an important part in the continued review and evaluation of distance education activities and any subsequent revisions to the title 5 regulations. The goal of these guidelines is to help Districts comply with state regulatory requirements for Distance Education. For clarity on the interpretation of the title 5 regulations, colleges and districts should seek the advice of their local legal counsel. The guidelines are subject to revision by the Chancellor as deemed necessary, upon advice from relevant advisory committees and in accordance with the Board of Governors’ Standing Order 409.

This document displays the title 5 section titles in bold and the text of the regulations in italics. Each regulation is followed by a guideline. The regulations included are located within two chapters of title 5: Chapter 6, “Curriculum and Instruction” and Chapter 9, “Fiscal Support.”

## Regulations and Guidelines: Distance Education

The Board of Governors' approval of distance education (DE) regulations for the California Community Colleges permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, economic, disability or facility barriers.

California Code of Regulations sections 55200 through 55210 specifically address distance education<sup>1</sup>. Text of each code section, as approved in 2019, is presented here followed by the guideline for that section.

### TITLE 5, SECTION 55200. DEFINITION AND APPLICATION

*Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).*

*Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; title 29 United States Code section 794d; and title 42 United States Code sections 12100, 12101, 12102, 12103, 12131, 12132, 12133 and 12134.*

#### Guideline for Section 55200

Distance education encompasses any method of instruction in which the student and faculty are separated by time and/or distance. These methods include video, audio recordings, video conferencing, or other passive medium. No matter how the instruction is provided to students, all courses must be accessible.

With 95% of distance education offered via internet-based interaction, in the California community colleges, there are three categories of “online” education:

- **Fully Online (FO):** all instruction, assessment and activities are online
- **Partially Online (PO):** online instruction with scheduled on-campus meetings and/or assessments
- **Online with Flexible In-person component (OFI):** online instruction with in-person/proctored assessment/activities at a flexible time and place

Whenever an online, partially online or OFI section requires activities that cannot be completed online, these requirements should be included in the schedule of classes.

---

<sup>1</sup> Reference: California Code of Regulations, Title 5. Education, Division 6. California Community Colleges, Chapter 6. Curriculum and Instruction, Subchapter 3. Alternative Instructional Methodologies, Article 1. Distance Education

For clarity among CCC students who may enroll in multiple colleges, it is recommended that the CCCs adopt these categories of online education for use in their college catalogs and schedules of classes.

Note that the definitions for student-facing information are **not** the same as internal accounting where the 51% rule is applied. See Title 5, Section 58003

### Definitions of Online in Detail:

**FULLY ONLINE (FO)** (also known as “100% online”) – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

**PARTIALLY ONLINE (PO)** (also known as “hybrid”) – Instruction involving regular and effective online interaction for any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

**ONLINE WITH FLEXIBLE IN-PERSON COMPONENT (OFI)** – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interactions, supplemented by required in-person assessments or activities that are available at approved locations during a specified range of time. The schedule of classes indicates dates, range of times and locations of all required in-person components.

### **DISTINCTION BETWEEN PARTIALLY ONLINE AND ONLINE WITH FLEXIBLE IN-PERSON COMPONENTS**

A course section in which all approved contact hours and student interaction take place online and through required in-person pre-scheduled meetings at a time certain and place certain is a Partially Online section.

A course section in which all approved contact hours and student interaction take place online and through required in-person assessments or activities that are available at a pre-approved location that may be chosen by the student during a specified range of times is an Online with Flexible In-Person Component section. Districts and colleges may decide what constitutes a reasonable range of time to provide flexibility needed to accommodate student schedules and support student success, but the recommendation is for a 7-day period during a full semester-length section. The key components are that 1) any required in-person assessments or activities take place at any pre-approved location the student may choose, (e.g. near home or work or at a remote college

campus) and 2) that the assessment is available during a range of times rather than a specified time-certain, enabling a working student to choose a time and place that do not interrupt work schedules. For example, a student who lives in San Diego is enrolled in an OFI class in Sacramento which includes 4 required proctored assessments during the final week of each of the four months during the semester. The student takes instruction online and chooses a day during the final week of each month when the Proctoring Center at Mesa College in San Diego is available and takes the required assessment there.

Below are examples of course configurations and activities, and the categories under which they would fall. They are provided for clarity as examples, and are not meant to imply restrictions that course categories are restricted to these configurations only.

Example of FO	Examples of PO	Examples of OFI
Online instruction with all activities and exams delivered online.	Online instruction with required scheduled weekly meetings, or on-campus exams on scheduled days.	Online instruction with required in-person proctored exams at a proctoring location near the student and during a specified range of times. (e.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.)
Online instruction with activities delivered online, with required proctored online exams.	Online instruction with requirement to attend a specified museum at a specified time as part of instruction hours.	Online instruction with required museum tour as part of instructional hours that can be accomplished at a museum near the student during a specified range of time. (e.g. Any museum of fine art during the week of Oct. 7-13)
Online instruction with required lab activities that are conducted by students remotely without physical location requirements, but which may require use of lab kits or other prescribed materials.	Required scheduled labs on a specified campus or location and/or at a specific time.	Online instruction with required lab at a collaborating college facility near the student during the college's open lab hours during a specified range of time. (e.g. Week of Oct. 7-13, 8 a.m. to 6 p.m.)

### **On-campus instruction with technology-assisted delivery**

Any course that requires access to Internet-connected devices should specify in the schedule of classes. Sample schedule note:

This class is taught completely on campus with a technology-enhanced format that uses the Canvas learning management system for students to access the syllabus, assignments and quizzes. These items are not distributed in print, except where accommodations are needed through the campus disability services center. While lectures are delivered in class, lecture notes or slides and additional resources may be posted to the Canvas course site for access outside of class hours. Students will need a mobile or laptop device and Internet connection to access these materials.

### **Accessibility**

Included in title 5, section 55200 is the requirement for accessibility. Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Districts and colleges must provide the faculty, staff, and administrators, with appropriate resources and training to ensure their understanding and implementation of accessibility regulations as outlined in the Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), section 508 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794d), and California Government Code section 11135. The accessibility requirements of Section 508 must be incorporated into the processes for development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds.

In the professional development program for distance education faculty, college professional development programs should include a section or module on online course accessibility. Such training begins by providing a strong understanding of the principles of universal design for learning. Understanding these principles will allow faculty to build-in accessibility while they are creating online course materials.

The following general principles should be followed to ensure that distance education courses are accessible to students. They embody the general concepts of the law but do not provide a detailed legal analysis of the Americans with Disabilities Act (ADA) requirements. Persons using this document who are unfamiliar with the ADA, and Section 504 and 508 of the Rehabilitation Act may wish to consult district legal counsel or the college ADA Coordinator or Disable Student Programs and Services Coordinator for additional information. The [2011 Distance Education Access Guidelines for Students with Disabilities](#) also provides additional important information.

1. All distance education instructional materials must be created utilizing principles of universal design to afford all students maximum opportunity to access distance education resources in an equally effective manner.
2. Accessibility should be addressed through appropriate campus procedures as defined under [title 5, section 56027](#).
3. Difference between accessibility and accommodations: accessibility occurs on the front-end and applies to all; accommodations are individualized and designed to mitigate an educational limitation in the educational setting. Colleges must strive to

provide course materials that are ACCESSIBLE, meaning that they can be used equally by any student without requiring a request for accommodation. This is as opposed to providing course materials that students with disabilities could only use with the provision of some type of ACCOMMODATION.

4. Adoption of accommodations, (e.g. assigning assistants, American Sign Language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as when efforts to enhance the native accessibility of the course material.
5. All DE resources or materials purchased or leased from a third-party provider must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity. This also includes all course content linked, but not contained within, the course management system. Where faculty adopt third-party instructional resources not controlled by the college, steps must be taken by the college to ensure that such sites are accessible or provide the same material by other accessible means. Consistent with directions from the Office of State Auditor in 2018<sup>2</sup>, colleges should perform an annual audit of online course materials, including third-party materials, to ensure accessibility.
6. Distance education courses, resources and materials must be designed and delivered in such a way that the academic experience is equally effective for students with or without disabilities. If you need guidance in this area, contact the California Community Colleges Accessibility Center, the ADA or DSPS Coordinator on your campus or other resource personnel who handles instructional accessibility issues for your college.
7. The Chancellor's Office recommends that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to title 5, sections 55002 and 55206, as part of the accreditation process. In the event that a student with a disability enrolls in a DE course that has not been reviewed for accessibility, the district or college will be responsible for acting in a timely manner and making any requested modifications to the materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity.
8. In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor's Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.

---

<sup>2</sup> Get reference link

9. In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the instructional activity or would impose an undue financial and administrative burden, the college must provide an alternative accommodation that is equally effective for the student if such an accommodation is available.
10. The college is responsible for assuring that distance education courses, materials and resources are accessible to students with disabilities. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation.

### Sample Text for Communicating with Students

Colleges should consider adding clarifying text to their schedule of classes, college catalogue, or anywhere else that distance education courses and programs are referenced. It may be beneficial to add it in multiple locations.

Sample note to students in college class schedule:

*Taking a distance education class, whether fully or partially online, requires self-discipline, motivation, and the ability to complete required assignments on schedule. It also requires a computer or appropriate mobile device with access to a reliable Internet connection. In some cases, distance education classes may require access to other types of hardware or software, such as webcams, microphones, or online tools and resources. Please see class section notes in the schedule of classes or the instructor syllabus for more detail. If you do not otherwise have access to a computer, reliable Internet access, etc. ...[enter college instructions here]*

### TITLE 5, SECTION 55202. COURSE QUALITY STANDARDS.

*The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.*

*NOTE: Authority cited: Section 66700 and 70901, Education Code.  
References: Sections 70901 and 70902, Education Code.*

### Guideline for Section 55202

The components in the official course outline of record (COR) apply equally to all course offerings, regardless of modality. When the COR is regularly reviewed according to the standard for approval described in title 5, section 55002 (grading policy, units,



intensity, prerequisites, difficulty, and level), the DE Addendum shall also be simultaneously reviewed to assure alignment with updates in the COR, and assure compliance with [title 5, section 55206 on Separate Course Approval](#), and with section 55200 on Accessibility.

## TITLE 5, SECTION 55204. INSTRUCTOR CONTACT.

*In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:*

- a) *Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, email, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.*
- b) *Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

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

### Guideline for Section 55204

Inherent in this section is the assumption that all districts and colleges have board policies on distance education pursuant to title 5, section 55206. Locally established process and procedures for separate approval are required for any course in which any portion of the instructional contact hours is scheduled to be provided through distance education in lieu of face-to-face interaction. A district and/or college must define “regular effective contact” including how often, and in what manner instructor-student interaction, and student-to-student interaction occurs.

Subdivision (a) of title 5, section 55204 stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students. The use of the term “regular effective contact” in this context suggests that the instructor should initiate frequent interactions with all students, both individually and collectively, and that students should have frequent opportunities to ask questions and receive answers from the instructor of record. In addition, courses must be designed to include activities that require students to regularly interact with each other.

Interactions between instructor and student **and among students** for DE courses vary from course to course. Thus, districts and/or colleges will need to define “regular effective contact” including how often, and in what manner instructor-student

interaction, and student-to-student interaction is achieved, through collegial consultation with the district or college's academic senate.

How instructors achieve regular effective contact is an academic and professional matter, and is included in the DE Addendum for each course approved by the local curriculum committee. Local policies should establish, monitor and document minimum standards of regular effective contact. In 2018, the Academic Senate for California Community Colleges (ASCCC) suggested "colleges might most logically and productively work from a definition that combines the federal specifications with those offered by California Education Code and title 5. An inclusive definition would consider regular and effective contact to be consistent and predictable faculty-initiated interactions with students about the course content and about more than just a boilerplate assessment of student work."<sup>3</sup> Clearly defined local policies and practices for monitoring regular and substantive interaction are important for Federal Financial Aid accountability<sup>4</sup>.

### Instructor Contact in Noncredit Distance Education Courses

For noncredit distance education courses, meeting the requirements for instructor contact is the same as for credit courses. The distinction is that defining and tracking instructor contact is vital for calculating full time equivalency students (FTES). Documentation of the weekly student contact hours included in the FTES calculation should consider the hours of instruction, the instructor contact hours and outside of class hours.

### TITLE 5, SECTION 55206. SEPARATE COURSE APPROVAL.

*If any portion of the instruction in a new or existing course is to be provided through distance education, an addendum to the official course outline of record shall be required. In addition to addressing how course outcomes will be achieved in a distance education mode, the addendum shall at a minimum specify how the portion of instruction delivered via distance education meets:*

- a) *Regular and effective contact between instructors and students and among students as referenced in title 5, section 55204(a), and*
- b) *Requirements of the Americans with Disabilities Act (42 U.S.C Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 749d)*

*The addendum shall be separately approved according to the district's adopted curriculum approval procedures.*

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

---

<sup>3</sup> Academic Senate for California Community Colleges (2018). Ensuring an Effective Online Program: A Faculty Perspective. [https://asccc.org/sites/default/files/Ensuring\\_an\\_Effective\\_Online.pdf](https://asccc.org/sites/default/files/Ensuring_an_Effective_Online.pdf) p.10

<sup>4</sup> Get the Federal Financial Aid reference for regular and substantive interaction.

## Guideline for Section 55206

Consistent with title 5, section 55204, a district and/or colleges must define “effective contact” including how often, and in what manner instructor-student interaction, and student-to-student interaction occur. A DE addendum for each course must document the use of “regular effective contact” and be approved through the established local curriculum process. At a minimum, the addendum must include how course outcomes and regular effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved and how requirements of the Americans with Disabilities Act (42 U.S.C Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 749d) will be met. As regular effective contact is an academic and professional matter(title 5, section 55204(a)), additional guidance should be sought from the Academic Senate for the California Community Colleges (ASCCC).

The ASCCC recommends that “Online course offerings should be reviewed regularly to ensure accessibility for all students, and colleges should provide the tools and resources to accomplish this purpose”<sup>5</sup>. The Online Education Committee of the ASCCC goes further to recommend that delineating the means by which the course will comply with accessibility requirements in the DE addendum helps reinforce the explicit legal requirements as outlined title 5 section 55200.

The ASCCC has indicated that a DE Addendum might include additional exemplary elements such as statements on: (1) how a student’s identity will be confirmed; (2) how a student’s online readiness is assessed; (3) how students will access equitable student support services; (4) how instructors will work with their student support service areas, instructional designers, online administrators and others to ensure familiarity with information regarding ways to bridge all equity gaps in courses offered online; and, (5) whether instructors have assessed the use of high-quality open educational resources (OER) to help bridge the digital divide for students in the course.

### Noncredit Distance Education Addendum

As with credit DE, noncredit distance education addenda must include regular effective contact and requirements for ADA and section 508 of the Rehabilitation Act. In documenting the regular effective contact in noncredit courses, careful attention should be paid to the hours of instruction, the instructor contact hours and the outside-of-class hours. Together, these hours will constitute the weekly student contact hours required for calculating FTES.

## TITLE 5, SECTION 55208. FACULTY SELECTION AND WORKLOAD

*(a) Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter*

---

<sup>5</sup>Academic Senate for California Community Colleges (2018). Ensuring an Effective Online Program: A Faculty Perspective. [https://asccc.org/sites/default/files/Ensuring\\_an\\_Effective\\_Online.pdf](https://asccc.org/sites/default/files/Ensuring_an_Effective_Online.pdf) p.25

*most appropriately falls, in accordance with article 2 (commencing with section 53410) of subchapter 4 of chapter 4, and with the list of discipline definitions and requirements adopted by the Board of Governors to implement that article, as such list may be amended from time to time.*

*(b) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.*

*(c) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).*

*(d) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.*

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

## Guidelines for 55208

Section 55208 addresses faculty selection and workload for distance education. This section emphasizes that faculty delivering DE courses should meet the same minimum qualifications and be selected in the same manner as faculty teaching non-DE courses.

In recognition of the unique pedagogical and technical aspects of online education delivery, districts and colleges should ensure that their policies and procedures address and support the need for instructor preparation to teach in the online delivery mode.

Professional development to prepare instructors for online teaching, should include at a minimum, guidelines for :

- Regular and effective contact with students and among students,
- Equitable and culturally representative content and pedagogy,
- Varied and frequent assessments,
- LMS training/proficiency,
- Design, navigation, and content flow for intuitive access
- Accessibility in design, materials delivery, and practice.

## TITLE 5, SECTION 55210. ONGOING RESPONSIBILITY OF DISTRICTS.

*If a district offers one or more courses or course sections in which instruction is provided through distance education for at least 51 percent of the hours of instruction in the course or course section, the district shall:*

*(a) maintain records and report data through the Chancellor's Office Management Information System on the number of students and faculty participating in new courses or sections of established courses offered through distance education;*

*(b) provide to the local governing board, no later than August 31st of each year, a report on all distance education activity;*

*(c) provide other information consistent with reporting guidelines developed by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.*

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

## Guideline for Section 55210

The requirements of this section apply only where distance education is used for 51% or more of the instruction in a course or course section. Colleges offering DE courses are required regularly to report all management information system (MIS) elements to the Chancellor's Office Management Information System Division. To fulfill this MIS reporting requirement, districts will need to ensure that data regularly reported on each course session's method of instruction within data element XFO1: "Session Instruction Method" are reliably differentiated between DE and non-DE.

This section also requires districts to report annually all DE activity to their local governing board and respond to any Chancellor's Office request for data on DE. To the extent possible, local reports should compare and contrast DE to traditional instructional delivery.

In addition to reporting DE information through the Chancellor's Office MIS, districts and colleges are required to provide additional information as referenced in the Board of Governor's Standing Order 409. The Chancellor's Office may conduct surveys or other research methods to gather comprehensive DE data. The Chancellor's Office will provide formats, timelines, and details to districts and colleges on these data gathering efforts. Data collection may be collected annually and explore institutional DE practices, outcomes, and faculty and student satisfaction with DE. Data collected will be aggregated, summarized and reported to the Board of Governors.

## **Regulations and Guidelines: Attendance Accounting for Distance Education**

### **TITLE 5, SECTION 58003.1. FULL-TIME EQUIVALENT STUDENT; COMPUTATION.**

*(a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.*

*(b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.*

*(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days 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.*

*(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and cooperative work-experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.*

*(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.*

*(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study and cooperative work-experience education courses, the following alternative attendance accounting procedure shall be used:*

*(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by the term length multiplier as provided for in subdivision (b), and dividing by 525.*

*(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:*

*(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,*

*(B) the weekly student contact hours as derived above in this section, by*

*(C) the primary term length multiplier of 17.5, and*

*(D) dividing by 525.*

*(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study and cooperative work-experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option*

*of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.*

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

## Guideline for Section 58003.1

Colleges compute DE Full Time Equivalent Student (FTES) using the same attendance accounting procedures regardless of the method of instruction. This section describes four attendance accounting procedures - weekly, daily, positive, and alternative.

Other essential requirements and criteria applicable to the four attendance accounting procedures continue to apply. For example, title 5 sections 58003.1(b) and (c) relative to counting the student contact hours of active enrollment in the census based attendance procedures speak of “regularly scheduled” days and hours. Also, title 5 section 58023 requires that the class (contact) hour unit for classes be not less than 50 consecutive minutes. Title 5 sections 58000 and 58030 also continue to require detailed tabulations of all course enrollment and attendance and appropriate support records. The Actual Hours of Attendance procedure (Positive Attendance) provided by title 5 section 58003.1(d) can be used if the course is irregularly scheduled and all applicable requirements are met. If the DE courses cannot meet all of the criteria applicable to the attendance procedures provided by section 58003.1(b), (c), or (d) they must be accounted for using the alternative attendance accounting procedure detailed in section 58003.1(f) and section 58009. A complete explanation of these and other essential attendance accounting and reporting requirements are provided in the Student Attendance Accounting Manual<sup>6</sup> (Chapters 1 and 3.)

### Credit DE courses calculate FTES in one of four ways:

- 1. WEEKLY STUDENT CONTACT HOUR PROCEDURE (WEEKLY CENSUS):** Credit DE courses that are regularly scheduled to meet on specified days and times of the week and scheduled coterminously with the primary term can compute FTES under Section 58003.1(b). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via communication technology. An example of a regularly scheduled credit DE course might be a course that meets synchronously at the same time(s) every week of the primary term.
- 2. DAILY STUDENT CONTACT HOURS PROCEDURE (DAILY CENSUS):** Credit DE courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the primary term can compute FTES under section 58003.1(c). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology.

---

<sup>6</sup> Insert e-reference



[Note: The Student Attendance Accounting Manual (Chapter 3) provides specific guidance for the “To Be Arranged” (TBA) scheduling option as applicable to Weekly or Daily Census procedure courses. Under this scheduling option, students adhere to individual schedules for meeting with the instructor as opposed to a single scheduled time for all students. However, each individual schedule continues to be based on regular weekly or daily contact hours depending on the applicable census based attendance procedure. In the case of DE courses, the regular contact could be met through online chat rooms, email discussions, or other communication technology that allows for actual interaction between the student and the instructor. Please review the Student Attendance Accounting Manual (Chapter 3) for additional guidance on the TBA scheduling option. While the TBA scheduling option is permissible for credit DE courses, it is not anticipated that this would commonly be used.]

3. **Actual Hours of Attendance Procedure (Positive Attendance):** Credit DE courses scheduled for fewer than five days or that are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days can use the Positive Attendance procedure under section 58003.1(d). Instruction must occur each scheduled class meeting and students and instructor must be able to interact during the class session via some sort of communication technology. If a college/district wishes to use this attendance procedure for the computation of FTES, the college/district must keep track of the actual student contact hours for the course. It is possible for some DE courses to apply to the Positive Attendance procedure. As with the weekly and daily census accounting procedures, this is an option not likely to be commonly employed for credit DE courses.
4. **Alternative Attendance Accounting Procedure:** If a DE course is not structured so that it will qualify to use either the weekly or daily census procedure, and the college/district does not wish to keep track of actual student contact hours of attendance for the purposes of computing FTES, the college/district may choose to conduct the course using the alternative attendance accounting procedure under section 58003.1(f).

The majority of asynchronous online DE courses will likely use this alternative attendance accounting procedure as they are not regularly scheduled nor adhere to the guidelines for “to-be-arranged” (TBA) scheduling. It should be noted that there will typically be no loss of FTES when the alternative method as described in section 5803.1 (f) is employed, unless students are being granted fewer units of credit than would be typical (e.g. if students earned 3 units for a course that meets for 4 hours each week of the term).

Alternative attendance accounting can be used to calculate FTES for apportionment purposes for independent study, cooperative work experience, and most importantly in this context, also for distance education courses not computed using the other attendance accounting procedures described in this section. For credit distance education courses, this alternative method generally consists of counting one weekly

student contact hour (WSCH) for each unit of credit for which a student is enrolled (an exception to this general rule is discussed below). For noncredit distance education courses, this alternative method consists of determining a WSCH factor from the quotient of the total hours of instruction or programming, plus other allowable instructor contact, plus authorized outside-of-class work expected as noted in the course outline of record, divided by 54. The resultant figure becomes the WSCH to be used when calculating census FTES for noncredit distance education courses.

The appropriate attendance procedure for the computation of FTES must be determined by considering the applicable criteria for Weekly Census, Daily Census, Positive Attendance, or Alternative Method such as one offered in a lab on campus, sections 58003.1 (b), (c), (d) or (f). Weekly and Daily Census computations are similar and therefore have been combined for the purposes of illustration.

The following are examples of the FTES computation for a course using the Weekly/Daily Census, Positive Attendance, and Alternative Method attendance accounting procedures.

#### Example 1: Computation of per student FTES for a three unit course

A. Weekly/Daily Census

3 hours of weekly student contact x 17.5 weeks in semester = 52.5 hours  
52.5/525 hours = .10 FTES

B. Positive Attendance

52.5 actual student contact hours of attendance/525 = .10 FTES

C. Alternative Method

3 units of credit x 17.5 weeks in semester = 52.5 hours  
52.5/525 hours = .10 FTES

#### Example 2: Computation of FTES in a three-unit course with 20 enrolled students

A. Weekly/Daily Census

Each student would generate three hours of weekly student contact as of the census. The computation of FTES in a traditional one-unit term-length (17.5 weeks) course is:

3 hours X 20 students x 17.5 weeks = 1,050 hours  
1,050/525 = 2 FTES

B. Positive Attendance

In this example, each student can generate a maximum of 52.5 contact hours of attendance if the student is not “absent” for any of the instruction. In this example all students were in attendance for all the hours of instruction.

52.5 total actual hours of attendance per student x 20 students = 1,050 hours  
1,050/525 = 2 FTES

C. Alternative Method

The computation is based on the number of units of credit in which the student is enrolled as of the census. The computation of FTES in a three-unit term length (17.5 weeks) course is:

$$3 \text{ units} \times 20 \text{ students} \times 17.5 \text{ weeks} = 1050 \text{ hours}$$

$$1050/525 = 2 \text{ FTES}$$

In any of the above situations, the students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of “lecture” time in order to meet the Carnegie Unit requirements for academic credit.

### Calculating FTES for Noncredit DE Courses

Noncredit DE courses must use the Alternative Attendance accounting procedure to calculate FTES. As noncredit courses do not have units upon which to base attendance accounting, FTES derives from the average of the contact hours generated at two census points during the term and divided by 525. Enrollment at the two census points (one-fifth and three-fifths point in the length of each course is averaged. The weekly student contact hours is determined by instructional hours, outside of class hours, plus regular effective contact hours (as defined in section 55204). For noncredit courses, the record of the estimated hours of instruction for the weekly student contact component are included in the official course outline of record and the DE addendum.

### Calculation for FTES

Example: if 20 students, and will be in contact with them or 20 hours, and then assign 20 out-of-class hours

1. Calculate Average Census: number of students at census one (20%) and add to census two (60%) and divide by two. This is your Average Census.
2. Calculate WSCH: (total hours of instruction + instructor contact + out of class hours), divide by 54. This is your WSCH.
3. Calculate FTES: Multiply Average Census with WSCH and term length multiplier (17.5 for semesters, 11.67 for quarters), and divide that by 525.

$$\text{FTES} = \frac{\text{Average Census} \times \text{Weekly Student Contact Hours (WSCH)} \times \text{Term length multiplier}}{525}$$

### Example 1: Calculating FTES for Noncredit DE

In a class with 30 hours of instruction of 25 students where two students withdraw, the average census is:

$$\text{Calculate Average Census} = \text{Number of students actively enrolled at } 1/5 \text{ and } 3/5 \text{ census dates} = (25 + 23)/2 = 24$$

$$\begin{array}{rcccl}
 & \text{Date 1 = 25 students} & & & \\
 & + \text{Date 2 = 23 students} & & & \\
 & \underline{48} & & & \\
 \text{FTES} = & & \times & \text{Weekly Student Contact Hours} & \times & \text{Term length multiplier} \\
 & \text{Average: } 48/2 = 24 & & & & \\
 \hline
 & & & & & 525
 \end{array}$$

Calculate Weekly Student Contact Hours = (Total number of hours of instruction to be received by students in the class + Instructor contact hours + Number of hours expected for any outside-of-class work as noted in the approved class online)/54 = (30 + 15 + 60)/54 = 1.94

$$\begin{array}{rcccl}
 & & & \text{(30 Hours of instruction +} & & \\
 & & & \text{15 Instructor contact hours +} & & \\
 & & & \text{60 Outside-of-class hours)/54} & & \\
 & & & \text{= 1.94} & & \\
 \text{FTES} = & 24 & \times & & \times & \text{Term length multiplier} \\
 \hline
 & & & & & 525
 \end{array}$$

Calculate FTES: Multiply Average Census with WSCH and term length multiplier (17.5 for semesters, 11.67 for quarters), and divide that by 525

$$\begin{array}{rcccl}
 & & & & 17.5 & \\
 & & & & \text{(semester)} & \\
 \text{FTES} = & 24 & \times & 1.94 & \times & \\
 \hline
 & & & & & = 1.55 \\
 & & & & & 525
 \end{array}$$

## TITLE 5, SECTION 58006. APPLICATION OF ACTUAL STUDENT CONTACT HOURS OF ATTENDANCE PROCEDURE

*The actual student contact hours of attendance procedure is based upon a count of students present at each course meeting, and shall apply to:*

*(a) All credit courses (exclusive of independent study, work experience and distance education courses computed using the alternative attendance accounting procedure described in subdivision (f) of section 58003.1) scheduled to meet for fewer than five days, or credit courses of five or more days which are scheduled irregularly with respect to the number of days of the week and the number of hours the course meets;*

*(b) All open entry/open exit courses;*

*(c) All noncredit courses otherwise eligible for state aid except those computed using the alternative attendance accounting method described in subdivision (f)(2) of section 58003.1;*

*(d) The attendance of students other than indentured apprentices who are actively enrolled in apprenticeship courses of related and supplemental instruction.*

*(e) A district may use, but shall not be required to use the actual student contact hours of attendance procedure for any other credit course, exclusive of independent study and work experience education courses, which it offers.*

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.  
Reference: Sections 70901 and 84500, Education Code.*

## Guideline for Section 58006

This section provides additional detail concerning the positive attendance accounting procedure. It is amended to clarify the application of that procedure to distance education courses so as to conform with changes made to section 58003.1. All other provisions of the section remain unchanged.

## TITLE 5, SECTION 58007. NONCREDIT COURSES.

*Contact hours of enrollment in noncredit courses, except for noncredit courses using the Alternative attendance accounting procedure described in subdivision (f)(2) of section 58003.1, shall be based upon the count of students present at each course meeting. Full-time equivalent student in noncredit courses shall be computed by dividing the sum of contact hours of enrollment by 525, except for noncredit courses using the alternative attendance Accounting procedure described in section 58003.1(f)(2).*

*Nonresidents may be claimed for purposes of calculating full-time equivalent student only if they are living in California during the period of attendance and are otherwise eligible for such purposes as provided in this chapter.*

*NOTE: Authority cited: Sections 66700 and 70901, Education Code.  
Reference: Section 70901, Education Code.*

## Guideline for Section 58007

This section provides additional detail concerning the attendance accounting procedure to be used for noncredit courses.

The primary student attendance accounting procedure for all but DE noncredit courses consists of a count of students present at each class meeting (positive attendance), with the FTES measure being achieved by dividing that sum of contact hours by 525. For DE noncredit courses an alternative method is authorized for determining full time equivalent student attendance, as described in section 58003.1 (f) (2). For purposes of determining weekly student contact hours, the procedure consists of adding together the curriculum-approved contact hours for the course (total hours of instruction or programming, including “regular effective contact” as described in section 55204) plus any outside-of-class work noted in the course outline of record, and then dividing that

sum by 54. Detailed guidance applicable to this procedure is provided in the Student Attendance Accounting Manual (Chapter 3)<sup>7</sup>.

## TITLE 5, SECTION 58009. APPLICATION OF ALTERNATE ATTENDANCE PROCEDURE FOR INDEPENDENT STUDY, WORK-EXPERIENCE AND CERTAIN DISTANCE EDUCATION COURSES.

*(a) For independent study, cooperative work-experience and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study or distance education laboratory courses. For independent study or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.*

*(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by the term length multiplier as provided for in section 58003.1, and dividing by 525.*

*(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).*

*(d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.*

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

### Guideline for Section 58009

This section provides detail about distance education courses that contain a lab component. Weekly Student Contact Hours (WSCH) in credit distance education

---

<sup>7</sup> [Get link reference](#)

laboratory courses shall be determined by counting student contact hours in the same manner as in credit non-distance education laboratory courses (e.g., the contact hours that would have been generated had the course been taught on campus). Non-laboratory credit distance education courses using the alternative attendance accounting procedure must still determine WSCH based on the number of units of credit. For purposes of this provision only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work. The following are examples of the FTES computations for a credit distance education laboratory course using the alternative attendance accounting procedure.

#### Example 1: Computation of a 1 unit distance education laboratory course (semester length course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure –  $3 \text{ WSCH} \times 30 \text{ students} \times 17.5 \text{ Term Length Multiplier (TLM)} = 1,575 \text{ hours}$   
 $1,575/525 = 3.0 \text{ FTES}$ .

#### Example 2: Computation of a 1 unit distance education laboratory course (short term course)

3 WSCH to represent the contact hours that would have normally been generated had the 1-unit laboratory course not been on the alternative attendance accounting procedure and had actually been conducted during a primary term –  $3 \text{ WSCH} \times 30 \text{ students} \times 17.5 \text{ TLM}^*$   
 $= 1,575 \text{ hours}$   
 $1,575/525 = 3.0 \text{ FTES}$ .

\* Section 58009(d) allows districts to use a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary term. In this example, the course length multiplier used is 17.5 even though the shortened term is only 8 weeks in length).

FTES for noncredit distance education laboratory courses shall be computed on a census basis as prescribed in section 58003.1 (f)(2).

See Guideline for section 58003.1 for additional information concerning the alternative attendance accounting procedure.

### TITLE 5, SECTION 58051. METHOD FOR COMPUTING FULL-TIME EQUIVALENT STUDENT (FTES).

*(a)(1) Except as otherwise provided, in computing the full-time equivalent student of a community college district, there shall be included only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the district authorized to render service in the capacity and during the period in which he or she served.*

*(2)(A) A community college district may also include the attendance of students enrolled in approved courses or programs of independent study who are under the supervision, control, and evaluation, but not necessarily in the immediate presence, of an academic employee of the district who is authorized to render such service.*

*(B) The community college district shall determine the nature, manner, and place of conducting any independent study courses or program in accordance with the requirements of this section and article 3 (commencing with section 55230) of subchapter 3 of chapter 6.*

*(C) Each district conducting independent study courses shall ensure that the components of each independent study course or program for each student shall be set out in a written record or program, including the number of units (if applicable) and hours of study required, the arrangements for consultation with the instructor, and the work product to be evaluated.*

*(3) A community college district may also include the attendance of students enrolled in approved distance education in accordance with the provisions of article 1 (commencing with section 55200) of subchapter 3 of chapter 6.*

*(b) For the purpose of work-experience education programs meeting the standards of the Carl D. Perkins Career Technical Education Act of 2006 California State Plan (or any successor agreement related to career technical education), "immediate supervision" of off-campus work training stations means student participation in on-the-job training as outlined under a training agreement, coordinated by the community college district under a state-approved plan, wherein the employer and academic school personnel share the responsibility for on-the-job supervision. The student/instructor ratio in the work-experience education program shall not exceed 125 students per full-time equivalent academic coordinator.*

*(c) For purposes of computing the full-time equivalent student of a community college district, attendance shall also include student attendance and participation in in-service training courses in the areas of police, fire, corrections, and other criminal justice system occupations that conform to all apportionment attendance and course of study requirements otherwise imposed by law, if the courses are fully open to the enrollment and participation of the public. However, prerequisites for the courses shall not be established or construed so as to prevent academically qualified persons who are not employed by agencies in the criminal justice system from enrolling in and attending the courses.*

*(d) Notwithstanding subdivision (c) and any regulations related thereto, a community college may give preference in enrollment to persons who are employed by, or serving in a voluntary capacity with, a fire protection or*



*fire prevention agency in any course of in-service fire training at the community college in cooperation with any fire protection or fire prevention agency or association. Preference shall only be given when such persons could not otherwise complete the course within a reasonable time and when no other training program is reasonably available. At least 15 percent of the enrollment in in-service fire training courses shall consist of persons who are neither volunteers of, nor employed by, a fire protection or fire prevention agency or association, if the persons are available to attend a course. Full-time equivalent student for the courses may be reported for state aid.*

*(e) Subdivision (d) shall apply only to the following:*

*(1) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, have been, as of January 1, 1980, the primary source of in-service fire training for any fire protection or fire prevention agency or association.*

*(2) Community colleges which, in cooperation with any fire protection or fire prevention agency or association, establish in-service fire training for any fire protection or fire prevention agency or association which did not have in-service fire training, prior to January 1, 1980.*

*(f) In the event that in-service training courses are restricted to employees of police, fire, corrections, and other criminal justice agencies, attendance for the restricted courses shall not be reported for purposes of state apportionments. A community college district which restricts enrollment in in-service training courses may contract with any public agency to provide compensation for the cost of conducting such courses.*

*(g) As a condition of claiming state apportionment, in addition to all other applicable apportionment eligibility requirements, for in-service training courses in the areas of police, fire, corrections, and other criminal justice occupations, community college districts conducting in-service training courses must adhere to all applicable conduct of course and student attendance tracking requirements prescribed by law and/or the state public safety agency responsible for adopting training standards in the in-service training course area in which the student is licensed, certified or employed. For purposes of claiming state apportionment, the units of full-time equivalent student shall be computed for courses consistent with the provisions of section 58003.1(a).*

*Note: Authority cited: Sections 66700 and 70901, Education Code.  
Reference: Sections 70901 and 84500, Education Code.*

## Guideline for Section 58051

Subdivision (a)(3) allows the inclusion of all courses offered through distance education as eligible for FTES apportionment.

## TITLE 5, SECTION 58056. IMMEDIATE SUPERVISION AND CONTROL

*(a) Subdivision (a)(1) of section 58051 requires, as a condition for claiming attendance for apportionment purposes, the immediate supervision and control of an academic employee authorized to render service in a capacity and during the period in which he or she served. Immediate supervision and control requires the presence of the authorized employee. More specifically, immediate supervision or presence is characterized by all of the following:*

*(1) The authorized employee is able, in terms of physical proximity and range of communication, to provide immediate instructional supervision and control; and*

*(2) The authorized employee is in a position to provide the supervision and control necessary for the protection of the health and safety of students; and*

*(3) The authorized employee is not to have any other assigned duty during the instructional activity for which attendance is being claimed. The criteria specified above are to be applied in recognition of the fact that the need for immediate supervision will vary according to the course being offered, as well as with the design or mode of instruction of such course or program.*

*(b) Under the following limited circumstances, attendance of students enrolled in a course or program which does not meet the requirements of subdivision (a) shall qualify for apportionment purposes if:*

*(1) The course or program is approved and being conducted as distance education in accordance with article 1 (commencing with section 55200) of subchapter 3 of chapter 6; or*

*(2) The course or program is approved and being conducted as independent study in accordance with subchapter 4 (commencing with section 55300) of chapter 6; or*

*(3) The course or program is approved and being conducted as work experience education in accordance with article 4 (commencing with section 55250) of subchapter 3 of chapter 6 of this part; or*

*(4) The course or program is approved and is being conducted as health sciences education in accordance with section 58055(a).*

*(c) Attendance generated solely under an instructional assistant or aide does not qualify for apportionment. In addition, instructional aides shall not be used to increase the number of students in relation to the number of classroom instructors in the district. However, attendance may qualify for apportionment under the following limited circumstances:*

*(1) The assistant or aide functions under the exclusive direction of the authorized employee assigned to that educational activity, and not independently; and*

*(2) The assistant or aide performs only those duties specifically authorized by law, including, but not limited to, sections 88240-88249 of the Education Code; and,*

*(3) The authorized employee is able, in terms of physical proximity and range of communication, to provide necessary supervision and control of students, so that by working in conjunction with the assistant or aide, the requirements of subsection (a) of this section are met.*

*Note: Authority cited: Sections 66700, 70901 and 84500, Education Code.  
Reference: Sections 70901 and 84500, Education Code.*

## Guidelines for Section 58056

This section addresses the requirement that students must be under the supervision of an instructor attending an on-campus course. Section 58056 exempts DE courses from the immediate supervision and control requirement.

## Regulations and Guidelines: Additional Requirements

### TITLE 5, SECTION 58170. APPORTIONMENT FOR TUTORING [LIMITATIONS ON STATE AID]

*Apportionment may be claimed for individual student tutoring only if all the following conditions are met:*

*(a) The individual student tutoring is conducted through a designated learning center.*

*(b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.*

*(c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.*

*(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."*

*(e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.*

*(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.*

*(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.*

*(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.*

*Note: Authority cited: Sections 70901 and 84500, Education Code.  
Reference: Sections 70901, 84500 and 87356, Education Code.*

## Guideline for Section 58170

In order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member who has earned a Master's Degree in one subject matter being tutored or in education/ instructional psychology/ or other disciplines with an emphasis in adult learning theory, as detailed in Title 5, section 53415. Primarily, students who conduct tutoring are those who have received instruction in tutoring methods and who may use appropriate mediated instructional materials.

Academic credit and apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit (three quarter units of credit), or 96 non- credit course hours. Prospective tutors with advanced degrees and equivalent training are not required to complete additional training preparation, although faculty from the discipline or disciplines in which the tutoring is needed must approve all tutors, irrespective of their prior education or experience.

A counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with Title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.

A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using online or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours. If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

## TITLE 5, SECTION 59402. DEFINITIONS [INSTRUCTIONAL AND OTHER MATERIALS]

*For the purposes of this subchapter the following definitions apply:*

*(a) "Required instructional materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which the instructor determines is necessary to achieve the required objectives of a course.*

*(b) "Solely or exclusively available from the district" means that the instructional material is not available except through the district, or that the district requires that the instructional material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost and:*

*(1) the instructional material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or*

*(2) the instructional material is provided in lieu of other generally available but more expensive material which would otherwise be required.*

*(c) "Required instructional materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during the class.*

*Note: Authority cited: Sections 66700, 70901 and 76365, Education Code.  
Reference: Sections 70901, 70902 and 76365, Education Code..*

### Guideline for Section 59402

This regulation allows districts, under certain circumstances, to charge students instructional materials fees for access to instructional materials in electronic form.

If students are to be charged for electronic media, the materials should have a continuing educational value to students. The continuing educational value could be in the form of the electronic course content being equivalent to a textbook, study guide, solutions instructional manual, or test bank that students have access to beyond the class session for which the instructional materials were purchased. Additionally, the text, lessons, and problem materials should be readily printable to hard copy to serve as a permanent record, should the student desire to retain a copy of the instructional materials. If the student can print and/or save materials accessed that are of continuing educational value, charging students for access codes is permissible. On the other hand, it is not permissible to charge students for internet access or for access to a research database.

DRAFT as of September 4, 2019

## Other Requirements Related to Distance Education

### CALIFORNIA EDUCATION CODE

#### Cross-Enrollment in Online Education Between Campuses of the California Community Colleges

Added by statute in 2017, Education Code Section 66770-66773.5 addresses inter-district cross-enrollment through the online course exchange. This section defines the roles and responsibilities of a “home college” and a “teaching college,” sets the criteria for a student who is cross-enrolling, and methodology for coordinating the exchange of data and records.

### AUDIT REQUIREMENTS

Distance education courses are subject to federal, state and district audits. The following audit tests from the Contracted District Audit Manual<sup>8</sup> reference distance education.

#### Audit Test 424: State General Apportionment Funding System

This audit test verifies that the district used the appropriate attendance accounting procedure for courses reported for apportionment in accordance with California Code of Regulations, title 5 section 58003.1 et seq. This test also assesses if the district reported the contact hours in each attendance accounting procedure accurately. Details are included on how hybrid distance education courses fall under the Alternative Attendance Accounting Procedure.

#### Audit Test 425: Residency Determination for Credit Courses

For Credit DE courses involving cross-enrolled students, the teaching college must have on file a signed consortium agreement to accept a home college’s determination of a student’s residency.

#### Audit Test 435: Open Enrollment

- 1) To comply with the open enrollment requirements, two-way synchronous distance education conducted between fixed locations are considered “open” and eligible for apportionment if at least half of the sites are open to all students (Title 5 sections 58051(d) and 58051.5(a)(3)). Districts will have to demonstrate the following: Sample the class announcements of classes claimed for state apportionment to ensure that all classes were open to all admitted students unless specifically exempted. Ensure that classes conducted off campus are included in the items tested, if applicable.

---

<sup>8</sup> citation

- 2) Ensure all classes included in the above sample are located in facilities clearly identified in such a way to ensure that attendance is open to all admitted students unless exempted by statute. For example, ensure classes offered at a high school campus are scheduled at times that the high school campus is open to the public.
- 3) Test a sample of classes to ensure that all classes were in the college catalog and in the class schedule for the term offered. There should be a clear and understandable description of each class.
- 4) Verify in-service training courses meet apportionment attendance and study requirements. Include samples of police, fire, corrections, and other criminal justice system courses offered at the district.





**Minutes**

**Members in attendance:** Cheryl Aschenbach, President; Conan McKay, Treasurer; Sam Foster, Secretary; and Anna Bruzzese, Director.

**Staff:** Krystinne Mica, Chief Operating Officer; and Tonya Davis, Associate Director of Administration

Action	Topic
<b>FOUNDATION MEETING</b>	
Action	<p>I. Approval of Agenda, Minutes</p> <p>The agenda and minutes from the March 14, 2018 meeting were approved.</p>
Information	<p>II. Bylaws</p> <p>The directors reviewed and discussed the existing bylaws. No action was taken on this item.</p>
Information	<p>III. Positions, Duties</p> <p>The directors reviewed the current positions and duties of each director. No action was taken on this item.</p>
Information	<p>IV. Account Balance</p> <p>The directors reviewed the current account balance to determine whether it was feasible to provide scholarships to events this year. The current balance as of October 17, 2018 was \$93,490. The directors determined that a portion of the current balance, \$27,000 would be allocated to pay for scholarships for the 18-19 academic year.</p>
Discussion/Action	<p>V. Strategic Plan</p> <p>The directors reviewed the existing three-year strategic plan and discussed on-going priorities for the foundation. During the conversation, the directors identified that their primary goal for 18-19 is to provide professional development to faculty, via scholarships, to attend various statewide events. Directors also discussed the potential for a mentorship program via a collaboration with the foundation and the Faculty Development Committee of the Academic Senate for CCC. The thought was that by narrowing the focus of the foundation, it would allow more concise messaging to be delivered to potential members on the mission of the foundation. Some of the goals identified as priorities for 18-19 included growing donations, setting a goal for the annual Area Competition, developing a marketing strategy.</p>

Discussion/Action	<p>VI. Scholarship Program</p> <p>a. Identify events &amp; number of scholarships The directors determined that the foundation will provide scholarships for the following events: Fall and Spring Plenary Sessions; Faculty Leadership Institute; A2Mend Conference; Career and Noncredit Institute; and SLO Symposium.</p> <p>Each event will award three scholarship recipients with registration and travel to the event, for a total of \$27,000 in scholarships to be awarded between the six events for the 18-19 academic year.</p> <p>b. Identify criteria The directors reviewed the existing scholarship application form and noted that it is important that the application process encourages a wide diversity of faculty to apply and be selected for the scholarship.</p> <p>c. Develop rubric The directors discussed the creation of a rubric to score the scholarships that are received. The current process is a blind review and selection, where identifying information for the applicant is removed and the applications are judged based solely on the responses received. The directors discussed writing a rubric for scoring applications.</p> <p>d. Fall Plenary Scholarships The directors determined that scholarships will be awarded for the fall plenary session. The call for scholarships will go to the field immediately following the director's meeting.</p>
Discussion/Action	<p>VII. Sponsor Program</p> <p>a. Levels In previous years, the foundation directors discussed creating different levels for sponsorship of events, allowing for different types of access and exposure for sponsors. The directors will explore this further in the future.</p> <p>b. Sponsor benefits The directors reviewed the current sponsor benefits for events and will discuss in a future meeting the cost associated for each level, as well as what new benefits if any, can be included.</p>
Discussion	<p>VIII. Fall Plenary Session The foundation directors elected not to have an area competition during the fall plenary session but instead will focus on building a greater presence for the spring plenary session, where the Academic Senate will be celebrating 50 years.</p>
Discussion	<p>IX. Giving Program</p>

	<p>The foundation directors discussed expanding the giving program, including the \$10+1 monthly donation program. There are currently very few ongoing donors. Reconsider this in the future given more specific messaging about the foundation’s mission and goals.</p>
Discussion	<p>X. Spring Plenary Session  The Academic Senate for California Community Colleges is celebrating its 50<sup>th</sup> anniversary during the spring 2019 plenary session and the foundation directors discussed ways in which it can enhance the plenary. Historically, the foundation has sponsored a dance reception during the Friday night of the plenary. The foundation has committed to sponsoring a reception again for the spring 2019 session, along with the Area competition. Foundation President Aschenbach will work directly with Mica on details of the reception.</p>
Discussion	<p>XI. Future Agenda Items</p>



## Minutes

**Members in Attendance:** Cheryl Aschenbach, President; Conan McKay, Treasurer; Sam Foster, Secretary; Anna Bruzzese, Director; and Cindy Reiss; Director.

**Staff:** Krystinne Mica, Chief Operating Officer

Action	Topic
	<b>FOUNDATION MEETING</b>
Action	I. Approval of Agenda (Minutes from October 18, 2018 to be approved at next meeting)  The agenda was approved.
Discussion/Action	II. Camp Fire Donation  The foundation directors approved a donation in the following amounts for the Butte Fire Relief: (MSC McKay/Foster)  <u>Student</u> : \$2,000 <u>Faculty</u> : \$2,500
Discussion	III. Future Agenda Items



**Minutes**

**Members in Attendance:** Cheryl Aschenbach, President; Mayra Cruz, Treasurer; Sam Foster, Secretary; Anna Bruzzese, Director; Cindi Reiss, Director; and Krystinne Mica, Executive Director.

Action	Topic
<b>FOUNDATION MEETING</b>	
Action	<p>I. Approval of Agenda            The agenda was approved with no changes. It was noted that President Aschenbach was reappointed to the role of foundation president for the 19-20 academic year.</p>
Discussion/Action	<p>II. ASFCCC Strategic Plan            President Aschenbach brought forth the proposed changes to the existing three-year strategic plan for the foundation. This plan was implemented in 2017 and is set to expire at the end of the 19-20 academic term. During their October 2018 meeting, the foundation directors elected to narrow the foundation’s scope of work to focus on professional development for faculty, by providing scholarship opportunities and a possible mentorship program (similar to the Leadership Academy that the Academic Senate for CCC previously had), and eliminating the expansion into research opportunities until such time that the foundation has more stable funding. The directors also discussed the need to have a staff member, in addition to the Executive Director, dedicated to the work of the foundation if the foundation intends to grow its capacity.</p> <p>The directors discussed the proposed changes and will bring back recommendations and changes to President Aschenbach before the next directors meeting.</p> <p>III. Scholarships            a. Applications            The directors reviewed the current application and discussed adding in the following areas: emerging leader/new leader and funding from local colleges to supplement attendance at events. The directors will continue the discussion on applications with the new foundation directors. There was also conversation on the potential to have one general application for all the events, available throughout the year on the ASFCCC website.</p>

	<p>b. Application Review Criteria The directors discussed the need to establish application review criteria that may vary depending on the event for which the scholarship is applied.</p> <p>c. 2019-2020 Scholarships (#, events, timelines) The directors agreed to provide scholarships for the following events: fall and spring plenary sessions, faculty leadership institute, and A2Mend. Additional institutes and events may be added, once the new foundation directors meet.</p>
Discussion	<p>IV. Future Agenda Items Approval of Revised Strategic Plan</p>