



Friday, June 4 to Sunday June 6, 2021

Zoom Videoconferencing (Friday only)

Zoom Link: https://us02web.zoom.us/webinar/register/WN_kQcxOwqFSgqBPKR-nEFCsA

[Coronado Island Marriott Resort & Spa](#)

2000 2nd St, Coronado, CA 92118

Meeting Room: A&B Ballroom

Friday, June 4, 2021

10:30 a.m. to 12:00 p.m. | Executive Committee Meeting

12:00 p.m. to 12.45 p.m. | Lunch

12:45 p.m. to 5:30 p.m. | Executive Committee Meeting

7:00 p.m. to 10:00 p.m. | Dinner

Feast and Fareway

2000 Visalia Row,

Coronado, CA 92118

Saturday, June 5, 2021

7:30 a.m. to 8:30 a.m. | Breakfast

8:30 a.m. to 9:30 a.m. | Board Orientation

9:30 a.m. to 11:30 a.m. | Legal Orientation

11:30 a.m. to 12:30 p.m. | Lunch

12:30 p.m. to 2:30 p.m. | Board Orientation

2:30 p.m. to 3:00 p.m. | Break

3:00 p.m. to 5:00 p.m. | Board Orientation

6:30 p.m. to 9:30 p.m. | Dinner

Pre-selected Restaurants

Sunday, June 6, 2021

Breakfast vouchers for Hotel Breakfast

All ASCCC meetings are accessible to those with special accommodation needs. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or april@asccc.org 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: Members of the public wishing to comment on an agenda item or another topic within the not on the agenda will be given the opportunity to ask questions via Zoom. Public testimony will be invited at the end of the Executive Committee discussion on each agenda item. Persons wishing to make a presentation to the Executive Committee on a subject not on the agenda shall address the Executive Committee during the time listed for public comment. Public comments are limited to 3 minutes per individual and 30 minutes per agenda item. Materials for this meeting are found on the Senate website at: http://www.asccc.org/executive_committee/meetings.

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Land Acknowledgement

We begin today by acknowledging that we are holding our gathering on the land of the Kumeyaay Nations who have lived and continue to live here. We recognize the Kumeyaay Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of this area we now call Coronado. As we begin we thank them for their strength, perseverance and resistance.

We also wish to acknowledge the other Indigenous Peoples who now call Coronado their home, for their shared struggle to maintain their cultures, languages, worldview and identities in our diverse City.

D. 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.

E. [Executive Committee Norms, pg. 5](#)

F. [Calendar, pg. 7](#)

G. [Local Senate Visits, pg. 17](#)

H. [Action Tracking, pg. 29](#)

I. Dinner Arrangements

J. One Minute Check-In

II. CONSENT CALENDAR

A. May 7, 2021, Meeting Minutes, Aschenbach, forthcoming

B. [Accreditation Committee Charge, Aschenbach, pg. 31](#)

C. [Resolution Assignments S2021, Davison/Curry, pg. 33](#)

D. [CTE Leadership Committee Charge update, Cruz, pg. 37](#)

E. [Convene a Data and Research Task Force to Address Resolution F20 18.01, May/Roberson, pg. 39](#)

III. REPORTS

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

B. Foundation President's Report – 10 mins., Henderson

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, the RP Group, and the Student Senate.

D. [Chancellor's Office Liaison Report – 30 mins., Davison, pg. 45](#)

A liaison from the Chancellor's Office will provide Executive Committee members with an update of system-wide issues and projects.

IV. ACTION ITEMS

- A. **Legislative Report – 20 mins., May, pg. 47**
The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.
- B. **Guided Pathways Implementation and Integration to Transfer and Careers –15 mins., Davison, pg. 119**
The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.
- C. **Culturally Responsive Student Services, Student Support, and Curriculum – 15 mins., Davison, pg. 121**
The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.
- D. **Equity Driven Systems – 15 mins., Davison, pg. 123**
The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.
- E. **Standards & Practices Committee Policy Edits – 15 mins., Oliver/Aschenbach, pg. 125**
The Executive Committee will consider for approval the second reading of the proposed policy edits.
- F. **ASCCC Curriculum Committee assignment to Resolution F20 9.02 – 15 mins., Bean/Roberson, pg. 135**
The Executive Committee will provide input on addressing Resolution F20 9.02.
- G. **Periodic Review Committee Report – 15 mins., May, pg. 137**
The Executive Committee will consider accepting or receiving the 2020-21 Periodic Review Committee Report.
- H. **ASCCC 2021 Curriculum Institute – 20 mins., Roberson/Bean, pg. 173**
The Executive Committee will provide feedback on and consider approval of the final Curriculum Institute program.
- I. **Scheduling of 2022 Career and Noncredit Education Institute – 10 mins., Cruz/Chow, pg. 175**
The Executive Committee will consider for approval the recommendation regarding the 2022 Career and Noncredit Institute.
- J. **Standards & Practices Committee: Exemplary Program Award Theme for 2021-2022 – 15 mins., Oliver/Aschenbach, pg. 177**
The Executive Committee will consider approval of the Exemplary Program Award Theme for 2021-2022 proposed by the Standards and Practices Committee.
- K. **Tentative 2021-22 ASCCC Budget – 30 mins., Mica/Cruz, pg. 179**
The Executive Committee will consider for approval the tentative 2021-22 ASCCC budget.
- L. **Position Paper on Learning Assistance and Learning Center Coordinators, First Read – 15 mins., Vélez, pg. 199**
The Executive Committee will consider for approval the first draft of the position paper on learning assistance and learning center coordinators.
- M. **ASCCC Curriculum Committee updated (again) charter, – 15 mins., Bean/Roberson, pg. 249**
The Executive Committee will consider for approval an updated charter for the

ASCCC Curriculum Committee.

V. DISCUSSION

A. Board of Governors/Consultation Council – 15 mins., Davison/May, pg. 251

The Executive Committee will receive an update on the recent Board of Governors and Consultation meetings.

B. End of Year Debrief – 30 mins., Davison, pg. 253

The Executive Committee will debrief the 2020-2021 year.

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

A. Senate and Grant Reports

- i. Guided Pathways Task Force, May, pg. 255
- ii. Periodic Review Committee, May, pg. 271
- iii. Statement of Activities as of March 31, 2021, Mica, pg. 273

B. Standing Committee Minutes

- i. Curriculum Committee, Roberson, pg. 279
- ii. Educational Policies Committee, Foster, pg. 281
- iii. Legislative and Advocacy Committee, May, pg. 283
- iv. Noncredit and Basic Skills Committee, Chow, pg. 291
- v. Part-Time Committee, Bean, pg. 295
- vi. Standards and Practices Committee, Oliver, pg. 303

C. Liaison Reports

- i. Chancellor's Office Campus Police Reform Task Force, Curry, pg. 307
- ii. Chancellor's Office Diversity, Equity, and Inclusion Implementation Workgroup, Cruz, pg. 313
- iii. Chancellor's Office Guided Pathways Advisory Committee, May, pg. 315
- iv. CSU Chancellor's General Education Advisory Committee (GEAC), Bean, pg. 385
- v. RP Group Liaison Report, Bean, pg. 387

D. Local Senate Visits

VII. ADJOURNMENT

Executive Committee Community Norms

Approved February 2-3, 2018

Authenticity

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

Practice Self-Awareness, Presence, and Patience

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

Collegiality, Criticism, and Feedback

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

Honor the Space and the Dedication of The Committee

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



Executive Committee Agenda Item

SUBJECT: Calendar •Upcoming 2020-2021 Events •Reminders/Due Dates		Month: June	Year: 2021
		Item No: I. F.	
		Attachment: Yes (5)	
DESIRED OUTCOME:	Inform the Executive Committee of upcoming events and deadlines.	Urgent: No	
		Time Requested: 5 mins.	
CATEGORY:	Order of Business	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	April Lonerero	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Events and Meetings

- **2021 Faculty Leadership Institute** – Virtual Event – June 16-18, 2021
- **2021 Curriculum Institute** – Virtual Event – July 7-9, 2021
- **Executive Committee Meeting** – Riverside/Hybrid – August 12-14, 2021

Please see the 2020-2021 and 2021-2022 Executive Committee Meeting Calendar on the next page for ASCCC Executive Committee meetings and institutes.

Reminders/Due Dates

July 26, 2021

- Agenda items for the August 12-14, 2021 meeting
- Committee reports, if applicable

Faculty Leadership Institute

- Materials posted to ASCCC website June 7, 2021.

Curriculum Institute

- Final Program to Krystinne by June 10, 2021.
- AV and Event Supply needs to Tonya by June 10, 2021.
- Materials posted to ASCCC website June 24, 2021.

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

2020-2021 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting – Orientation	June 17, 2020		NA	NA
Executive Meeting	August 13-15, 2020		Virtual Meeting	July 27, 2020
Executive Meeting	September 17-19, 2020		Virtual Meeting	August 28, 2020
Area Meetings	October 16-17, 2020		Virtual Meeting	
Executive Meeting	November 4, 2020**		Virtual Meeting	October 16, 2020
Executive Meeting	December 4-5, 2020		Virtual Meeting	November 16, 2020
Executive Meeting	January 8-9, 2021		Virtual Meeting	December 15, 2020
Executive Meeting	February 5-6, 2021		Virtual Meeting	January 19, 2021
Executive Meeting	March 5-6, 2021		Virtual Meeting	February 16, 2021
Area Meetings	March 26-27, 2021		Various Locations	
Executive Meeting	April 14, 2021**		Virtual Meeting	March 26, 2021
Executive Meeting	May 7, 2021		Virtual Meeting	April 19, 2021
Executive Committee/ Orientation	June 4-6, 2021		Coronado Island Marriott Resort & Spa, Coronado, CA	May 17, 2021
EVENTS				
Event Type²	Date		Hotel Location³	
Academic Academy	October 8-9, 2020		Virtual Conference	
Fall Plenary Session	November 5-7, 2020		Virtual Conference	
Part-Time Institute	February 18-20, 2021		Virtual Conference	
Spring Plenary Session	April 15-17, 2021		Virtual Conference	
Career and Noncredit Education Institute	April 30- May 1, 2021		Virtual Conference	
Faculty Leadership Institute	June 17-19, 2021		Virtual Conference	
Curriculum Institute	July 7-10, 2021		Virtual Conference	

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

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

Academic Senate

2020 - 2021

Executive Committee Meeting Agenda Deadlines

Reminder Timeline:

- Agenda Reminder – 2 weeks prior to agenda items due date
- Agenda Items Due – 7 days prior to agenda packets being due to executive members
- Agenda Packet Due – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 13 – 15, 2020	July 27, 2020	August 3, 2020
September 17 – 19, 2020	August 28, 2020	September 4, 2020
November 4, 2020	October 16, 2020	October 23, 2020
December 4 – 5, 2020	November 16, 2020	November 23, 2020
January 8 – 9, 2021	December 15, 2020	December 22, 2020
February 5 – 6, 2021	January 19, 2021	January 25, 2021
March 5 – 6, 2021	February 16, 2021	February 22, 2021
April 14, 2021	March 26, 2021	April 2, 2021
May 7, 2021	April 19, 2021	April 26, 2021
June 4– 6, 2021	May 17, 2021	May 24, 2021

EVENT TIMELINE 2020-2021

Academic Academy (Virtual): October 8-9, 2020

Fall Plenary (Virtual): November 5-7, 2020 | Part-Time Faculty Institute (Virtual): February 18-19, 2021 |

Spring Plenary: April 15-17, 2021 | Career and Noncredit Institute: April 30-May 2, 2020 | Faculty

Leadership Institute: June 17-19, 2021 Curriculum Institute: July 7-10, 2021

July 2020

Academic Academy

1. July: Final program to August Executive Committee meeting – July 27, 2020

August 2020

Academic Academy

1. Final program to Executive Director: August 17, 2020
2. Presenter's list to Krystinne and Dolores: August 24, 2020
3. Program to Events Team and Visual Designer: August 24, 2020

September 2020

Academic Academy

1. Presenter's Virtual Event Platform Training: September 22 & 23, 2020
2. Virtual Event Platform goes live for all attendees: September 30, 2020

Fall Plenary

1. Pre-Session resolutions due to Resolutions Chair September 18, 2020.
2. First program draft due August 28, 2020 for reading at September 17-19, 2020 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. Area Meeting information due to Tonya September 17, 2020.

October 2020

Part-Time Faculty Institute

1. Program draft due October 16, 2020 for reading at November 4 Executive Committee Meeting. This draft includes topics for posting on the website so that possible participants have an idea about the institute direction. This draft will should also be fully developed with descriptions for approval by the Executive Committee.

Fall Plenary

1. Outside presenters due to Dolores and Krystinne by October 5, 2020 for approval.
2. Final Breakout Descriptions due to Krystinne by October 5, 2020.
3. Final resolutions due to Krystinne October 6, 2020 for circulation to Area Meetings.
4. Program to Events Team and Visual Designer: October 12, 2020
5. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B October 16, 2020; Area C & D October 17, 2020 – DUE October 21, 2020.

6. Presenter's Virtual Event Platform Training: October 20 & 21, 2020
7. Resolutions posted to website: October 28, 2020.
8. Virtual Event Platform goes live for all attendees: October 28, 2020

November 2020

Part-Time Faculty Institute

1. Final program draft due November 16, 2020 for final reading at December Executive Committee Meeting. This draft will be fully developed with descriptions for approval by the Executive Committee.

December 2020

Part-Time Faculty Institute

1. Presenters list due to Krystinne and Dolores by December 18, 2020.

Spring Plenary

1. First reading of draft papers due December 15, 2020 for reading at January Executive Committee Meeting.
2. Determine theme. Brainstorm keynote presenters and break out topics with the Executive Committee at January Meeting.

Career and Noncredit Education Institute

1. Program outline to Executive Committee for first reading – Due December 15, 2020 for January meeting.

January 2021

Part-Time Faculty

1. Final Program to Krystinne by January 4, 2021.
2. Program to Events Team and Visual Designer January 19, 2021.

Spring Plenary

1. Breakout topics due to Krystinne by January 19, 2021 for first reading at February Executive Committee Meeting. The preliminary program will be finalized at the February meeting for posting on the ASCCC website.

Career and Noncredit Institute

1. Program draft to Executive Committee for first reading – January 19, 2021 for February meeting.

Faculty Leadership Institute

1. Program outline to Executive Committee for first reading – January 19, 2021 for February meeting.

February 2021

Part-Time Faculty

1. Presenter's Virtual Event Platform Training: February 2 & 3, 2021
2. Virtual Event Platform goes live for all attendees: February 10, 2021

Spring Plenary

1. Pre-Session resolutions due to Resolutions chair February 16, 2021.
2. Second draft of papers due February 16, 2020 for reading at March Executive Committee Meeting.
3. Area Meeting information due to Tonya February 26, 2021.

Career and Noncredit Institute

1. Final program draft to Executive Committee for final reading – February 16, 2021 for March meeting.

Faculty Leadership Institute

1. Program draft to Executive Committee for first reading – February 16, 2021 for March meeting.

Curriculum

1. Develop theme and specifications for event.
2. Draft program outline due February 16, 2021 for first reading at March Executive Committee Meeting. Submit possible topics for general sessions and breakouts

March 2021

Spring Plenary

1. Final resolutions due to Krystinne for circulation to Area Meetings March 8, 2021.
2. AV and Event Supply needs to Tonya by March 19, 2021.
3. Any outside presenters are due to Dolores and Krystinne by March 5, 2021 for approval.
4. Breakout session descriptions due to Krystinne by March 12, 2021.
5. Final Program to Krystinne by March 19, 2021.
6. Deadline for Area Meeting resolutions to Resolutions chair: Area A & B March 26, 2021; Area C & D March 27, 2021 – DUE March 31, 2021.
7. Final program to printer March 30, 2021.
8. Materials posted to ASCCC website April 5, 2021.

Career and Noncredit Education Institute

1. Program due to Krystinne – March 19, 2021
2. AV and events supply needs to Tonya – March 31, 2021

Curriculum

1. Program draft to Executive Committee for first reading - due March 26, 2021 for April meeting.

April 2021

Career and Noncredit Institute

1. All hotel rooms requested by April 8, 2021.
2. Final program to printer April 12, 2021.
3. Materials posted to ASCCC website April 19, 2021.

Faculty Leadership

1. Final program draft to Executive Committee for final reading – April 19, 2021.

Curriculum

1. Presenters list due to Krystinne and Dolores by April 30, 2021.

May 2021

Faculty Leadership

1. Final Program to Krystinne by May 24, 2021.
2. AV and event supplies to Tonya by May 24, 2021.
3. All hotels requested by May 26, 2021.

Curriculum

1. Final program draft due May 17, 2021 for final reading at June Executive Committee Meeting.

June 2021

Faculty Leadership

1. Final program to printer June 1, 2021.
2. Materials posted to ASCCC website June 7, 2021.

Curriculum

1. Final Program to Krystinne by June 10, 2021.
2. AV and Event Supply needs to Tonya by June 10, 2021.
3. All hotels requested by June 16, 2021.
4. Final program to printer June 24, 2021.
5. Materials posted to ASCCC website June 24, 2021.

2021-2022 ASCCC INSTITUTES AND PLENARY SESSION DATES

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

Meeting Type	Approved Date	Campus Location	Hotel Location	Agenda Deadline
Executive Meeting	August 12-14, 2021		Hybrid/South	July 26
Executive Meeting	September 9-11, 2021	AREA B	Hybrid/North	Aug 23
Executive Meeting	October 6, 2021		Hybrid/South	Sept 17
Area Meetings	October 15-16, 2021		Various Locations or virtual	
Executive Meeting	November 3, 2021		Hybrid/The Westin Long Beach	Oct 15
Executive Meeting	December 3-4, 2021		Hybrid/North	Nov 15
Executive Meeting	January 7-8, 2022		South	Dec 16
Executive Meeting	February 4-5, 2022		North	Jan 18
Executive Meeting	March 4-5, 2022	AREA C	South	Feb 15
Area Meetings	March 18-19, 2022		Various Locations	
Executive Meeting	April 6, 2022		LA Marriott Burbank	March 18
Executive Meeting	May 6, 2022		North	April 18
Executive Committee/ Orientation	June 3-5, 2022		TBD	May 16
SESSION	Approved Date		Location	
Fall Plenary Session	November 5-7, 2021		The Westin Long Beach, Long Beach, CA	
Spring Plenary Session	April 6-9, 2022		Los Angeles Marriott Burbank Airport, Burbank CA	
INSTITUTES	Proposed Date		Location	
Curriculum Institute	July 7-10, 2021		Virtual	
Academic Academy	October 7-9, 2021		Virtual	
Part-Time Institute	February 2022 TBD			
Accreditation Institute	March 2022 TBD		TBD	TBD
Career and Noncredit Education Institute	TBD 2022		TBD	TBD
Faculty Leadership Institute	TBD 2022		TBD	TBD

Academic Senate

2021 - 2022

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 Posted – 10 days prior to executive meeting

Meeting Dates	Agenda Items Due	Agenda Posted and Mailed
August 12-14, 2021	July 26, 2021	August 2, 2021
September 9-11, 2021	August 23, 2021	August 30, 2021
October 6, 2021	September 17, 2021	September 24, 2021
November 3, 2021	October 15, 2021	October 22, 2021
December 3-4, 2021	November 15, 2021	November 22, 2021
January 7-8, 2022	December 16, 2021	December 23, 2021
February 4-5, 2022	January 18, 2022	January 24, 2022
March 4-5, 2022	February 15, 2022	February 22, 2022
April 6, 2022	March 18, 2022	March 25, 2022
May 6, 2022	April 18, 2022	April 25, 2022
June 3-5, 2022	May 16, 2022	May 23, 2022

Local Senate Campus Visits 2017-2020

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

COLLEGE	VISITOR	DATE OF VISIT	REASON
Area A			
American River	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	Executive Committee	3/2/2018	Executive Committee Meeting
	Foster	4/3/2021	DEI and Advocacy
Cerro Coso	Henderson	5/8/2019	Cal City Prison Graduation
	Executive Committee	9/6/2019	Executive Committee Meeting
	Stanskas	1/30/2020	Collegiality in Action
Clovis	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	Aschenbach, Rutan	11/17/2017	Curriculum Regional – North
	May, Mica	11/1/2019	Guided Pathways Regional Meeting
	Aschenbach	11/1/2019	Curriculum Regional Meeting
Fresno	Cruz	1/10/2019	Guided Pathways Convocation
Lake Tahoe			

Lassen	Bruno	4/25/2018	Collegiality in Action
	Stewart Jr.	8/13/2020	Local Senate Visit - Equity and Diversity
Los Rios CCD	May, Mica, Rother	3/7/2019	Recoding Regional Meeting
	Davison	1/27/2021	Collegiality in Action
Madera	Stanskas, Davison	1/31/2020	Collegiality in Action
Merced	May, Aschenbach, Roberson, Stanskas	3/23/2018	Area A Meeting
	Aschenbach, Eikey	2/6/2019	Technical Visit – MQs and Equivalency
Modesto			
Porterville			
Redwoods, College of the			
Reedley	Aschenbach	5/3/2019	CTE Minimum Qualification Toolkit Regional Meeting
	Aschenbach, Chow	4/5/2021	Noncredit
Sacramento City	Foster, Davison	10/18/2017	Part Time Faculty Committee Meeting
	Freitas, Slattery-Farrell, Stanskas	4/3/2018	CTE MQ Workgroup Faculty Meeting
	Cruz, Henderson, Parker, Eikey	11/29/2018	FDC/ EDAC Hiring Regional Planning Meeting
	Parker, Roberson	12/11/2019	CTE / Noncredit Committee Meeting
San Joaquin Delta	Rutan	1/29-30/2018	Curriculum Visit
	Dyer, Aschenbach, May, Stanskas	3/22/2019	Area A Meeting
	Stanskas	9/25/2019	Collegiality in Action
	May, Cruz	2/24/2020	GP Equity
Sequoias, College of the	Dyer, Davison, May, Roberson	10/12/2018	Area A Meeting
	Fulks, Selden	1/31/2020	Guided Pathways Visit
Shasta	Dyer	5/29/2020	Local Senate Visit - Governance, Brown Act Compliance
	Aschenbach, Oliver	4/12/2021	Equivalency Processes

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
	Bean, Foster	9/19/2019	Faculty Leadership Development College
	Aschenbach, Bean, Davison, May, Stanskas	12/3/2019	ICAS
Siskiyou, College of the	Aschenbach	2/25/2020	Assistance Visit Governance
Taft	Aschenbach, Eikey	1/17/2019	Minimum Qualifications
	Stanskas	1/29/2020	Collegiality in Action
	Aschenbach, Foster	4/5/2021	Anti-Racism Education
West Hills Coalinga			
West Hills Lemoore			
Woodland College	Beach, Parker	2/10/2018	TASCC Committee Meeting
	Davison, Foster	4/6/2018	EDAC Regionals
	May	5/30/2018	MQRTF Meeting
	Curry, Dyer, Roberson, May, Aschenbach	10/11/2019	Area A Meeting
Yuba	Cruz, Henderson	2/25/2019	Faculty Diversification Regional
	Donahue	8/14/2019	Guided Pathways Workshop
	Bean, Roberson	10/24/2019	Shared Governance - Technical Assistance
Area B			
Alameda, College of	Aschenbach	10/20/2017	ISF (CTE Regional)
Berkeley City			
Cabrillo	Bruno	2/5/2018	Collegiality in Action
	May, Aschenbach	10/5/2018	Curriculum Certificates
	Aschenbach, Parker	10/30/2019	Local Senate Visit - Noncredit
Cañada	Rutan	2/9/2018	Curriculum Technical Assistance
	Cruz	5/11/2021	Local Senate Visit - CTE

Chabot	Davison	9/13/2018	
	Bruno, Davison		FACCC Meeting
	Rutan	11/6/2018	Noncredit Visit
	Davison, Roberson	1/31/2019	Governance
	Aschenbach	4/28/2020	IEPI PRT - Virtual
Chabot – Las Positas District			
Contra Costa	Aschenbach	1/22/2020	Curriculum Visit/Presentation
	Davison	1/19/2021	Collegiality in Action
	Aschenbach, Bean, Stanskas	3/1/2021	Anti-Racism
DeAnza	Cruz	10/12/2018	Area B Meeting
	Stanskas, Davison, Aschenbac, May, Bean, Mica	2/6/2020	ICAS Meeting
	Davison	1/28/2021	Collegiality in Action
Diablo Valley	May, Rutan	1/22/2019	Noncredit Curriculum
	Davison	11/12/2019	RP Leading Versus Lagging Convening
Evergreen Valley	Roberson, Eikey, Beach, May	5/12/2018	Guided Pathways Regional Meeting
	Parker, Cruz, Eikey	9/19/2018	Faculty Development Committee Meeting
Foothill	Davison	6/4/2019	Curriculum Committee - CPL
	Foster	10/24/2019	Local Senate Visit - Counseling Service Area Outcome Support
	Aschenbach	2/24/2020	Assistance Visit Governance
	Morse	2/5/2021	Collegiality in Action
Gavilan	Executive Committee	9/6-7/2018	Executive Committee Meeting
Hartnell	May, Hernandez	4/27/2021	Local Senate Visit - Guided Pathways
Laney	Corrina Evett		
	Stanskas	8/28/2018	Peralta District Collegiality in Action
Las Positas	May	8/16/2018	CLCCD Speaker at Convocation
Los Medanos			

Marin, College of	Davison	9/15/2017	OER Regional
	Eikey	1/15/2019	Minimum Qualifications Equivalency
Mendocino	Bruno	9/22/2017	Collegiality in Action
Merritt			
Mission	May, Roberson	3/15/2019	Curriculum Regionals
	Cruz	9/26/2019	FACCC SouthBay Advocacy Summit
Monterey Peninsula	McKay	2/7/2018	IEPI PRT
	Henderson, Cruz, Davison	3/22/2019	Area B Meeting
	Aschenbach	4/29/2020	Technical Assistance Visit - Virtual
Napa Valley			
Ohlone	McKay, Davison	10/19/2017	Local Senate Visit
	Stanskas	9/26/2018	Collegiality in Action
	Davison	8/23/2019	Governance/Local Senate
	Cruz, Stanskas	1/21/2021	Diversity, Equity, and Inclusion
	Davison	3/11/2021	Collegiality in Action
Peralta CCD	Parker	11/4/2019	Local Senate Visit - Noncredit
San Francisco, City College of	Rutan	2/5/2019	AB 705
	Parker	4/26/2019	FACCC Counselor's Conference
	Curry, Aschenbach	2/26/2021	Governance
San José City	Rutan, May	5/18/2018	Curriculum Regional
	Foster, Bruzzese	8/30/2019	TASSC In-person Meeting
San Jose - Evergreen District	Davison	10/30/2020	Local Senate Visit
	May	3/12/2021	Governance
San Mateo, College of	McKay, Rutan	10/12/2018	AB 705 Workshop
	Stanskas, Davison, Aschenbach, May, Bean, Mica	10/4/2019	ICAS

Santa Rosa Junior	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)
	Parker, Curry	11/13/2020	Local Senate Visit - Governance
	Curry	2/19/2021	Governance
Skyline	McKay, Davison	10/13/2017	Area B Meeting
	May	3/5/2019	Recoding Regional Meeting
	Aschenbach	9/23/2019	AB 705 ESL Recoding Regional
	Aschenbach	12/14/2019	Curriculum Committee Meeting
Solano	Foster, Davison	10/27/2017	EDAC Regional
	Aschenbach, Davison, May, McKay	10/24/2018	WEDPAC/EDAC Tour
	Cruz, Davison	10/11/2019	Area B Meeting (Off-site due to PG&E power shut down)
	May	5/13/2021	Local Senate Visit - DEI and Curriculum
West Valley	Bruno	2/6/2018	Collegiality in Action
	Davison	8/24/2018	Local Senate Accreditation
	May/Bean	3/12/2021	Dei/Curriculum
Area C			
Allan Hancock	Cruz	10/25/2019	Guided Pathways Regional Meeting
Antelope Valley			
Canyons, College of the	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
	May	9/20/2019	Guided Pathways and Governance

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
	May, Parker	10/27/2020	Local Senate Visit - DEI
	Dyer	2/9/2021	Governance
Citrus	Roberson	8/23/2018	Local Senate Visit, Guided Pathways
	Eikey, Davison, Bruzzese, Bean	3/23/2019	Area C Meeting
Cuesta	Fulks	11/14/2019	Local Senate Visit, Guided Pathways
	Cruz	11/15/2019	CEO Training, with ACHRO
East LA	Davison		Mini PRT
El Camino	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	Eikey, Stankas, Bruzzese, Aschenbach	10/13/2018	Area C Meeting
	Stankas	2/8/2019	Collegiality in Action
	Aschenbach, May	10/6/2020	Local Senate Visit - Curriculum
	Aschenbach, May	10/20/2020	Local Senate Visit - Curriculum
	Curry	3/29/2021	Local Senate Visit - Governance
Glendale	Freitas, Eikey, Bruno	3/24/2018	Area C Meeting
LA District	May	10/18/2019	Local Senate Visit - AB 705
	May	9/25/2020	Local Senate Visit
	May	2/26/2021	Local Senate Visit
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	Curry	10/15/2020	Local Senate Visit - Governance

LA Mission	Eikey, Aschenbach	3/16/2018	Governance
	Dyer, Velasquez Bean	2/15/2020	Standards and Practice Committee Meeting
LA Pierce	Roberson	8/23/2018	Guided Pathways Visit
	Aschenbach	11/2/2019	Curriculum Regional Meeting
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			
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
Mt. San Antonio	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	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
	Bean, Davison, Donahue, Bruzzese	10/12/2019	Area C Meeting
	Foster, Bruzzese	1/31/2020	TASSC In-person Meeting
Santa Barbara City	Stankas	1/18/2019	Collegiality in Action
Santa Monica	McKay	9/14/2018	Equity and Diversity Action Committee Meeting

Ventura	Freitas, Beach	1/18/2018	Noncredit Presentations
West LA			
Area D			
Barstow	Slattery-Farrell, Stanskas	8/29/2017	Technical Visit
	May, Fulks	3/30/2020	Technical Visit - Guided Pathways
Chaffey		10/21/2017	CTE Regional
	Beach, Eikey	12/13/2017	Educational Policies Committee Meeting
Coastline			
Copper Mountain			
Crafton Hills	Rutan, Beach, Foster, Parker, Slattery-Farrell, Stanskas	3/24/2018	Area D Meeting
Cuyamaca			
Cypress	May	8/3/2019	GP, Local Senate. Curriculum
	Aschenbach, May	9/11/2019	AB 705 ESL Recoding Regional
Desert, College of the	Rutan, Fulks	1/24/2019	Guided Pathways/AB 705
Fullerton	Davison, Foster	10/28/2017	EDAC Regional
Golden West			
Grossmont	May, Eikey	4/30/2018	Governance
	May	5/13/2019	Curriculum and Guided Pathways
	Chow, Curry	1/29/2021	Governance
Imperial Valley	Donahue	11/21/2019	Guided Pathways Regional Meeting
Irvine Valley	May	3/16/2019	Curriculum Regional

Long Beach City	Aschenbach, Rutan	11/18/2017	Curriculum Regional - South
	Beach, Pilati	3/23/2018	Guided Pathways
	Davison, Foster	10/16/2018	Accreditation Committee Meeting
	Stankas, Davison, Aschenbach. May, Bean, Mica	9/12/2019	ICAS
MiraCosta	Foster, Freitas	8/10/2017	Educational Policies Committee Meeting
	May, Aschenbach	3/13/2019	Recoding Regional Meeting
Moreno Valley	Executive Committee	9/29-30/2017	Executive Committee Meeting
	May	2/27/2020	Guided Pathways Visit
Mt. San Jacinto	Foster	11/17/2017	SI Institute
	Rutan	1/30/2019	Chemistry
	May	1/15/2020	Chemistry/Curriculum Visit
	Curry, Oliver	2/19/2021	Governance
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	Executive Committee	3/6/2020	Executive Committee Meeting
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	Rutan, Parker, Foster, Davison	10/13/2018	Area D Meeting
	Stankas	4/15/2019	Collegiality in Action
	Davison	2/3/2021	Collegiality in Action
	Curry	3/1/2021	Governance, Brown Act
Riverside City	Davison, Stankas	11/4/2019	Assembly Higher Education Hearing on Faculty Diversification
Saddleback	Rutan	1/30/2019	Noncredit

San Bernardino Valley	Rutan	5/11/2018	AB 705 Implementation
	Rutan, Parker	9/20/2018	AB 705 Regional
	Foster, Davison	2/19/2019	Accreditation Committee Meeting
	Dyer, Bruzzese	10/30/2019	Local Senate Visit - Brown Act/Roberts Rules
	May, Mica, Cruz, Donahue	1/30/2020	Guided Pathways Taskforce
	Bean	8/14/2020	Technical Visit--Culturally Responsive Curriculum
	Curry	4/13/2021	Collegiality and the 10+1
San Diego City	Beach	1/19/2018	FACCC Board
San Diego Cont. Ed.	Foster, Davison		PT Faculty Meeting
San Diego Mesa	May	9/22/2018	MQRTF Meeting
	Curry, Donahue	1/16/2020	Educational Policies Committee Meeting
San Diego Miramar	Bruno	5/1/2018	Collegiality in Action
Santa Ana	Beach	8/23/2017	Presentation on Role of Local ASCCC Senates Governance
	Foster, May, Bruzzese	1/25/2019	SLO Symposium
	Bean	8/19/2020	Technical Visit--Culturally Responsive Curriculum
Santiago Canyon	Davison, Beach, Rutan	12/8/2017	Basic Skills Committee Meeting
	Rutan, Parker	1/10/2019	Noncredit Committee Meeting
Southwestern	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	Fulks	11/1/2019	Guided Pathways Regional Meeting
Calbright College	Davison	10/15/2020	Collegiality in Action

Action Tracking as of 5/7/2021										
Action Item	Month Assigned	Year Assigned	Orig. Agenda Item #	Assigned To	Due Date	Status	Description	Status Notes	Month Complete	Year Complete
ASCCC Brand Survey	January	2020	V. D.	ASCCC Office		Completed	The Visual Designer will develop mock concepts based on the feedback from the discussion to be discussed at a future Executive Committee Meeting.	2.7.20: The Executive Committee discussed the proposed levels of change to the ASCCC logo and branding. 1.8.21: The Executive Committee reviewed a draft new logo and provided feedback. The item will return to a future Executive Committee Meeting. 5.7.21: The Executive Committee Approved a new logo.	May	2021
ASCCC Coaching Model	November	2020	IV. E.	ASCCC Office		Assigned	A revised Coaching Model and it will return at a future Executive Committee Meeting.			
Part-time Institute Name Change	January	2021	IV. F.	President and Executive Director		Assigned	The President and Executive Director will form a workgroup to review the language used in the naming of Academic Senate events and bring recommendations to a future Executive Committee Meeting.			
2020-21 Periodic Review	January	2021	IV. O.	Periodic Review Process Committee		In Progress	The subgroup will provide a summary of the responses to the 2016-17 Periodic Review Committee Report's recommendations to be given to the 2020-2021 Periodic Review Committee and revised the Periodic Review Committee process based on feedback from the 2016-2017 and 2020-2021 Committees.	2.4.21 - The Periodic Review Committee was provided with the summary document.		
First Draft of the Paper on Faculty Professional Development	February	2021	IV. G.	Faculty Leadership Development Committee		Assigned	The Faculty Leadership Development Committee will consider the use of "development" in Academic Senate programming and bring a recommendation to a future meeting.			



Executive Committee Agenda Item

SUBJECT: Accreditation Committee Charge		Month: June	Year: 2021
		Item No: II. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approval of an updated Accreditation Committee charge.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

All committees were asked to review their charges and consider revisions consistent with the integration of Guided Pathways frameworks and a continued focus on students and diversity, equity, and inclusion.

The current Accreditation Committee charge is as follows:

The Accreditation Committee advises the Academic Senate Executive Committee and the faculty regarding accreditation and continuous quality improvement. The committee identifies and disseminates knowledge and information regarding faculty roles and effective practices in conducting comprehensive college-wide assessment, meeting and documenting accountability standards, self-evaluation methods and reports, attaining and maintaining accreditation status, and in supporting faculty as they reflect on outcomes and set goals for improvement. The committee receives input from, and collaborates with, pertinent outside groups including regional accreditors and federal agencies, their policies, and processes. Under the direction of the president, designated committee assist faculty and local academic senates with matters related to accreditation and institutional evaluation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and effective practices.

At its meeting on April 23, 2021, the Accreditation Committee reviewed its existing charge. The committee felt the existing charge is wordy and includes more details than is needed. The committee proposes this revised charge:

The Accreditation Committee advises the Academic Senate Executive Committee and statewide faculty on accreditation, continuous quality improvement, and equitable student learning. In collaboration with ACCJC, chief instructional officers, and other system partners, the committee organizes the Accreditation Institute and offers professional development opportunities with a focus on faculty roles and effective practices in accreditation.

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



Executive Committee Agenda Item

SUBJECT: Resolution Assignments S2021		Month: June	Year: 2021
		Item No: II. C.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the resolution assignments from the 2021 Spring Plenary Session.	Urgent: Yes	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Stephanie Curry	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Immediately following each plenary session, the Resolutions Committee chair is required to bring forward the resolutions for assignment to individuals or groups. Specifically, the resolution’s manual states,

The President and Executive Director meet to develop a list of draft resolution assignments to Senate committees, task forces or appropriate individuals. At the first Executive Committee meeting following the plenary session, the Resolutions Chair submits an agenda item for first reading and action of the draft resolution assignments and the resolutions referred by the body at plenary session. The Resolutions Committee will provide the Executive Committee with recommendations on how to dispose of the referred resolutions. The Executive Committee will approve the resolution assignments and act on the recommended dispositions of the referred resolutions and make assignments as appropriate to complete the tasks included in the referral instructions. Prior to the next plenary session, the Resolutions Chair will monitor the work on the referred resolutions and ensure that any revised resolutions are submitted to the Executive Committee in time for review and recommendation to Area meetings per the timeline assigned in the referral.

The President has suggested assignments for the resolutions as noted on the attached spreadsheet. The Executive Committee will consider for approval these resolution assignments.

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

Resolution	Committee(s) Assigned
3.0 DIVERSITY AND EQUITY	
3.01 S21 Include Cultural Competence in Faculty Evaluations	President
3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison	Relations with Local Senates
3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism	Executive Committee
5.0 BUDGET AND FINANCE	
5.01 S21 Support for Additional Guided Pathways Funding and Extension of Current Funding Deadlines Due to COVID-19	President/Executive Director
6.0 STATE AND LEGISLATIVE ISSUES	
6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number	President
6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021	President/Legislative and Advocacy
6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021	President/Legislative and Advocacy
6.04 S21 Flexibility in Remote Attendance at Local Academic Senates	President/Relations with Local Senates
6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses	President/Educational Policies
6.06 S21 Support AB 927 (Medina, 2021) as of April 9, 2021	President/Legislative and Advocacy
6.07 S21 Oppose AB 928 (Berman, 2021) as of April 9, 2021	President/Legislative and Advocacy
6.08 S21 Oppose AB 1111 (Berman, 2021) as of April 9, 2021	President/Legislative and Advocacy
8.0 COUNSELING	
8.01 S21 Counseling Faculty, Student Success, and Transfer	President
9.0 CURRICULUM	
9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements	President/Transfer, Articulation, and Student Services
9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies Competencies	Curriculum
9.03 S21 Asserting Faculty Primacy in Teaching Modality	Executive Committee
9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates	Noncredit, Pre-Transfer, & Continuing Education
9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process	Open Educational Resources Initiative
9.06 S21 Develop a Rubric for Ethnic Studies Courses for CSU General Education Area F	Curriculum
9.07 S21 Defining Ethnic Studies and its Four Core Disciplines	Curriculum/5C
9.08 S21 Support Independent Course Alignment for California Virtual Campus Badging	Online
9.09 S21 Reinstatement of Non-substantive Revision Category for the Program and Course Approval Handbook	Curriculum/5C
10.0 DISCIPLINES LIST	
10.01 S21 Disciplines List—Film and Media Studies	Executive Director/Standards and Practices
10.02 S21 Disciplines List—Digital Fabrication Technology	Executive Director/Standards and Practices
11.0 TECHNOLOGY	

11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices	President
11.02 S21 Advocate for Development of a ZTC Data Element	Open Educational Resources Initiative
11.03 S21 Advocate for On-Going Funding for the ASCCC Open Educational Resources Initiative	Executive Director/Open Educational Resources Initiative
11.04 S21 Ensure Compliance with Required Instructional Materials Regulations	Relations with Local Senates/Open Educational Resources Initiative
12.0 FACULTY DEVELOPMENT	
12.01 S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success	Executive Director
13.0 GENERAL CONCERNS	
13.01 S21 Institutionalizing Open Educational Resources	Relations with Local Senates/Open Educational Resources Initiative
13.02 S21 Enabling Display and Use of Faculty Chosen Name and Pronoun Across Campus and all Digital Environments	Relations with Local Senates
18.0 MATRICULATION	
18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply	President
19.0 PROFESSIONAL STANDARDS	
19.01 S21 Create a Paper on Part-Time Faculty Equity	Part-Time
20.0 STUDENTS	
20.01 S21 Enabling Chosen Name and Pronoun across Campus and all Digital Environments	Transfer, Articulation, and Student Services
20.02 S21 Student Participation in Hiring Processes	Faculty Leadership and Development
20.03 S21 Support for Students Affected by the Military Coup in Myanmar	Executive Committee
21.0 CAREER TECHNICAL EDUCATION	
21.01 S21 Collaborate with Regional Consortia	CTE Leadership/C-ID
21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector	President/CTE Leadership



Executive Committee Agenda Item

SUBJECT: CTE Leadership Committee Charge update		Month: June	Year: 2021
		Item No: II. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the revised CTE Leadership Committee charge.	Urgent: No	
		Time Requested: N/A	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

CURRENT CHARGE (Revised in November of 2020):

The CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to assist community college districts, CTE departments, and CTE faculty to ensure that career technical education and workforce development provide responsive curriculum aligned to current and emergent industry trends, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

RECOMMENDATION:

REVISED CHARGE (May 14, 2021 with May 7th meeting input)

Per California Education Code, Part 54.5, section 88821, the CTE Leadership Committee provides recommendations on career and technical education and workforce development issues and challenges in the California community colleges. The committee works collaboratively with the ASCCC Executive Committee to provide assistance to assist community college districts, CTE departments, and CTE faculty in creating and maintaining to provide assistance to community college districts to ensure that career technical education and workforce development as they provide responsive and system-wide portable curriculum aligned to current and emergent industry trends, courses, programs, and degrees aligned to current and emergent industry trends, guided pathways, and to focus on diversity, equity, and inclusion in all aspects of career education. The committee is also focused on diversity by expanding the participation of diverse CTE faculty in leadership roles at the local, regional, and statewide levels through its ongoing professional development efforts.

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=54.5.&chapter=&article=

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

Executive Committee Agenda Item

SUBJECT: Convene a Data and Research Task Force to Address Resolution F20 18.01 .		Month: June	Year: 2021
		Item No: II. E.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider convening a Data and Research Task Force for the 2021-22 academic year in order to address Resolution F20 18.01: Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways.	Urgent: No	
		Time Requested: NA	
CATEGORY:	Consent Calendar	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	May/Roberson	Consent/Routine	X
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the 2020 Fall Plenary Session, the ASCCC delegates passed Resolution [F20 18.01](#): Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways.

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the Spring 2022 Plenary Session.

The resolution was assigned to both the Guided Pathways Task Force (GPTF) and the Curriculum Committee. Much of the first resolved statement has been addressed by the GPTF but there is still ongoing work. In order to meet the second resolved statement, it is recommended that the ASCCC convene a Data and Research Task Force to write the paper. The GPTF disseminated a survey to collect preliminary qualitative data to help inform the research questions and focus of the paper. The survey closed May 7, 2021.

Data and Research Task Force Proposed Charge

The Data and Research Task Force (DRTF) is convened to respond to Resolution F20 18.01 and to assist local academic senates in using data effectively to improve teaching and learning. The DRTF will work to establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of

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

academic and professional matters and leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.

Proposed Area of Focus for the ASCCC
2021-2022

Using Data Effectively to Improve Teaching and Learning:

Establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters. Leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.

1. Convene a Data and Research Task Force
 - a. Chair serves as Liaison to RP Group
 - b. Addresses Resolution [F20 18.01](#) Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
 - c. Provides updates to Executive Committee
 - d. Assists local academic senates to
 - i. Establish a data coaching program or other such program that engages faculty in using data to inform decision-making
 - ii. Work with institutional researchers to collect and analyze data
 - iii. Evaluate outcomes data
 - e. Works with ASCCC Executive Committee to explore data sources appropriate to each committee charge
2. ASCCC Committees explore Data Sources at the state-level:
 - a. At CCCCCO: <https://www.cccco.edu/College-Professionals/Data>
 - b. **CCCCO Data Mart:** <https://datamart.cccco.edu>
Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations. *THIS INCLUDES FACULTY!*
 - c. **LaunchBoard:** <https://www.calpassplus.org/LaunchBoard/Home.aspx>
The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students.

- d. **California State University Data Insights:** <https://www2.calstate.edu/data-center/Pages/default.aspx>
 - i. Community College Dashboard:
<https://partners.dashboards.calstate.edu/cc/search>
 - ii. Applications, Admissions, & Enrollment:
https://tableau.calstate.edu/views/Application_withsystemwide/ApplicationsAdmissionsEnrollment?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:render=true&:showVizHome=no&:origin=viz_share_link
 - e. **University of California Information Center:**
<https://www.universityofcalifornia.edu/infocenter>
 - i. Undergraduate Admissions Data:
<https://www.universityofcalifornia.edu/infocenter#undergraduate-admissions>
 - f. Other sources...
3. Work with system partners and other stakeholders to explore, evaluate, and interpret student, faculty, and college data
 - a. Create an ASCCC data analyst staff position, if financially feasible
 - b. Open Education Resources Initiative (OERI), Course Identification (C-ID), and other Legislative mandates in regard to curriculum
 - c. Accrediting Commission for Community and Junior Colleges (ACCJC), Student Learning Outcome (SLO) Symposium, and SLO Friday Talks in regard to student learning outcomes assessment

Alignment with ASCCC Strategic Plan

Goal 1: Assert the faculty voice and leadership in local, state, and national policy conversations.

- **Objective 2:** Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.
- **Strategies:**
 5. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.
 7. Expand leadership opportunities for faculty, senates, and the Executive Committee.

Goal 3: Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters.

- **Objective 1:** Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.
- **Strategies:**
 2. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.
 3. Reinforce the ASCCC's role in academic and professional matters through intentional collaboration with the Chancellor's Office on areas of faculty primacy.

This concept was recommended by the ASCCC Guided Pathways Task Force at the May 14, 2021 meeting.



Executive Committee Agenda Item

SUBJECT: Chancellor’s Office Liaison Discussion		Month: June	Year: 2021
		Item No: III. D.	
		Attachment: No	
DESIRED OUTCOME:	A liaison from the Chancellor’s Office will provide the Executive Committee with an update of system-wide issues and projects.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

A Chancellor’s Office representative will bring items of interest regarding Chancellor’s Office activities to the Executive Committee for information, updates, and discussion. No action will be taken by the Executive Committee on any of these items.

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

Executive Committee Agenda Item

SUBJECT: Legislative Report		Month: June	Year: 2021
		Item No: IV. A.	
		Attachment: Yes (3)	
DESIRED OUTCOME:	The Executive Committee will receive a report on the 2021-22 (two-year) legislative session and may consider requested action.	Urgent: No	Time Requested: 20 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The 2021-22 (two-year) Regular Session reconvened January 11, 2021. Last day for bills to be introduced was February 19, 2021.

ASCCC Legislative Report as of May 17, 2021:

Attached is the Legislative Report as of May 17, 2021. An update including any requested action will be posted with the [Executive Committee meeting agenda](#), Item IV.A, before the June Executive Committee meeting.

Budget Update:

- Governor's May-revise to the January proposed budget for 2021-22 released May 14, 2021: <http://www.ebudget.ca.gov>
- Budget Summary – Higher Education pp 69-72: <http://www.ebudget.ca.gov/2021-22/pdf/Revised/BudgetSummary/HigherEducation.pdf>

Positions taken at the 2021 Spring Plenary Session:

S21 6.02 Support AB 417 (McCarty, 2021) as of March 8, 2021
 S21 6.03 Support AB 421 (Ward, 2021) as of March 8, 2021
 S21 6.06 Support AB 927 (Medina, 2021) as of April 9, 2021
 S21 6.07 Oppose AB 928 (Berman, 2021) as of April 9, 2021
 S21 6.08 Oppose AB 1111 (Berman, 2021) as of April 9, 2021

California Community Colleges Chancellor Office: CCCC [Policy and Advocacy](#)

Community College League of California: CCLC [Government Relations Newsletters](#)

Faculty Association of California Community Colleges: [FACCC Advocacy](#)

Student Senate for California Community Colleges: [SSCCC Legislative Advocacy](#)

Useful Websites:

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

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst's Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

Assembly Daily History: <https://clerk.assembly.ca.gov/content/daily-history>

Senate History: <https://www.senate.ca.gov/content/senate-histories>

Department of Finance Trailer Bill Language: <https://esd.dof.ca.gov/dofpublic/trailerBill.html>

Legislative Report
ASCCC Executive Committee Meeting
May 7, 2021
Last update: May 15, 2021

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

2020-21 Two-Year Cycle

2021 Tentative Legislative Calendar:

https://www.senate.ca.gov/sites/senate.ca.gov/files/revised_agreed_2021_calendar.pdf

- May 14 – Last day for policy committees to meet before June 7
- May 21 – Last day for fiscal committees to meet and report to the floor bills introduced in their house. Last day for fiscal committees to meet before June 7
- **June 4 – Last day for each house to pass bills introduced in that house**
- June 15 – Budget Bill must be passed by midnight
- July 14 – Last day for policy committees to meet and report bills
- August 16 – Legislature reconvenes from recess
- August 27 – Last day for fiscal committees to meet and report bills
- September 3 – Last day to amend bills on the floor
- September 10 – Last day for any bill to be passed
- October 10 – Last day for Governor to sign or veto bills passed by the legislature on or before September 10

Legislative Process Assembly: <https://clerk.assembly.ca.gov/content/process>

Legislative Process Senate: <https://www.senate.ca.gov/legislativeprocess>

State Budget Process:

https://www.senate.ca.gov/sites/senate.ca.gov/files/the_budget_process.pdf

The legislature is expected to focus on the following issues:

- Direct response to COVID-19
- Ethnic Studies
- Student trustee rights
- Student Basic Needs
- Transfer Reform
- Legislation held back in 2020 due to COVID-19

Notes: The [Suspense File](#) is where the Appropriations Committee sends any bill with an annual cost of more than \$150,000 (any fund). Suspense File bills are then considered at one hearing after the state budget has been prepared and the committee has a better sense of available revenue. No testimony is presented – author or witness – at the Suspense File hearing.

REPORT: Governor’s Council for Post-Secondary Education formed a Recovery with Equity Taskforce in August 2020. Here is their report: [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#).

Recommendations to Note

5. Streamline and Unify the College Admission Process

Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an integrated technology platform, that provides an option for **dual admission** to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

6. Develop a Common Course Numbering System

To streamline transfer from two- to four-year institutions and reduce excess credit accumulation, **California’s community colleges should adopt a common course numbering system**, starting with general education requirements, and eventually expanding to transfer pathway courses. The aim would be to align all community college courses so that students transferring to four-year institutions know, as they are pursuing their courses, that they are meeting the requirements of the receiving institutions.

Assembly Bills (AB)

[AB 89 \(Jones-Sawyer\)](#) – Peace Officers: minimum qualifications.

This bill would increase the minimum qualifying age from 18 to 25 years of age. This bill would permit an individual under 25 years of age to qualify for employment as a peace officer if the individual has a bachelor’s or advanced degree from an accredited college or university. The bill would not apply to peace officers already employed.

Official ASCCC Position/Resolutions:

Status: Ordered to third reading 4/29/21.

Notes: This bill could affect Peace Officer Standards and Training programs at community colleges.

[AB 102 \(Holden\)](#) – College and Career Access Pathways partnerships.

This would remove the current sunset date of 2027 of the College and Career Access Pathways program, which greatly expands college’s ability to provide dual enrollment opportunities to high school students. It would specify that “high school,” for purposes of a CCAP partnership,

includes a community school or juvenile court school, and authorize county offices of education to enter into CCAP partnerships with the governing boards of community college districts.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: Re-referred to Committee on Higher Ed 3/26/21.

Notes:

[AB 103 \(Holden\)](#) – College and Career Access Pathways partnerships: county offices of education.

This bill would permit County Offices of Education to enter into College and Career Access Pathways agreements with community colleges.

Official ASCCC Position/Resolutions: The ASCCC has supported CCAP in the past.

Status: Referred to Committees on Higher Education and Education 1/11/21. Hearing canceled by author 3/24/21.

Notes:

[AB 417 \(McCarty\)](#) – **Rising Scholars Network: justice-involved students.**

This would authorize the Chancellor’s Office to establish a program, named the Rising Scholars Network, to enter into agreements with up to 50 community colleges to provide additional funds for services in support of justice-involved (current or formerly incarcerated) students.

Official ASCCC Position/Resolutions: The ASCCC supports providing educational opportunities and services to current and formerly incarcerated students. Resolutions: [F19 3.06](#), [S17 5.01](#), [S17 7.02](#), [S17 17.02](#). *The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.02 in the [Resolution Packet](#).*

Status: Referred to Appropriations Suspense File 4/14/21.

Notes: This bill reintroduces [AB 2341 \(McCarty, 2020\)](#). Following the “System Policy Advocacy Webinar” of March 12, a sample letter of support for AB 417 was shared for individuals or groups that wish to submit a letter of support.

[AB 421 \(Ward\)](#) – **Community colleges: career development and college preparation courses.**

This bill would require the Board of Governors to adopt regulations, no later than May 31, 2022, requiring the accounting of students enrolled in career development and college preparation courses to be conducted by positive attendance count or by census basis.

In addition, it would augment the definition of qualifying courses as a “complement of courses” instead of a “sequence of courses”.

Official ASCCC Position/Resolutions: Although the ASCCC did not take an official position on the previous bill, AB 1727 (Weber, 2019), there are positions of support to equalize noncredit funding with that of credit. Resolutions: [F20 13.02](#), [S19 9.02](#), [F18 9.02](#), Rostrum Article: [Changes Ahead for Noncredit?](#); ASCCC Paper: Noncredit Instruction: [Opportunity and Challenge](#). *The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.03 in the [Resolution Packet](#).*

Status: Referred to Appropriations Suspense File 4/14/21.

Notes: This bill reintroduces AB 1727 (Weber, 2019) that was vetoed by the Governor on 10/19/19 due to a likely substantial increase in cost. Consideration of Governor’s veto was stricken from the file on 1/21/20.

Supported by Advisory Committee on Legislation.

[AB 492 \(Patterson\)](#) – Cosmetology students: externships.

This bill would delete the requirement that the cosmetology externship be unpaid and would permit a student to work as an extern upon completion of at least 25%, instead of 60% of the clock hours required for graduation in the course, and would prohibit the extern’s clock hour credit for graduation from exceeding 25 hours per week and 25% of the total clock hours required for completion of the course instead of the current 8 hours per week and 10% of the total clock hours.

Official ASCCC Position/Resolutions:

Status: In Senate. Sent to Committee on Rules for assignment 5/6/21.

Notes: This bill may have an impact on cosmetology programs at California community colleges.

[AB 927 \(Medina\)](#) – **Public postsecondary education: community colleges: statewide baccalaureate degree pilot program.**

This bill would remove the pilot designation, permit more than 15 colleges to participate, permit districts to offer multiple programs, require documentation regarding unmet workforce, but would still prohibit duplication of a CSU or UC program.

Official ASCCC Position/Resolutions: The ASCCC passed resolutions [F19 6.01](#) to reverse the ASCCC prior position on the baccalaureate program and remove the pilot designation and [F19 6.02](#) to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields. *The ASCCC delegates adopted a position of support during the 2021 Spring Plenary Session: see S21 6.06 in the [Resolution Packet](#).*

Status: Referred to Appropriations Suspense File 5/5/21.

Notes: See [AB 1115 \(Choi\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. *This bill would extend the pilot program by one year.*

[AB 928 \(Berman\)](#) – Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.

This bill would:

- Establish the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT. *Amended on 4/27/21, the word, “each” was deleted in (c)(3) which would reduce the number of appointees by governor, Speaker of Assembly and Senate Committee on Rules from 12 to 4.*
- Require the California State University, working jointly with the University of California, on or before December 31, 2022, to establish a singular lower division general education pathway.
- Examine the 60-unit lower division pathway is impeding the development of science, technology, engineering, and mathematics (STEM) degree pathways, and whether STEM degree pathways require a differing unit threshold, shall not recommend a change of more than six units.
- Guidance to community college counselors and articulation officers on their role in communicating the value of the ADT pathway.
- Automatically place students on ADT pathways where they exist. A student may opt out of the ADT pathway for a terminal local associate degree or a University of California equivalent transfer pathway.

Official ASCCC Position/Resolutions: ASCCC has long supported streamlining transfer to four-year institutions, especially to CSU and UC that meet the needs of the students. Examples include resolutions [S95 4.09](#), [S10 4.05](#), [F17 4.01](#), [F18 15.01](#); Rostrum articles [November 2011](#), [November 2015](#), [February 2020](#), and April 2021; Transfer Alignment project [2020 RP Group SSSC](#), [2020 Curriculum Institute](#); and the recently approved ASCCC Paper, [Effective and Equitable Transfer Practices in California Community Colleges](#), November 2020. *The ASCCC delegates adopted a position of oppose during the 2021 Spring Plenary Session: see S21 6.07 in the [Resolution Packet](#).*

Status: Referred to Appropriations Suspense File 5/12/21.

Notes: Assembly member Berman’s office is in communication with the ASCCC, and other groups. The Campaign for College Opportunity is sponsoring this bill. The author has invited the SSCCC to be a co-sponsor.

[AB 940 \(McCarty\)](#) – College Mental Health Services Program.

The bill would amend Proposition 63 so that those funds could be used for the purpose of increasing campus (all three segments) student mental health services and mental health-related education and training. The bill would require campuses that participate in the program to report annually on the use of those grant funds and to post that information on their internet websites.

Official ASCCC Position/Resolutions: The ASCCC took a [position of support \(as of 4/7/16\)](#) for [AB 2017 \(McCarty, 2016\)](#) an earlier bill that would have reallocated existing funds to support college mental health programs.

Status: Referred to Appropriations Suspense File 4/21/21.

Notes:

[AB 949 \(Mullin\)](#) – Community colleges: ~~life science~~ biological sciences incubators.

This bill would require the Chancellor’s Office of the California Community Colleges to establish a grant program to provide funding to interested community colleges that, through a public-private partnership, establish a biological sciences incubator, as defined, on their campuses for the participation and benefit of their students. The bill would require the chancellor’s office to establish specific requirements for community colleges to be eligible for the grant moneys, and to work collaboratively with the community colleges that are interested in the program. The bill would also require the chancellor’s office to convene a group of stakeholders to obtain and provide the information that will be necessary to enable interested community colleges to implement the program.

The bill would appropriate, without regard to fiscal year, \$5,000,000 from the General Fund to the Chancellor’s Office of the California Community Colleges for allocation to community college districts for purposes of the bill. The funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

Official ASCCC Position/Resolutions:

Status: Hearing in Committee of Higher Education set for 4/22/21. Hearing canceled by author.

Notes: This bill has been amended and is no longer a spot bill. The term “biological sciences incubator” means a laboratory space where biotechnology research is conducted and where

students may obtain academic knowledge and practical experience with participating biotechnology businesses.

AB 1040 (Muratsuchi) – Community colleges: ethnic studies.

This bill would require the CCCs to require an ethnic studies course for those students seeking an associate degree ADF.

Official ASCCC Position/Resolutions: The ASCCC has a long history of supporting ethnic studies education in the curriculum. Two ASCCC resolutions passed in fall 2020 support strengthening the ethnic studies graduation requirement through changes in Title 5: [F20 9.03](#) and [F20 9.04](#). Past position of reluctant opposition to a prior bill.

Status: Referred to Appropriations Suspense File 4/28/21.

Notes: Proposed changes to Title 5 §55063 were presented to the CCCCCO Consultation Council on March 18, 2021. It is expected that the proposed changes will be on the CCCCCO Board of Governors May 2021 agenda for a First Reading.

AB 1111 (Berman) – Postsecondary education: common course numbering system.

This bill was a spot bill, but now would require the California Community Colleges to adopt, at all community colleges and for each community college campus catalog, a common course numbering system, starting with courses included in the Course Identification Numbering System (C-ID) and expanding to general education requirements and transfer pathway courses, as specified. By requiring community college campuses to incorporate the common course numbers in their catalogs, the bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions: The ASCCC has past positions on common course numbering and a [1995 Paper](#). Resolutions [F94 4.01](#), [F94 4.02](#) and [S95 4.01](#) were repealed by resolution [F95 4.05](#). Additional resolutions on Common Course Numbering include [S95 4.11](#) and [S96 4.01](#). Resolutions on C-ID include [F06 4.01](#), [F10 15.01](#), [S12 9.02](#), [S12 9.05](#), [F12 9.03](#), [F14 9.07](#), [F14 9.13](#), [F15 13.01](#), [F16 15.02](#), [F19 9.02](#). *The ASCCC delegates adopted a position of oppose during the 2021 Spring Plenary Session: see S21 6.08 in the [Resolution Packet](#).*

Status: Referred to Appropriations Suspense File 5/5/21.

Notes: This bill originally would have required that the Department of Housing and Community Development recommendations for an improved regional housing need allocation process and methodology additionally promote and streamline the development of housing for low-income community college students.

Common Course Numbering is in Recommendation 6 of the [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#) Report.

The California Postsecondary Education Commission (CPEC) in their report, *Common Course-numbering Systems: A Report to the Legislature in Response to Senate Bill 851 (1983)* determined that funding for such a project was excessively costly and probably unworkable in a 1984 report referenced in the ASCCC November 1995 Paper, [Towards a Common Course Numbering System](#).

Rostrum article by Mark Wade Lieu explains creating of C-ID [here](#). [SB 1415 \(Brulte, 2004\)](#) – *Postsecondary Education: Donahoe Higher Education Act: common course numbering system* now in Ed Code §66725 was signed by the Governor September 24, 2004 and led to the creation of the C-ID Numbering System. Report to legislature due June 2006 not found.

Rostrum article by Jane Patton explain challenges and opportunities of CSU LDTP [here](#).

[CSU Course Numbering system](#)

[AB 1115 \(Choi\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program.

This bill would extend the pilot by one year: July 1, 2027

Official ASCCC Position/Resolutions: The ASCCC passed resolutions [F19 6.01](#) to reverse the ASCCC prior position on the baccalaureate program and remove the pilot designation and [F19 6.02](#) to expand the baccalaureate program in disciplines and communities that best serve students and prioritize expansion of baccalaureate programs in allied health fields.

Status: Referred to Committee on Higher Education 3/4/21.

Notes: Watch as this bill may be serving as a spot bill. See [AB 927 \(Medina\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. *Eliminates pilot designation, cap on number of colleges participating and number of programs in a district.*

[AB 1187 \(Irwin\)](#) – Community colleges: tutoring.

This bill adds supervised tutoring for basic skills, and for degree-applicable and transfer-level courses as eligible for state apportionment funding.

Official ASCCC Position/Resolutions: The ASCCC remained neutral on [AB 1935 \(Irwin, 2018\)](#), which died in committee.

Status: Referred to Committee on Higher Education 3/4/21.

Notes: This bill reintroduces [AB 1935 \(Irwin, 2018\)](#).

[AB 1407 \(Burke\)](#) – Nurses: implicit bias courses.

This bill would require an approved school of nursing or an approved nursing program to include implicit bias coursework, as specified, in its curriculum. The bill would require the board to update regulations concerning prelicensure nursing program curriculum requirements in accordance with those provisions.

Official ASCCC Position/Resolutions:

Status: Re-referred to Committee on Appropriations on 4/28/21. Hearing postponed by committee 5/4/21.

Notes:

[AB 1417 \(Frazier\)](#) – Community colleges: providers of care for individuals with developmental disabilities: model curriculum for certification program.

The bill would require the chancellor’s office to develop a model curriculum for a certification program for providers of care for individuals with developmental disabilities, designed to be offered at community college campuses where there is sufficient student interest and a properly qualified faculty to sustain such a program.

Official ASCCC Position/Resolutions:

Status: Referred to Appropriations Suspense File 5/5/21.

Notes: The bill specifies that the Chancellor’s Office is to consult with individuals and organizations with expertise in the provision of care for individuals with developmental disabilities and the training of practitioners for that task. The fall 2020 Resolution [F20 6.01](#) directs the ASCCC to oppose legislation that establishes curriculum but does not include the ASCCC in the development of that curriculum.

[AB 1456 \(Medina\)](#) – **Student financial aid: Cal Grant Reform Act.**

This bill would change the system of financial aid to focus on specific needs of students and two-year and four-year institutions.

Cal Grant 2 – Community Colleges

- Provides an award of up to \$1250, currently the award is up to \$1656
- Removes eligibility requirements relating to age, GPA, and time out of high school
- Increases the number of students eligible, but does not provide additional funding for the increase in the number of eligible students

Official ASCCC Position/Resolutions: The ASCCC has supported the expansion of Cal Grants [January 14, 2019 Letter](#); Through Resolution [S16 6.01](#), the ASCCC actively supports the expansion of financial aid for all students in the state.

Status: Referred to Appropriations Suspense File 5/12/21.

Notes:

Senate Bills (SB)

[SB 40 \(Hurtado\)](#) – Healthcare workforce development: California Medicine Scholars Program.

This bill would create the California Medicine Scholars Program, a 5-year pilot program commencing January 1, 2023, and would require the Office of Statewide Health Planning and Development to establish and facilitate the pilot program to establish a regional pipeline program for community college students to pursue premedical training and enter medical school.

Official ASCCC Position/Resolutions: The ASCCC supports pathways and partnerships to improve the educational opportunities for community colleges students.

Status: Placed on Appropriations Suspense File 4/20/21.

Notes: Amendment on 3/16 added authors Bradford, Eggman, and Rubio. Caballero continues as a co-author. Changed who would make appointment to RHHO selection committee from each house (assembly/senate).

[SB 45 \(Portantino\)](#) – Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022

This bill would enact the Wildfire Prevention, Safe Drinking Water, Drought Preparation, and Flood Protection Bond Act of 2022, for consideration by the voters at the November 8, 2022, statewide general election. If approved, five million dollars (**\$5,000,000**) shall be allocated to the California Community Colleges for workforce development programs for prescribed fire treatments, forest and woodland restoration, fire hardening, defensible space management, and approved community defense techniques.

Official ASCCC Position/Resolutions: The ASCCC supports the funding of workforce development programs.

Status: Placed on Appropriations Suspense File 5-4-21.

Notes: Watch the section on workforce development programs.

[SB 228 \(Leyva\)](#) – Public postsecondary education: support services for foster youth: Cooperating Agencies Foster Youth Education Support Program.

This bill would change the eligibility criteria for priority registration to allow a student participant to be a current or former foster youth whose dependency was established on or after the student’s 13th birthday (instead of the 16th birthday).

Official ASCCC Position/Resolutions:

Status: Placed on Appropriations Suspense File 4/5/21.

[SB 387 \(Portantino\)](#) – Peace officers: certification, education, and recruitment.

This bill would require the commission to work with stakeholders from law enforcement, the University of California, the California State University, the California Community Colleges, and community organizations to develop a list of courses to include as requirements for obtaining a basic certificate, as specified. The bill would require an applicant for a basic certificate to complete those courses before obtaining the certificate. By imposing additional training costs on local law enforcement agencies, this bill would impose a state-mandated local program.

Official ASCCC Position/Resolutions:

Status: Placed on Appropriations Suspense File 5/10 /21.

Notes:

[SB 416 \(Hueso\)](#) – Corrections: educational programs.

This bill would require the Department of Corrections and Rehabilitation to offer college programs provided by the California Community Colleges, the California State University, the University of California, or other regionally accredited, nonprofit colleges or universities in California to inmates with a general education development certificate or equivalent or a high school diploma.

Official ASCCC Position/Resolutions:

Status: Placed on Appropriations Suspense File 5/4/21.

Notes:

[SB 659 \(Becker\)](#) – Community colleges: California College Promise.

This bill would authorize community college districts to charge students an enrollment fee of up to \$46 per unit per semester. The bill would require the governing board of a community college district that charges a fee rate less than \$46 per unit per semester to adopt a policy that establishes eligibility requirements for fee rate modifications, and a community college district that charges a fee rate less than \$46 per unit per semester would not be eligible for state reimbursement for the difference between the fee rate charged and the \$46 per unit per semester enrollment fee.

Official ASCCC Position/Resolutions:

Status: Placed on Appropriations Suspense File 5/4/21.

Notes:

Department of Finance

Budget – <https://www.dof.ca.gov>

Trailer Bill Language

<https://esd.dof.ca.gov/dofpublic/trailerBill.html>

Zero-Textbook-Cost Programs

Changes:

- (1) Develop and implement one or more of the following program pathways:
 - (A) An existing associate degree or career technical education certificate program.
 - (B) A new associate degree or career technical education certificate program that meets one of the following conditions:
 - (i) Has a high value in the regional market.
 - (ii) Meets an emerging regional business industry need.

Strive to implement degrees within three academic years after funding is appropriated in the annual Budget Act, or sooner, as determined by the chancellor's office.

Cradle-to-Career Data System Governance

Updated 4/5/21; also see [AB 99 \(Irwin\)](#)

Dual Admissions

Appears to have updated language as of 3/8/21.

This program is in Recommendation 5 of the [Recovery with Equity: A Roadmap for Higher Education after the Pandemic](#) Report.

Bills of Interest

[AB 99 \(Irwin\)](#) – Statewide longitudinal data system: Cradle-to-Career Data System: governance and support.

Status: Referred to Appropriations Suspense File 5/12/21.

Notes: See [Cradle-to-Career Data System Governance](#) in DoF Trailer Bill language. Extensive amendments made 4/27/21.

[AB 101 \(Medina\)](#) – Pupil instruction: high school graduation requirements: ethnic studies.

This bill would require the successful completion of a high school ethnic studies course for graduation. A one-semester course would be required, a full-year course requirement would be authorized.

Status: Referred to Appropriations Suspense File 4/28/21.

Notes: A similar bill, [AB 331](#) was vetoed by the Governor in September 2020; ethnic studies model curriculum needed further development.

[AB 245 \(Chui\)](#) – Educational equity: student records: name and gender changes.

This bill would require a campus of the University of California, California State University, or California Community Colleges to update a former student's records to include the student's updated legal name or gender if the institution receives government-issued documentation, as described, from the student demonstrating that the former student's legal name or gender has been changed.

Status: Passed out of committee. Re-referred to Committee on Appropriations 3/24/21. Ordered to third reading 4/15/21.

Notes: FACCC has a position of support.

[AB 295 \(Jones-Sawyer\)](#) – Public postsecondary education: pilot program for free tuition and fees: working group.

This bill would establish a working group consisting of representatives from the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and the Regents of the University of California to consider the creation of a pilot program, as specified, that would provide free postsecondary education in the state by replacing the system of charging students tuition and fees for enrollment at a public postsecondary institution. The bill would require the working group to submit a report to the Legislature on the pilot program.

Status: Referred to Committee on Higher Education 1/28/21

Notes: FACCC has a position of support.

[AB 299 \(Villapudua\)](#) – Career technical education: California Apprenticeship Grant Program.

This bill would establish the California Apprenticeship Grant Program, commencing with the 2022–23 academic year, under the administration of the office of the Chancellor of the California Community Colleges, to provide grants to encourage high school pupils, community college students, and employed and unemployed workers seeking to go into career technical education and vocational professions through participation in qualifying, state-approved apprenticeship programs. The chancellor’s office would provide supplemental grants apprentices who participate in qualified, state-approved apprenticeship and vocational programs through high schools, campuses of the California Community Colleges, and industry-driven and -funded state-approved apprenticeship and vocational programs. The grants cannot replace any existing financial aid or compensation that an apprentice may receive during apprenticeship training. It would be required that specified eligibility criteria to be met by students and apprenticeship employers and programs to participate in the program to be determined by the chancellor’s office in accordance with regulations adopted by the chancellor’s office, and would authorize the chancellor’s office to adopt emergency regulations, as specified, to carry out the purposes of the bill. The operation of the program in any fiscal year is contingent upon the enactment of an appropriation, in the Budget Act or another statute, of an amount deemed sufficient by the chancellor’s office to implement the program for that fiscal year.

Status: Amended in Assembly and Re-referred to committee on Higher Education 3/16/21. Hearing 3-24-21. Hearing postponed by committee.

Notes:

[AB 375 \(Medina\)](#) – **Community colleges: part-time employees.**

This bill would change the maximum time a part-time, temporary employee may teach, without becoming a contract employee, to 85% of the hours per week of a full-time employee having comparable duties.

Status: Referred to Appropriations Suspense File 4/14/21.

Notes: FACCC is a co-sponsor. Student Success and Support program was amended as Equity and Achievement program. Clarified intent would still include part-time, temporary faculty assignments evaluation process with exclusive representative.

[AB 403 \(Kalra\)](#) – Fair Access to College Textbooks Act.

This bill would establish the Fair Access to College Textbooks Act as part of the Donahoe Higher Education Act. The act would prohibit a campus of the California Community Colleges, the California State University, an independent institution of higher education, or a private postsecondary educational institution from assessing an automatic charge for instructional materials, as defined, to a student, or enter into an agreement with a book publisher or other entity to assess the charge unless certain conditions are met.

- The automatic charge for instructional materials assessed to each student is less than the price at which a student could acquire the same or similar instructional materials in a similar format, in similar condition, and with no less restrictive rental or digital access terms, if any, from any other source generally available to the student.
- The instructional materials assigned for a course are made available no later than the first day of the term to each student who enrolls in the course at least seven days before the first day of the term, and no later than seven days after enrollment for those who enroll thereafter.
- The institution of higher education adopts a policy under which a student is automatically charged only if the student opts in to having the cost of instructional materials included in the fees automatically charged to the student for enrollment in a course, and provides that a student may not be required to opt in for the automatic charge in order to participate in, or to successfully complete, the course.
- The full amount of the automatic charge is disclosed in, or linked from, the listing for the course or course section in the institution's online course schedule, and the amount is specified separately from any other charges associated with the course or course section.

Status: Amended and Re-referred to Committee on Higher Education 3/26/21.

Notes:

[AB 576 \(Maienschein\)](#) – Community colleges: apportionments: waiver of open course provisions: military personnel.

This bill would waive open course provisions in statute or regulations of the board of governors for any governing board of a community college district for classes the district provides to military personnel on a military base, and would authorize the board of governors to include the units of full-time equivalent students generated in those classes for purposes of state apportionments.

Status: Referred to Appropriations Suspense File 4/14/21.

Notes:

[AB 595 \(Medina\)](#) – Public postsecondary education: University of California and California State University: student eligibility policy.

This bill would require the CSU and requests the UC to consider the impact on unrepresented students when considering changes to student eligibility policies. Additionally, the CSU would be required, and the UC is requested to work with its K-12 and community college partners to develop a multi-year plan to phase in any changes needed as a result of the student eligibility policy.

Status: Re-referred to Committee on Appropriations 3/24/21. In committee: Hearing postponed by committee 4/14/21.

Notes: Amendments included language to examine the impact on eligibility and admission rates of all high school graduates, disaggregated by race, ethnicity, income, and region, and that the implementation committee and discussions would meet publicly.

[AB 775 \(Berman\)](#) – Public postsecondary education: basic needs of students.

This bill would require each community college campus to report specified basic needs information to the office of the Chancellor of the California Community Colleges, and would require that office to develop and submit to the Governor and the Legislature every 2 years a report based on the data and information reported by campuses under the bill.

Status: Referred to Appropriations Suspense File 4/28/21.

Notes: This is a legislative priority of the SSCCC.

[AB 1002 \(Choi\)](#) – Postsecondary education: course credit for prior military education, training, and service.

This bill would require the Office of the Chancellor of the California State University, in collaboration with the Academic Senate of the California State University, and request the Office of the President of the University of California, in collaboration with the Academic Senate of the University of California, to develop, by September 1, 2022, a consistent policy to award military personnel and veterans who have an official Joint Services Transcript course credit similar to the policy developed by the Office of the Chancellor of the California Community Colleges under existing law.

Status: Passed out of Committee on Appropriations 5/12/21. Sent to Consent Calendar. Read second time, sent to Consent Calendar 5/13/21.

Notes:

[AB 1073 \(Berman\)](#) – Community colleges: students enrolled in early childhood education or child development courses: fee waivers.

Official ASCCC Position/Resolutions:

Status: Referred to Appropriations Suspense File 4/21/21.

Notes:

[AB 1185 \(Cervantes\)](#) – Student financial aid: Cal Grant program

This bill would require that, in a state of emergency, as defined, resulting from the COVID-19 public health crisis, specified Cal Grant Program eligibility requirements related to time limits for award eligibility and to the age of an award recipient would not apply.

Status: Referred to Appropriations Suspense File 5/5/21.

Notes: Response to COVID-19

[AB 1269 \(Cristina Garcia\)](#) – Community colleges: part-time faculty.

This bill would require the Chancellor’s Office to conduct a comprehensive study on part-time faculty pay parity.

Status: Referred to Appropriations Suspense File 4/28/21.

Notes:

[AB 1432 \(Low\)](#) – **The California Online Community College.**

This bill would make the California Online Community College Act inoperative at the end of 2022–23 academic year.

Official ASCCC Position/Resolutions: Resolution [S18 6.02](#) urged the Chancellor’s Office and the legislature to make more efficient use of the state’s educational resources by utilizing existing community colleges and expertise as opposed to creating a new college.

Status: In Senate. Passed out of Assembly 71-0, ordered to Committee on Rules for assignment 5/6/21.

Notes: The bill cites the [ASCCC finding](#) that three programs offered are duplicative of existing programs at accredited CCCs, and the method of delivery is duplicative of existing methods in other CCCs. Medina was added as a co-author 4/9/21. *As amended 4/28/21, the reference to ASCCC was omitted. This bill was moved to the “bills of interest” section in this ASCCC Legislative Report since reference to the ASCCC was omitted from the bill language.* [State Auditor’s Report on Calbright](#), May 2021

Bills of Interest – Students

[AB 337 \(Medina\)](#) – The Board of Governors of the California Community Colleges

This bill would eliminate the prohibition against a student member voting during the student member's first year on the board.

Status: In Senate. Referred to Committee on Education 5/12/21.

Notes: FACCC has a position of support. This is a legislative priority of the SSCCC.

[AB 1216 \(Salas\)](#) – California Community Colleges: governing board membership: student members.

This bill would give each student on a local governing board an advisory vote immediately before votes are cast, entitlement to compensation, ability to make and second motions, ability to attend closed sessions that are not personnel or collective bargaining issues; encourage the CCCCCO to form a workgroup to examine methods of providing the student member with a full vote.

Status: Referred to Appropriations Suspense File 5/12/21.

Notes: The SSCCC is sponsoring this bill.

[AB 1290 \(Lee\)](#) – Student Aid Commission.

This bill would instead require the commission to include 4 student members, one from each of the following: the University of California, the California State University, the California Community Colleges, and a California private postsecondary educational institution. Existing law requires the commission to include 2 members, appointed by the Governor, who are students enrolled in a California postsecondary educational institution.

Status: In Senate. Referred to Committee on Education 5/12/21.

Notes: This is a legislative priority of the SSCCC.

[AB 1377 \(McCarty\)](#) – Student housing: California Student Housing Revolving Loan Fund Act of 2021: community college student housing.

This bill would establish the California Student Housing Revolving Loan Fund Act of 2021 to provide loans to qualifying applicants of the University of California, the California State University, and the California Community Colleges for the purpose of constructing affordable student housing.

Status: Referred to Appropriations Suspense File 4/21/21.

Notes:

[SB 20 \(Dodd\)](#) – Student nutrition: Eligibility for CalFresh benefits

This bill would require the board of governors to adopt regulations so that a student who qualifies for this fee waiver, and whose household income is below 200% of the federal poverty level, may also qualify for CalFresh benefits to the maximum extent permitted by federal law.

Status: Placed on Appropriations Committee Suspense File 4/5/21.

Notes:

[SB 26 \(Skinner\)](#) – Collegiate athletics: student athlete compensation and presentation. [Fair Pay to Play Act]

Status: Placed on Appropriations Committee Suspense File 4/5/21.

Notes: See [SB 206 \(Skinner, 2019\)](#).

Bills of Interest – Local Academic Senates

[AB 339 \(Lee\)](#) – State and local government: open meetings.
For city council or county board of supervisors over body of at least 250K—

Status: Re-referred to Committee on Appropriations 5/5/21.

[AB 361 \(Robert Rivas\)](#) – Open meetings: local agencies: teleconferences.

Status: Read second time and amended and ordered to third reading 5/11/21.

[AB 703 \(Blanca Rubio\)](#) – **Open meetings: local agencies: teleconferences.**

This bill would remove the notice requirements particular to teleconferencing and would revise the requirements of the act to allow for teleconferencing subject to existing provisions regarding the posting of notice of an agenda, provided that the public is allowed to observe the

meeting and address the legislative body directly both in person and remotely via a call-in option or internet-based service option, and that a quorum of members participate in person from a singular physical location clearly identified on the agenda that is open to the public and situated within the jurisdiction. The bill would require that, in each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the local agency also give notice of the means by which members of the public may observe the meeting and offer public comment and that the legislative body have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act, as provided.

Status: Re-referred to Committee on Local Government 5/3/21.

[AB 1419 \(Kiley\)](#) – Local educational agencies: meetings: online public participation.

Status: Referred to Committee on Education 3/11/21.

[SB 274 \(Wieckowski\)](#) – Local government meetings: agenda and documents.

Status: In Assembly. Referred to Committee on Local Government 5/13/21.

[AB 1153 \(Boerner Horvath\)](#) – Cooperative Education Reskilling and Training Pilot Program.

This bill would establish the Cooperative Education Reskilling and Training Pilot Program at Mira Costa Community College and would appropriate \$5,000,000 from the General Fund to the chancellor for allocation to Mira Costa College for the development and implementation of the program.

Status: Re-referred to Committee on Higher Education 3/15/21. Hearing in Committee of Higher Education set for 4/22/21. Hearing postponed by committee.

Legislation Tracking

CCCCO: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Governmental-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation>

CCLC: <https://cleague.org/advocacy/bill-tracking>

FACCC: <https://ctweb.capitoltrack.com/public/publish.aspx?session=21&id=88fe9ac9-0a3b-4726-91a3-2a18d3d894f2>

SSCCC: <https://studentsenateccc.org/what-we-do/legislative-advocacy/>

Hearings

Assembly: <https://www.assembly.ca.gov/dailyfile>

Senate: <https://www.senate.ca.gov/calendar>

HIGHER EDUCATION

California provides instruction, training, support services, and other programs and opportunities to nearly three million postsecondary students. Leading these efforts are the University of California (UC), California State University (CSU), California Community Colleges (CCC), Student Aid Commission, and several other agencies. The May Revision includes \$48.7 billion (\$26.5 billion General Fund and local property tax and \$22.2 billion other funds) for all higher education entities in 2021-22. The figure on Higher Education Expenditures displays additional detail about funding for higher education.

The May Revision proposes significant one-time and ongoing investments that reflect the Administration's continued commitment to affordability, access, and efficiency in higher education. These investments include making college savings accounts widely available to low-income children; providing grants to advance training and education for workers impacted by the COVID-19 Pandemic; promoting learning-aligned, long-term career development opportunities; expanding the availability of affordable student housing; and establishing regional K-16 education collaboratives focused on streamlining educational pathways leading to in-demand jobs.

Higher Education Expenditures

(Dollars in Millions)

	2019-20 ⁴	2020-21 ⁵	2021-22 ⁶	Change from 2020-21	
				Dollars	Percent
University of California					
Total Funds ^{1/}	\$9,647.3	\$9,323.8	\$10,580.1	\$1,256.3	13.5%
Ongoing General Fund	3,724.3	3,465.3	3,972.1	\$506.9	14.6%
One-Time General Fund	214.0	8.8	300.7	-	-
California State University					
Total Funds ^{1/}	\$8,571.6	\$8,269.1	\$10,277.2	\$2,008.1	24.3%
Ongoing General Fund	4,350.9	4,041.6	4,637.7	\$596.1	14.8%
One-Time General Fund	329.5	19.5	683.0	-	-
California Community Colleges					
Total Funds	\$17,369.3	\$18,081.8	\$19,107.7	\$1,025.9	5.7%
General Fund & Property Taxes	10,341.8	11,680.1	11,672.9	-\$7.2	-0.1%
California Student Aid Commission					
Total Funds	\$2,363.9	\$2,577.2	\$3,114.1	\$536.9	20.8%
General Fund ^{2/}	1,284.8	2,135.6	2,693.5	\$557.9	26.1%
Other Higher Education ^{3/}					
Total Funds	\$97.1	\$66.2	\$5,611.0	\$5,544.9	8378.8%
Ongoing General Fund	16.9	19.0	20.7	\$1.6	-
One-Time General Fund	26.1	-	2,503.0	-	-
Total Funds	\$38,049.2	\$38,318.1	\$48,690.1	\$10,372.0	27.1%
General Fund	\$20,288.3	\$21,369.9	\$26,483.6	\$5,113.7	23.9%

^{1/} These totals include tuition and fee revenues, other funds the universities report as discretionary, and American Rescue Plan Act of 2021 infrastructure funds.

^{2/} General Fund expenditures for the Cal Grant program are offset by reimbursements, including approximately \$400 million in federal Temporary Assistance for Needy Families (TANF) funds received through an agreement with the Department of Social Services.

^{3/} This category includes Hastings College of the Law; one-time funds in 2019-20 for the Scholarshare California Kids Investment and Development Savings Program; and one-time funds in 2021-22 for Child Savings Accounts (\$2.04 billion), Learning-Aligned Employment (\$500 million), Student Housing Development (\$2 billion), and Displaced Worker Training Grants (\$1 billion).

^{4/} 2019-20 Total Funds include federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding provided directly to colleges and universities.

^{5/} 2020-21 Total Funds include federal Coronavirus Response and Relief Supplemental Appropriations Act funding provided directly to colleges and universities.

^{6/} 2021-22 Total Funds include federal American Rescue Plan Act of 2021 funding provided directly to colleges and universities.

IMPROVING COLLEGE AFFORDABILITY

The state's primary method for addressing college affordability issues has long been providing direct subsidies for tuition and non-tuition costs through the Student Aid Commission's Cal Grant Program. The May Revision builds on this approach by:

- Maintaining the state's substantial investments in Cal Grant, two years of free community college, and other aid programs.
- Making summer financial aid resources for the UC and CSU permanent, assisting students in their efforts to improve timely degree completion.

- Providing the CCCs with additional resources to support basic needs centers and coordinators, and Dreamer Resource Liaisons, thereby providing additional support for underrepresented students.

The Administration is also proposing several measures to help address students' total cost of attendance and to make higher education an accessible goal for all students.

COLLEGE SAVINGS ACCOUNTS

The May Revision includes approximately \$2 billion one-time federal American Rescue Plan Act of 2021 funds in 2021-22, and assumes \$170 million ongoing General Fund beginning in 2022-23, to establish college savings accounts for all current low-income public school students, as defined by the Local Control Funding Formula, with supplemental investments for foster youth and homeless students enrolled in a public school, and for successive cohorts of these student populations as they enter first grade. Making college savings accounts widely available to eligible students and seeding them with resources that will be invested and grow in value over time will help set children from low-income families on a path to affording postsecondary education, while helping to address equity gaps. The program will involve:

- Establishing the California Child Savings Program, administered by the ScholarShare Investment Board, to create college savings accounts targeted to low-income and underrepresented public school students.
- Establishing accounts for every student qualifying as low-income as defined by the Local Control Funding Formula (students eligible for free or reduced-price meals under the National School Lunch Program, English learners, and foster youth).
- Providing seed funding of \$500 for each account, with qualifying foster youth and homeless students each receiving an additional supplemental seed deposit of \$500.

College savings accounts will not solve poverty today, but they are a long-term investment in children and their financial futures, and promote positive savings behavior. The pandemic has taken an extraordinary toll on low-income families and this effort seeks to reverse some of those negative economic impacts going forward.

STUDENT HOUSING

The May Revision also includes \$4 billion one-time General Fund, split evenly between fiscal years 2021-22 and 2022-23, to establish a low-cost student housing grant program focused on expanding the availability of affordable student housing. Reducing many students' rent costs will relieve one of the largest financial pressures students face and will significantly limit increases in the total cost of attendance. The program will involve:

- Authorizing the California School Finance Authority to award grants to the UC, CSU, and CCCs to build new student housing or to acquire commercial properties that would be transformed into student housing.
- Substantially reducing rent for students by relieving the segments from having to build in construction and/or acquisition costs into rental and meal plan charges.
- Prioritizing grants for the conversion of commercial properties that would be transformed into student housing.
- Prioritizing access to newly available units for low-income and under-represented students to support and improve equity.
- Requiring student tenants to take an average of 15 degree-applicable units per semester to facilitate timely degree completion and to further reduce their overall cost of completing college.

These one-time funds will create additional student housing that will add to the state's overall housing stock and thus relieve pressure on student housing costs, simultaneously increasing supply around universities and helping to improve housing affordability.

ADVANCING WORKERS IN A POST-COVID ECONOMY

The pandemic is accelerating change in the state's economy, increasing the importance of connecting higher education to jobs and careers. In addition, addressing equity gaps requires new thinking about how to move students seamlessly from preschool to college. Finally, the pandemic has displaced millions of workers, especially women and mothers who have shouldered a disproportionate share of caregiving while schools have operated in distance learning and family members have fallen ill. For many, the chance to return to school or training would be difficult without additional support. The May Revision makes the following substantial investments to advance workers as California recovers from the pandemic.

LEARNING-ALIGNED EMPLOYMENT

The Administration is focused on promoting closer links between campuses and businesses in order to foster job creation, economic mobility, and economic growth. The May Revision includes \$1 billion one-time General Fund, split evenly between fiscal years 2021-22 and 2022-23, to establish the Learning-Aligned Employment program, which would promote learning-aligned, long-term career development for UC, CSU, and CCC students. This program would be established as an endowment to sustain ongoing support. The program will involve:

- Creating the Endowment for Learning-Aligned Employment and authorizing the UC to invest the funds and distribute the annual returns to the public segments of higher education based on their share of resident undergraduate students receiving a Pell grant.
- Strategically focusing campuses toward identifying or establishing partnerships with external employers to provide learning-aligned opportunities related to students' fields of study, aimed at providing students with long-term career development and professional networking opportunities.
- Prioritizing learning-aligned employment opportunities for underrepresented students, particularly underrepresented students in STEM fields.

EDUCATION AND TRAINING SUPPORT GRANTS FOR DISPLACED WORKERS

The May Revision includes \$1 billion in one-time American Rescue Plan Act of 2021 funds for the Student Aid Commission to establish a one-time grant program to support displaced workers seeking reskilling and up-skilling, educational opportunities, or to support some of the costs to start a business. The program will involve:

- Authorizing the Student Aid Commission to disseminate the funds to the higher education segments, and authorizing UC, CSU, and CCC campuses to receive these funds and grant them to individuals displaced from their employment due the COVID-19 Pandemic on behalf of the Commission.
- Allowing recipients to use their grants to cover the costs of postsecondary programs, high-quality training programs, or to start a business for which the recipient has filed for a business license and developed a business plan.

- Requiring at least half of the amount appropriated for this purpose to be used to provide grants to eligible individuals who are caring for a dependent child.
- Encouraging UC, CSU, and CCC campuses to match grant funds used at their institutions, which could include UC and CSU extension programs, with institutional funds.
- Specifying that the grant amounts will be determined by the Student Aid Commission, with a minimum amount of \$1,000 per grant.

REGIONAL K-16 EDUCATION COLLABORATIVES

The May Revision allocates the \$250 million one-time General Fund set-aside from the Governor's Budget to a grant program for regional K-16 collaboratives. The program will involve:

- Appropriating the funds to the Office of Planning and Research to award grants to between five and eight regional collaboratives, modeled after the Fresno K-16 Education Collaborative.
- Requiring eligible collaboratives to include at least one institution from all three segments; to include consideration of regional workforce needs; to focus on streamlining occupational pathways that lead to high-paying, in-demand jobs; and to align higher education with workforce needs.
- Requiring eligible collaboratives to adopt recommendations from the February 2021 Recovery with Equity report related to fostering inclusive institutions and facilitating student transitions.

MULTI-YEAR FRAMEWORK FOR HIGHER EDUCATION

The Administration is committed to working with the UC and CSU to develop a multi-year agreement focusing on priorities that include closing equity gaps, improving time-to-degree completion, reducing students' total cost of attendance and increasing predictability, increasing California resident undergraduate enrollment, improving faculty diversity, and better aligning curricula and student learning objectives with workforce needs.

The May Revision maintains the Administration's expectations articulated in the Governor's Budget that:

- The UC and CSU maintain resident undergraduate tuition and fees at current levels for the 2021-22 academic year;
- The UC, CSU, and CCCs take action to significantly reduce equity gaps with the goal of fully closing equity gaps;
- The UC, CSU, and CCCs adopt policies furthering educational opportunities using online learning programs;
- The UC, CSU, and CCCs better align student learning objectives with workforce needs; and
- The UC and CSU create a new stand-alone dual admissions pathway enabling first-time freshman applicants to be considered for guaranteed admission to the UC or CSU campus of their choice upon completion of an Associate Degree for Transfer or another transfer pathway at a California Community College.

The May Revision also increases base resources provided to UC and CSU in the Governor's Budget. Specifically, the May Revision:

- Provides a \$69.3 million ongoing General Fund base augmentation to the UC and a \$74.4 million ongoing General Fund base augmentation to the CSU. When combined with respective base augmentations of \$103.9 million and \$111.5 million previously provided in the Governor's Budget, these augmentations result in five-percent ongoing base General Fund resource increases beginning in 2021-22.
- Provides \$302.4 million General Fund to the UC and \$299 million General Fund to the CSU to offset the ongoing reductions applied to the UC and CSU in the 2020 Budget Act, starting in fiscal year 2021-22.

These significant investments in UC and CSU provide ongoing base funding levels above pre-pandemic levels to aid the universities in making progress toward multi-year goals.

UNIVERSITY OF CALIFORNIA

Consisting of ten campuses, the UC is the primary institution authorized to independently award doctoral degrees and professional degrees. The UC educates approximately 285,000 undergraduate and graduate students and receives the highest state subsidy per student among the state's three public higher education segments. In

2019-20, the UC awarded 83,000 degrees. An additional 300,000 students participate in continuing education programs through the University extensions.

UC OFFICE OF THE PRESIDENT

The COVID-19 Pandemic has underscored the importance of being able to act swiftly to adjust operations to best support students and complex university operations. This is best done under a model that allows the UC President to collaborate with campuses to implement systemwide efforts that enable campuses to better serve students and operate more efficiently. To support such a model, the May Revision proposes to consolidate the separate funding items for the UC Office of the President and UC campuses into one item, and enable the UC Office of the President to return to a campus assessment model. Returning to a campus assessment model, while maintaining existing transparency measures, will enable the UC Office of the President to provide campuses with additional flexibility to determine if a centrally supported service would more efficiently and effectively serve the needs of students.

DETAILED BUDGET INVESTMENTS

ONGOING INVESTMENTS:

- **Support for the University of California**—An increase of approximately \$302.4 million General Fund to support the University's changing operational and programmatic needs, which effectively restores UC's 2020 Budget Act reductions beginning in 2021-22.
- **Base Growth**—An increase of approximately \$69.3 million ongoing General Fund to support the University's changing operational and programmatic needs, which when combined with the Governor's Budget base augmentation of \$103.9 million ongoing General Fund, results in a five-percent base increase.
- **Graduate Medical Education**—A decrease of \$1.6 million ongoing General Fund to maintain the Proposition 56 Graduate Medical Education Program at an ongoing total of \$40 million.

ONE-TIME INVESTMENTS:

- **Deferred Maintenance**—An increase of \$150 million one-time American Rescue Plan Act of 2021 funds to address deferred maintenance and energy efficiency projects at UC campuses. This funding is provided in addition to \$175 million one-time

General Fund provided in the Governor's Budget for UC deferred maintenance and energy efficiency projects.

- **Grants for Animal Shelters**—An increase of \$45 million one-time General Fund for the UC Davis Koret Animal Shelter Medicine Program to develop a grant program for animal shelters. This augmentation would enable the center to provide expertise, support, and local assistance over a five-year period to help communities achieve the state's policy goal that no adoptable or treatable dog or cat should be euthanized.
- **UCLA Labor Center**—An increase of \$15 million one-time General Fund to renovate the UCLA Labor Center facility.
- **UC San Francisco Dyslexia Center**—An increase of \$10.2 million one-time General Fund to enhance the Center's app, support collaboration with teacher training programs, and support dyslexia research that could inform practices.
- **UCLA Asian American Studies Center**—An increase of \$5 million one-time General Fund to support analysis and research associated with the prevention of hate incidents experienced by Asian Pacific Islander communities and to provide grants to community-based organizations focused on preventing hate incidents experienced by Asian Pacific Islander communities.
- **UC Berkeley Alternative Meats Lab**—An increase of \$1 million one-time General Fund to support the UC Berkeley Alternative Meats Lab.

CALIFORNIA STATE UNIVERSITY

The CSU serves approximately 486,000 undergraduate and graduate students across 23 campuses and receives funding from a variety of sources, including state General Fund, federal funds, lottery funds, and student tuition and fees. In 2019-20, the CSU awarded over 129,000 degrees. The CSU also provides opportunities for residents to enroll in professional and continuing education programs.

TRANSITIONING HUMBOLDT STATE UNIVERSITY TO A POLYTECHNIC UNIVERSITY

The May Revision provides a significant investment to support Humboldt State University becoming designated as the state's third polytechnic university, and the first in northern California. Transitioning Humboldt State University to a polytechnic university would build upon the University's high concentration of programs in science, technology,

engineering and math (STEM) fields, as well as applied sciences such as health, agriculture, and natural resources. Moreover, the availability of a polytechnic university on the northern California coast would improve the availability of hands-on educational opportunities in the region, preparing students for in-demand careers in the North Coast region and throughout California.

The May Revision provides \$433 million one-time General Fund to support a capital projects transition plan—including renovations of science and laboratory facilities, as well as enhanced computing and telecommunications infrastructure—as the campus transitions to a polytechnic university. Additionally, the May Revision provides \$25 million ongoing General Fund to support the addition of academic programs that would be offered under Humboldt State University's polytechnic designation, such as programs in cyber security and technology, wildlife management, and climate resilience.

DETAILED BUDGET INVESTMENTS

ONGOING INVESTMENTS:

- **Support for the California State University**—An increase of approximately \$299 million General Fund to support the University's changing operational and programmatic needs.
- **Base Growth**—An increase of approximately \$74.4 million ongoing General Fund to support the University's changing operational and programmatic needs, which when combined with the Governor's Budget base augmentation of \$111.5 million ongoing General Fund, results in a five-percent base increase.

ONE-TIME INVESTMENTS:

- **Deferred Maintenance**—An increase of \$150 million one-time American Rescue Plan Act of 2021 funds to address deferred maintenance and energy efficiency projects at CSU campuses. Additionally, the May Revision provides the CSU with the flexibility to use \$175 million one-time General Fund proposed in the Governor's Budget to address deferred maintenance to also be used to address energy efficiency projects at CSU campuses.
- **CSU Northridge Center for Equity in Innovation and Technology**—An increase of \$25 million one-time General Fund to support construction of the CSU Northridge Center for Equity in Innovation and Technology.

CALIFORNIA COMMUNITY COLLEGES

The CCCs are the largest system of higher education in the nation, serving roughly one-quarter of the nation's community college students, or approximately 2.1 million students. The CCCs provide basic skills, career education, and undergraduate transfer education with 73 districts, 116 campuses, and 78 educational centers. In 2019-20, the community colleges awarded more than 115,000 certificates, 196,000 degrees and transferred about 107,000 students to four-year institutions.

SIGNIFICANTLY REDUCING TEXTBOOK COSTS

To address rising costs of student instructional materials, the 2016 Budget Act included \$5 million one-time Proposition 98 General Fund to establish the Zero-Textbook-Cost Degree (ZTC) Grant Program to create associate degrees and career technical education certificate programs, earned entirely by completing courses that eliminate textbook costs. Although the CCCCO does identify official savings to students, some external estimates indicate this investment produced \$42 million in cost savings to students.

Textbooks contribute considerable costs to earning a degree. The May Revision proposes a nearly eight-fold increase over the Governor's Budget to expand the creation of ZTC degrees by incenting the development and use of open educational resources. The May Revision proposes \$100 million one-time Proposition 98 General Fund, which when combined with \$15 million one-time Proposition 98 General Fund proposed in the Governor's Budget would provide a total of \$115 million one-time Proposition 98 General Fund to develop and implement zero-textbook-cost degrees and open educational resources.

DETAILED BUDGET INVESTMENTS

APPORTIONMENTS INVESTMENTS:

- **Apportionments Cost-of-Living Adjustment**—An increase of \$185.4 million ongoing Proposition 98 General Fund to reflect a compounded cost-of-living adjustment of 4.05 percent, which represents a 2020-21 cost-of-living adjustment of 2.31 percent and a revised 2021-22 cost-of living adjustment of 1.7 percent.
- **Apportionment Deferrals**—An increase of approximately \$326.5 million one-time Proposition 98 General Fund to fully retire deferrals from the 2021-22 fiscal year to the 2022-23 fiscal year.

- **Dual Enrollment**—An increase of \$75 million one-time Proposition 98 General Fund to expand new and existing College and Career Access Pathways (CCAP) agreements between school districts and community colleges.
- **Local Property Tax Adjustment**—An increase of \$62.4 million ongoing Proposition 98 General Fund as a result of decreased offsetting local property tax revenues.

STUDENT-FOCUSED PROGRAM INVESTMENTS:

- **Guided Pathways**—An increase of \$150 million one-time Proposition 98 General Fund to further support colleges' efforts to implement Guided Pathways programs.
- **Retention and Enrollment Strategies**—An increase of \$100 million one-time Proposition 98 General Fund to support efforts to bolster CCC student retention rates and enrollment, consistent with funds approved for this purpose pursuant to Chapter 4, Statutes of 2021 (AB 85).
- **English as a Second Language**—An increase of \$50 million ongoing Proposition 98 General Fund to expand vocational training opportunities and English as a Second Language (ESL) programs for ESL students at the community colleges. The Administration expects that these programs be linked to pathways enabling ESL students to subsequently enroll in for credit certificate, credential, or degree programs.
- **Student Basic Needs**—An increase of \$30 million ongoing Proposition 98 General Fund for colleges to establish basic needs centers and hire basic needs coordinators.
- **Student Equity and Achievement Program**—An increase of approximately \$23.8 million ongoing Proposition 98 General Fund to increase program funding by five percent.
- **Equal Employment Opportunity Programs**—An increase of \$20 million one-time Proposition 98 General Fund to support the implementation of EEO best practices, as developed by the Chancellor's Equal Employment Opportunity and Diversity Advisory Committee.
- **Dreamer Resource Liaisons**—An increase of \$5.8 million ongoing Proposition 98 General Fund to further support Dreamer Resource Liaisons and student support services for immigrant students, including undocumented students in community colleges, pursuant to Chapter 788, Statutes of 2019 (AB 1645).

WORKFORCE-FOCUSED INVESTMENTS:

- **High Road Training Partnerships and Regional Partnerships**—An increase of \$20 million one-time Proposition 98 General Fund to support CCC participation in High Road Training Partnerships and regional partnerships developed by the California Workforce Development Board.
- **CCC Strong Workforce Program**—An increase of approximately \$12.4 million ongoing Proposition 98 General Fund to increase program funding by five percent.
- **Work-Based Learning**—An increase of \$10 million one-time Proposition 98 General Fund to develop work-based learning opportunities in (1) cloud computing, and (2) zero emissions and supply chain fields.
- **Competency-Based Education Pilot**—An increase of \$10 million one-time Proposition 98 General Fund to pilot implementation of competency-based education at select community colleges.
- **CCC Registry Modernization**—An increase of \$1 million one-time Proposition 98 General Fund to support the modernization of the CCC Registry, which is an online database of job opportunities for the California Community Colleges.

TECHNOLOGY-FOCUSED INVESTMENTS:

- **Program Pathways Technology**—An increase of \$10 million ongoing Proposition 98 General Fund to for the systemwide acquisition of software that visualizes and clearly maps out curricular pathways for students choosing their pathway and for students needing help to stay on their pathway. This investment would also support the long-term development and integration of a common application platform within the proposed Cradle-to Career Data system.
- **Common Course Numbering**—An increase of \$10 million one-time Proposition 98 General Fund to plan for and begin developing a common course numbering system throughout the community college system, which should better enable students to identify the courses needed to complete a degree or certificate, or transfer to a four-year institution. This investment would also support the long-term development and integration of a common application platform within the proposed Cradle-to Career Data system.
- **Library Services Platform**—An increase of \$4 million ongoing Proposition 98 General Fund to support a systemwide technology platform for library services to better manage and deliver digital information to support teaching and learning.

OTHER INVESTMENTS:

- **Deferred Maintenance**—An increase of \$314.1 million one-time Proposition 98 General Fund and \$250 million one-time American Rescue Plan Act of 2021 funds to address deferred maintenance.
- **COVID-19 Response Block Grant**—An increase of \$50 million one-time Proposition 98 General Fund to support grants to assist community colleges with responding to the COVID-19 Pandemic and transitioning back toward in-person education.
- **Student Success Completion Grant**—An increase of \$27.2 million ongoing Proposition 98 General Fund to support revised estimates of students eligible for the program.

CALIFORNIA STUDENT AID COMMISSION

The California Student Aid Commission administers financial aid programs, including the Cal Grant program and the Middle Class Scholarship Program. The state's Cal Grant program is estimated to provide over 383,000 financial aid awards to students who meet specified eligibility criteria in fiscal year 2019-20.

The Administration remains committed to fostering equity and access within the State's higher education institutions. In an effort to support college affordability, the May Revision maintains all financial aid programs, with only caseload adjustments.

GOLDEN STATE TEACHER GRANT PROGRAM

The May Revision provides an increase of \$400 million one-time General Fund, which when combined with \$100 million one-time General Fund proposed in the Governor's Budget, provides a combined total of \$500 million one-time General Fund for the Golden State Teacher Grant Program. These funds will be available over a five-year period to support grants to students enrolled in teacher preparation programs who commit to working in a high-need field at school sites with the highest rates of non-credentialed or waiver teachers.

SIGNIFICANT INVESTMENTS:

- **Cal Grant Program Costs**—A decrease of \$106.4 million General Fund in 2021-22 to account for the following:

- A decrease of approximately \$63 million in 2021-22 to reflect a decrease in the estimated number of new recipients in 2020-21. This adjustment includes decreased costs of \$50.8 million in 2020-21.
- A decrease of \$43.4 million ongoing General Fund associated with the cost to restore Cal Grant A eligibility for students impacted by a change in their living status due to the pandemic. The May Revision also reflects decreased costs of \$43.4 million in 2020-21.
- **Former and Current Foster Youth Access Award**—A decrease of approximately \$5.1 million ongoing General Fund associated with revised estimates of foster youth that would qualify for a supplemental access award funding for all former or current foster youth.

HASTINGS COLLEGE OF THE LAW

Hastings College of the Law is affiliated with the UC system, but is governed by its own Board of Directors. Located in San Francisco, it primarily serves students seeking a Juris Doctor degree, but also has masters programs. In 2019-20, Hastings enrolled 944 full-time equivalent students. Of these, 921 were Juris Doctor students.

SIGNIFICANT INVESTMENT:

- **Alternative Campus Safety Program**—An increase of \$3 million one-time General Fund, available for a three-year period, to provide support for an alternative campus public safety program.

CALIFORNIA STATE LIBRARY

The California State Library serves as the central reference and research library for the Governor and Legislature. The Library collects, preserves, generates, and disseminates information, and provides critical assistance to libraries across the state. The Library administers programs funded by state and federal funds to support local and public library programs.

SIGNIFICANT INVESTMENTS:

- **Infrastructure:**

- **Library Infrastructure**—An increase of \$50 million one-time General Fund for an equity-focused matching grant program to support local library infrastructure.
- **Broadband Access**—An increase of \$35 million one-time General Fund available through 2024-25, to expand broadband access to isolated and under-served communities through a collaborative partnership of local education agencies, regional libraries, and telehealth providers and leverage available federal funds through the E-Rate Program.
- **Broadband Capacity and Equipment Grants**—An increase of \$6 million one-time General Fund to support the Broadband Connectivity Initiative.

- **Education:**

- **English as a Second Language Programs**—An increase of \$15 million one-time General Fund to support English as a Second Language programs offered through local libraries.
- **Online Tutoring**—An increase of \$6.4 million one-time General Fund to support a two-year pilot online tutoring service program.
- **Civil Liberties Program**—An increase of \$5 million one-time General Fund to support grants for public education and awareness of Civil Liberties.
- **Database Access**—An increase of \$241,000 ongoing General Fund to support K-12 Student Online STEAM database access.

- **Other Investments:**

- **Disaster Preparedness**—A limited-term increase of \$2.4 million General Fund annually for the next four years to support Disaster Preparedness for Cultural Heritage Agencies.
- **Assistive Technology**—An increase of \$1.6 million one-time General Fund and \$220,000 ongoing General Fund to support Assistive Technology for Visually Impaired Californians.
- **Data and Systems Librarians**—An increase of \$345,000 ongoing General Fund to support Data and Systems Librarians.

- **Homeless Youth Project**—An increase of \$130,000 to support the California Homeless Youth Project.

Joint Analysis

Governor's 2021-22 May Revision

May 14, 2021



California Community Colleges



Background

This analysis was prepared by the California Community Colleges Chancellor's Office (Chancellor's Office) with review support from the:

- Association of California Community College Administrators (ACCCA)
- Association of Chief Business Officials (ACBO)
- Community College League of California (League)

Its purpose is to provide information about the Governor's May Revision as a common resource for each organization's further analyses and advocacy efforts. Over the next several months, updated analyses will describe any proposed trailer bills and the enacted budget.

Introduction

Today, Governor Newsom released the May Revision for the 2021-22 fiscal year. Below, we describe changes since January in the overall state budget framework. We then review proposed May Revision budget adjustments for California's community colleges in detail.

Changes in Overall Budget Framework

The state's primary revenue sources—the personal income tax, sales tax, and corporate tax—have been coming in ahead of projections over the last several months, bringing in significantly more than the \$15 billion “windfall” that was anticipated in the Governor's Budget released in January. The state's progressive income tax structure results in a large share of personal income taxes being paid by high-income residents, who have benefited from strong growth in the stock market and have been largely shielded from the job and income losses suffered by lower-wage Californians during the economic upheaval of the COVID-19 pandemic. Federal relief to individuals and businesses in recent months has boosted consumer spending, increasing sales tax revenues. And some large corporations have seen significant profit increases, raising corporate tax receipts. The Governor's May Revision reflects the stronger budget outlook.

IMPROVED BUDGET OUTLOOK WILL TRIGGER STATE APPROPRIATIONS LIMIT

Strong budget outlook. In January, the administration projected a \$15 billion surplus for 2021-22 and more than \$21 billion in reserves, including \$15.6 billion in the state's Rainy Day Fund. The administration's May Revision now projects a \$10.7 billion increase in revenues by the end of 2021-22, with total revenues now forecast to be \$203.4 billion and a projected surplus of \$75.7 billion. Over \$25 billion in federal relief funds add to the state's positive budget outlook for 2021-22.

As recently predicted by the Legislative Analyst's Office (LAO), the administration estimates that the state will exceed its constitutional appropriations limit, commonly known as the Gann Limit, by approximately \$16 billion over the 2020-21 and 2021-22 fiscal years. The spending limit, established in 1979 through Proposition 4, is based on tax

revenue and is adjusted annually to account for economic growth and the change in population. The Constitution requires the state to split excess tax revenue above the limit between education and rebates to taxpayers. The May Revision proposes that taxpayers get refunds in the budget year while K-14 education would receive its portion in 2022-23. The LAO expects the limit to be a major issue over the next several years, related to underlying trends in personal income, recent decisions to increase tax rates (i.e., Proposition 30 in 2012 and Proposition 55 in 2016), and flat or declining growth in the state's population.

Expansion of economic recovery efforts. The stronger fiscal outlook is reflected in the governor's proposal to expand the economic stimulus plan and other targeted investments aimed at populations affected by the COVID-19 pandemic and its economic disruptions, as part of what the administration is calling the "California Comeback Plan." In February, Senate Bill 85 was signed by the governor, amending the Budget Act of 2020 to add funding for direct stimulus payments of \$600 to nearly 6 million low-income individuals and grants to small businesses. Proposals in the May Revision would

- provide a new round of \$600 stimulus checks to individuals earning up to \$75,000 who did not already receive a Golden State Stimulus (with an additional \$500 to families with children);
- pay down back rent and utility bills owed by Californians impacted by the pandemic;
- expand the Homekey program and other efforts to increase housing for the homeless;
- create more equitable opportunities for K-12 students through summer and after-school programs, grants to attract teachers to high-poverty schools, phasing in universal pre-K, and establishing college savings accounts for low-income children.

The spring package implemented through AB 85 included \$121.1 million in one-time local assistance funds for the California community colleges, including

- \$100 million in emergency student financial assistance grants;
- \$3.1 million for outreach and application assistance to support students applying for CalFresh;
- \$18 million for efforts to bolster student retention rates and enrollment.

Funds were allocated at the district level with the expectation that districts distribute them to colleges based on analysis of the needs of low-income student populations. Districts and colleges have been encouraged to disburse the funds rapidly to address immediate student needs. Colleges will be required to report on how the CalFresh outreach funds are used.

Additional federal relief funds. Colleges began to receive funds from the second round of federal COVID-19 relief funding this spring, as provided in the Coronavirus Response and Relief Supplemental Appropriations Act (H.R. 133) passed in December 2020. Colleges have one calendar year from the date of their award to spend those funds. In March 2021, new legislation was signed to provide a third round of relief funding. The American Rescue Plan (ARP) Act is expected to provide approximately \$5 billion in base funds directly to public and private higher education institutions in California.

California’s community colleges will receive an estimated \$2.3 billion of the new federal funding. At least half of the funds are to be spent on direct student aid and the remainder on institutional expenses associated with COVID-19 such as lost revenue, technology, training and payroll. As with the prior two rounds of funding, supplemental funds will be provided to minority-serving institutions and institutions with unmet need, which can be used for any mix of student aid or institutional relief. The ARP stipulates that colleges must use a portion of their institutional relief funds to “implement evidence-based practices to monitor and suppress coronavirus in accordance with public health guidelines,” and to inform students that their financial aid packages can be adjusted to reflect certain circumstances such as recent unemployment. The legislation does not specify how much of a college’s allocation is to be used for each of these requirements, but the Education Department provides some guidance in the *Higher Education Emergency Relief Fund III Frequently Asked Questions* document.

SYSTEM PLAN FOR AN EQUITABLE RECOVERY

In April, the California Community Colleges issued a call for strategic investments in the system to support an equitable recovery from disruptions caused by the COVID-19 pandemic, and to advance the goals of the *Vision for Success*. The system’s plan reiterated some of the needs included in the Board of Governors’ Budget and Legislative request for 2021-22, emphasizing several priorities:

- **Restoring college resources.** Pay down the full balance of deferrals and provide the same cost-of-living adjustment (COLA) to the community colleges as to the K-12 system.
- **Re-envisioning financial aid, basic needs, and college affordability.** Invest in ways for students to access financial aid and basic needs support more holistically through all-in-one financial aid and basic needs centers at the colleges. Additionally, support strategies that reduce the total cost of attendance for students, including lower textbook costs and affordable housing.
- **Fostering diversity, equity and inclusion.** Invest in the implementation of the system’s Diversity, Equity, and Inclusion (DEI) recommendations to foster an inclusive and anti-racist campus culture and state.
- **Focusing on workforce development.** Make strategic investments in the California Community Colleges to play a critical role in the road to recovery leading to a more equitable and resilient California. Working with state partners, community colleges can increase regional collaboration around emerging

industries, support employer engagement, and advance credit for prior skills and learning.

The Governor’s May Revision proposes to pay off the deferrals in full, provides funding for an integrated approach for basic needs centers, makes investments in student housing and low-cost textbook alternatives, addresses a number of the system’s DEI recommendations, and invests in collaborative workforce development efforts, as described in more detail below. Appendix B compares the Governor’s May Revision to the 2021-22 System Budget Request.

Changes to California Community Colleges Funding

In this section, we omit further discussion of major policy changes proposed in the Governor’s Budget (and described in our January analysis) that are no longer part of the Governor’s proposal. We detail changes to the remaining items and new proposals presented as part of the May Revision.

PROPOSITION 98 ESTIMATES

Minimum Guarantee. Table 1 shows the Department of Finance’s estimates of the Proposition 98 minimum guarantee for the prior, current, and budget years as of the May Revision, for all Proposition 98 programs. The minimum guarantee is higher than projected in January, and has increased by \$17.7 billion over three years.

The May Revision eliminates the one-time supplemental payment of \$2.3 billion proposed in the Governor’s Budget, originally assumed to be required by the 2020-21 Budget Act. The administration now estimates that the Proposition 98 funding levels in 2019-20 and 2020-21 will be \$9.3 billion greater than the target funding levels that would have triggered the requirement for a supplemental payment.

Table 1: Proposition 98 Funding by Source (In Millions)

Minimum Guarantee	Governor’s Budget (GB)	May Revision	Change from GB (Amount)	Change from GB (Percent)
2019-20	\$79,544	\$79,329	-215	0%
General Fund	54,470	54,483	13	0%
Local property tax	25,073	24,846	-217	-1%
2020-21	\$82,828	92,822	9,994	12%
General Fund	56,942	67,077	10,135	18%
Local property tax	25,887	25,745	-142	-1%
2021-22	\$88,105	93,738	5,633	6%
General Fund	60,835 ^a	66,374 ^b	5,539	9%
Local property tax	27,270	27,365	95	0%

^a This amount includes one-time supplemental Proposition 98 funding for 2021-22 as required by the 2020-21 Budget Act.

^b This amount removes one-time supplemental Proposition 98 funding for 2021-22 per May Revision proposal.

Required Transfer to Public School System Stabilization Account (PSSSA). Proposition 2, approved by voters in November 2014, created the PSSSA, a new state reserve for schools and community colleges. Under Proposition 2, transfers are made to this account only if several conditions are satisfied. The Governor’s Budget proposed a deposit of \$3 billion into the fund, including \$2.2 billion for 2021-22 and \$747 million for 2020-21. The May Revision raises the proposed deposit to \$4.6 billion related to the state’s increased revenues.

CALIFORNIA COMMUNITY COLLEGES FUNDING LEVELS

Table 2 shows the estimated minimum guarantee for the California Community Colleges in the May Revision. The share of Proposition 98 funding for the system is at the traditional share of 10.93% in each of these years. Included in this share is a small amount of pass-through funding for school district-based apprenticeship programs. Prior to calculating the community college share, funding for the Adult Education, Adults in Correctional Facilities, and K-12 Strong Workforce programs, as well as transfers to the Public School System Stabilization Account, are excluded from the total.

Table 2: California Community Colleges Proposition 98 Funding by Source (In Millions)

Minimum Guarantee	Governor’s Budget (GB)	May Revision	Change from GB (Amount)	Change from GB (Percent)
2019-20	\$8,606	\$8,583	-23	0%
General Fund	5,355	5,357	2	0%
Local property tax	3,252	3,226	-26	-1%
2020-21	\$8,881	\$9,839	958	11%
General Fund	5,467	6,512	1,045	19%
Local property tax	3,414	3,327	-87	-3%
2021-22	\$9,295	\$9,869	574	6%
General Fund	5,697	6,335	638	11%
Local property tax	3,598	3,535	-63	-2%

CHANGES IN FUNDING

Ongoing Funding. The May Revision increases ongoing funding for the California Community Colleges by \$282.2 million compared to the Governor’s Budget, as reflected in

Table 3. Most notably, the proposal increases the COLA for the Student Centered Funding Formula (SCFF) from the 1.5% proposed in January to 4.05%, reflecting a compounded adjustment of 2.3% for 2020-21 and 1.7% for 2021-22, and matching the proposed rate for K-12. It also increases the COLA for categoricals slightly to 1.7% (up from 1.5%) and proposes a 5% increase for the Student Equity and Achievement and Strong Workforce Programs, new spending to expand vocational training opportunities and English as a Second Language (ESL) opportunities, support for affordability and basic needs strategies, and investments in technology.

One-Time Funding. The May Revision increases one-time funding by \$870 million. It proposes to eliminate budget deferrals. Compared to amounts proposed in the January budget, it increases spending for the Zero Cost Textbook initiative and for retention and enrollment efforts. It proposes new one-time support to help colleges transition back to in-person education, to continue implementation of Guided Pathways, to address deferred maintenance, and to address other issues as described below.

Table 3: Proposed 2021-22 Changes in California Community Colleges Proposition 98 Funding (In Millions)

Adjustments	Governor's Budget	May Revision	Change From Governor's Budget
TECHNICAL ADJUSTMENTS			
Student Centered Funding Formula (SCFF) other base adjustments (aside from COLA and Growth)	\$97.6	0.6	-97.0
Subtotal Technical Adjustments	\$97.6	0.6	-97.0
POLICY ADJUSTMENTS			
Ongoing			
Provide COLA for SCFF (1.5%/4.05%)	\$111.1	\$296.5	\$185.4
Increase access to online technology as well as mental health services	30.0	30.0	0.0

Fund 0.5% enrollment growth for SCFF	23.1	23.6	0.5
Expand California Apprenticeship Initiative	15.0	15.0	0.0
Invest in online education ecosystem and infrastructure	10.6	10.6	0.0
Provide COLA for certain categorical programs ^a (1.5%/1.7%/4.05% for Apprenticeship)	6.1	8.4	2.3
Cover increased costs for broadband access provided by CENIC	8.0	8.0	0.0
Expand vocational training for ESL students	0.0	50.0	50.0
Support integrated basic needs centers	0.0	30.0	30.0
Expand program pathways technology	0.0	10.0	10.0
Implement library services platform	0.0	4.0	4.0
Subtotal Ongoing Policy Adjustments	\$203.9	\$486.1	\$282.2
One-Time			
Provide emergency financial assistance grants for students ^b	\$250.0	\$250.0	\$0.0
Address students' basic needs related to food and housing insecurity	100.0	100.0	0.0

Support retention and enrollment strategies ^b	20.0	120.0	100.0
Expand work-based learning	20.0	30.0	10.0
Increase faculty professional development	20.0	20.0	0.0
Expand Zero-Textbook Cost pathways	15.0	115.0	100.0
Provide instructional materials for dual enrollment students	2.5	2.5	0.0
AB 1460 implementation and anti-racism initiatives	0.6	0.6	0.0
Address deferred maintenance ^c	0.0	314.0	314.0
Support continued implementation of Guided Pathways	0.0	150.0	150.0
Expand dual enrollment through College and Career Access Pathways partnerships	0.0	75.0	75.0
Transition back to in-person education	0.0	50.0	50.0
Implement Equal Employment Opportunity best practices	0.0	20.0	20.0
Support High Road Training Partnerships and High Road Construction Careers	0.0	20.0	20.0
Expand Regional Equity and Recovery Partnerships for work-based learning	0.0	10.0	10.0

Accelerate competency based education	0.0	10.0	10.0
Implement common course numbering	0.0	10.0	10.0
Modernize the California Community College Registry	0.0	1.0	1.0
Subtotal One-Time Policy Adjustments	\$428.1	\$1,298.1	\$870.0
TOTAL CHANGES	\$729.6	\$1,784.8	\$1,055.2

^a Applies to CalWORKS, Campus Childcare, DSPS, EOPS, apprenticeships, and Mandated Costs Block Grant programs. The COLA for apprenticeships is higher (4.05%) than for other categoricals.

^b Portions of the emergency financial grants for students (\$100 million) and the funding to support retention and enrollment strategies (\$20 million) were included in the Immediate Action Package implemented in February through SB 85, as described earlier in the report.

^c Amount excludes an additional \$250 million one-time federal funds from the American Rescue Plan Act of 2021.

COLA = cost-of-living adjustment

Apportionments

Changes to Student Centered Funding Formula for 2021-22. Consistent with the Governor’s Budget, the May Revision proposes continued implementation of the Student Centered Funding Formula, but increases the proposed COLA from 1.5% to 4.05% to account for the lack of COLA in 2020-21. Table 4 reflects the final rates for 2020-21 (which were the same as for 2019-20 since no COLA was provided), along with the projected rates for 2021-22, as modified by COLA and other base adjustments. The distribution of funds across the three allocations (base, supplemental, and student success) is determined by changes in the underlying factors.

Table 4: 2021-22 Student Centered Funding Formula Rates (rounded)

Allocations	2020-21 Rates	2021-22 Rates	Change From 2020-21 (Amount)	Change from 2020-21 (Percent)
Base Credit ^a	\$4,009	\$4,171	\$162	4.05%
Supplemental Point Value	948	986	38	4.05%
Student Success Main Point Value	559	582	23	4.05%
Student Success Equity Point Value	141	147	6	4.05%
Incarcerated Credit ^a	5,622	5,850	228	4.05%

Special Admit Credit ^a	5,622	5,850	228	4.05%
CDCP	5,622	5,850	228	4.05%
Noncredit	3,381	3,518	137	4.05%

^a Ten districts receive higher credit FTE rates, as specified in statute.

Elimination of Budget Deferrals. The May Revision proposes to use one-time funds of \$1.45 billion to eliminate budget year deferrals rather than carrying a portion of the deferrals forward as proposed in January. The deferrals would be paid back in July and August 2021.

College Affordability

Zero Cost Textbook Pathways. Compared to the January proposal, the May Revision increases funding for expansion of Zero Cost Textbook pathways from \$15 million to \$115 million one-time. The definition of such pathways would be expanded to include low- to no-cost degrees in cases where colleges cannot eliminate the cost due to royalties paid to authors.

College Savings Accounts. The proposal includes \$2 billion in federal ARP funds to establish a savings account of \$500 for every low-income student enrolled in the state’s public schools, with homeless or foster youth getting an additional \$500. The proposal includes \$170 million in ongoing non-Proposition 98 General Funds beginning in 2022-23 to establish new accounts for students entering first grade, an investment that can grow over time until children reach college age. The initiative is aimed at encouraging college attendance and improving affordability.

Grants to Dislocated Workers. The May Revision provides \$1 billion in one-time federal funds to the California Student Aid Commission (CSAC) to support a grant program for displaced workers who want to enroll in an education program, start a business, or engage in training to reskill or upskill. The funds would be available over approximately three years, and CSAC would disseminate the funds to the higher education segments to provide grants to individuals on behalf of the Commission. The grants would be aimed at workers displaced from their employment due to COVID-19, and could be spent on high-quality training or starting a business.

Other Changes to Financial Aid. The May Revision leaves in place proposals from the January Governor’s Budget to increase the number of competitive Cal Grant awards by 9,000 and provide access awards for foster youth, and to require high school seniors to complete a financial aid application.

Student Needs

Basic Needs Centers. The May Revision includes a new proposal for ongoing funding of \$30 million to support basic needs centers and coordinators. According to the Department of Finance, the proposal would allow for the integration of financial aid and basic needs centers, as proposed by the Chancellor’s Office in its Plan for an Equitable

Recovery. This funding would be in addition to the January proposal for \$30 million ongoing to support targeted basic needs for mental health services and access to technology.

Retention and Enrollment Efforts. The May Revision proposes an additional \$100 million in one-time funding for retention and enrollment efforts, a significant increase over the \$20 million proposed in January (\$18 million was included in the Immediate Action Package implemented through SB 85). The additional funds would be allocated to colleges that have been disproportionately affected by enrollment drops related to COVID-19. The funds could be used as fiscal incentives for students and would be allocated to colleges in the same manner as occurred with the funding included in the Immediate Action Package.

Student Housing. The May Revision includes \$4 billion in one-time non-Proposition 98 General Funds over two years for student housing grants to be administered through the State Treasurer and the California School Finance Authority. Sixty percent of the funds are intended for community colleges for either new construction or renovation of existing properties, to be targeted to colleges serving underrepresented students. The proposal includes requirements that student tenants in the new or renovated housing produced with the funding take an average of 15 degree-applicable units per semester to facilitate timely degree completion and reduce their overall cost of college.

Dual Enrollment. In addition to the proposal from the January budget to provide \$2.5 million for instructional materials for dual enrollment students, the May Revision includes a new proposal for \$75 million one-time for fiscal incentives to establish new or expand existing College and Career Access Pathways agreements between community college districts and K-12 school districts.

Vocational Training for English as a Second Language Students. The May Revision includes \$50 million ongoing to expand vocational training opportunities and English as a Second Language (ESL) programs. The proposal expects that the programs be linked to pathways enabling ESL students to subsequently enroll in credit certificate and degree programs.

Diversity, Equity, and Inclusion

Actionable Plans to Close Equity Gaps. The May Revision alters the Governor's January proposal to require actionable plans to close equity gaps as a condition for receiving the COLA, and instead makes the receipt of Student Equity and Achievement program funds contingent on such plans. Districts will be expected to submit board-approved plans by September 30, 2022 detailing their plans to achieve the goal established in 2017 of a 40% reduction in equity gaps by 2023 and fully closing the gaps by 2027. The Chancellor's Office will be expected to coordinate with the other public higher education segments to establish shared definitions and metrics and to inform the plans adopted by local districts.

Workforce Development

Regional Partnerships. The proposal includes \$250 million in non-Proposition 98 General Funds for workforce development, to be allocated to the Office of Planning and Research to provide grants to regional K-16 collaboratives. The grants would require the involvement of at least one institution from all three segments, with a focus on aligning higher education with workforce needs and streamlining pathways to high-paying, in-demand jobs. The proposal is intended to support five to eight grants for collaboratives modeled after the Fresno K-16 Collaborative.

In a separate proposal, \$20 million one-time Proposition 98 funds would be provided to the community colleges to work with the California Workforce Development Board to build on current High Road Training Partnerships and High Road Construction Careers projects, and align them with community college pathways to train and bridge students into good quality jobs in industries that support the state's economic recovery (including construction; healthcare; information technology; trade and logistics; forestry and agriculture; manufacturing; education; leisure and hospitality; janitorial and building maintenance; and clean energy and utilities). The training partnerships are intended to target workers from disadvantaged communities and many will target industries hit hardest by COVID-19.

The May Revision includes another \$50 million in one-time non-Proposition 98 General Funds for the Labor and Workforce Development Agency and \$10 million in one-time Proposition 98 funds to the community colleges for Regional Equity and Recovery Partnerships. The funding is intended to provide competitive grants to regional workforce development boards for regional partnerships with community college consortia to assess demand for good quality jobs and then design short-term targeted education, training, and job placement.

Learning Aligned Employment. The proposal includes \$1 billion in one-time non-Proposition 98 General Funds, split evenly between fiscal years 2021-22 and 2022-23, to create an endowment for which the returns would be provided to the public higher education segments based on their share of resident undergraduate students receiving Pell grants. The segments would be expected to collaborate with employers and use the funding to support underrepresented students in finding employment and work-based learning opportunities in their field of study.

The May Revision also includes \$10 million one-time for targeted work-based learning in cloud computing, zero emission technology, and supply chain fuels. It maintains the previous proposal from the January budget for \$20 million one-time for grants to expand work-based learning models and programs at community colleges.

Other Actions

Competency-based Education. The May Revision includes \$10 million one-time to support a workgroup focusing on the planning and implementation of competency-based education (CBE), including the development of a funding model to support it. The funding

could be used to support work the Chancellor’s Office is already doing on CBE, and to support pilot efforts at the college level.

COVID-19 Block Grants. The May Revision includes a proposal for \$50 million one-time for institutional block grants to help colleges transition back to in-person education following the shift to online instruction and other disruptions related to the pandemic.

Technology-focused Investments. The May Revision proposes \$10 million ongoing for program pathways technology and program mapping. The funding is intended to expand the implementation of mapping software that helps students understand curriculum pathways to facilitate pathway choice, student progress, and completion. Colleges would be encouraged to work with their university partners to ensure that program maps facilitate student planning for transfer and streamline baccalaureate completion. The May Revision also includes \$4 million ongoing to support technology allowing colleges to provide enhanced library services. It leaves in place the January proposal for \$10.6 million for a more robust online education ecosystem and infrastructure.

Common Course Numbering. The May Revision includes \$10 million in one-time funding to support the development and implementation of common course numbering across the system, in line with the recommendation included in the governor’s Recovery with Equity Taskforce report. The proposal aims to facilitate the alignment of curriculum and to better support students who attend multiple colleges and those who intend to transfer.

Deferred Maintenance. The May Revision includes \$314 million in one-time Proposition 98 funds and an additional \$250 million in federal funds to address deferred maintenance across the system.

Cross-Sector Alignment. The May Revision makes no changes to the proposals in the Governor’s Budget that called for the establishment of a dual admission process between the California Community Colleges and the public university systems and increased production of Associate Degrees for Transfer (ADT).

Online Education. The May Revision maintains a proposal for districts to adopt policies by June 30, 2022 requiring campuses to maintain their courses and programs offered via online learning programs at a level that is at least 10 percentage points higher than the amount offered during the 2018–19 academic year.

LOCAL SUPPORT FUNDING BY PROGRAM

Table 5 shows proposed local assistance funding by program for the current and budget years as of the May Revision. As the table shows, most categorical programs received level or workload funding in the Governor’s proposal, although there are base adjustments proposed for the Student Equity and Achievement and Strong Workforce programs. Consistent with recent practices, certain programs would receive cost-of-living adjustments. Decreases in funding are related to removing one-time funding allocated in 2020-21 or to revised estimates of underlying factors.

Table 5: California Community Colleges Funding by Program^a (In Millions)

Program	2020-21 Revised	2021-22 Proposed	Change (Amount)	Change (Percent)	Explanation of Change
Student Centered Funding Formula	\$7,491.2	\$7,853.6	362.4	4.8%	COLA, growth, and base adjustments
Deferrals--Student Centered Funding Formula	-1,453.0	1,453.0	1,453.0	100.0%	Pay off the 2020-21 deferral
Emergency Financial Assistance Funding for Students ^b	0.0	250.0	250.0		Add one-time funding
Student Equity and Achievement Program	475.0	498.8	23.8	5.0%	Base adjustment
Strong Workforce Program	248.0	260.4	12.4	5.0%	Base adjustment
Student Success Completion Grant	159.0	162.5	3.5	2.2%	Adjust for revised estimates of recipients
Disabled Students Programs and Services (DSPS)	124.3	126.4	2.1	1.7%	1.7% COLA
COVID-19 Response Block Grant (one-time)	120.0	50.0	-70.0	-58%	Reduced amount of one-time funding
Extended Opportunity Programs and Services (EOPS)	115.9	117.9	2.0	1.7%	1.7% COLA
California College Promise (AB 19)	81.0	74.7	-6.3	-7.8%	Adjust for revised estimates of first-time, full-time students
Financial aid administration	75.6	74.3	-1.3	-1.7%	Adjust for revised estimates of fee waivers
Adult Education Program – community college districts ^c	62.0	63.0	1.0	1.6%	
Full-time faculty hiring	50.0	50.0	0.0	0.0%	
CalWORKs student services	46.9	47.7	0.8	1.7%	1.7% COLA
Apprenticeship (community college districts)	44.0	45.0	1.0	2.3%	Adjust for revised estimate of related supplemental instruction hours
Integrated technology	42.0	61.0	19.0	45.2%	Augmentation for Online Education Infrastructure and CENIC
Mandates Block Grant and reimbursements	33.4	33.7	0.3	0.9%	Revised enrollment estimates; funded at \$30.61.
Institutional effectiveness initiative	27.5	27.5	0.0	0.0%	
Part-time faculty compensation	25.0	25.0	0.0	0.0%	
Online education initiative	23.0	23.0	0.0	0.0%	

Economic and Workforce Development	23.0	23.0	0.0	0.0%	
NextUp (foster youth program)	20.0	20.0	0.0	0.0%	
Cooperative Agencies Resources for Education (CARE)	16.8	17.1	0.3	1.7%	1.7% COLA
California Online Community College (Calbright College)	15.0	15.0	0.0	0.0%	
Lease revenue bond payments	13.0	13.0	0.0	0.0%	
Nursing grants	13.0	13.0	0.0	0.0%	
Part-time faculty office hours	12.0	12.0	0.0	0.0%	
Immigrant legal services through CDSS	10.0	10.0	0.0	0.0%	
Veterans Resource Centers	10.0	10.0	0.0	0.0%	
Student Housing Program	9.0	9.0	0.0	0.0%	
Dreamer Resource Liaisons	5.8	11.6	5.8	100.0%	Add ongoing funding
Foster Parent Education Program	6.0	6.0	0.0	0.0%	
Equal Employment Opportunity Program	4.2	2.8	-1.4	-33.3%	Adjust for available EEO fund resources
Childcare tax bailout	4.0	4.1	0.1	1.7%	1.7% COLA
Other ^d	4.0	4.0	0.0	0.0%	
Umoja	2.6	2.6	0.0	0.0%	
Mathematics, Engineering, Science Achievement (MESA)	2.5	2.4	0.0	0.0%	
Puente Project	2.0	2.0	0.0	0.0%	
Middle College High School Program	1.8	1.8	0.0	0.0%	
Deferred maint. and instructional equip. (one-time) ^e	0.0	314.1	314.1		Adds one-time funding
Student Technological Access and Mental Health Resources (ongoing)	-	30.0	30.0		Adds ongoing funding
Basic Needs Centers (ongoing)	-	30.0	30.0		Adds ongoing funding
Basic Needs for Food and Housing Insecurity (one-time)	-	100.0	100.0		Adds one-time funding
Retention and Enrollment Strategies (one-time)	-	120.0	120.0		Adds one-time funding

Instructional Materials for Dual Enrollment (one-time)	-	5.0	5.0		Adds one-time funding
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^a Table reflects total programmatic funding for the system, including amounts from prior years available for use in the years displayed.

^b Portions of the emergency financial grants for students (\$100 million) and the funding to support retention and enrollment strategies (\$20 million) were included in the Immediate Action Package implemented in February through SB 85, as described earlier in the report.

^c Excludes share ultimately received by community college districts through the Adult Education Block Grant. For the overall adult education program in 2021-22 (including \$5 million to develop a unified data set and \$1 million for technical assistance), \$428 million (77%) is distributed through school district fiscal agents or funded directly to school districts and K-12 agencies, and \$127 million (23%) is distributed by community college district fiscal agents or funded directly to community college districts.

^d Other programs include Academic Senate, transfer, FCMAT, and part-time faculty health insurance.

^e Amount excludes an additional \$250 million one-time federal funds from the American Rescue Plan Act of 2021.

CAPITAL OUTLAY

Bond Funding for Continuing and New Projects. In the May Revision, the Governor provides \$577.9 million in capital outlay funding from Proposition 51, approved by voters in 2016. The funding is to support the construction phase for 32 continuing projects (\$573.2 million) and the preliminary plans and working drawings phase for five new projects (\$4.7 million), as listed in Table 6. The Governor provides \$3.5 million in capital outlay funding from Proposition 55, approved by voters in 2004. The funding will support preliminary plans and working drawings for four projects also shown in Table 6.

Table 6: Governor’s Proposed Capital Outlay Projects

District, College	Project	2021-22 State Cost	2021-22 Total Cost	All Years State Cost	All Years Total Cost
NEW PROJECTS – Proposition 55					
Compton, Compton College	Visual and Performing Arts Replacement	\$798,000	\$998,000	\$8,780,000	\$11,700,000
Desert, College of the Desert	Science Building Renovation	586,000	1,172,000	6,364,000	12,725,000
North Orange County, Anaheim Campus	Anaheim Campus Tower First Floor Life/Safety Renovation	716,000	922,000	10,523,000	3,552,000
Sierra Jt., Sierra College	Applied Technology Center Modernization	1,380,000	2,707,000	17,255,000	34,064,000

NEW PROJECTS – Proposition 51					
Los Angeles, Mission College	Plant Facilities Warehouse & Shop Replacement	304,000	1,046,000	6,737,000	22,334,000
Riverside, NorCo College	Center for Human Performance and Kinesiology	2,702,000	2,702,000	27,075,000	33,843,000
Shasta Tehama Trinity, Shasta College	Building 800 Renovation	482,000	964,000	5,207,000	10,364,000
Ventura, Moorpark College	Administration Building Reconstruction	411,000	822,000	4,113,000	8,169,000
West Valley-Mission, West Valley College	Theater Renovation & Expansion	823,000	1,646,000	9,970,000	19,960,000
CONTINUING PROJECTS					
Antelope Valley, Antelope Valley College	Gymnasium Renovation	11,510,000	18,595,000	12,379,000	20,334,000
Barstow, Barstow College	Hydronic Loop and Water Infrastructure	9,047,000	9,047,000	9,788,000	9,788,000
Cerritos, Cerritos College	Health Sciences Building #26 Renovation	11,512,000	22,470,000	12,566,000	24,577,000
Chaffey, Chino Campus	Instructional Building 1	11,764,000	23,164,000	12,715,000	25,065,000
Coast, Orange Coast College	Chemistry Building	18,794,000	37,035,000	20,194,000	39,835,000
Compton, Compton College	Physical Education Complex Replacement	21,534,000	42,211,000	23,082,000	45,576,000
Grossmont-Cuyamaca, Grossmont College	Liberal Arts/Business/Computer Science Information Systems	10,214,000	19,984,000	11,155,000	21,866,000

Kern, Delano Center	Learning Resource Center (LRC) Multi-Purpose Building	14,411,000	28,909,000	15,602,000	31,312,000
Kern, Porterville College	Allied Health Building	9,743,000	19,373,000	10,578,000	21,041,000
Long Beach, Liberal Arts Campus	Music/Theatre Complex (Building G&H)	20,609,000	40,460,000	22,290,000	43,822,000
Long Beach, Pacific Coast College	Construction Trades II	14,786,000	18,575,000	16,054,000	20,160,000
Los Angeles, Los Angeles City College	Theater Arts Replacement	14,124,000	28,040,000	15,236,000	30,285,000
Los Rios, American River College	Technical Building Modernization	28,647,000	54,121,000	29,905,000	58,312,000
Los Rios, Folsom Lake College	Instructional Buildings Phase 2.1	29,494,000	55,179,000	30,774,000	59,446,000
Los Rios, Natomas Education Center	Natomas Center Phase 2 and 3	27,632,000	37,890,000	28,518,000	40,625,000
Los Rios, Rancho Cordova Educational Center	Rancho Cordova Phase 2	8,509,000	16,018,000	8,898,000	17,314,000
Mt. San Jacinto, Menifee Valley Center	Math and Science Building Replacement	25,460,000	49,542,000	27,020,000	53,085,000
Mt. San Jacinto, Mt. San Jacinto College	Science and Technology Buildings	22,070,000	43,718,000	23,924,000	47,027,000
Napa Valley, Napa Valley College	Modernize Industrial Technology Building 3100	2,756,000	5,385,000	3,001,000	5,874,000
Peralta, College of Alameda	Replacement of Buildings B and E (Auto and Diesel Technologies)	15,291,000	30,164,000	16,569,000	32,719,000

Peralta, Laney College	Modernize Theatre Building	7,290,000	23,423,000	7,999,000	25,696,000
Peralta, Merritt College	Horticulture Building Replacement	9,034,000	20,192,000	9,789,000	21,880,000
Redwoods, College of the Redwoods	Physical <u>Education</u> <u>Replacement</u>	63,839,000	63,839,000	69,218,000	69,218,000
Riverside, Riverside City College	Life Science/Physical Science Reconstruction	27,354,000	35,431,000	28,977,000	38,137,000
San Bernardino, Crafton Hills College	Performing Arts Center Replacement	6,675,000	13,048,000	7,275,000	14,248,000
San Bernardino, San Bernardino Valley College	Technical Building Replacement	31,422,000	68,960,000	33,735,000	74,134,000
San Mateo, Skyline College	Workforce and Economic Development Prosperity Center	23,033,000	44,427,000	24,230,000	47,973,000
Santa Barbara, Santa Barbara City College	Physical Education Replacement	32,521,000	40,719,000	35,072,000	43,926,000
Santa Monica, Santa Monica College	Arts Complex Consolidation	9,821,000	19,307,000	10,614,000	20,892,000
Shasta- Tehama- Trinity Joint, Shasta College	Building 200 Modernization	14,214,000	19,735,000	15,589,000	21,637,000
Yuba, Woodland College	Performing Arts Facility	16,472,000	38,758,000	17,899,000	41,664,000
Yuba, Yuba College	Fire Alarm System Upgrade	3,645,000	4,556,000	4,022,000	5,027,000

Total	\$581,429,000	\$1,005,254,000	\$710,691,000	\$1,239,206,000
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REAPPROPRIATIONS

In the May Revision, the Governor ensures that districts can proceed with their projects without delay through reappropriations. This authority allows 16 projects to continue with their respective phases as listed in Table 7.

Table 7: Proposed Project Reappropriations

District	College	Project	Phase ^a
Barstow	Barstow College	Hydronic Loop and Water Infrastructure	W
Chabot-Las Positas	Chabot College	Building 3000 Maintenance Operations Warehouse & Garage	W
Grossmont-Cuyamaca	Cuyamaca College	Instructional Building Phase 1	W
Los Rios	Elk Grove Center	Elk Grove Center Phase 2	C
North Orange County	Fullerton College	Music/Drama Complex-Buildings 1100 and 1300 Replacement	W
Peralta	College of Alameda	Aviation Complex Replacement	W
San Francisco	San Francisco City College	Cloud Hall Reconstruction	W
Santa Clarita	College of the Canyons	Modernize Academic Building-Boykin Hall	C
Sequoias	College of the Sequoias	Basic Skills Center	C
Sierra Joint	Sierra College	Science Building Phase 1	W
Sierra Joint	Sierra College	Gymnasium Modernization	W
Siskiyou Joint	College of the Siskiyous	Theatre Arts Building Remodel/Addition	W

Sonoma County	Public Safety Training Center	Public Safety Training Center Expansion	W
State Center	Clovis Community College	Applied Technology Building, Phase 1	C
West Valley-Mission	West Valley College	Learning Resource Center Renovation	C
Yuba	Yuba College	Building 800 Life and Physical Science Modernization	W

^a C=construction phase, W = working drawing phase.

STATE OPERATIONS

The May Revision makes no changes to its proposals for state operations. As specified in the Governor’s Budget, the Chancellor’s Office would receive \$600,000 in one-time funds to the for the coordination of systemwide antiracism initiatives and for the implementation of the new ethnic studies requirement in the CSU (AB 1460). The proposal makes no other significant adjustments to state operations, and maintains the same number of positions, resulting in total budgeted resources for the Chancellor’s Office of \$31.3 million in 2021-22 (including \$19.7 million in General Fund).

Local Budgets and State Requirements

BUDGET PLANNING AND FORECASTING

Based on the information used in developing the May Revision, it would be reasonable for districts to plan their budgets using information shown in Table 8 below.

Table 8: Planning Factors for Proposed 2021-22 Budget

Factor	2019-20	2020-21	2021-22
Cost-of-living adjustment (COLA)	3.26%	0.00%	4.05%
State Lottery funding per FTES ^a	\$191.00	\$199.00	TBD
Mandated Costs Block Grant funding per FTES	\$30.16	\$30.16	\$30.16
RSI reimbursement per hour	\$6.45	\$6.44	\$6.54
Financial aid administration per College Promise Grant	\$0.91	\$0.91	\$0.91
Public Employees' Retirement System (CalPERS) employer contribution rates	19.72%	20.70%	22.91%
State Teachers' Retirement System (CalSTRS) employer contribution rates ^b	17.10%	16.15%	16.92%

^a 2021-22 estimate not available

^b 2021-22 estimated rate will be approved at the CalSTRS meeting in June 2021

STATE REQUIREMENTS FOR DISTRICT BUDGET APPROVAL

Existing law requires the governing board of each district to adopt an annual budget and financial report that shows proposed expenditures and estimated revenues by specified deadlines. Financial reporting deadlines are shown in Table 9.

Table 9: Standard Financial Reporting Deadlines in Place for 2021-22

Activity	Regulatory Due Date	Title 5 Section
Submit tentative budget to county officer.	July 1, 2021	58305(a)
Make available for public inspection a statement of prior year receipts and expenditures and current year expenses.	September 15, 2021	58300
Hold a public hearing on the proposed budget. Adopt a final budget.	September 15, 2021	58301 58305(c)
Complete the adopted annual financial and budget report and make public.	September 30, 2021	58305(d)
Submit an annual financial and budget report to Chancellor's Office.	October 10, 2021	58305(d)
Submit an audit report to the Chancellor's Office.	December 31, 2021	59106

If the governing board of any district fails to develop a budget as described, the chancellor may withhold any apportionment of state or local money to the district for the current fiscal year until the district makes a proper budget. These penalties are not imposed on a district if the chancellor determines that unique circumstances made it impossible for the district to comply with the provisions or if there were delays in the adoption of the annual state budget.

The total amount proposed for each major classification of expenditures is the maximum amount that may be expended for that classification for the fiscal year. Through a resolution, the governing board may make budget adjustments or authorize transfers from the reserve for contingencies to any classification (with a two-thirds vote) or between classifications (with a majority vote).

STATE REQUIREMENTS RELATED TO EXPENDITURES

State law includes two main requirements for districts' use of apportionments. The Chancellor's Office monitors district compliance with both requirements and annually updates the Board of Governors.

Full-Time Faculty Obligation. State law sets a goal that 75% of instructional hours in each district should be taught by full-time faculty. Each district has a baseline reflecting the number of full-time faculty in 1988-89. Each year, if the Board of Governors determines that adequate funds exist in the budget, districts are required to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit full-time equivalent students. The target number of faculty is called the Faculty Obligation Number (FON). An additional increase to the FON is required when the

budget includes funds specifically for the purposes of increasing the full-time faculty percentage. The chancellor is required to assess a penalty for a district that does not meet its FON for a given year. The Board of Governors, at their November 2020 meeting, determined that the Budget Act of 2020 did not provide adequate funding to support increases to districts' full-time faculty hiring obligations for Fall 2021. As a result, districts may maintain FON compliance for Fall 2021 by meeting their Fall 2020 FON, Fall 2021 FON, or the percentage of instructional hours taught by full-time faculty that was achieved for Fall 2020. Districts must continue to report actual full-time and part-time faculty data to the Chancellor's Office. While penalties are deferred and not waived, the Chancellor's Office will continue to calculate and publish FON data for the system. Due to the robust levels of funding proposed for the 2021 Budget, we anticipate that the Board of Governors will approve full implementation of the FON for Fall 2022.

Fifty Percent Law. A second requirement related to budget levels is a statutory requirement that each district spend at least half of its Current Expense of Education each fiscal year for salaries and benefits of classroom instructors. Under existing law, a district may apply for an exemption under limited circumstances.

Next Steps

Following release of the Governor's May Revision, the budget process moves very quickly. LAO typically publishes analyses of the May Revision within a few days. Budget subcommittees convene to review the proposals and often take action on both January and May proposals within about a week. Subcommittees report their recommendations to full committees, which in turn report to their respective houses. Not long after, a budget conference committee convenes to resolve differences between the two houses' versions of the budget by June 15, the state constitutional deadline for the Legislature to approve a budget. (See Appendix A for a more complete overview of the state budget process.)

For more information throughout the budget process, please visit the Budget News section of the Chancellor's Office website:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Budget-News>

The Chancellor's Office, in addition to ACCCA, ACBO, and the League, expect to provide additional budget updates following approval of the budget in June.

Appendices

Please see the following pages for supplemental information:

- Appendix A: Overview of the State Budget Process
- Appendix B: Board of Governors' Budget and Legislative Request Compared to Governor's May Revision
- Appendix C: Districts' Fiscal Health
- Appendix D: Glossary

Appendix A: Overview of the State Budget Process

The Governor and the Legislature adopt a new budget every year. The Constitution requires a balanced budget such that, if proposed expenditures exceed estimated revenues, the Governor is required to recommend changes in the budget. The fiscal year runs from July 1 through June 30.

Governor’s Budget Proposal. The California Constitution requires that the Governor submit a budget to the Legislature by January 10 of each year. The Director of Finance, who functions as the chief financial advisor to the Governor, directs the preparation of the Governor’s Budget. The state’s basic approach is incremental budgeting, estimating first the costs of existing programs and then adjusting those program levels. By law, the chairs of the budget committees in each house of the Legislature—the Senate Budget and Fiscal Review Committee and the Assembly Budget Committee—introduce bills reflecting the Governor’s proposal. These are called budget bills, and the two budget bills are identical at the time they are introduced.

Related Legislation. Some budget changes require that changes be made to existing law. In these cases, separate bills—called “trailer bills”—are considered with the budget. By law, all proposed statutory changes necessary to implement the Governor’s Budget are due to the Legislature by February 1.

Legislative Analyses. Following the release of the Governor’s Budget in January, the LAO begins its analyses of and recommendations on the Governor’s proposals. These analyses, each specific to a budget area (such as higher education) or set of budget proposals (such as transportation proposals), typically are released beginning in mid-January and continuing into March.

Governor’s Revised Proposals. Finance proposes adjustments to the January budget through “spring letters.” Existing law requires Finance to submit most changes to the Legislature by April 1. Existing law requires Finance to submit, by May 14, revised revenue estimates, changes to Proposition 98, and changes to programs budgeted based on enrollment, caseload, and population. For that reason, the May Revision typically includes significant changes for the California Community Colleges budget. Following release of the May Revision, the LAO publishes additional analyses evaluating new and amended proposals.

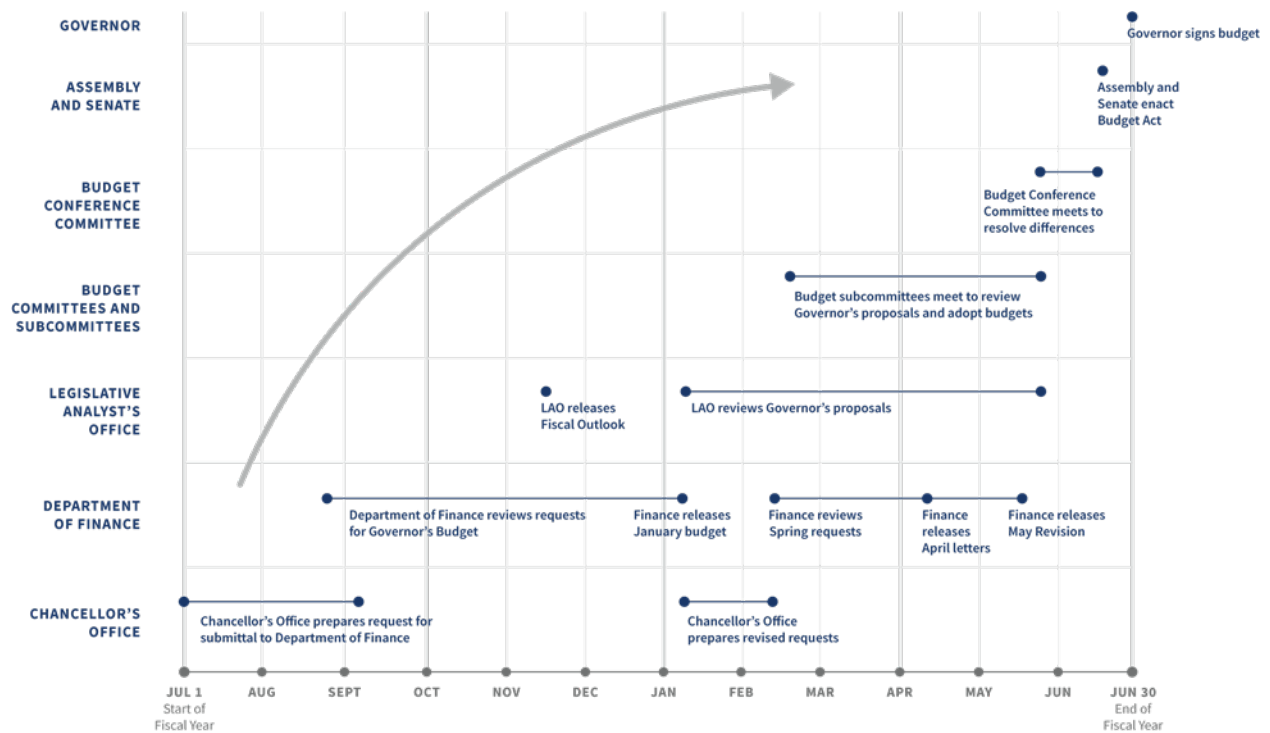
Legislative Review. The budget committees assign the items in the budget to subcommittees, which are organized by areas of state government (e.g., education). Many subcommittees rely heavily on the LAO analyses in developing their hearing agendas. For each January budget proposal, a subcommittee can adopt, reject, or modify the proposal. Any January proposals not acted on remain in the budget by default. May proposals, in contrast, must be acted on to be included in the budget. In addition to acting on the Governor’s budget proposals, subcommittees also can add their own proposals to the budget.

When a subcommittee completes its actions, it reports its recommendations back to the full committee for approval. Through this process, each house develops a version of the budget that is a modification of the Governor’s January budget proposal.

A budget conference committee is then appointed to resolve differences between the Senate and Assembly versions of the budget. The administration commonly engages with legislative leaders during this time to influence conference committee negotiations. The committee’s report reflecting the budget deal between the houses is then sent to the full houses for approval.

Budget Enactment. Typically, the Governor has 12 days to sign or veto the budget bill. The Governor also has the authority to reduce or eliminate any appropriation included in the budget. Because the budget bill is an urgency measure, the bill takes effect as soon as it is signed.

SEQUENCE OF THE ANNUAL STATE BUDGET PROCESS



Appendix B: Board of Governors’ Budget and Legislative Request Compared to Governor’s May Revision

Board of Governor’s Request	Governor’s May Revision
Ongoing Investments	
<p>Foundational Resources. \$150 million for a cost-of-living adjustment (COLA) to the Student-Centered Funding Formula and to increase base resources to meet growing cost obligations.</p>	<p>Provides a COLA of 4.05% and 0.5% growth, and pays off the deferrals from 2020-21.</p>
<p>Diversity, Equity, and Inclusion. \$60.4 million for implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force recommendations, including \$40 million for full-time faculty hiring, \$20 million to expand district EEO implementation, and \$0.4 million for Chancellor’s Office positions to provide leadership on EEO implementation.</p>	<p>See one-time funding provided below.</p>
<p>Part-Time Faculty Support. \$15 million to support programs for part-time faculty.</p>	<p>Instead, it provides \$20 million for faculty professional development.</p>
<p>Online Education & Supports Infrastructure. \$31.5 million for online education and supports infrastructure, including Canvas expansion, online tutoring and proctoring, and online delivery of counseling and mental health services.</p>	<p>Provides \$10.6 million for online education ecosystem and infrastructure; \$10 million to expand program pathways technology; and \$4 million to implement library services platforms.</p>
One-Time Investments	
<p>Targeted Resources to Address Student Needs. \$50 million for student emergency support and emergency response block grant to address costs related to COVID-19 pandemic.</p>	<p>An Immediate Action Package passed in February 2021 (SB 85) amended the Budget Act of 2020 to add one-time funding of \$100 million for emergency student financial assistance grants, \$3.1 million to support outreach and application assistance for CalFresh, and \$18 million for student retention and enrollment efforts.</p> <p>In the budget year, an additional \$150 million is proposed for emergency financial assistance grants along with \$100 million to address food and housing insecurity. Also provides \$150 million to continue implementation of Guided Pathways; \$115 million for Zero-Textbook Cost pathways; an additional \$100 million to support retention and enrollment strategies; \$75 million to expand dual enrollment; \$50 million for block grants to support the transition back to in-person education; \$30 million (ongoing) for targeted student needs including mental health and</p>

	access to internet service and devices; \$30 million (ongoing) to support basic needs centers; \$15 million to expand California Apprenticeship Initiative; \$20 million to expand work-based learning; \$10 million for competency based education; and \$10 to implement common course numbering.
Diversity, Equity, and Inclusion. \$16.6 million for implementation of Faculty and Staff Diversity, Equity and Inclusion Task Force recommendations, including \$15 million to establish a Statewide Pilot Fellowship program to improve faculty diversity hiring, \$1 million to modernize the California Community Colleges Registry and add systemwide trainings, and \$0.6 million to implement AB 1460.	Provides \$20 million to implement EEO best practices. Also provides \$1 million to modernize the California Community Colleges Registry and \$600,000 to the Chancellor’s Office for the coordination of antiracism in curriculum and for alignment of ethnic studies requirement for transfer to CSU (AB 1460).
Non-Proposition 98 Investments	
Targeted Resources to Address Student Needs. \$10 million ongoing from Proposition 63 funds for expansion of mental health services	See one-time Proposition 98 funding for mental health above. Also includes \$4 billion in one-time non-Proposition 98 funding for student housing grants and \$1 billion to create an endowment to help public higher education support students in finding employment opportunities in their field.
Cal Grant Reform. New Cal Grant framework that focuses resources on the most financially vulnerable students by basing aid on the total cost of attendance, and on student need rather than the institution the student is attending.	Increases the number of competitive awards by 9,000 and establishes an award for foster youth. Includes \$2 billion in federal ARP funds along with \$170 million (ongoing) in state General Funds (beginning in 2022-23) to establish college savings accounts for low-income students. Also includes \$1 billion for CSAC to support a grant program for displaced workers.
Expansion of State Supports to Serve System Needs. \$850,000 to support six positions at the Chancellor’s Office to provide additional capacity in data and digital communication, oversight of grants and contracts, and implementation of the “Call to Action” to address structural racism.	Not funded.

Appendix C: Districts' Fiscal Health

The Board of Governors has established standards for sound fiscal management and a process to monitor and evaluate the financial health of community college districts. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level.

Under that process, each district is required to regularly report to its governing board the status of the district's financial condition and to submit quarterly reports to the Chancellor's Office. Based on these reports, the chancellor is required to determine if intervention is needed. Specifically, intervention may be necessary if a district's report indicates a high probability that, if trends continue unabated, the district will need an emergency apportionment from the state within three years or that the district is not in compliance with principles of sound fiscal management. The Chancellor's Office's intervention could include, but is not limited to, requiring the submission of additional reports, requiring the district to respond to specific concerns, or directing the district to prepare and adopt a plan for achieving fiscal stability. The chancellor also could assign a fiscal monitor or special trustee.

The Chancellor's Office believes that the evaluation of fiscal health should not be limited to times of crisis. Accordingly, the Fiscal Forward Portfolio has been implemented to support best practices in governance and continued accreditation, and to provide training and technical assistance to new chief executive officers and chief business officers through personalized desk sessions with Chancellor's Office staff.

The Chancellor's Office ongoing fiscal health analysis includes review of key financial indicators, results of annual audit reports, and other factors. A primary financial health indicator is the district's unrestricted reserves balance. The Chancellor's Office recommends that districts adopt policies to maintain sufficient unrestricted reserves with a suggested minimum of two months of general fund operating expenditures or revenues, consistent with Budgeting Best Practices published by the Government Finance Officers Association.

Districts are strongly encouraged to regularly assess risks to their fiscal health. The Fiscal Crisis and Management Assistance Team has developed a Fiscal Health Risk Analysis for districts as a management tool to evaluate key fiscal and governance indicators that may help measure a district's risk of insolvency in the current and two subsequent fiscal years.

Appendix D: Glossary

Appropriation: Money set apart by legislation for a specific use, with limits in the amount and period during which the expenditure is to be recognized.

Augmentation: An increase to a previously authorized appropriation or allotment.

Bond Funds: Funds used to account for the receipt and disbursement of non-self-liquidating general obligation bond proceeds.

Budget: A plan of operation expressed in terms of financial or other resource requirements for a specific period.

Budget Act (BA): An annual statute authorizing state departments to expend appropriated funds for the purposes stated in the Governor's Budget, amended by the Legislature, and signed by the Governor.

Budget Year (BY): The next state fiscal year, beginning July 1 and ending June 30, for which the Governor's Budget is submitted (i.e., the year following the current fiscal year).

Capital Outlay: Expenditures that result in acquisition or addition of land, planning and construction of new buildings, expansion or modification of existing buildings, or purchase of equipment related to such construction, or a combination of these.

Cost of Living Adjustment (COLA): Increases provided in state-funded programs intended to offset the effects of inflation.

Current Year (CY): The present state fiscal year, beginning July 1 and ending June 30 (in contrast to past or future periods).

Deferrals: Late payments to districts when the state cannot meet its funding obligations. Deferrals allow districts to budget for more money than the state will provide in a given year. A district is permitted to spend as if there is no deferral. Districts typically rely on local reserves or loans to cover spending for the fiscal year.

Department of Finance (DOF or Finance): A state fiscal control agency. The Director of Finance is appointed by the Governor and serves as the chief fiscal policy advisor.

Education Protection Account (EPA): The Education Protection Account (EPA) was created in November 2012 by Proposition 30, the Schools and Local Public Safety Protection Act of 2012, and amended by Proposition 55 in November 2016. Of the funds in the account, 89% is provided to K-12 education and 11% to community colleges.

Expenditure: Amount of an appropriation spent or used.

Fiscal Year (FY): A 12-month budgeting and accounting period. In California state government, the fiscal year begins July 1 and ends the following June 30.

Fund: A legal budgeting and accounting entity that provides for the segregation of moneys or other resources in the State Treasury for obligations in accordance with specific restrictions or limitations.

General Fund (GF): The predominant fund for financing state operations; used to account for revenues that are not specifically designated by any other fund.

Governor's Budget: The publication the Governor presents to the Legislature by January 10 each year, which includes recommended expenditures and estimates of revenues.

Legislative Analyst's Office (LAO): A nonpartisan office that provides fiscal and policy advice to the Legislature.

Local Assistance: Expenditures made for the support of local government or other locally administered activities.

May Revision: An update to the Governor's Budget presented by Finance to the Legislature by May 14 of each year.

Past Year or Prior Year (PY): The most recently completed state fiscal year, beginning July 1 and ending June 30.

Proposition 98: A section of the California Constitution that, among other provisions, specifies a minimum funding guarantee for schools and community colleges. California Community Colleges typically receive 10.93% of the funds.

Related and Supplemental Instruction (RSI): An organized and systematic form of instruction designed to provide apprentices with knowledge including the theoretical and technical subjects related and supplemental to the skill(s) involved.

Reserve: An amount set aside in a fund to provide for an unanticipated decline in revenue or increase in expenditures.

Revenue: Government income, generally derived from taxes, licenses and fees, and investment earnings, which are appropriated for the payment of public expenses.

State Operations: Expenditures for the support of state government.

Statute: A law enacted by the Legislature.

Tax and Revenue Anticipation Notes (TRANS): Short-term debt instruments issued in anticipation of taxes or other revenues to be collected at a later date.

Workload Budget: The level of funding needed to support the current cost of already-authorized services.



Executive Committee Agenda Item

SUBJECT: Guided Pathways Implementation and Integration to Transfer and Careers		Month: June	Year: 2021
		Item No: IV. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the Guided Pathways implementation and integration to transfer and careers and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Culturally Responsive Student Services, Student Support, and Curriculum		Month: June	Year: 2021
		Item No: IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on culturally responsive student services, student support, and curriculum in the system and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Equity Driven Systems		Month: June	Year: 2021
		Item No: IV. D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will be updated on the Equity Driven Systems in the system and discuss future direction.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonerio	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will be updated on the goal of Equity Driven Systems, including faculty diversification and the FELA Academy, and discuss future direction.

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



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee Policy Edits		Month: June	Year: 2021
		Item No: IV. E.	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the second reading of the proposed policy edits.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has conducted a full review of six ASCCC Policies. Each policy was carefully reviewed for structural, organizational, grammatical edits, and any needed or suggested content changes.

Suggestions from first reading were considered by the committee and some edits were made:

40.01 Honoring Faculty Leaders and Other Significant Contributors

- Added underlined language to address first reading suggestions.

NEW-Expectations of Executive Committee Members

- One change was made in the very last line.
- Committee felt the rest of the policy language was appropriate, so no additional changes were made

No changes since first reading:

20.02 Whistleblower

NEW-Advocacy

Current Policy language may be found on the [ASCCC website](#).

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

20.02 Whistleblower

This policy is intended to encourage ASCCC Executive Committee members, paid and volunteer staff, and others to report suspected or actual occurrences of illegal, unethical, or inappropriate behaviors or practices without retribution. In the event that an Executive Committee member experiences any of the following, that Executive Committee member must immediately report any actual or suspected violation to an appropriate individual in the ASCCC (ie. the president or executive director):

- The Executive Committee member violates or believes they may have violated any legal or serious ethical provision of the Executive Committee Code of Ethics;
- The Executive Committee member observes or learns of another Executive Committee member violating any such provision;
- The Executive Committee member in good faith believes it is possible that another Executive Committee member has violated any such provision.

Reported violations of the Code of Ethics will be investigated, addressed promptly, and treated confidentially consistent with the need to investigate, prevent or correct the violation.

ASCCC Budget and Finance Committee

To assist the ASCCC Budget and Finance Committee, the ASCCC has established procedures for the receipt and treatment of concerns or complaints from Executive Committee members, faculty at-large, and others. Such concerns may include confidential, anonymous communications regarding questionable accounting or auditing matters or perceived deficiencies in internal controls. Executive Committee members with such complaints must report them to the individuals specified in the section on procedure below. Reported violations will be investigated, addressed promptly and treated confidentially consistent with the need to investigate, prevent, or correct the violation.

Any informant who, in good faith, reports an actual or suspected violation of ASCCC policy or other unlawful act will be protected from any type of retaliatory behavior. Retaliation against an individual for reporting in good faith an actual or suspected violation or for participating in an investigation of a violation is a serious act and may result in disciplinary action. Individuals who with willful and deliberate intent retaliate against or take any action harmful to a person who reports such violations may be subject to censure or removal.

Procedure with Respect to Reports of Concerns about Accounting or Auditing Matters, or Internal Controls

Reporting Concerns: Any Executive Committee member or other person who has a concern or complaint about questionable accounting or auditing matters or perceived deficiencies in internal controls must report such concern or complaint to the ASCCC Executive Director. If the complaint is against the executive director, the report should be made to the chair of the Budget and Finance Committee. All such reports will be treated confidentially consistent with the need to investigate, prevent, or correct the violation and will carry no risk of retribution if made in good faith. Any member of the Executive Committee who takes any action in retaliation against a person who, in good faith, makes such a report will be subject to removal as consistent with ASCCC Policy 20.05 on the process for removal of an Executive Committee member. Nevertheless, any person may, if he or she prefers, make such a report anonymously.

Oral Communications: The executive director, chair of the Budget and Finance Committee, or other designated employee who receives an oral communication expressing a concern or complaint regarding accounting or auditing matters or internal controls shall promptly prepare a memorandum of such communication documenting in the memorandum the dates, times, names of individuals involved, incidents, witnesses, and other pertinent information. The memorandum shall be promptly delivered to the ASCCC President.

Written Communications: The executive director, chair of the Budget and Finance Committee, or other designated employee who receives an oral or written communication expressing a concern or complaint regarding accounting or auditing matters or internal controls, including anonymous communications, shall promptly deliver to the ASCCC President a copy of the memorandum of such oral communication or a copy of such written communication.

Investigation: The ASCCC President shall cause an investigation to be made with respect to the subject matter of each communication of a concern or complaint regarding questionable accounting or auditing matters or internal controls as he or she deems appropriate and shall provide the Budget and Finance Committee with a written summary reporting the results of such investigation and any action taken or proposed to be taken. However, the president, as he or she deems appropriate, may direct further investigation to be conducted by others, such as counsel or third parties.

Budget and Finance Committee Review: The Budget and Finance Committee shall review all reports of concerns or complaints regarding questionable accounting or auditing matters or internal controls and determine what action, if any, should be taken with respect to such reports. The ASCCC officers will determine if any action against an Executive Committee member is necessary.

Maintain Records: The ASCCC Executive Director shall, in such manner as shall be determined by the chair of the Budget and Finance Committee, maintain a file of copies of the memoranda and written communications received by the chair reporting a concern or complaint regarding questionable accounting or auditing matters or internal controls and a written summary reporting the results of such investigation and any action taken or proposed to be taken. Each such memorandum and communication shall be retained for a period of at least five years.

State Law: The public policy of the State of California is to encourage individuals to notify an appropriate government or law enforcement agency when they have reason to believe an organization is violating laws that protect corporate shareholders, investors, employees, and the general public and to protect employees who refuse to participate in activities of an employer that would result in a violation of law. Normally, suspected violations should be reported directly to the appropriate state or local agency. In addition, the California Attorney General has established a confidential Whistleblower Hotline at (800) 952-5225 to receive calls regarding possible violations of state or federal statutes, rules or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees.

40.01 Honoring Faculty Leaders and Other Significant Contributors

The Executive Committee may in some cases decide to honor faculty or other individuals who have served the ASCCC by supporting the mission and vision of the organization through a variety of capacities (e.g., committee member, Executive Committee member, advisory group).

The following are ways that the ASCCC or the Executive Committee can confer honors:

Resolution Conferring Senator Emeritus Status

Individuals that have been granted senator emeritus status are entitled to special recognition at ASCCC events, free issues of the ASCCC *Rostrum*, and free registration at all ASCCC plenary sessions.

If the Executive Committee or other faculty members working through their Area, determine that a faculty member should be honored as emeritus, the following criteria will be considered:

1. The faculty member must have formally submitted retirement paperwork to the member's college's or district's human resources office, be a retired community college faculty member, or be deceased.
2. The faculty member must have completed at least five years of service on ASCCC committees, as an ASCCC appointee to statewide or Chancellor's office bodies, as an ASCCC appointee for special projects, or any combination of direct service to the ASCCC thereof.
3. The faculty member must be recognized for exceptional contributions supporting the aims and functions of the ASCCC.

Honorary Resolution from the Executive Committee

Former Executive Committee members who meet specific criteria will be honored with a special resolution crafted by the Executive Committee. In addition, former Executive Committee members who do not meet the specific criteria or other individuals, either faculty or non-faculty, who have demonstrated an outstanding commitment to the mission and vision of ASCCC may also receive a special resolution at the discretion of the Executive Committee. Such a resolution is honorary, is not subject to the standard resolutions process restrictions, and may be granted posthumously.

The criteria according to which former Executive Committee members shall be honored with an honorary resolution for their service on the Executive Committee and to the ASCCC is as follows:

1. A minimum of two full years of service on the Executive Committee.
2. Any combination of three aspects of the following:
 - a. Served as chair of at least two ASCCC standing committees or task forces or of a state-level special project or body as an ASCCC appointee;
 - b. Authored at least three articles published in the *Rostrum*;

- c. Participated in the authorship of a published ASCCC paper;
- d. Led the presentation and planning of an ASCCC institute.

Former Executive Committee members who do not meet the above criteria to be honored with an honorary resolution shall be recognized with a Certificate of Appreciation. Additionally, for former Executive Committee members who do not meet the above criteria but for whom an honorary resolution might be considered, the following process for exemption from criteria is available:

Procedure for honoring former Executive Committee members or other individuals who have contributed to ASCCC but do not meet the above criteria:

1. A request to honor the proposed honoree will be forwarded to the ASCCC Standards and Practices Committee with a written rationale. The committee will consider the request and forward a recommendation to the Executive Committee. The Standards and Practices Committee may request additional support for the proposal if necessary.
2. The recommendation of the Standards and Practices Committee must be agendized for action at a regular meeting of the Executive Committee.
3. A vote of 75% of the Executive Committee members present is required to pass the motion for recognition.

Certificate of Appreciation

For cases in which the service of an individual merits an honor but does not meet the criteria for an honorary resolution and is not granted an exception to the criteria, the ASCCC Executive Committee may confer a certificate of appreciation. Such a certificate will include standard language developed by the Standards and Practices Committee, will be signed by the ASCCC President and the ASCCC Executive Director, and may be presented to the recipient as a printed and framed document at an ASCCC plenary session or other event.

Certificates of appreciation are approved and conferred by the Executive Committee and are not subject to a plenary session vote. A proposal for conferral of a certificate of appreciation may be submitted to the ASCCC Executive Director by any member of the ASCCC Executive Committee. Proposed conferrals of certificates of appreciation must be agendized at a meeting of the Executive Committee and must receive a vote of 75% of Executive Committee members present for approval.

Honoring ASCCC Past Presidents

ASCCC Past Presidents who maintain their faculty status are entitled to special recognition at Senate events and free registration at all Academic Senate Plenary Sessions.

Recognition through the Standard Resolutions Process

Individuals that do not meet any of the above requirements may be recognized through the standard resolution process.

Recipients of any of these honors may be eligible for additional awards throughout or after their term of service within the California Community College system

(###.###) – ASCCC Advocacy

The Academic Senate for California Community Colleges is incorporated as a 501(c)(6) nonprofit organization. As stated on the website for the Hurwit & Associates Law Firm, “One of the advantages of the 501(c)(6) tax status is that it allows organizations to engage in unlimited amounts of lobbying.” Whereas local academic senates are limited in their advocacy activities by Education Code, the ASCCC has broad latitude to engage in lobbying. However, as a matter of policy, the ASCCC adheres to the following self-imposed restrictions:

- The ASCCC may take positions on national or state legislation, ballot proposals, and other matters placed before voters through the established plenary session resolution process if those matters are connected or related to the purview of the academic senates as defined in Title 5 regulations and California Education Code.
- In periods between plenary sessions, the ASCCC Executive Committee, by majority vote, is empowered to take positions on national or state legislation, ballot proposals, and other matters placed before voters. Positions established by the Executive Committee do not take priority over and may be reversed by positions established through the plenary session resolutions process.
- Positions regarding legislation taken through the plenary session resolutions process will be specifically associated with the version of the bill identified by date of the bill indicated in the resolution. Resolutions will clearly define the reasons for the positions taken. If future versions of the bill change the legislation in such ways as to contradict the reasoning stated in the resolution, the Executive Committee is empowered to establish positions that are not in concert with the position stated in the resolution.
- The ASCCC does not endorse any political candidate for any office, whether national, state-wide, or local.
- The ASCCC does not take positions on city or county ballot proposals, bonds, or other matters placed before voters.

Reference: Hurwit & Associates. (2021). Lobbying by 501 (c)(6) Organizations. Retrieved from <https://www.hurwitassociates.com/lobbying-advocacy/lobbying-by-501-c-6-organizations>.

(##.##) – Expectations of Executive Committee Members

Officially designated as the Board of Directors, all members of the Executive Committee of the Academic Senate for California Community Colleges (ASCCC), are expected to observe and follow certain protocols and procedures. Acceptance of a position on the Executive Committee signifies an implicit agreement to meet such protocols and procedures to the greatest degree possible.

Communications Protocols

The primary principle regarding communication with local academic senates, faculty members, or other individuals around the state is simple: The president, and only the president, represents the ASCCC, and thus all communication outside of the Executive Committee or the ASCCC committee structure must go through the president.

A. Communication with the President and the Executive Director

1. All Executive Committee members are responsible to the president and should inform the president regularly regarding their activities on behalf of the ASCCC. Reporting timelines on standard or routine updates may be established between the member and the president. However, when a new issue or unusual development arises, members should immediately contact the president. All members of the Executive Committee must help to ensure that the president is well-informed regarding all matters and is never caught unaware or unprepared by a question from any source regarding the work of the ASCCC.
2. Like the president, the executive director must be kept informed regarding all activities related to the work of the ASCCC. Communications regarding staff, operations, or logistics should always go directly to the executive director, and the executive director should be copied on anything other than the most routine correspondence with staff. In addition, the executive director should be copied on all ASCCC-related written correspondence with the president in order to ensure that both are updated regarding the activities and work of Executive Committee members and to ensure organizational consistency.

B. Communication with Local Senates, Faculty At-Large, and Other Organizations or Their Members

Executive Committee members who receive emails, phone calls, or other communications from faculty leaders and others throughout the state regarding matters related to the ASCCC or the California Community Colleges system should refrain from responding in substance to such messages without authorization from the president. A brief note to the sender stating that the message has been received and that the member is checking on the issue is acceptable, but no actual response to any question or attempt at guidance should be sent without the president's

approval. When a request for information or assistance is received by an Executive Committee member, the member should forward that request to the president and copy the executive director. The president may then authorize the receiver to answer or may assign the duty of responding to another member of the Executive Committee with more expertise or current knowledge of the issue or who chairs a committee or holds another role that deals directly with the subject of the inquiry. Written responses should be shared with the president and executive director for review prior to being sent to the individual or group asking the question.

C. Communications through Listservs or Other Message Groups

Most members of the Executive Committee are subscribed to various listservs or other message groups, such as the unofficial senate presidents' listserv or the listservs for curriculum chairs, articulation officers, or others. However, no public statement regarding matters connected to the ASCCC or its work should ever be published by an Executive Committee member through any medium without the direct, prior approval of the president. Executive Committee members may not post messages or respond to posts on these services without explicit permission from the president. If a member sees a message on a listserv or other service that he or she feels needs a response, the member should contact the president and request authorization to answer the message. When in doubt regarding any communication, members are encouraged to ask questions and seek advice from the president and executive director.

D. Communication through Social Media

Executive Committee members should be cautious regarding their use of social media. While Facebook, Twitter, and other similar services are private and personal media, posts and comments through such venues can still reflect on the organization. As with listservs or email, members should not comment through social media on issues related to the work to the ASCCC without prior authorization from the president. Furthermore, members should not publish insults or disparaging remarks regarding individuals or institutions that are in any way related to the California Community Colleges system. Members should also consider the ways in which any post, even those that are strictly commenting on the members' personal lives, might impact their own images as Executive Committee members as well as the image of the ASCCC.

Period of Executive Committee Assignment

Terms of office shall commence at the start of the second day of the last Executive Committee meeting of the academic year or June 10, whichever occurs first. Terms of office shall conclude at the end of the first day of the last Executive Committee meeting of the academic year or June 9, whichever occurs first. As such, members are expected to fulfill the requirements of their assignments throughout this period, even when their own colleges may not be in session, such as during winter intersessions and the beginning and ending of summer breaks. Fulfilling an assignment may include such activities as attending meetings or other events, both virtual and in-person, that are related to the member's assignment for the academic year.

Attendance at Events or Activities of Other Organizations

Executive Committee members may be assigned to attend events presented by various organizations inside and outside the California Community Colleges system. In such cases, members are expected to represent established ASCCC positions as explained in ASCCC Policy 10.02.

Executive Committee members may at times by their own choice attend events or activities presented or sponsored by other organizations with connections to the work of the ASCCC or the California Community Colleges system. Members are free to attend such events at their own expense as a regular attendee, but they should still see themselves as bound by established ASCCC positions per ASCCC Policy 10.02. However, for any event in which members would participate as speakers, panelists, content experts, or in any other formal capacity, especially those in which the member would be listed in the event program, the member may only participate with the authorization of the ASCCC president.

Attendance at ASCCC Events

Executive Committee members are expected to attend the entirety of all ASCCC plenary sessions and the annual Faculty Leadership Institute unless the member is explicitly excused by the ASCCC President. Members are expected to attend other ASCCC events, such as institutes and regional meetings, when the member is involved in the planning and presentation of the event as a part of the member's assignment or when the member is invited to participate as a presenter or in some other official capacity.

When Executive Committee members are not involved in ASCCC events as organizers or presenters or are not explicitly invited by the ASCCC President or the ASCCC Executive Director, the member may choose to attend the event but must do so at the member's own expense. In such cases, members should still see themselves as bound by established ASCCC positions per ASCCC Policy 10.02 and by all other ASCCC policies.

Participation at ASCCC Events

Area representatives are responsible for organizing and chairing the meetings for their areas. All other members of the Executive Committee are normally expected to attend area meetings for the area in which the home college of each member is located, although members may attend a different area meeting with the approval of the president. Members other than area representatives are expected to assist the area representatives as necessary with the organization and conduct of the meetings.

All members of the Executive Committee are expected to attend and participate actively in all plenary sessions during their service. This participation goes beyond the breakouts and general session presentations for which a member has been assigned responsibility. It also includes such activities as being present and attentive in other breakouts or sessions when one is not presenting, attending the area meetings held during the plenary session, establishing a presence in common areas and offering advice and directions to plenary attendees at need,

assisting the ASCCC office staff when asked, and simply answering questions for attendees and making them feel welcome. Members should plan to attend any receptions or other social events that are planned. At breakfasts and lunches, members should make an effort to join tables with attendees rather than grouping with other members of the Executive Committee.

Attendance at Executive Committee Meetings

Executive Committee members are expected to attend all Executive Committee meetings and to prepare appropriately for those meetings through actions such as reading or reviewing all relevant documents in advance of the meeting. Failure to attend either two successive meetings or six days total of Executive Committee meetings per year may be deemed a resignation, pending review by the Executive Committee and subject to ASCCC Policy 20.05, Removal of a Member of the Board of Directors.

***Rostrum* Submissions**

Each member of the Executive Committee is generally expected to submit at least one article for each issue of the *Rostrum*. Members are not necessarily expected to write the articles they submit; the articles may come from members of the committees that the Executive Committee members are chairing. *Rostrum* articles should be on matters directly related to the Executive Committee members' individual assignments. Periodically, members may write articles not related to their assignments with the authorization of the president.



Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Committee assignment to Resolution F20 9.02		Month: June	Year: 2021
		Item No: IV. F.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will provide input on addressing Resolution F20 9.02.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

[F20 9.02](#): Update the Paper on Local Curriculum Committees Resolved, That the Academic Senate for California Community Colleges update the 1996 paper titled; *The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice*; and bring the paper for approval by the Spring 2022 Plenary Session.

Resources:

[The Curriculum Committee: Role, Structure, Duties and Standards of Good Practice \(ASCCC 1996\)](#) This paper outlines the statutory and regulatory roles of the curriculum committee. Moreover, this paper describes the policies and procedures faculty have found to be most effective in putting those statutes and regulations into practice. Readers of this document should pay particular attention to the differentiation between curriculum committee functions which are required and those which are good practice.

Desired outcomes:

In light of the publications and resources that have been generated around curriculum since 1996, the ASCCC Curriculum Committee is seeking guidance from the ASCCC Executive Committee on how to address Resolution F20 9.02 to determine if a new paper is necessary, to bolster the ASCCC Curriculum Committee website, or determine what resource would best serve the need of our local academic senates.

[DRAFT WORKING DOCUMENT](#)
[ASCCC CURRICULUM PUBLICATIONS/ RESOURCES](#)

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

Executive Committee Agenda Item

SUBJECT: Periodic Review Committee Report		Month: June	Year: 2021
		Item No: IV. G.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider accepting or receiving the 2020-21 Periodic Review Committee Report.	Urgent: No	Time Requested: 15 mins.
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Virginia May	Consent/Routine	
STAFF REVIEW ¹ :	April Lonero	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

For reference, the ASCCC is undergoing its second Periodic Review. At the May 2021 Executive Committee meeting, the Executive Committee was presented with and provided feedback to the 2020-21 Periodic Review Committee Report.

The Executive Committee will consider accepting or receiving the final 2020-21 Periodic Review Committee Report.

The Periodic Review Committee (Task Force) will present the final report to the body at the ASCCC 2021 Fall Plenary Session.

From the Guidelines for the Periodic Review of the ASCCC:

Report Content and Presentation

The report of the Periodic Review Task Force will include both commendations and recommendations regarding the work of the ASCCC as a whole and in specific of its Executive Committee. The Task Force will present the report in person at a meeting of the Executive Committee no later than February of the year in which the evaluation is being conducted. The Executive Committee will have this opportunity to request clarifications regarding the recommendations and commendations or evidence of findings or to offer further information to the Task Force. The Task Force will then present its final report to the body of the ASCCC at the Spring Plenary Session. The Executive Committee will consider all recommendations and commendations but will not be bound to any specific action by the report itself. Recommendations from the report may be implemented and become direction to the Executive Committee through the ASCCC resolution process. Such recommendations may be introduced by the Executive Committee itself or by any member of the ASCCC body.

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

PERIODIC REVIEW REPORT

October 2020 – April 2021

DELIVERED TO ASCCC
EXECUTIVE COMMITTEE ON

Apr 26, 2021

Acknowledgment

The Periodic Review Committee would like to express our sincere gratitude to Virginia May, Vice President, ASCCC, and April Lonero, Executive Assistant ASCCC, for their invaluable guidance and support throughout the review process. Without their insights and suggestions, this process would not have been possible.

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Introduction

In Spring 2013, the Academic Senate members for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed to ensure the public good and accountability. The purpose of the review was to provide internal and external stakeholders assurances of the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations to meet its stated goals, and to improve its policies and procedures. The Periodic Review Committee (PRC) was created with the mandate to conduct the review of the ASCCC. It was decided that the PRC members would be selected randomly from a list of faculties who had participated in ASCCC events. ASCCC presented the PRC with seven areas to be reviewed: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosures, Inclusivity and Diversity, Grants, Programs, and Planning. On Oct 25, 2016, the PRC met for the first time, where the scope of work and expectations were outlined. The final report was submitted to the Executive Committee on Apr 26, 2021, and was presented using the following format:

a) General Observations

This area includes comments about the overall ASCCC Periodic Review Criteria.

b) Findings and Evidence

This area includes the findings and source documentation used as the basis for evaluating how well the ASCCC meets the Periodic Review Criteria.

c) Conclusions, Commendations, Recommendations

This area refers to the conclusions about the quality of the ASCCC in each category. Conclusions are supported by findings in the section above. Commendations reflect those findings where the ASCCC has exceeded expectations, and recommendations identify areas requiring review or modification.

The 2020-21 PRC met for the first time in October 2020. At that time, Ric Epps was elected to chair the committee. The committee discussed the previous 2016 report, reviewing the approach to the analysis of the data and presentation of the findings. Subsequently, the committee was divided into subgroups based on the seven areas of review, timelines were established, and the scope of work was defined. Throughout the review process, the committee worked with the ASCCC administration, meeting several times over the next several months to discuss the area findings. Additionally, the PRC held a breakout session at the Fall 2020 Plenary explaining the committee's work and had an open discussion with the delegates for additional input in defining the scope of inquiry. The 2020-21 PRC report accurately reflects the findings in each area of review, and it is intended to be the template for future, more comprehensive review processes.

The 2020-21 PRC members

Ric Epps (Chair)
Imperial Valley College

Shelley Eckvahl
Chaffey College

Rhonda Farley
Cosumnes River College

Lourdes Brent
LA Trade-Tech College

Christie Howell
Bakersfield College

Judy Marasco
Santa Monica College

Scott Lukas
Lake Tahoe College

Yvonne Reed
Victor Valley College

Ryan Sullivan
Mt San Jacinto College

Nikki Visveshwara
Fresno City College

Area of Emphasis: Mission

The Academic Senate for California Community Colleges (ASCCC) fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

The Academic Senate has a clearly stated mission and purpose approved by the delegates. All its programs support that mission, and all who work for or on behalf of the Senate appear to understand and act in accord with that mission and purpose. The mission is responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

General Observations

The Academic Senate has a clearly stated mission approved by the delegates at the Fall 2020 plenary.

Mission

As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. The Academic Senate for California Community Colleges acts to:

- Empower faculty to engage in local and statewide dialog and continue improving teaching, learning, and faculty participation in governance.
- Lead and advocate proactively for the development of policies, processes, and practices
- Include diverse faculty, perspectives, and experiences that represent our student populations.
- Develop faculty as local and statewide leaders through personal and professional development.
- Engage faculty and system partners through collegial consultation.

The mission is enhanced by the inclusion of the vision statement, which was approved by the delegates at the Fall 2020 Plenary.

Vision

Faculty are leading change, serving students, and embracing inclusion.

The addition of a values statement approved by the delegates at the Fall 2020 Plenary reinforces the mission statement, educates the faculty on its role in academic and professional matters, and supports the work of the local senates.

Values

Leadership

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

Empowerment

The Academic Senate empowers faculty from diverse backgrounds and experiences to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Academic Senate collaborates with other statewide organizations and with administrators, trustees, students, classified professionals, and others to develop and maintain effective relationships. The Academic Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level.

Voice

The Academic Senate asserts faculty importance in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the California community college faculty in statewide consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to make each local Senate the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.

All of its programs support the mission. A review of the executive committee agendas and minutes demonstrates that all who work for or on behalf of the Senate appear to understand and act according to that mission and purpose. The revised mission is responsive to the constituency and communities served by the Academic Senate and of value to the higher education community at large.

Findings and Evidence

The mission, vision, and values statements appear on the ASCCC webpage in a drop-down menu under the heading "About Us." The location of this information is not evident to someone unfamiliar with the Website. However, they can be located through the search feature. The ASCCC seeks input from member senates and faculty across the State through numerous surveys. However, the PRC could not identify surveys or questions specific to the mission, vision, and values and how effectively the ASCCC and the Executive Committee are fulfilling the current mission, vision, and values

A review of ASCCC publications, including the local senate handbook, offers the history of the State Academic Senate and valuable resources. However, little mention is made of the mission, vision, and values of the ASCCC, which are usually highlighted in organizations.

While the ASCCC has a clear mission, vision, and values, the PRC could not identify a plan to accomplish this mission and vision. For example, the 2018-2023 ASCCC Strategic Plan does not explicitly state the mission vision and values or establish a clear connection between them and the Strategic Plan.

Conclusions

The ASCCC has a clear mission, vision, and values statements. The mission, vision, and values statements were developed through Plenary resolutions. The mission, vision and values statements appear in ASCCC publications. The ASCCC does implement its mission—Leadership, Empowerment, and Voice—through its institutes and other events and publications.

Commendations

1. The committee commends the ASCCC for the new mission, vision, and values statements approved by the delegates at the Fall 2020 Plenary.
2. We commend the ASCCC for publicizing the mission, vision, and values statements and note that they are visible on the Website.
3. We further commend the ASCCC Executive Committee for being proactive in its self-evaluations, primarily related to its review of its mission, vision, and values by including the mission and values in its 2020-21 ASCCC Executive Committee Internal Evaluation.

Recommendations

1. The committee recommends that the ASCCC consider establishing a transparent process and timeline for regular review and/or revision of the mission, vision, and values statements.
2. The committee recommends that the mission, vision, and values statements be featured more prominently on the web, other locations, and publications such as the *Rostrum*.
3. The committee also recommends that the ASCCC seek input from the local senates specific to the mission, vision, and values. It does so through surveys and other regularly scheduled evaluations.
4. The committee further recommends that the connection between the ASCCC Strategic Plan and the mission, vision, and values be clarified.

Resources

Mission Statement of the Academic Senate, Resolution 1.03, Spring 2005 Plenary
<https://www.asccc.org/resolutions/mission-statement-academic-senate>

Re-evaluation of ASCCC Mission Statement, 2019 Spring Plenary
<https://www.asccc.org/content/re-evaluation-asccc-mission-statement>

Adopt Updated ASCCC Vision, Mission, and Values Statements, Resolution 1.01, Fall 2020
Plenary
<https://www.asccc.org/resolutions/adopt-updated-asccc-vision-mission-and-values-statements>

Area of Emphasis: Governance

The Academic Senate has an active governing body in its Executive Committee that is responsible for setting the strategic direction of the Academic Senate in alignment with the mission of the Academic Senate and oversight of the finances, operations, and policies. The Academic Senate is directed by resolutions as adopted by the members.

General Observations

There are numerous processes to provide available information and support to local senate presidents and faculty throughout the State. The Executive Committee meets regularly, reports openly, and its actions are guided by a Strategic Plan. Executive Committee minutes are thorough and posted online. The governance structure appears to operate well; however, there does seem to be some discontent amongst the Executive Committee regarding inclusivity and how decisions are made.

Processes for governance and the role of the executive committee are transparent, open, and thoroughly outlined; however, it is sometimes challenging to find updates and check the status of items as they go through the governance process.

Findings and Evidence

The previous PRC report points to a resolution from 2014 that was not updated once work was done. In researching this item, we still find the status as "in progress." While resolutions are posted on the Website, the updates are often outdated and incomplete. Many updates do exist in minutes from the Executive Committee but due to the number and length of these minutes, finding updates on specific items is prohibitively difficult.

The Strategic Plan, adopted for 2018-2023, is available on the ASCCC website, with a straightforward and well-thought-through design. However, there are columns for "Resources" and "Due Dates" as well as "Status/Notes," but these columns are blank and have not been updated in the first three years of the cycle. According to a 2020-2021 ASCCC Executive Committee survey, some committee members see the need to integrate better and prioritize the Strategic Plan.

According to a 2020-2021 ASCCC Executive Committee survey, there is consensus that the committee members feel knowledgeable and informed of the process. There is, however, some variance on items pertaining to committee members feeling that they have input in providing recommendations, as well as the extent to which the work of subgroups is utilized. Additionally, some comments reference the feeling that there is a feeling amongst committee members that there is a need to continue working to diversify the executive committee and be the impression of a "good old boys' network."

Conclusions

The Executive Committee is well organized and structured. Some updates need to be made to some of the documents, and it seems there needs to be some team building to help make

everyone feel they are an essential part of the committee.

Commendations

1. The Committee finds that Executive Committee minutes are thorough and posted online. The structure of governance appears to be operating well, and the processes for governance and the role of the executive committee are transparent, open, and thoroughly outlined.

Recommendations

1. The committee recommends that the Executive Committee develop a system with more accountability to update items regularly and implement a ticket-like system that will help report status updates on resolutions and that the Strategic Plan document be updated with statuses and due dates as such items become available, or at least on a quarterly cycle.
2. The committee also recommends that the Executive Committee works on recruitment, team building, and inclusive practices to combat any perception of the committee being non-inclusive.

Resources

Executive Committee Meetings and Agenda
https://www.asccc.org/executive_committee/meetings

The Strategic Plan
<https://www.asccc.org/asccc-strategic-plan>

Area of Emphasis: Responsible Fiscal Stewardship

The Academic Senate for California Community Colleges (ASCCC) and its associated programs, projects, and committees manage their funds responsibly and prudently. The organization spends a reasonable percentage of its annual budget directly on programs to pursue its mission and does not accumulate excess operating funds. An adequate level of administrative expense is allocated to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management. The Academic Senate ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Academic Senate, including not only the organization's primary funds but also resources obtained through grants. All staff are compensated reasonably and appropriately. The Academic Senate's status as a 501(c) 6 nonprofit correctly supports the organization's mission.

General Observations

Information for this review was gathered through the ASCCC website, the PRC committee LiveBinder, and other correspondences with the ASCCC Executive Committee. The Executive Committee is actively involved in overseeing finances, operations, and policies and uses the adopted Strategic Plan to guide the decisions with regards to the budget. The ASCCC demonstrates the commitment to Responsible Fiscal Stewardship through updated policies, budgets, and the annual audits available through the Website. The ASCCC exhibits flexibility and responsiveness to continually changing external factors that affect the finances of the organization.

The PRC recognizes that many full-time and part-time faculty are facing financial hardships and challenges across the State. We also believe that being fiscally prudent during these and other economic challenges is fundamentally essential. The PRC feels that the burden of zoom conferences, meetings, plenary sessions, and leadership retreats should be reevaluated by the Executive Committee. Fiduciary accountability in budgeting appropriately for these challenging times is of the utmost importance. Even with the commendable efforts of scholarships and professional development funding, these do not account for the nuance of hardship that faculty have increasingly endured.

Findings and Evidence

The ASCCC has updated its Accounting Policies (in 2019) and Expense Policies (in 2020) since the last Periodic Review. The policies are clear and unambiguous. A new accounting firm was selected in 2019 through the RFP (request for proposal) process. The ASCCC consolidated financial statements (2019 and 2020 Consolidated Statement of Financial Position) were audited by Propp Christensen Caniglia LLP, a CPA and consulting firm. The audit findings stated in their report: "In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and the Foundation of the Academic Senate for California Community Colleges as of Jun 30, 2020, and 2019, and the changes in its consolidated net assets and its consolidated cash flows for the years then ended in accordance with accounting principles

generally accepted in the United States of America." The organization's consolidated financial statements have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities.

The ASCCC Executive Committee response to the previous Periodic Review Committee review regarding fiscal responsibility is as follows: "The ASCCC Executive Committee serves as the Board of Directors for the ASCCC, a nonprofit organization. Such Boards must ensure fiscal responsibility. The ASCCC Board (Executive Committee) is annually trained on this responsibility and takes it very seriously. The ASCCC has a Director of Finance who reports to the Executive Director and works closely with the Executive Director, ASCCC President, and ASCCC Treasurer regarding financial matters. The ASCCC Treasurer reviews incoming and outgoing funds. The ASCCC undergoes an audit each year by an independent auditing firm, selected by the Executive Committee. The annual audit results are discussed at Executive Committee meetings and presented annually at the ASCCC Fall Plenary Session. The Executive Committee has the responsibility to approve the budget each year as well as to approve revisions to the budget mid-year; proposed budgets are reviewed and recommended by the ASCCC Budget Committee, consisting of all of the ASCCC officers, including the Executive Director." The ASCCC incorporated a section on Fiscal Responsibility in response to the recommendation made by the previous PRC.

The Executive Committee of the ASCCC adopted the Strategic Implementation Plan 2018-2023 at the 2018 Spring Plenary. The Executive Committee continues to contribute and build upon the previous plan while including the new challenges and opportunities in the present such as Guided Pathways and Strong Workforce. The budget reflects the support of programs like IEPI, OER, GP (Institutional Effectiveness Partnership Initiative, Open Education Resources, Guided Pathways) outlined in the Strategic Plan.

General and administration expenses for the year ending 2019 were 31%, and general and administrative expenses for the year ending 2020 were 28%. External audits determined such expenses to be appropriate for an organization such as the ASCCC, a 501(c)(6). A compensation of wages comparison was conducted in 2020. The staff's wages listed fall within the range comparisons although some salaries fall higher or lower than the average.

Conclusions

The ASCCC demonstrates fiscal stewardship through the recently updated policies, the annual audit, the current and projected budgets. The Executive Committee, alongside the Budget and Operational committee, recognizes and adapts to budget challenges due to outside factors like the current pandemic while still prioritizing and maintaining existing programs and services. The budget and expenses are routinely reported out to the organization. The ASCCC files its U.S. Treasury Internal Revenue Service form 990 as scheduled and on time. The ASCCC has sufficient reserves to continue to operate on those reserves for six months.

The Budget and Finance Committee is responsible for making recommendations to the Executive Committee for the annual budget for each subsequent year and making recommendations on fiscal policies and procedures. This committee is also responsible for

reviewing budget performance and revision of the budget, if necessary. The Treasurer shall report periodically to the committee. The committee shall approve the Senate Investment Policy and shall approve investments. However, while the Executive Committee (and many other committees) had agendas, minutes, and other documentation readily available on the Website, the Budget and Finance Operation Committee have very few documents available, and the available records are dated.

Commendations

1. Committee commends the ASCCC because, despite the financial challenges related to a continuously changing educational landscape and current pandemic, the State Academic Senate managed revenue to sustain and support the organization and its constituents.
2. The ASCCC also responded quickly to the challenges of social distancing and its impact on its processes and programs. As an example, a contingency budget was prepared to address COVID-19 challenges for 2020-2021.
3. The PRC commends the ASCCC for addressing the recommendations of the previous PRC and allotting more time for this review cycle, as well as adding a section of fiscal responsibility to the internal review survey.
4. The Committee also commends the ASCCC to institute a web-based financial dashboard for the members of the Executive Committee members to provide more clarity to the ASCC finances.
5. The Committee commends the ASCCC Executive Committee for their excellence in balancing the fiscal challenges and resources to support the faculty of the California Community Colleges.

Recommendations

1. The committee recommends that budget documents be more readily accessible through the ASCCC website. For example, one comment from the internal survey was the need for more transparency regarding the budget, related explicitly to budget line items.
2. The Committee recommends that the ASCCC create an improved presence on its Website so that others may find this information with ease.
 1. The committee also recommends that the ASCCC continue actions recommended by the previous PRC and complete a comprehensive self-evaluation report before developing a review committee. This action will improve cross-referencing data to goals, objectives, and plans.

Resources

ASCCC Strategic Plan

https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf

ASCCC Annual Report 2018

<https://www.asccc.org/sites/default/files/annual%20report2018%20v3%20%281%29.pdf>

Code of Ethics

<https://asccc.org/policies/codeofethics>

Executive Committee LiveBinder

<https://www.livebinders.com/b/2557634>

Expenses Policy 2021

https://asccc.org/sites/default/files/2021%20ASCCC_Expense_Reimbursement_Policy_mlr_ahh.pdf

Reimbursement Form 2021

https://asccc.org/sites/default/files/2021_ASCCC_Reimbursement_Fillable_mlr_ahh.pdf

Accounting Policies 2019

https://drive.google.com/file/d/1rjqrOMXwnKbv_T4ZqXeQVzYbYjG8ptXC/view

Statement of Budget FY 20-21

<https://drive.google.com/file/d/1-vCyD2xsj10uKqYfT1ZL8WjVbA5qVQQr/view>

ASCCC 2019-20 Budget presentation:

https://www.asccc.org/sites/default/files/Download%20Agenda_26.pdf – page 117

Executive Committee Meeting May 8, 2020, Agenda Item Tentative 20-12 Budget

https://www.asccc.org/sites/default/files/Download%20Agenda_42.pdf- pg 119 and

<https://www.asccc.org/sites/default/files/IV.%20J.%20%281%29%20For%20Distributition%20-%20Stmt%20of%20Activities-%20BUDGET%20ONLY%20V2%20km.pdf>

Executive Committee Meeting ASCCC 2020-21 Budget

presentation https://asccc.org/sites/default/files/Download%20Agenda_R.pdf – page 108

And <https://asccc.org/content/executive-committee-meeting-virtual-meeting-2020-08-13-170000-2020-08-15-000000>

Executive Committee Meeting Jul 19, 2019 Minutes:

<https://www.asccc.org/sites/default/files/Final%20July%209%2C%202019%20Executive%20Committee%20Minutes.pdf> – page 2 web-based financial dashboard

Executive Committee Meeting Aug 10, 2019, Revised Budget:

https://www.asccc.org/sites/default/files/IV.%20E.%20Revised%2019-20%20ASCCC%20Budget_0.pdf

Executive Committee Meeting Nov 4, 2020 Audit for periods ending 19-20
https://www.asccc.org/sites/default/files/Download%20Agenda_47.pdf pg 77 and
<https://www.asccc.org/sites/default/files/2020%20ASCCC%20FS%20%282%29.pdf>

Executive Committee Meeting November 6 2019 Audit results for 18-19
https://www.asccc.org/sites/default/files/Download%20Agenda_34.pdf – page 89 and
<https://www.asccc.org/sites/default/files/V.%20D.%20i.%20%281%29%20The%20Academic%20Senate%20for%20California%20Community%20Colleges%20-%20FINAL%2006.30.2019.pdf>

Executive Committee Meeting January 10, 11, 2020 Budget Performance
https://www.asccc.org/sites/default/files/Download%20Agenda_38.pdf – pg 79 and
<https://www.asccc.org/sites/default/files/IV.%20G.%20%281-2%29%20ASCCC%20Budget%20Performance.pdf>

Executive Committee Meeting May 10, 2019, Proposed budget 19-20
https://www.asccc.org/sites/default/files/Download%20Agenda_26.pdf pg 117

Executive Committee Meeting May 10, 2019, Statement of Activities By Grant -
<https://www.asccc.org/sites/default/files/IV.%20E.%20%282%29%20A-Stmt%20of%20Activities%20w%20BUDGET%20by%20Grant%205-8-19%20summary.pdf>

Copy of Compensation Comparison 12-14-20 Excel document – emailed

ASCCC Org Chart 2019 pdf – emailed

Area of Emphasis: Professional Integrity

The Academic Senate promotes an environment that values respect, fairness, and integrity. All staff, Executive Committee members, and volunteers of the organization act with honesty, integrity, and openness in all their dealings as representatives of the Academic Senate. Executive Committee members adhere to the Code of Ethics for Executive Committee members and comply with the Academic Senate's Conflict of Interest Policy.

General Observations

The Academic Senate or California Community Colleges provides many resources that address the Professional Integrity area of emphasis as defined by the Academic Senate for the Periodic Review Committee.

Findings and Evidence

Employee Handbook

The Employee Handbook was last revised on Jan 10, 2020. The book is 52 pages and covers employment practices, working hours, office policies, benefits of employment and termination. The handbook appears to cover all policies that are generally covered in employee handbooks. A link to the Employee Handbook could not be found on the ASCCC website, however, a Google search provided the following results.

Executive Committee Policies

The Academic Senate Executive Committee has 17 different policies listed under a policies Tab on the Website for quick reference. For the previous review, the Academic Senate provided the Periodic Review Committee with 7 areas that they would like to be reviewed.

20.01 Code of Ethics (approved March 2021)

The Code of Ethics is very thorough. The opening description sets the tone of the document and this professionalism continues throughout the document.

The Academic Senate for California Community Colleges (ASCCC) code of ethics identifies a set of values that includes commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. It also outlines broad ethical principles in the following eight areas: personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity.

The entire document shows a commitment by the Executive Committee to follow high standards and set a good example of best practices.

20.02 Whistleblower (approved Aug 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, what to expect, and how to report. We recommend that this page be updated. The policy in the handbook should be

the same as what is on the Website. The approved date should be updated as to when it was most recently updated and approved.

20.03 Harassment (approved Aug 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, what to expect, and how to report. We recommend that this page be updated. The last Periodic Review Committee recommended contact information be provided for the Sacramento Department of Fair Employment and Housing be updated. This has not been done yet. We recommend that this be updated and added to the Employee Handbook. The policy in the handbook should be the same as what is on the Website. The approved date should be updated as to when it was most recently updated and approved.

20.04 Drug-Free Environment (approved Aug 13, 2010)

The page containing this information appears to be out of date. There is an updated version of this policy in the Employee Handbook. It is very clear as to the procedures, the reasons and what to expect. We recommend that this page be updated. The policy in the handbook should be the same as what is on the Website. The approved date should be updated as to when it was most recently updated and approved.

30.01 Conflict of Interest: In March 2021, the Academic Senate approved the following policy: "The Academic Senate for California Community Colleges (ASCCC), its officers, executive director, Executive Committee members, and staff shall avoid any conflict between their own respective personal, professional, or business interests and the interests of the ASCCC in any and all actions taken by them on behalf of the ASCCC in their respective capacities. For this purpose, the term 'interest' means any financial, fiduciary, or other interest which conflicts with the service of the individual because it (1) could significantly impair the individual's objectivity or (2) could create an unfair advantage for any person or organization. When representing the ASCCC, Executive Committee members will refrain from unduly advocating on behalf of their own colleges or districts, whether the situations involved are concerned with local, regional, or statewide issues. If any officer, director, or committee member of the ASCCC shall have any direct or indirect interest in or relationship with any individual or organization that proposes to enter into any transaction with the ASCCC, that person shall inform the Executive Committee of such interest or relationship in a manner that shall include the name of the individual, the name of the institutional interest, and the nature of the relationship the person has with each interest. The person shall thereafter refrain from discussing or voting on the particular transaction in which the person has an interest or otherwise attempting to exert any influence on the ASCCC to affect a decision to participate or not participate in the transaction. Situations involving this responsibility include but are not limited to transactions involving the following:

1. the sale, purchase, lease, or rental of any property or other asset
2. employment or rendition of services, personal or otherwise
3. the award of any grant, contract, or subcontract
4. the investment or deposit of any funds of the ASCCC

All Executive Committee members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Executive Committee Code of Ethics. The ASCCC President and the Executive Committee will be prepared to investigate the factual basis behind any charge or complaint of conduct that is not in keeping with the Executive Committee Code of Ethics. Violations of the Executive Committee's Code of Ethics policy will be addressed by the ASCCC President, who will first discuss the violation with the Executive Committee member to reach a resolution. If a resolution is not achieved and further action is deemed necessary, the president may appoint an ad hoc committee to examine the matter and recommend a further course of action to the Executive Committee. In situations where the violation concerns the ASCCC President or ASCCC Vice President, the responsibility for investigation and resolution will pass to the highest-ranking officer of the ASCCC not considered part of the complaint."

10.03 Honoring Local Policies: This policy consists of a short directive: "Executive Committee members must comply with home college/district processes for travel and off-campus attendance at activities."

30.02 Receiving Honoraria: The policy states that "because Academic Senate duties are part of the duties compensated by reassigned time, Executive Committee members should not accept honoraria for activities related to the Academic Senate. If compensation is offered to an Executive Committee member who is serving in the role of an Academic Senate representative, such honoraria should be signed over to the Academic Senate to support its work."

In the previous report it was suggested that an addendum be created that explicitly presents examples of "What constitutes an honorarium versus signing over compensation, and how the process should be managed." However, there is no evidence that such examples have been added to the policy.

20.05 Removal of a Member of the Board of Directors (Adopted Apr 8, 2015)

The Academic Senate for California Community Colleges is resolute in its intolerance of unethical or unprofessional conduct committed by members of its Board of Directors. "Members of the Executive Committee (Board of Directors) of the Academic Senate for California Community Colleges are expected to act ethically and professionally during their time serving on the Executive Committee. Members of the Executive Committee of the Academic Senate are expected to act in accordance with all laws and the bylaws, rules, and policies of the Academic Senate and to fulfill all duties of their office. Any accusation against a member of the Executive Committee is a serious matter that will be addressed by the Academic Senate President. This policy applies if the accusation involves transgressions against any laws or bylaws, rules, and policies of the Academic Senate or a failure to fulfill the duties of a member of the Executive Committee." A thorough process exists to examine any accusations aimed at members of the Board of Directors and investigate if necessary.

The 2016-2017 Periodic Review Committee expressed concern that "the policy regarding removal of a board member, adopted in 2015, may need to be further revised and expanded to address cases where a law may have been violated that may compel the president (or alternate) to notify law enforcement authorities outside of the internal investigation team process. The ASCCC has reviewed and revised Policy 20.05 (formerly 60.0) Removal of a Member of the

Board of Directors and continues to consider whether further revisions or the creation of additional policies in this area are needed. One element of this review and revision is consultation with legal counsel."

Conclusions

The previous report included two recommendations:

Recommendation (a): it is recommended that the Academic Senate survey its constituents in the field about how they perceive the professional integrity of the Executive Committee and the Academic Senate as a whole.

Recommendation (b) that "the Academic Senate create and delineate a clear process for addressing grievances, complaints, lawsuits, or related issues, which is accounted for in a self-study that substantiates there are no professional integrity issues."

The committee was unable to find a survey related to recommendation (a), and no direct response to the recommendation (b) appears available.

Commendations

1. The committee finds that the policies for the Academic Senate are well developed and thorough.
2. The committee also finds that there are effective policies in place, and they are easy to find on the Website.

Recommendations

1. The committee recommends updating the Website to match the current policies in the handbook and making sure that the Employee Handbook is accessible on the Academic Senate website.
2. The committee suggests adding policies about Workplace Violence and Security, and Social Media to the Website for easy access.
3. The committee also recommends that the recommendations from this committee be completed in a timely manner. Items that were recommended should either be updated, or a reason should be given for not doing it within a year's time. There should not be unfinished work from this review at the next periodic review.

Resources

Employee Handbook

<https://www.asccc.org/sites/default/files/VI.%20C.%20ii.%20%281%29%20Draft%20Employee%20Handbook%202020.td%20ahh%2012.05.pdf>

Policies Tab

<https://www.asccc.org/policies>

20.01 Code of Ethics

<https://www.asccc.org/policies/codeofethics>

20.02 Whistleblower

<https://www.asccc.org/policies/whistleblower>

20.03 Harassment

<https://www.asccc.org/policies/harassment>

20.04 Drug-Free Environment

<https://www.asccc.org/policies/drugfree>

30.01 Conflict of Interest

<https://www.asccc.org/policies/conflict-interest>

10.03 Honoring Local Policies

<https://www.asccc.org/policies/honoring-localpolicies>

30.02 Receiving Honoraria

<https://www.asccc.org/policies/receiving-honoraria>

20.05 Removal of a Member of the Board of Directors

<https://www.asccc.org/policies/removal>

Area of Emphasis: Openness and Disclosure

The Academic Senate provides comprehensive and timely information to the public, the media, member senates, and constituent groups and is responsive in a timely manner to reasonable requests for information. All information about the Academic Senate fully and honestly reflects the policies and practices of the organization. Basic informational data about the organization, such as the Executive Committee minutes, agendas, Federal Tax Form 990, and audited financial statements, are available to the public. Informational materials accurately represent the organization's policies and practices. All financial, organizational, and program reports are complete and accurate in all material respects.

General Observations

We find that the information and materials available through the ASCCC appears to reflect their policies and practices fully and honestly and appear accurate. The ASCCC website provides extensive information to the public, media, member senates and constituent groups, however, some areas are requiring more timely and extensive updates, and it can be difficult to find information as there are few central hubs and Executive Committee content from meeting minutes are not included in the search feature.

It is difficult to discern how responsive the ASCCC is to requests for information given that there is no reporting that we could find that documents the status of requests received. We find that much of the basic informational data about the organization is clear and present on the Website, however, some items related to finances and taxes are difficult to find and rely on external sources of reporting.

Reports appear to be complete and accurate, though some understandably are delayed due to the COVID-19 pandemic. Some items, such as resolutions and the strategic plan do not appear to be consistently updated. There have been extensive surveys on many different subjects, some of which have been reported to the Executive Committee but are not all publicly available or easily accessible.

Findings and Evidence

Our primary source of evidence for openness is the ASCCC website, which is the primary source of information to the public, local member senates, the media, and to constituent groups. It is difficult to assess the responsiveness for requests for information because we cannot find any documentation regarding the number or frequency of requests nor the response time/rate or status. The process for requesting information is unclear and some information should be easier to find without requesting it directly. While services for local senates are clearly defined with clear processes, the "contact us" feature does not provide clear guidance as to its purpose, process, or when to expect a response and it is difficult to find alternative ways to contact the ASCCC.

The committee acknowledges that financial updates are provided in various sources (such as meeting minutes), but there is no direct link, nor are they searchable through the search feature.

Based on findings of the 2016-2017 Periodic Review Committee, the ASCCC solicited field input via a survey in Fall 2020 as part of the website redesign.

Conclusions

The committee reviewed Openness and Disclosure and determined the following commendations and recommendations.

Commendations

1. The committee commends the ASCCC for their transparency and the extensive information provided on their website, including publications, meeting minutes, materials from events and plenaries, and legislative updates. We also commend the ASCCC's transparency regarding organizational structure and the Executive Committee.
2. The committee commends the transparency of the ASCCC financials through the Independent Audit Report; however, we recommend that this document and other financial and budget reports be more easily accessible through a direct link on the website home page to dedicated financial information space.

Recommendations

1. The committee recommends that the ASCCC, in their new Website, create more centralized sources for information and searchable meeting minutes.
2. The committee recommends creating a reporting mechanism to track response rates and statuses to requests. We recognize the discussions by the ASCCC to create an improved automated response and a guiding document to assist responses and agree with these needs.
3. The committee recommends that there be clearer channels to contact the ASCCC for information (as opposed to local senate services) with more context and clearer expectations in terms of the process of how requests will be received, timelines for response, and acknowledgement of receipt.
4. The committee recommends that, in addition to publishing the Biannual Local Senates Survey, the results of other surveys the ASCCC conducts should be more readily available and easily accessible to the public through the "Surveys" page.
5. The committee recognizes the ASCCC is in the process of designing a new website, and that committees are responsible for updating their information. To ensure accuracy, currency, and accessibility, we recommend creating a policy that would create a cycle on a set timeline for a comprehensive inventory, review, and update of the Website and public information.

Area of Emphasis: Inclusivity and Diversity

As reflected in its Inclusivity Statement, the Academic Senate for California Community Colleges embraces diversity among students, faculty, staff, and the communities served as an integral part of history, a recognition of the complexity of the present State, and a call to action for a better future.

General Observations

We find that the Academic Senate for California Community Colleges has displayed a commitment to inclusivity and diversity. In their Fall 2019 summary, the ASCCC Executive Committee specifies that the ASCC "plays a central role in partnering with and challenging system stakeholders to create excellence through diversity and equity in California's community colleges." Moreover, the executive committee also recognizes the importance of the local Academic Senates and their respective college constituencies in identifying and examining implicit biases and inequity.

The Executive Committee recognizes the necessity of systemic prioritization of diversity and equity issues beyond the standard limits such as professional development, program funding, federal, State, and local legislation. Furthermore, the committee understands that today's students confront and/or endure numerous obstacles including, "hunger, homelessness, immigration issues, mental health needs, discrimination, hate and bias, gender-related concerns, and sexual harassment."

Findings and Evidence

The Academic Senate for California Community Colleges supports inclusivity and diversity in its many areas of operation, including the ASCCC Inclusivity Statement, resolutions, official publications (including *The Rostrum*), position papers, the Stanback-Stroud Diversity Award, the Equity and Diversity Action Committee (EDAC), and numerous events and diversity resources.

The ASCCC Inclusivity Statement (approved Fall 2019) states an overarching "goal of ensuring the equal educational opportunity of all students" and "embraces diversity among students, faculty, staff, and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future." The statement demonstrates a broad and inclusive vision in terms of diversity, inclusion, and anti-racism.

The Academic Senate for California Community Colleges, in part through the Equity and Diversity Action Committee (EDAC), has supported inclusivity and diversity through the resolution process. Resolutions are voted on and adopted at the ASCCC's Fall and Spring Plenary Sessions. A sampling of ASCCC resolutions from 2017-2020 illustrates the ASCCC's commitments to inclusivity and diversity:

Support the Anti-Racism Pledge (Fall 2020); Adopt Anti-Racism Education Paper (Fall 2020); Ethnic Studies Graduation Requirement (Fall 2020); Clarify and Strengthen the Ethnic Studies General Education Requirement (Fall 2020); The Role of Student Employees in Advancing

Faculty Diversification (Fall 2020); Address Privacy and Rights Violation Caused by Education Code §87408 (Spring 2019); In Support of All-Gender Restrooms on California Community College Campuses (Spring 2019); Support Infusing Anti-Racism/No Hate Education in Community Colleges (Fall 2019); Replacing the Academic Senate for California Community Colleges Inclusivity Statement (Fall 2019); Adopt the Paper Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges (Fall 2019); Include Currently and Formerly Incarcerated Youth in Equity Plans (Fall 2019); Enable the Canvas Name Preference Option (Fall 2019); Non-binary Gender Option on CCCApply (Fall 2018); Revise the Paper A Re-examination of Faculty Hiring Processes and Procedures (Spring 2017); Support for Marginalized Students (Spring 2017); Support for Students with Deferred Action for Childhood Arrivals (DACA) Status (Spring 2017); Support for DACA Students (Fall 2017); ESL Equity Impact Caused by Termination of Common Assessment Initiative (Fall 2017); Revise the 2002 Paper Student Equity: Guidelines for Developing a Plan on Student Equity (Fall 2017); Ensure Equal Access for All Qualified California Community College Students to College Promise Funds (Fall 2017)

The official ASCCC publication, the *Rostrum*, which is sent regularly to local academic senates and is available on the ASCCC Website, includes many articles that focus on equity, diversity, inclusion, and anti-racism. A sampling of recent *Rostrum* articles from 2020-2021 indicates the following issues: Faculty Hiring and Diversity: An Ongoing Collaborative Effort; Americans with Disabilities Act and Disability Support Programs and Services Coordination to Best Serve Students; Eradicating Xenophobia in Community College; Ethnic Studies: Looking Back; Looking Forward; Credit for Prior Learning as an Equity Lever; Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-minded Selection and Recommendation Process; Anti-Racism and Guided Pathways Implementation; Academic Freedom and Equity; Decolonizing Your Syllabus, an Anti-Racist Guide for Your College; The Black Superwoman and Socially Conscious Self-Care; Systemic Resistance: Inherited Acts of Self-Defense; In the Wake of George Floyd: An Open Letter to College Educators Across the Nation; Affirming Black Male Excellence; Curriculum Trauma; How to Start Antiracist Work: Faculty Hiring Practices for Diversification; Shifting from Passion to Purpose: Moving Past Our Emotions So We Can Do What's Right All the Time; How I Have Taught Lessons on Issues of Race; Gitcho' Mind Right: Why Confronting Unconscious Bias Must Become an Actionable Item; Supporting the Professional Development of Women Leaders; Best Practices for Student Involvement in the Student Equity and Achievement Plan and Implementation; How to Start Anti-racism Work at a Colorblind Institution; Supporting the Professional Development of Women Leaders.

The Academic Senate for California Community Colleges, through recommendations made in resolutions at plenary sessions and in the work of its many statewide committees and its executive committee, publishes important position papers on a variety of topics. Notably, the ASCCC has created many such papers focused on contexts and issues of inclusion and diversity. Some of the papers (and related documents) that have been written include: Anti-Racism Education in the California Community Colleges (2020); In the Wake of George Floyd: An Open Letter to College Educators Across the Nation (2020); Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges (2019); A Re-examination of Faculty Hiring Processes and Procedures (2018).

Since 2001, the ASCCC has supported the Stanback-Stroud Diversity Award. The award seeks to honor the cadre of committed faculty who consistently rise to meet the challenges faced by CCC students. As stated on the ASCCC Website: "Serving the most diverse student population of any higher education system in the country, the California Community Colleges System is largely comprised of demographic groups that have traditionally faced barriers to education and are often underprepared when they reach the classroom. It is the challenge and responsibility of California community college faculty to demonstrate the sustained attention and support necessary to fully engage and excite these students. This prestigious award acknowledges an individual or group that is exceptional in contributing to the advancement of intercultural harmony, equity, and campus diversity at their college."

The ASCCC has developed an Equity and Diversity Committee Strategic Plan and has an Equity and Diversity Action Committee (EDAC) that responds to resolutions from the session that deals 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. It promotes the integration of equity and diversity issues in appropriate ASCCC activities.

The Academic Senate for California Community Colleges has hosted events that focus specifically on topics of equity and inclusion. On Feb 8, 2019, it hosted the Building Diversity Summit in Los Angeles, California. The summit "focused on eliminating institutional barriers that impede employment access to historically underrepresented groups." The ASCCC also hosted the Faculty Diversification Meeting on Feb 14, 2019, at Bakersfield College.

The ASCCC also includes resources related to inclusion, diversity, and anti-racism on its official Website. Some sample items included on the site are Resources for DACA and Undocumented Students and Faculty Diversification Resources.

Conclusions

The past four years have been politically turbulent, with an increasing spotlight being turned on acts of racial injustice and systemic racism in our culture. The tragic death of George Floyd in late May 2020 led to nation-wide protests and demands for citizens to recognize the racism that has historically existed in our nation's social systems and policies. To this end, the ASCCC has made its commitment to support anti-racism and equity-minded measures to promote inclusivity and diversity clear.

Raising the clarity, visibility, and transparency in the processes in calls for proposals for the various institutes, workshops, plenaries, etc, as well as opportunities for engagement with planning will improve efforts for long-standing equity, inclusiveness, diversity, and anti-racism within the organization. While the ASCCC has made considerable effort since the inescapable BLM movement, the movement necessitates continued conscious, integrative efforts to move away from the "check box" mentality that is pervasive in educational institutions. Resting on the

laurels of any efforts would be a departure from the necessity of an institution like the ASCCC to be dynamic and thereby relevant to the needs and changes at all levels and in all aspects of the 10 +1 mandate, and the ways in which the 10+1 are impacted by these needs and changes.

Commendations

1. The Committee commends the ASCCC for its extensive focus on equity, diversity, inclusion, and anti-racism, as reflected in many resolutions, *Rostrum* articles, and Academic Senate papers.

Recommendations

1. The committee recommends expanding Faculty Diversification Resources to provide even more resources focused on equity, diversity, and inclusion for local senates.
2. The committee recommends more of an intersectional focus that considers issues of equity and inclusion from a perspective that acknowledges and challenges the interlocking nature of systemic forces of racism, sexism, classism, transphobia, and ableism.
3. The committee recommends the Executive Committee conduct surveys of all California community colleges to assess, educate, encourage and support their compliance with current equity and diversity policies and laws.
4. The committee recommends that the Executive Committee continue to work with the local academic senates to ensure that inclusivity and diversity issues are addressed on their campuses.
5. The committee recommends the development and advocacy of inclusivity and diversity policies addressing the concerns facing today's students, including microaggressions, food and housing insecurity, and related issues.
6. The committee recommends that the Executive Committee invite the ASCCC caucuses to attend and present at the monthly Executive Committee meeting. We believe it is fundamentally important for the committee to hear and respond to the issues and concerns of caucuses. Invitations could be extended to one, two, or all caucus groups per meeting session.

Resources

Inclusivity Statement

<https://asccc.org/inclusivity-statement>

Resolutions (search under Title with the words "Equity" or "Diversity")

<https://asccc.org/resources/resolutions>

Rostrum

<https://asccc.org/publications/rostrum>

Academic Senate Papers

<https://asccc.org/publications/academic-senate-papers>

Anti-Racism Education in the California Community Colleges

<https://asccc.org/papers/anti-racism-education-california-community-colleges>

In the Wake of George Floyd: An Open Letter to College Educators Across the Nation

<https://www.asccc.org/content/wake-george-floyd-open-letter-college-educators-across-nation>

Stanback-Stroud Diversity Award

<https://asccc.org/events/stanback-stroud-diversity-award-0>

Equity and Diversity Action Committee

<https://asccc.org/directory/equity-and-diversity-action-committee>

Building Diversity Summit

<https://www.asccc.org/sites/default/files/IV.%20C.%20%285%29Building%20Diversity%20Summit%20Session%20Why%20is%20Faculty%20Diversity%20such%20a%20Challenge%20for%20our%20Colleges.pdf>

Resources for DACA and Undocumented Students

<https://asccc.org/resources-daca-and-undocumented-students>

Faculty Diversification Resources (Events)

<https://asccc.org/faculty-diversification-resources>

Area of Emphasis: Grants, Programs, and Planning

General Observations

The Academic Senate's programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities to further the mission of the organization. These activities include long-range strategic planning and careful consideration of more immediate activities and shorter-term projects and how these activities and projects are consistent with or fit into the overall strategic plan. The Academic Senate offers timely services that assist local senates with training and guidance to aid them in dealing with local issues and challenges. The Academic Senate provides support and assistance to local academic senates through both formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates.

Findings and Evidence

The Periodic Review Committee analyzed the ASCCC's Grants, Programs, and Planning. The results of the analyses are included below.

Grants

Compared to the 2017 Periodic Review Committee report, the grants and initiatives that have been completed are CCCCCO CTE Curriculum Academy, ICAS, EPI/CAI Butte Initiatives, and the Foundation and Irvine Foundation. The Chancellor's Office Course ID and the State of California Governor's grants are both ongoing grants.

According to the Oct 15, 2020, Independent Auditor's Report, the ASCCC has received the following grants. All are unrestricted. These monies are also reflected in the Consolidated Financial Statements of 2019-2020 and the ASCCC 2021 Budget and are directly related to ASCCC goals and initiatives. The breakdown of these grants for 2019-2020 (as per the ASCCC Director of Finance) is as follows:

A. State of California Academic Senate Grant	\$1,000,000 (on-going)
B. Chancellor's Office Course ID	\$575,134 (on-going)
C. Guided Pathways	\$652,565 (on-going thru 12/31/2020)
D. LACCD - PT Institute Funding	\$98,194 (final)

Other Grants and Contracts Summary per Audit presentation:

E. CA Dept of Education - ECE	\$77,457 (one-time grant)
F. OERI	\$824,671 (on-going)
G. ICAS	\$4,021 (final FY 2019-2020)
H. IEPI	\$133,248 (on-going)

According to the 2018 ASCCC Annual Report, the ASCCC sought an indefinite increase to the State of California base grant in 2017 (due to increased costs and activities). This request was approved, and the grant was increased to 1M dollars (\$468,000 previously).

The ASCCC now contracts directly with the Chancellor's office on grant funding. This change has enabled the ASCCC to continue receiving funds to continue running the Course Identification Numbering System (C-ID) and to implement the Guided Pathways program. At the end of the 2018 academic year, the Academic Senate secured funding to expand on the work of the Open Educational Resources (OER) Initiative, with the total funding amount of \$6M over a five-year period.

The ASCCC 2018-2023 Strategic Plan (adopted Apr 14, 2018, by the ASCCC Delegates) has three objectives related to grants; they are objectives 5.1, 5.2, and 6.1. The following activities by the ASCCC are evidence of the work they are doing to fulfill those objectives:

- A. Requested and received an increase in the State of California base grant to \$1M dollars (objectives 5.1 and 5.2)
- B. Worked with the Governor's office to include language in the budget trailer bill that allows the Chancellor's office to contract with ASCCC directly on grant funding (objectives 5.1 and 6.1)
- C. Secured funding to expand the OER Initiative over a 5-year period (objective 5.1)
- D. Partnered with 3CSN to fund work statewide to provide professional development for part-time faculty, including the part-time faculty institute (objective 5.1)

Programs

The Academic Senate for California Community Colleges offers many events and meetings, ranging from area meetings, plenary sessions, webinars, and many others. A sampling of the events from 2021 includes the following: Webinar - Long-term Planning for GP Integration, Long-term Planning for GP Integration, CTE Liaison Coffee Hour - Credit for Prior Learning, ASCCC Webinar and Project Launch: Teaching Justice-Involved Students, Data 101: Using Data to Ensure Learning, Webinar - CTE Faculty Diversification, CTE Faculty Diversification, Area B Meeting, Area A Meeting, Area C Meeting, Area D Meeting, Coffee, Tea, and GP: Culturally Responsive Curriculum, CTE Liaison Coffee Hour - Minimum Qualifications, Coffee, Tea, and GP: Sustaining Our Work and Ourselves, Executive Committee Meeting, 2021 Spring Plenary Session, Staying on the Path: Guided Pathways and Scheduling for Student Completion, 2021 Career Noncredit Education Institute, All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success, 2021 Faculty Leadership Institute, 2021 Curriculum Institute.

The Academic Senate for California Community Colleges provides support and assistance to local academic senates through formal and informal mechanisms. The Senate provides speakers and tailored workshops as well as strategic advice and direct support to local senates. The services provided focus on numerous relevant academic and professional matters. Accreditation Resource Teams offer training on SLOs and Assessment, Program Review, and various Faculty Roles in instructional programs, student services/student support services, accreditation, and governance. Such services include lecture-type presentations, interactive sessions, coaching or mentoring sessions, development of training materials or workbooks, and

other methods to assist local colleges in successful accreditation. These services are either covered by grants or are sometimes provided at cost to local senates. Following both forms of technical assistance, the ASCCC sends out surveys to the local senates to determine if additional help or resources are needed.

The ASCCC offers Guided Pathways Resource Teams to provide support to local academic senates related to the implementation of guided pathways. Resource teams are comprised of faculty members who have expertise in the area of practice requested by the college. The services include local senate visits, interactive presentations, facilitation of faculty workgroups and coaching or mentoring sessions, collaborative development of training materials, and webinars.

The Academic Senate for California Community Colleges provides opportunities for local senates to have visits from members of the Executive Committee and the Relations with Local Senates Committee. The purpose of these visits is for the committee member to serve as a liaison between the ASCCC and the local Senate.

The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers offer a joint program of assistance (Curriculum Technical Assistance) for local colleges and districts. The program aims to help districts and colleges successfully implement state laws and regulations involving curriculum. The services include information presentations, advisory assistance, issue resolution, and special workshops and presentations. A second joint program of the Academic Senate of the California Community Colleges and the Community College League of California is Governance Technical Assistance. The purpose of the program is to help districts and colleges successfully implement state laws and regulations that call for effective participation by faculty, staff, and students in district and college governance. Services include informational presentations, advisory assistance efforts, issue resolution, and special workshops and presentations.

An additional service provided by the ASCCC is the Faculty Empowerment and Leadership Academy. The FELA is a one-to-one mentoring program designed to meet the needs of diverse faculty in the California community college system. The program provides opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year. The FELA focuses on the development of faculty from historically underrepresented groups in higher education. The academy provides opportunities to connect with leaders from across the State, empower faculty to seek leadership roles, and provide regular contact with mentors.

Planning

In Spring 2018, the delegates to the plenary session adopted an organizational strategic plan for the ASCCC for 2018-2023. This plan has the following goals: Assert the faculty voice and leadership in local, State, and national policy conversations; Engage and empower diverse groups of faculty at all levels of state and local leadership; Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters; Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent groups; Secure resources to sustain and support the

mission and the work of the ASCCC; and Sustain, support, and expand the ASCCC Course Identification Numbering System (C-ID). The 2018-2023 Strategic Plan includes objectives for each of the six-goal areas.

The ASCCC conducts surveys related to various initiatives to solicit feedback from constituents. Surveys explicitly related to programs are available on the ASCCC website under Resources; however, the only links available are the 2015-2016 and 2020-2021 academic years. It is not clear if surveys for 2017-2020 exist or if the links to surveys during that time have not been added to the Website.

Conclusions

The Academic Senate for California Community Colleges supports its mission through numerous grants, programs, and planning, including services for local senates and the scheduling of statewide and regional meetings. Grants are directly related to ASCCC goals and initiatives, with financial disclosures made available to constituents. Complete information regarding the evaluation of programs and initiatives by constituents is not readily available on the Website. While the 2018-2023 strategic plan is in place, it does not appear to have been updated with ongoing notations as of this writing.

Commendations

1. The Committee commends the ASCCC for its commitments to local senates, including the many technical assistance services it offers and its attention to local senate needs through its many events.

Recommendations

1. The 2020-21 ASCCC Executive Committee Internal Evaluation (n=14) indicated some concerns related to the Strategic Plan. One respondent suggested "clarifying the role of an executive committee member in achieving the strategic plan goals," while another offered, "the alignment of the strategic plan approved by the field needs to be incorporated more intentionally into the work of the ASCCC committees and addressed in Executive board meetings more regularly." The committee recommends that the ASCCC address the concerns noted in the survey to assess and implement the Strategic Plan.

2. Locating up-to-date information on programs, strategic planning, and survey results are challenging to find and, in some cases, absent all together. The committee recommends updating this important information on a regular cycle and making it readily available on the Website.

Resources

Academic Senate Events

<http://www.asccc.org/calendar/list/events>

Accreditation Assistance

<https://www.asccc.org/services/accreditation-resource-teams>

Guided Pathways

<https://asccc.org/guided-pathways>

Local Senates Visits

<https://www.asccc.org/services/local-senate-visits>

Curriculum Technical Assistance

<https://www.asccc.org/curriculum-technical-assistance-visits>

Governance Technical Assistance

<https://www.asccc.org/services/technical-assistance>

Faculty Empowerment and Leadership Academy

<https://asccc.org/faculty-empowerment-and-leadership-academy>

2018-2023 Strategic Plan

https://asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf

Executive Committee Meeting Dec 7, 2019 Events Planning Procedures

https://www.asccc.org/sites/default/files/Download%20Agenda_35.pdf

ASCCC Annual Report 2018

<https://www.asccc.org/sites/default/files/annual%20report2018%20v3%20%281%29.pdf> -

Executive Committee Meeting May 10 2019 Statement of Activities By Grant -

<https://www.asccc.org/sites/default/files/IV.%20E.%20%282%29%20A-Stmt%20of%20Activities%20w%20BUDGET%20by%20Grant%205-8-19%20summary.pdf>

Links to ASCCC Surveys https://drive.google.com/file/d/1UD7VWHOqS-N3-fLYlutNW9Bh_s5v3siY/view?usp=sharing

<https://www.asccc.org/resources/surveys>

Summary and Conclusions

In addition to the specific recommendations identified throughout this document, the Periodic Review Committee found common themes that are summarized as follows:

Self-Study: The Periodic Review Committee suggests that the Executive Committee provide future Periodic Review Committees with a comprehensive self-study that includes evidence to support the review criteria. The Executive Committee should also develop a timeline that allows adequate time to evaluate the evidence thoroughly.

Timing: The Periodic Review Committee suggests that the selection of committee members should start before the Spring Plenary of the year prior to the committee's report the following Spring. This extended time will allow future Periodic Review Committees to gather and analyze information more comprehensively, collect surveys, and conduct interviews to broaden the scope of feedback for each area.

Feedback: The Periodic Review Committee strongly recommends that a review of communication policies and practices within the organization be initiated to assure that the ASCCC office and representatives are responsive to inquiries and needs of local senates as stated in the Mission Statement. The Periodic Review Committee identified a need to develop a system for Senate members to give feedback freely and anonymously to ASCCC. This system should be accompanied by a mechanism to follow up on the feedback received and actions taken or not taken because of suggestions from its constituency.

The PRC recommends that the Executive Committee establish a timeframe for assuring the recommendations stated herein are addressed before the next periodic review. Additionally, it is recommended that future PRCs provide access to previous PRC members to provide context to the review process.

In closing, the Periodic Review Committee wishes to thank the Executive Committee for being accessible and forthcoming in providing all requested information. The periodic review process is a worthwhile endeavor that will ultimately benefit the Executive Committee, the ASCCC, and all stakeholders throughout the California Community College system.



Executive Committee Agenda Item

SUBJECT: ASCCC 2021 Curriculum Institute		Month: June	Year: 2021
		Item No: IV. H.	
		Attachment: Yes, forthcoming	
DESIRED OUTCOME:	The Executive Committee will provide feedback on and consider approval of the final Curriculum Institute program.	Urgent: Yes	
		Time Requested: 20 mins.	
CATEGORY:	Action items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Carrie Roberson/Michelle Bean	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

BLURB:

The Academic Senate for California Community Colleges invites everyone from throughout the California Community College system to the ASCCC Curriculum Institute 2021. Faculty, classified professionals, administrators, students, and all higher education stakeholders are critical in considering the impact curriculum and curriculum processes have on our students and communities. This year's theme addresses all aspects of curriculum with the intersections of college constituents through an equity lens from the basics and beyond. General sessions, breakouts, and convenings are intended to be proactive and responsive to the dynamics and realities of our student's educational endeavors while addressing opportunities and challenges in equity-driven systems and the critical time for change.

THEME:

Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum

STRANDS:

Basics
Beyond the Basics
Equity-Driven Curriculum
Guided Pathways/ Data
System- Ed Code, Title 5, regs, memos, guidance, other
---System partners/vendors?

SEE Curriculum Institute 2021 ATTACHMENT

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



Executive Committee Agenda Item

SUBJECT: Scheduling of 2022 Career and Noncredit Education Institute		Month: June	Year: 2021
		Item No: IV. I.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval the recommendation regarding the 2022 Career and Noncredit Institute.	Urgent: No	
		Time Requested: 10 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Mayra Cruz/Karen Chow	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

Background:

Having CNEI take place only two weeks after Spring Plenary meant that ASCCC Staff and the CNEI co-chairs and other Executive Committee members who served as session leads and/or presenters did not have a break between two large multi-day ASCCC events, each with hundreds of registered attendees. In addition, the scheduling of CNEI on April 30-May 1, 2021 also proved challenging to non-Executive Committee co-leads and presenters since it is very close to final exams and the end of most CCC semester terms and commencement. An additional challenge this year was that CNEI also coincided with the Black Students Success Week, so that put a big strain on presenters who participated in both events.

Recommendation:

We would like to propose that the scheduling of the 2022 Career and Noncredit Education Institute be changed so that it is not held in the same month as Spring Plenary. Our suggestion is to consider moving this to end of January/early February or the end of September /Early October.

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



Executive Committee Agenda Item

SUBJECT: Standards & Practices Committee: Exemplary Program Award Theme for 2021-2022		Month: June	Year: 2021
		Item No: IV. J.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider approval of the Exemplary Program Award Theme for 2021-2022 proposed by the Standards and Practices Committee.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Oliver/Cheryl Aschenbach	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards & Practices Committee has proposed the following as the 2021-2022 Exemplary Program Award theme:

The Academic Senate selects annual themes related to the award’s traditions and statewide trends. The California Community Colleges system is the largest public higher education system in the country, enrolling over 2.4 million students. California community colleges have had to adapt to a changing landscape, including fire, pandemic, social injustice, and civil unrest, in order to best serve their students. In light of the work that colleges and faculty have done to maintain the focus on student success, the Academic Senate selected the theme of **Addressing Inequity in a Time of Crisis** for this year’s 2021-22 Exemplary Program Award. Excellence in this area can be demonstrated in programs by faculty and for faculty to aid in transitioning to and from virtual environments, engaging in transformative curriculum design, supporting colleagues through professional development, mental health support, and other services, and promoting efforts to advance social justice and establish equity-driven practices.

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



Executive Committee Agenda Item

SUBJECT: Tentative 2021-22 ASCCC Budget		Month: June	Year: 2021
		Item No: IV. K.	
		Attachment: Yes (7)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the tentative 2021-22 ASCCC budget.	Urgent: Yes	
		Time Requested: 30 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Krystinne Mica/Mayra Cruz	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

During the May 2021 Executive Committee meeting, members requested additional documents to support the preliminary budget being presented for approval. In light of this request, the Executive Committee is being presented with the preliminary budget for 2021-22, along with the following documents.

- 1st Quarter Report July 1 – Sept 30 (included in Nov 2020 agenda)
- 2nd Quarter Report Oct 1 – Dec 31 (included in Feb 2021 agenda)
- 3rd Quarter Report Jan 1 – Mar 31
- Treasurer’s Report (presented at Spring Plenary Session 2021)
- Chart of Accounts
- Statement of Financial Position

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

The Budget and Finance Committee met on May 4, 2021 and approved the tentative budget. Funding recommendations were based on current trends such as protecting reassigned time for Executive Committee members, maintaining staff salaries and benefits, maintaining program and

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

committee budgets, and anticipating any recurrence of the COVID-19 pandemic through 2022. The tentative budget includes projected numbers for the grants C-ID and OERI.

The budget as presented was not approved during the May 2021 Executive Committee meeting, and so is subsequently returning to the June meeting for approval.

The Executive Committee will discuss the recommendations of the Budget Committee and consider for approval the preliminary 2021-22 budget.

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
As of June 30, 2022

Approved Davison/Cruz (MSC)

	Senate Year To Date 06/30/2022 Budget	d2 C-ID Year To Date 06/30/2022 Budget	d5 OER Year To Date 06/30/2022 Budget	d7 IEPI Grant Year To Date 06/30/2022 Budget	All Departments Year To Date 06/30/2022 Budget	
Income Statement						
Revenue						
Membership Dues	460,000.00	0.00	0.00	0.00	460,000.00	
Program Fees						
Fall Session	130,000.00	0.00	0.00	0.00	130,000.00	projected in-person similar revenue for online
Spring Session	160,000.00	0.00	0.00	0.00	160,000.00	
Accreditation	60,000.00	0.00	0.00	0.00	60,000.00	
Curriculum Institute	125,000.00	0.00	0.00	0.00	125,000.00	CI July 7-10, 2021 (FY 21-22)
Faculty Leadership Institute	40,000.00	0.00	0.00	0.00	40,000.00	
Part-Time Institute	0.00	0.00	0.00	0.00	0.00	*Removed PTI from LACCD - no Revenue
Career and Noncredit Institute	0.00	0.00	0.00	0.00	0.00	*Placeholder - unsure if CO will continue to fund
Academic Academy	20,000.00	0.00	0.00	0.00	20,000.00	
Total Program Fees	535,000.00	0.00	0.00	0.00	535,000.00	
Grant Revenue						
State Grants						
Governor's Grant	1,000,000.00	0.00	0.00	0.00	1,000,000.00	
C-ID	0.00	685,000.00	0.00	0.00	685,000.00	
OER	0.00	0.00	2,116,462.00	0.00	2,116,462.00	*Y4 budget
Total State Grants	1,000,000.00	685,000.00	2,116,462.00	0.00	3,801,462.00	
District Grants						
IEPI Grant	0.00	0.00	0.00	132,000.00	132,000.00	
Total District Grants	0.00	0.00	0.00	132,000.00	132,000.00	
Total Grant Revenue	1,000,000.00	685,000.00	2,116,462.00	132,000.00	3,933,462.00	
Other Income						
In-Kind Income OSP	20,000.00	0.00	0.00	0.00	20,000.00	
Technical Assist Revenue	5,000.00	0.00	0.00	0.00	5,000.00	
Other Income	2,500.00	0.00	0.00	0.00	2,500.00	
Total Other Income	27,500.00	0.00	0.00	0.00	27,500.00	
Total Revenue	2,022,500.00	685,000.00	2,116,462.00	132,000.00	4,955,962.00	
Expenses						
Executive						
Executive Reassign Time						
President	0.00	0.00	0.00	0.00	0.00	
Vice President	0.00	0.00	0.00	0.00	0.00	
Secretary	0.00	0.00	0.00	0.00	0.00	
Treasurer	0.00	0.00	0.00	0.00	0.00	
Executive Board	250,000.00	0.00	0.00	0.00	250,000.00	
Outside Faculty Expertise, Senate	0.00	0.00	0.00	0.00	0.00	
Total Executive Reassign Time	250,000.00	0.00	0.00	0.00	250,000.00	
Executive Activities						
Exec Meetings	120,000.00	0.00	0.00	0.00	120,000.00	
Technical Assistance	10,000.00	0.00	0.00	0.00	10,000.00	

Local Senate Visits	10,000.00	0.00	0.00	0.00	10,000.00	
Field Activities	10,000.00	0.00	0.00	0.00	10,000.00	
Regional Meetings	10,000.00	0.00	0.00	0.00	10,000.00	
Area Meetings	10,000.00	0.00	0.00	0.00	10,000.00	
FELA	10,000.00	0.00	0.00	0.00	10,000.00	
Committees	35,000.00	0.00	0.00	0.00	35,000.00	
Task Forces	10,000.00	0.00	0.00	0.00	10,000.00	
Total Executive Activities	<u>225,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>225,000.00</u>	
Total Executive	475,000.00	0.00	0.00	0.00	475,000.00	
Liaison						
Chancellor's Office						
CO Consultation	35,000.00	0.00	0.00	0.00	35,000.00	
CO Board of Governors	15,000.00	0.00	0.00	0.00	15,000.00	
Total Chancellor's Office	<u>50,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>50,000.00</u>	
Groups						
FACCC	1,000.00	0.00	0.00	0.00	1,000.00	
ICAS	5,000.00	0.00	0.00	0.00	5,000.00	
Total Groups	<u>6,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>6,000.00</u>	
Conferences, Senate	40,000.00	0.00	0.00	0.00	40,000.00	
Conferences OER	0.00	0.00	5,000.00	0.00	5,000.00	
Conferences C-ID	0.00	2,000.00	0.00	0.00	2,000.00	
Total Liaison	<u>96,000.00</u>	<u>2,000.00</u>	<u>5,000.00</u>	<u>0.00</u>	<u>103,000.00</u>	
Grant Expenses						
Initiatives Reassign Time						
Faculty Coordinator, C-ID	0.00	100,000.00	0.00	0.00	100,000.00	
Initiatives OER	0.00	0.00	150,000.00	0.00	150,000.00	
Total Initiatives Reassign Time	<u>0.00</u>	<u>100,000.00</u>	<u>150,000.00</u>	<u>0.00</u>	<u>250,000.00</u>	
Grant Meetings						
Grant Meetings, C-ID	0.00	150,000.00	0.00	0.00	150,000.00	
Grant Meetings OER	0.00	0.00	300,000.00	0.00	300,000.00	
Total Grant Meetings	<u>0.00</u>	<u>150,000.00</u>	<u>300,000.00</u>	<u>0.00</u>	<u>450,000.00</u>	
Stipends						
Stipends, C-ID	0.00	158,142.00	0.00	0.00	158,142.00	Placeholder for over/under expense to zero out profit
Stipends, OER	0.00	0.00	882,166.00	0.00	882,166.00	Placeholder for over/under expense to zero out profit
Total Stipends	<u>0.00</u>	<u>158,142.00</u>	<u>882,166.00</u>	<u>0.00</u>	<u>1,040,308.00</u>	
Total Grant Expenses	0.00	408,142.00	1,332,166.00	0.00	1,740,308.00	
Programs						
Plenary Session						
Fall Session	150,000.00	0.00	0.00	0.00	150,000.00	
Spring Session	170,000.00	0.00	0.00	0.00	170,000.00	
Total Plenary Session	<u>320,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>320,000.00</u>	
Institutes						
Academic Academy	15,000.00	0.00	0.00	0.00	15,000.00	
Accreditation Institute	40,000.00	0.00	0.00	0.00	40,000.00	
Curriculum Institute	40,000.00	0.00	0.00	0.00	40,000.00	
Faculty Leadership	55,000.00	0.00	0.00	0.00	55,000.00	
Part-Time Faculty Leadership Institute	15,000.00	0.00	0.00	0.00	15,000.00	*Virtual 110000 - in-person
Career and Noncredit Event	15,000.00	0.00	0.00	0.00	15,000.00	*Removed PTI from LACCD - no Revenue
Total Institutes	<u>180,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>180,000.00</u>	
Publications, Marketing, Technology						
Website, Senate	30,000.00	0.00	0.00	0.00	30,000.00	
Website, OER	0.00	0.00	10,000.00	0.00	10,000.00	
Technology, OER	0.00	0.00	200,000.00	0.00	200,000.00	

Outside Services, OER	0.00	0.00	250,000.00	0.00	250,000.00	
Outside Services, C-ID	0.00	30,000.00	0.00	0.00	30,000.00	
Total Publications, Marketing, Technology	30,000.00	30,000.00	460,000.00	0.00	520,000.00	
Total Programs	530,000.00	30,000.00	460,000.00	0.00	1,020,000.00	
Salaries and Benefits						
Staff Salaries	469,376.00	218,512.00	218,512.00	0.00	906,400.00	
Benefits - Health	162,000.00	0.00	0.00	0.00	162,000.00	
Staff Development	10,000.00	0.00	0.00	0.00	10,000.00	
Defined Benefit Retirement Plan - ER Contribution CalPERS	114,222.00	0.00	0.00	0.00	114,222.00	
Payroll Fees	4,080.00	0.00	0.00	0.00	4,080.00	
Payroll Taxes - Employer	18,100.00	0.00	0.00	0.00	18,100.00	
Total Salaries and Benefits	777,778.00	218,512.00	218,512.00	0.00	1,214,802.00	
Nonpersonnel						
Equipment and Furniture						
Furnishings	2,500.00	0.00	0.00	0.00	2,500.00	
Equipment Lease / Rental	2,800.00	0.00	0.00	0.00	2,800.00	
Equipment Purchase	6,000.00	0.00	0.00	0.00	6,000.00	
Total Equipment and Furniture	11,300.00	0.00	0.00	0.00	11,300.00	
Office						
Insurance	12,000.00	0.00	0.00	0.00	12,000.00	
Phones - Office	2,000.00	0.00	0.00	0.00	2,000.00	
Internet	3,600.00	0.00	0.00	0.00	3,600.00	
Postage / Shipping	1,000.00	0.00	0.00	0.00	1,000.00	
Subscriptions	6,000.00	0.00	0.00	0.00	6,000.00	
Rent / Lease	100,000.00	0.00	0.00	0.00	100,000.00	
Supplies	10,000.00	0.00	0.00	0.00	10,000.00	
Copying/Publishing OSP allowance	20,000.00	0.00	0.00	0.00	20,000.00	
IT/Software	26,000.00	0.00	0.00	0.00	26,000.00	
Parking-Office	18,000.00	0.00	0.00	0.00	18,000.00	
Parking-Other	5,040.00	0.00	0.00	0.00	5,040.00	
Other Operating	(127,130.00)	26,346.00	100,784.00	0.00	0.00	Placeholder for OH amount charged to Grants. (per grants OH rates)
Total Office	76,510.00	26,346.00	100,784.00	0.00	203,640.00	
Professional Services	38,000.00	0.00	0.00	0.00	38,000.00	
Business Expenses						
Bad Debt Expenses	0.00	0.00	0.00	0.00	0.00	
Bank / Finance Charges	0.00	0.00	0.00	0.00	0.00	
Travel Fees	0.00	0.00	0.00	0.00	0.00	
Credit Card Processing Fees	0.00	0.00	0.00	0.00	0.00	
Business Expenses	10,000.00	0.00	0.00	0.00	10,000.00	We have put a lump sum in Business Exp since at least FY 16-17
Total Business Expenses	10,000.00	0.00	0.00	0.00	10,000.00	
Total Nonpersonnel	135,810.00	26,346.00	100,784.00	0.00	262,940.00	
Total Expenses	2,014,588.00	685,000.00	2,116,462.00	0.00	4,816,050.00	
Total Income Statement	7,912.00	0.00	0.00	132,000.00	139,912.00	
	Senate	C-ID	OER	IEPI	Total	

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

	Year To Date 09/30/2020	Year Ending 06/30/2021	Year To Date 09/30/2020	
	Actual	Budget FYE	Variance YTD	Budget % Var
Income Statement				
Revenue				
Membership Dues	464,052.19	471,000.00	(6,947.81)	(1) %
Program Fees				
Fall Session 2020	3,850.00	70,000.00	(66,150.00)	(95) %
Spring Session 2021	0.00	150,000.00	(150,000.00)	(100) %
Curriculum Institute 2020	128,350.00	140,000.00	(11,650.00)	(8) %
Faculty Leadership Institute 2021	0.00	40,000.00	(40,000.00)	(100) %
Academic Academy 2020	3,450.00	45,000.00	(41,550.00)	(92) %
Career and Noncredit Event 2021	0.00	35,000.00	(35,000.00)	(100) %
Total Program Fees	135,650.00	480,000.00	(344,350.00)	(72) %
Grant Revenue				
State Grants				
Governor's Grant	250,000.03	1,000,000.00	(749,999.97)	(75) %
C-ID	135,837.24	685,000.00	(549,162.76)	(80) %
Guided Pathways	83,493.94	674,000.00	(590,506.06)	(88) %
OER	220,875.61	2,800,000.00	(2,579,124.39)	(92) %
Total State Grants	690,206.82	5,159,000.00	(4,468,793.18)	(87) %
District Grants	33,000.00	132,000.00	(99,000.00)	(75) %
Total Grant Revenue	723,206.82	5,291,000.00	(4,567,793.18)	(86) %
Other Income	852.75	27,500.00	(26,647.25)	(97) %
Total Revenue	1,323,761.76	6,269,500.00	(4,945,738.24)	(79) %
Expenses				
Executive				
Executive Reassign Time	98,182.36	230,000.00	(131,817.64)	(57) %
Executive Activities	7,224.92	235,000.00	(227,775.08)	(97) %
Total Executive	105,407.28	465,000.00	(359,592.72)	(77) %
Liaison	853.00	110,500.00	(109,647.00)	(99) %
Grant Expenses				
Travel	0.00	60,000.00	(60,000.00)	(100) %
Initiatives Reassign Time	172,606.00	575,000.00	(402,394.00)	(70) %
Grant Meetings	652.50	590,000.00	(589,347.50)	(100) %
Stipends	115,400.00	800,000.00	(684,600.00)	(86) %
Total Grant Expenses	288,658.50	2,025,000.00	(1,736,341.50)	(86) %
Programs				
Plenary Session				
Fall Session 2020	10,342.00	15,000.00	(4,658.00)	(31) %
Spring Session 2021	8,000.00	150,000.00	(142,000.00)	(95) %
Total Plenary Session	18,342.00	165,000.00	(146,658.00)	(89) %
Institutes				
Academic Academy 2020	8,343.00	20,000.00	(11,657.00)	(58) %
Accreditation Institute 2021	0.00	3,000.00	(3,000.00)	(100) %
Curriculum Institute 2020	24,721.75	20,000.00	4,721.75	24 %
Faculty Leadership 2021	0.00	40,000.00	(40,000.00)	(100) %
Part-Time Faculty Leadership Institute 2021	8,343.00	12,000.00	(3,657.00)	(30) %
Total Institutes	41,407.75	95,000.00	(53,592.25)	(56) %
Publications, Marketing, Technology	22,131.83	1,697,000.00	(1,674,868.17)	(99) %

Total Programs	81,881.58	1,957,000.00	(1,875,118.42)	(96) %
Salaries and Benefits	237,134.67	1,214,500.00	(977,365.33)	(80) %
Nonpersonnel				
Equipment and Furniture	1,727.86	20,000.00	(18,272.14)	(91) %
Office	50,282.56	192,500.00	(142,217.44)	(74) %
Professional Services	6,228.33	35,000.00	(28,771.67)	(82) %
Business Expenses	274.70	10,000.00	(9,725.30)	(97) %
Total Nonpersonnel	58,513.45	257,500.00	(198,986.55)	(77) %
Total Expenses	772,448.48	6,029,500.00	(5,257,051.52)	(87) %
Total Income Statement	551,313.28	240,000.00	311,313.28	130 %

Academic Senate for CA Community Colleges
Statement of Activities - Budget Forecast
As of December 31, 2020

	Year To Date 12/31/2020	Year Ending 06/30/2021	Year To Date 12/31/2020
	Actual	Budget FYE	Budget % Var
Income Statement			
Revenue			
Membership Dues	464,052.19	471,000.00	(1) %
Program Fees			
Fall Session	124,750.00	70,000.00	78 %
Spring Session	0.00	150,000.00	(100) %
Curriculum Institute	128,350.00	140,000.00	(8) %
Faculty Leadership Institute	0.00	40,000.00	(100) %
Academic Academy	17,000.00	45,000.00	(62) %
Career and Noncredit Event	0.00	35,000.00	(100) %
Total Program Fees	270,100.00	480,000.00	(44) %
Grant Revenue			
State Grants			
Governor's Grant	500,000.02	1,000,000.00	(50) %
C-ID	225,714.67	685,000.00	(67) %
Guided Pathways	617,088.22	674,000.00	(8) %
OER	397,265.55	2,800,000.00	(86) %
Total State Grants	1,740,068.46	5,159,000.00	(66) %
District Grants	66,000.00	132,000.00	(50) %
Total Grant Revenue	1,806,068.46	5,291,000.00	(66) %
Other Income	1,033.83	27,500.00	(96) %
Total Revenue	2,541,254.48	6,269,500.00	(59) %
Expenses			
Executive			
Executive Reassign Time	192,140.24	230,000.00	(16) %
Executive Activities	10,228.26	235,000.00	(96) %
Total Executive	202,368.50	465,000.00	(56) %
Liaison	1,251.00	110,500.00	(99) %
Grant Expenses			
Travel	0.00	60,000.00	(100) %
Initiatives Reassign Time	218,144.56	575,000.00	(62) %
Grant Meetings	1,575.00	590,000.00	(100) %
Stipends	219,355.00	800,000.00	(73) %
Total Grant Expenses	439,074.56	2,025,000.00	(78) %
Programs			
Plenary Session			
Fall Session	28,338.37	15,000.00	89 %
Spring Session	0.00	150,000.00	(100) %
Total Plenary Session	28,338.37	165,000.00	(83) %
Institutes			
Academic Academy	16,829.25	20,000.00	(16) %
Accreditation Institute	0.00	3,000.00	(100) %
Curriculum Institute	24,721.75	20,000.00	24 %
Faculty Leadership	0.00	40,000.00	(100) %
Part-Time Faculty Leadership Institute	8,343.00	12,000.00	(30) %
Total Institutes	49,894.00	95,000.00	(47) %
Publications, Marketing, Technology	486,362.80	1,697,000.00	(71) %

Total Programs	564,595.17	1,957,000.00	(1,392,404.83)	(71) %
Salaries and Benefits	510,976.20	1,214,500.00	(703,523.80)	(58) %
Nonpersonnel				
Equipment and Furniture	3,614.86	20,000.00	(16,385.14)	(82) %
Office	87,176.29	192,500.00	(105,323.71)	(55) %
Professional Services	25,254.99	35,000.00	(9,745.01)	(28) %
Business Expenses	1,319.66	10,000.00	(8,680.34)	(87) %
Total Nonpersonnel	117,365.80	257,500.00	(140,134.20)	(54) %
Total Expenses	1,835,631.23	6,029,500.00	(4,193,868.77)	(70) %
Total Income Statement	705,623.25	240,000.00	465,623.25	194 %

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of March 31, 2021

As of Date:

03/31/2021

	Year To Date	Year Ending	
	03/31/2021	06/30/2021	
	Actual	Budget	Variance YTD
Income Statement			
Revenue			
Membership Dues	464,052.19	471,000.00	(6,947.81)
Program Fees			
Fall Session	126,675.00	70,000.00	56,675.00
Spring Session	25,250.00	150,000.00	(124,750.00)
Curriculum Institute	128,350.00	140,000.00	(11,650.00)
Faculty Leadership Institute	0.00	40,000.00	(40,000.00)
Academic Academy	17,000.00	45,000.00	(28,000.00)
Career and Noncredit Event	0.00	35,000.00	(35,000.00)
Total Program Fees	297,275.00	480,000.00	(182,725.00)
Grant Revenue			
State Grants			
Governor's Grant	750,000.01	1,000,000.00	(249,999.99)
C-ID	298,722.40	685,000.00	(386,277.60)
Guided Pathways	617,088.22	674,000.00	(56,911.78)
OER	716,594.75	2,800,000.00	(2,083,405.25)
Total State Grants	2,382,405.38	5,159,000.00	(2,776,594.62)
District Grants			
IEPI Grant	99,000.00	132,000.00	(33,000.00)
Total District Grants	99,000.00	132,000.00	(33,000.00)
Total Grant Revenue	2,481,405.38	5,291,000.00	(2,809,594.62)
Other Income			
In-Kind Income OSP	0.00	20,000.00	(20,000.00)
Interest Income	395.25	0.00	395.25
Recovery of Bad Debt	200.00	0.00	200.00
Technical Assist Revenue	0.00	5,000.00	(5,000.00)
Other Income	498.46	2,500.00	(2,001.54)
Total Other Income	1,093.71	27,500.00	(26,406.29)
Total Revenue	3,243,826.28	6,269,500.00	(3,025,673.72)
Expenses			
Executive			
Executive Reassign Time			
President	15,733.46	0.00	15,733.46
Vice President	29,388.25	0.00	29,388.25
Secretary	17,232.07	0.00	17,232.07
Executive Board	118,781.14	230,000.00	(111,218.86)
Outside Faculty Expertise, Senate	13,769.45	0.00	13,769.45
Total Executive Reassign Time	194,904.37	230,000.00	(35,095.63)
Executive Activities			
Exec Meetings	14,461.58	100,000.00	(85,538.42)

Technical Assistance	0.00	15,000.00	(15,000.00)
Local Senate Visits	0.00	15,000.00	(15,000.00)
Field Activities	0.00	10,000.00	(10,000.00)
Faculty Empowerment and Leadership Academy -PDC	0.00	10,000.00	(10,000.00)
Regional Meetings	0.00	15,000.00	(15,000.00)
Area Meetings	0.00	5,000.00	(5,000.00)
Committees	0.00	50,000.00	(50,000.00)
Task Forces	495.00	15,000.00	(14,505.00)
Total Executive Activities	14,956.58	235,000.00	(220,043.42)
Total Executive	209,860.95	465,000.00	(255,139.05)
Liaison			
Chancellor's Office	599.21	60,000.00	(59,400.79)
Groups	0.00	6,000.00	(6,000.00)
Conferences, Senate	4,452.00	20,000.00	(15,548.00)
Conferences, GP	98.00	20,000.00	(19,902.00)
Conferences OER	350.00	2,500.00	(2,150.00)
Conferences C-ID	0.00	2,000.00	(2,000.00)
Total Liaison	5,499.21	110,500.00	(105,000.79)
Grant Expenses			
Travel			
Travel Guided Pathways	0.00	60,000.00	(60,000.00)
Total Travel	0.00	60,000.00	(60,000.00)
Initiatives Reassign Time			
Guided Pathways Expertise	48,360.12	200,000.00	(151,639.88)
Faculty Coordinator, C-ID	88,906.08	125,000.00	(36,093.92)
Initiatives OER	99,488.04	250,000.00	(150,511.96)
Total Initiatives Reassign Time	236,754.24	575,000.00	(338,245.76)
Grant Meetings			
Grant Meetings, C-ID	360.00	160,000.00	(159,640.00)
Grant Meetings, Guided Pathways	0.00	80,000.00	(80,000.00)
Grant Meetings OER	1,215.00	350,000.00	(348,785.00)
Total Grant Meetings	1,575.00	590,000.00	(588,425.00)
Stipends			
Stipends, Senate	800.00	0.00	800.00
Stipends, C-ID	76,480.00	150,000.00	(73,520.00)
Stipends, Guided Pathways	10,000.00	200,000.00	(190,000.00)
Stipends, OER	406,026.98	450,000.00	(43,973.02)
Total Stipends	493,306.98	800,000.00	(306,693.02)
Total Grant Expenses	731,636.22	2,025,000.00	(1,293,363.78)
Programs			
Plenary Session			
Fall Session	28,338.37	15,000.00	13,338.37
Spring Session	10,982.77	150,000.00	(139,017.23)
Total Plenary Session	39,321.14	165,000.00	(125,678.86)
Institutes			
Academic Academy	16,829.25	20,000.00	(3,170.75)
Accreditation Institute	0.00	3,000.00	(3,000.00)
Curriculum Institute	24,721.75	20,000.00	4,721.75
Faculty Leadership	10,976.00	40,000.00	(29,024.00)
Part-Time Faculty Leadership Institute	11,168.78	12,000.00	(831.22)
Career and Noncredit Event	10,976.00	0.00	10,976.00
Total Institutes	74,671.78	95,000.00	(20,328.22)
Publications, Marketing, Technology			

Website, Senate	2,662.50	30,000.00	(27,337.50)
Website, OER	0.00	10,000.00	(10,000.00)
Publications	2,455.97	45,000.00	(42,544.03)
Publications, Guided Pathways	4,896.91	0.00	4,896.91
Marketing C-ID	0.00	40,000.00	(40,000.00)
Marketing, OER	0.00	10,000.00	(10,000.00)
Technology, C-ID	791.90	0.00	791.90
Technology, OER	6,690.88	630,000.00	(623,309.12)
Technology, Guided Pathways	442,328.74	2,000.00	440,328.74
Outside Services, OER	13,277.50	900,000.00	(886,722.50)
Outside Services, GP	13,365.00	0.00	13,365.00
Outside Services, C-ID	16,500.00	30,000.00	(13,500.00)
Total Publications, Marketing, Technology	502,969.40	1,697,000.00	(1,194,030.60)
Total Programs	616,962.32	1,957,000.00	(1,340,037.68)
Salaries and Benefits			
Staff Salaries	540,534.18	838,000.00	(297,465.82)
Benefits - Health	91,492.46	341,000.00	(249,507.54)
Staff Development	4,457.24	10,000.00	(5,542.76)
Defined Benefit Retirement Plan - ER Contribution CalPERS	73,007.15	0.00	73,007.15
Payroll Fees	2,916.72	3,500.00	(583.28)
Payroll Taxes - Employer	11,150.70	22,000.00	(10,849.30)
Total Salaries and Benefits	723,558.45	1,214,500.00	(490,941.55)
Nonpersonnel			
Equipment and Furniture			
Furnishings	0.00	3,000.00	(3,000.00)
Equipment Lease / Rental	3,129.29	14,000.00	(10,870.71)
Equipment Purchase	2,282.42	3,000.00	(717.58)
Total Equipment and Furniture	5,411.71	20,000.00	(14,588.29)
Office			
Insurance	7,524.00	10,000.00	(2,476.00)
Phones - Office	1,576.28	3,500.00	(1,923.72)
Internet	2,521.81	4,000.00	(1,478.19)
Postage / Shipping	221.05	1,000.00	(778.95)
Subscriptions	4,863.70	5,000.00	(136.30)
Rent / Lease	73,549.10	95,000.00	(21,450.90)
Supplies	1,161.52	19,000.00	(17,838.48)
Copying/Publishing OSP allowance	0.00	20,000.00	(20,000.00)
IT/Software	22,792.59	15,000.00	7,792.59
Parking-Office	12,672.00	15,560.00	(2,888.00)
Parking-Other	0.00	4,440.00	(4,440.00)
Total Office	126,882.05	192,500.00	(65,617.95)
Professional Services			
Professional Services	35,754.99	35,000.00	754.99
Total Professional Services	35,754.99	35,000.00	754.99
Business Expenses			
Bad Debt Expense	0.80	0.00	0.80
Bank / Finance Charges	25.00	0.00	25.00
Travel Fees	782.93	0.00	782.93
Credit Card Processing Fees	485.93	0.00	485.93
Business Expense	25.00	10,000.00	(9,975.00)
Total Business Expenses	1,319.66	10,000.00	(8,680.34)
Total Nonpersonnel	169,368.41	257,500.00	(88,131.59)
Total Expenses	2,456,885.56	6,029,500.00	(3,572,614.44)
Total Income Statement	786,940.72	240,000.00	546,940.72

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of February 28, 2021

	Year To Date 02/28/2021	Year Ending 06/30/2021
	Actual	Budget
Income Statement		
Revenue		
Membership Dues	464,052.19	471,000.00
Program Fees	274,775.00	480,000.00
Grant Revenue		
State Grants	2,169,741.43	5,159,000.00
District Grants	66,000.00	132,000.00
Total Grant Revenue	<u>2,235,741.43</u>	<u>5,291,000.00</u>
Other Income	1,076.94	27,500.00
Total Revenue	<u>2,975,645.56</u>	<u>6,269,500.00</u>
Expenses		
Executive	208,895.70	465,000.00
Liaison	5,499.21	110,500.00
Grant Expenses	692,090.72	2,025,000.00
Programs	606,843.07	1,957,000.00
Salaries and Benefits	657,464.19	1,214,500.00
Nonpersonnel	155,978.72	257,500.00
Total Expenses	<u>2,326,771.61</u>	<u>6,029,500.00</u>
Total Income Statement	<u>648,873.95</u>	<u>240,000.00</u>
'+ Net Assets - Beginning	<u>1,777,509.26</u>	<u>0.00</u>
Net Assets - Ending	<u>2,426,383.21</u>	<u>240,000.00</u>

Academic Senate for CA Community Colleges Statement of Financial Position

	Year To Date 02/28/2021	Prior Year To Date 02/29/2020
	Current Year Balance	Prior Year
Assets		
Current Assets		
Cash and Cash Equivalents	1,766,628.25	2,176,568.94
Accounts Receivable, Net	1,047,142.95	473,485.17
Other Current Assets	37,059.11	28,065.24
Total Current Assets	2,850,830.31	2,678,119.35
Long-term Assets	532,833.30	610,589.70
Total Assets	3,383,663.61	3,288,709.05
Liabilities and Net Assets		
Liabilities		
Short-term Liabilities		
Accounts Payable	18,930.22	176,316.38
Accrued Liabilities	43,413.16	243,210.87
Deferred Revenue	333,333.32	641,164.46
Total Short-term Liabilities	395,676.70	1,060,691.71
Long Term Liabilities	561,603.70	610,589.70
Total Liabilities	957,280.40	1,671,281.41
Net Assets		
Net Assets		
1810 - Net Assets without Donor Restrictions	1,777,509.26	1,090,825.22
Total Net Assets	1,777,509.26	1,090,825.22
Change In Net Assets	648,873.95	526,602.42
Total Net Assets	2,426,383.21	1,617,427.64
Total Liabilities and Net Assets	3,383,663.61	3,288,709.05

Account Number	Title
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ASSETS

1101	US Bank Checking-7690
1102	US Bank Money Market-6157
1130	Cash on Hand
1135	Bill.com Clearing
1136	Bill.com Money In Clearing
1140	Accounts Receivable
1145	Unbilled Receivables
1147	Employee Advances
1150	Prepaid Expenses
1151	Prepaid Expenses-Curriculum Institute
1152	Security Deposits
1153	Prepaid Expenses - Flight and travel credits
1155	Due from FASCCC
1160	Undeposited Funds
1301	Fixed Assets
1310	Furniture & Equipment
1320	Accumulated Depreciation
1350	Right of Use Asset - One Capitol Mall 230
1351	Accrued Rent

LIABILITIES

1501	Current Liabilities
1505	Deferred Revenue
1506	Deferred Revenue-Curriculum Institute
1507	Deferred Revenue-Grants
1510	Deferred Rent
1515	Accrued Expenses Payable
1516	Accrued Expenses Payable-Reassigned Time
1520	Employer Payroll Taxes Payable
1521	Benefits Payable
1525	Employee Taxes Withheld
1530	SS & Medical Withheld
1535	PERS - Retirement Payable
1555	Due to FASCCC
1560	Accounts Payable
1570	Employee Expense Payable
1610	Lease Liability

EQUITY

1810	Net Assets without Donor Restrictions
1820	Net Assets with Donor Restrictions
1830	Permanently Restricted Net Assets

REVENUE

2101	Membership Dues
2105	Returns and Refunds
2200	Program Fees
2201	Fall Session
2202	Spring Session
2203	Accreditation
2204	Curriculum Institute
2205	Faculty Leadership Institute
2206	Academic Academy
2210	Part-Time Faculty Leadership Institute
2211	Career and Noncredit Event
2300	Grant Revenue
2321	Governor's Grant
2374	IEPI Grant
2378	LACCD - 3CSN - Part-Time
2399	Net assets released from restriction
2400	Donations
2500	Other Income
2501	In-Kind Income OSP
2502	Foundation Reimbursement
2503	Interest Income
2504	Recovery of Bad Debt
2505	Technical Assist Revenue
2506	Professional Development College

EXPENSES

3011	President
3012	Vice President
3013	Secretary
3014	Treasurer
3015	Faculty Coordinator C-ID
3020	Executive Board
3035	Outside Faculty Expertise, Senate
3036	Initiatives-Expertise OER
3037	Guided Pathways-Expertise
3040	Faculty
3101	Stipends
4000	Executive Activities
4001	Exec Meetings
4003	Technical Assistance
4004	Local Senate Visits
4005	Field Activities
4020	Regional Meetings
4030	Area Meetings
4035	FELA
4040	Committees

4050	Task Forces
5000	Liaisons
5040	CO Consultation
5050	CO Board of Governors
5120	FACCC
5140	ICAS
5200	Conferences
6000	Programs
6010	Fall Session
6020	Spring Session
6030	Academic Academy
6040	Accreditation Institute
6050	Curriculum Institute
6060	Faculty Leadership
6071	Part-Time Faculty Leadership Institute
6072	Career and Noncredit Event
6080	Grant Meetings
6090	Website
6095	Marketing
6096	Technology and Equipment
6097	Outside Services-Initiatives Contractors
6100	Publications
8001	Staff Salaries
8002	Benefits - Health
8004	Staff Development
8005	Defined Benefit Retirement Plan - ER Contribution CalPERS
8006	Payroll Fees
8007	Payroll Taxes - Employer
8105	Furnishings
8110	Equipment Lease / Rental
8120	Equipment Purchase
8130	Maintenance
8131	Repairs
8132	Parking-Office
8133	Parking-Other
8135	Moving
8140	IT/Software
8202	Insurance
8205	Outside Admin Services
8206	Phones - Office
8207	Phones - Remote
8208	Internet
8209	Postage / Shipping
8210	Subscriptions
8211	Rent / Lease
8212	Administrative Misc
8213	Supplies
8214	Copying/Publishing OSP

8215	Professional Services
8216	Other Operating
8217	Remote Office Space
8218	Legal Services
8500	Business Expense
8501	Bad Debt Expense
8502	Bank / Finance Charges
8503	Depreciation Expense
8504	Loss on Disposal of Assets
8505	Miscellaneous
8506	Travel Fees
8507	Credit Card Processing Fees
8510	Prior Year Adjustment
8539	Consulting Expense - Transition
8540	Settlement Expense
8550	Uncategorized Expense
8600	Returns/Refunds

Academic Senate for CA Community Colleges
Statement of Financial Position
As of Date: 03/31/2021

	Year To Date 03/31/2021	Prior Year To Date 03/31/2020	
	Current Year Balance	Prior Year	Difference
Assets			
Current Assets			
Cash and Cash Equivalents			
1101 - US Bank Checking-7690	249,233.76	123,576.85	125,656.91
1102 - US Bank Money Market-6157	2,140,445.85	1,748,673.84	391,772.01
Total Cash and Cash Equivalents	2,389,679.61	1,872,250.69	517,428.92
Accounts Receivable, Net	472,101.44	621,448.15	(149,346.71)
Other Current Assets			
Other Current Assets			
1150 - Prepaid Expenses	9,353.50	21,309.62	(11,956.12)
1151 - Prepaid Expenses-Curriculum Institute	6,450.00	9,361.19	(2,911.19)
1152 - Security Deposits	7,785.25	7,785.25	0.00
1153 - Prepaid Expenses - Flight and travel credits	13,470.36	0.00	13,470.36
Total Other Current Assets	37,059.11	38,456.06	(1,396.95)
Total Other Current Assets	37,059.11	38,456.06	(1,396.95)
Total Current Assets	2,898,840.16	2,532,154.90	366,685.26
Long-term Assets			
Property & Equipment			
1310 - Furniture & Equipment	5,988.51	5,988.51	0.00
1320 - Accumulated Depreciation	(5,988.51)	(5,988.51)	0.00
Total Property & Equipment	0.00	0.00	0.00
Other Long-term Assets			
Other Assets			
1350 - Right of Use Asset - One Capitol Mall 230	561,603.70	610,589.70	(48,986.00)
1351 - Accrued Rent	(28,895.16)	0.00	(28,895.16)
Total Other Assets	532,708.54	610,589.70	(77,881.16)
Total Other Long-term Assets	532,708.54	610,589.70	(77,881.16)
Total Long-term Assets	532,708.54	610,589.70	(77,881.16)
Total Assets	3,431,548.70	3,142,744.60	288,804.10
Liabilities and Net Assets			
Liabilities			
Short-term Liabilities			
Accounts Payable	10,281.68	148,842.36	(138,560.68)
Accrued Liabilities			
1510 - Deferred Rent	0.00	26,230.26	(26,230.26)
1515 - Accrued Expenses Payable	0.00	161,888.48	(161,888.48)
1516 - Accrued Expenses Payable-Reassigned Time	0.00	17,577.00	(17,577.00)
1521 - Benefits Payable	40,072.03	23,793.11	16,278.92
1535 - PERS - Retirement Payable	228.47	4,151.32	(3,922.85)
Total Accrued Liabilities	40,300.50	233,640.17	(193,339.67)
Deferred Revenue	254,912.84	457,267.85	(202,355.01)
Total Short-term Liabilities	305,495.02	839,750.38	(534,255.36)
Long Term Liabilities			
Other Long-term Liabilities			

Capital Leases	561,603.70	610,589.70	(48,986.00)
Total Other Long-term Liabilities	561,603.70	610,589.70	(48,986.00)
Total Long Term Liabilities	561,603.70	610,589.70	(48,986.00)
Total Liabilities	867,098.72	1,450,340.08	(583,241.36)
Net Assets	2,564,449.98	1,692,404.52	872,045.46
Total Liabilities and Net Assets	3,431,548.70	3,142,744.60	288,804.10



Executive Committee Agenda Item

SUBJECT: Position Paper on Learning Assistance and Learning Center Coordinators, First Read		Month: June	Year: 2021
		Item No: IV. L.	
		Attachment: Yes (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the first draft of the position paper on learning assistance and learning center coordinators.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Manuel Vélez	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: This position paper is written and submitted in response to resolution 16.01 (Fall '19), which called for resources for Learning Assistance with a focus on Learning Center coordinators.

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

Standards of Practice Resource for Learning Assistance and Tutoring, including the Role of Learning Skills Coordinators or Instructors and Tutoring Coordinators

The Transfer, Articulation, and Student Services Committee 2020-2021

- Manuel Velez, San Diego Mesa College, Chair and Ethnic Studies Faculty
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I. Introduction

Learning Centers make learning visible. Learning Assistance and Tutoring Centers on California Community College campuses are intentionally designed as safe, social, and supportive learning spaces for students, staffed, and programmed for optimal student learning. They demonstrate a longstanding commitment to student learning and student success for an increasingly diverse group of students. These spaces build intentional learning communities outside the classroom based on best practices in well-established tutoring and learning theory and contribute to student success data for the campus. Tutoring and Learning Assistance provide equity based interventions that empower students and restore the promise of higher education at community colleges.

In Learning Center development over the past 20 years, many learning centers have grown from inhabiting portable spaces on the margins of campus to being a central hub for student learning along with college libraries and other student support programs such as computer labs and communal study spaces. New buildings have been designed for this purpose, but unlike communal study spaces, Tutoring and Learning Centers provide peer and/or professional tutors to directly target student learning on classroom assignments. Learning centers are symbols not only of the hopes and dreams of students but of intentional collaboration among departments and programs, and among Learning Center faculty and teaching faculty that demonstrate academic/social/emotional learning support strategies.

Student learning inside and outside the classroom in the form of tutoring is an academic activity designed by **faculty** who constantly innovate with learning and tutoring models in specific disciplines, courses, and majors. All the abilities that students naturally bring to their college experience are maximized through relationships with tutors and other learning professionals. Learning and tutoring center faculty work with other learning assistance and tutoring faculty and classified staff to implement pedagogies for learning and widen the context of where and how students learn on campus. Along with their service on academic senate committees, advisory committees, or other collaborative groups, tutoring and learning center faculty design and implement new programs, pedagogies, and research about learning, which help close equity gaps for the college and opportunity gaps for students. Thus, a focus on student learning moves beyond a fixed and outdated concept of a deficit mindset and engages and inspires students to succeed by honoring the great potential that every student brings to the college. Many learning assistance and tutoring faculty also play a key role in professional development of teaching faculty at the college by offering their intimate perspective on how students are learning as well as sharing how the principles of tutor training, supplemental instruction, embedded tutoring, and other proven programs can enrich teaching inside the classroom. In these ways, learning assistance and tutoring faculty play a vital role in not only disrupting and countering deficit mindsets about students with concrete evidence and theories of learning but also in dismantling practices and in some cases even policies that continue to victimize students.

The work of learning and tutoring center faculty who work within these spaces is much less understood than traditionally understood instructional faculty and librarians and seen as optional, but these faculty are essential to the academic work of the college: designing and implementing innovative student learning that occurs in these vibrant and active learning spaces. Learning and Tutoring Center faculty train tutors in the context of credit and noncredit courses with subsequent continuous training. Training also occurs for different modalities (one on one, group tutoring, embedded, Supplemental Instruction, face to face and online). Just as librarians who function as faculty in libraries are widely understood as a crucial faculty serving a vital role in the library, and librarians and learning assistance faculty offer students an alternative to the traditional learning inside of a classroom in an innovative and ever changing space. Whether it is a classroom, library, learning and tutoring center, or learning skills center, learning assistance faculty are essential because student learning requires a faculty role to ensure innovative training, pedagogy, and formative and summative evaluation.

Tutoring has been promoted as a key intervention for student success in a variety of teaching and learning contexts. In 2006, *Basic Skills as a Foundation for Student Success in California Community Colleges*

(<https://eric.ed.gov/?id=ED496117>), widely known as the poppy copy, was published and promoted tutoring as a key intervention and strategy for student success. This work devoted key areas to what is now known as Culturally Responsive Teaching (CRT), disrupting the deficit mindset in education, and promoting collaborative learning. In discussing tutoring and tutoring centers, this work called for programs to “provide comprehensive support mechanisms, including the use of trained tutors” (62). Perhaps most influential to learning assistance and tutoring faculty was the call for certain key characteristics to be implemented:

- Shift away from naming the center a “lab” or “clinic” in order to destigmatize tutoring as only for deficiencies and pathologies.
- Design learning assistance and tutoring centers for students of all levels, disciplines, and abilities (not only for basic skills).
- Place centers in a geographical and visual center of campus rather than on the margins (63.)

The research in this work also showed two distinct approaches to tutoring accessibility on campus: decentralized (many specific sites) and centralized (one integrated site). These principles and approaches continue to be potent as tutoring programs evolve and colleges gain new buildings and sites for tutoring.

Around the same time as the “poppy copy,” Dr. J Luke Wood and Dr. Frank Harris III published their influential book, *Supporting Men of Color in the Community College: A Guidebook* (2007), which also names tutoring as one of the most impactful interventions for our students, including men of color. In the 2017 publication of this work, the authors state that tutoring “represents a unique service area that often serves as a bridge between academic affairs and student services” (55). The authors also call for “bi-directional communication” between faculty and tutors so that tutors can “share their insights on students’ learning and development” (55). Given the “pervasive underuse of tutoring by many men of color,” they call for faculty to be in “constant contact with tutoring services to ensure that students are receiving the necessary supports they need” (55). Wood and Harris III show how tutoring helps to not only bridge sectors of the college for students (who don’t see the divisions that we do as employees), but most importantly to give students an opportunity to succeed and achieve equity in learning outcomes.

Since the late 2000s, many colleges have hired faculty in tenure track positions to oversee tutoring and learning centers. Learning assistance and tutoring faculty, like library faculty in the library, are integral to the tutoring center. Both libraries and learning/tutoring centers are learning spaces that extend the classroom. Rather than being supplemental, tutoring centers and libraries are integral sites for student learning and represent rich alternatives for students who have struggled in the classroom, and for all students as they learn with and from each other. As determined by 10+1, the faculty role in academic program development and assessment of program and learning outcomes is critical to innovative learning pedagogies in all the spaces where these take place.

It is critical that **faculty** oversee tutoring centers (and libraries). Student learning is foundationally what happens in learning and tutoring centers and is intrinsic to the college curriculum (the course on record for tutoring is Supervised Tutoring)

in order to serve both the personal and the degree, certificate, and completion goals of students.

Tutors trained with an equity mindset in the affective, cognitive, and psychomotor domains of learning lead to restorative justice for students who have experienced various traumas in their education due to racism, poverty, marginalization, gender discrimination, and other inequities; tutoring helps keep the democratic promise of education alive by affirming the cultural and intellectual wealth that students bring to their college experience. Therefore, tutors at the California community colleges along with other learning professionals who conduct and oversee tutoring have an imperative to serve these students and provide an equitable and culturally relevant experience. In her book *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2014), Dr. Zaretta Hammond establishes how important learning relationships and communities of learning are to students. Tutoring centers are the main site where the alternative and nourishing relationships are created, and therefore the training of these peer tutors and the maintenance of welcoming and equitable spaces are crucial in achieving student success and empowerment.

The ACCJC accreditation standards acknowledge the link to the library and the emerging importance of tutoring/learning centers as Standard IIB (revised and adopted in 2014) is devoted to ensuring that these learning spaces are accessible to students and represent the quality of the institution. The Chancellor's Office's Library and Learning Resources Program Advisory Committee (LLRPAC) recently moved to a co-chair model of leadership in a structural acknowledgment that both library and tutoring center faculty should be leading this committee. An emerging issue is now whether our neurodiverse students, and learning spaces devoted to these students, should also be viewed in the same way as the library and tutoring and learning centers.

A recent watershed moment has been the implementation of AB705 in Fall 2019, which integrated basic skills in the context of first year courses. Tutoring is emphasized in a different context. College tutoring and learning centers are essential for supporting students' foundational skills in mathematics, English, and

critical thinking. With the integration of remedial, basic skills courses colleges have emphasized tutoring, workshops, co-requisite courses, and other emerging strategies, interventions, and support. With remediation removed from the college classroom curriculum, the need for faculty to oversee the learning that will occur in spaces outside the classroom becomes imperative . For many years, courses below college level were taught by faculty, and a shift outside of course-specific learning necessitates the need for faculty to facilitate the open accessibility and high level of tutoring needed for many students. Many colleges have implemented co-requisite courses, but the need for personalized one-on-one and embedded tutoring still exists, and **faculty are essential to the design, implementation, training, and evaluation of all of these interventions and support.**

One purpose of this paper is to emphasize and reiterate that faculty should be overseeing learning/tutoring centers, training tutors, and evaluating the learning that occurs in these spaces. In the *2019 Handbook for Minimum Qualifications for Faculty and Administrators in the California Community Colleges*, in the section for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators, there is a note that exempts colleges who do not wish to receive apportionment from having to hire faculty for this role. It is our hope that this note be removed because tutoring and learning centers, like the library, are one of the key sites for learning at community colleges and faculty are absolutely essential (not optional) in these learning spaces. No one would ever say that teaching faculty are not required in a classroom or in a library. Tutoring and Learning Assistance faculty are no different.

II. Definitions and Justification

Definitions

Learning Assistance and Tutoring Faculty:

- Faculty in tutoring and learning center(s) oversee programmatic pedagogical processes which originate in classrooms and labs in various

courses, and majors, and that extend to the learning center. Learning strategies developed in the tutoring and learning center in the immediacy of student learning engage successful self-motivated collaborative peer learning based on Bloom's Taxonomies, the Zone of Proximal Development, and the Neuroscience of Learning.

- Ed Code Title 5 §53415 defines the role and function of faculty in the Learning Center related to non-credit academic activity in a course with the taxonomy Supervised Tutoring. As argued cogently by one of the authors of this Standards of Practice document, Ray Sanchez, faculty are key to the learning center (<https://www.asccc.org/content/separating-learning-assistance-and-tutoring>) and there are specific standards of practice for the success of students in the learning center.
- Learning assistance and tutoring faculty work from a common understanding and shared experiences of their definition and function. Learning assistance focused research supports the pedagogical work of learning centers. Some research-based values include:
 - Learning abilities of students are not fixed.
 - Individual students benefit from multi-dimensional engagement of learning.
 - Learning is positively impacted by a sense of community and belongingness.
 - Collaborative learning is effective as it demonstrates many approaches and tips for learning.
- Faculty in the tutoring and learning center bring teaching and learning experiences from their classroom teaching experiences and from their engagement with tutor training and the specific learning experiences of students and peer tutors in a variety of disciplines, and gateway courses, and in a particular campus and region.
- Tutoring and learning center faculty understand the fundamental relationship between designing learning in the classroom and in spaces that extend the learning of the classroom.

Learning Assistance:

- Learning Assistance is the program, people, services, etc. that directly support the academic efforts of students to succeed in their **coursework / classes** (in a diversity of levels and disciplines). Learning Assistance takes a variety of approaches. but it is **best associated with tutoring or peer-assisted Learning**. Tutoring is the institution’s Learning Assistance effort that **most closely integrates with instruction** (see Ray Sanchez, *Rostrum* November 2011: *Separating Learning Assistance and Tutoring*).

Learning Skills:

- The term Learning Skills has multiple meanings in our community college system. It can include meeting the minimum qualifications of Learning Skills Coordinators or Instructors and Tutoring Coordinators as well as meeting the minimum qualifications of Learning Disability Specialists and Learning Disability faculty. Many community colleges have a Learning Skills Department in which courses are provided in the area of study skills, learning strategies, as well as subject specific courses in reading, writing, and math for students with disabilities.

Tutoring and Learning Center:

- A Tutoring and Learning Center is a model, “where learners, learner data, and learning facilitators are interwoven into a sequential, cybernetic, individualized, people-oriented system to service all students (learners) and faculty (learning facilitators) of any institution for whom learning by its students is important” (F.L. Christ (1971)).
- In 2021, we would change this definition to, “A permanent, college-supported, and learning-oriented hub and space where reliable and scheduled and community-wide services are available for all students to study and congregate and collaborate and learn in a social, academic-oriented, and ‘un-lectured’ learning environment” (Ray M. Sanchez (2019)).
- In the absence of Basic Skills classrooms with the passage of AB705, the Learning Center is the designated learning space where basic skills in reading, writing, quantitative reasoning, and critical thinking are introduced, developed and practiced in the context of peer to peer

tutoring education and with distinct learning pedagogies based on academic skill development. See more Chancellor's Office resources about AB705 here: <https://assessment.cccco.edu/resources>

Justification

Since approximately 1996, there have been calls by California community college faculty serving in tutoring and learning centers to be considered specifically faculty roles (19.03 SP96), and since 1997 to produce a resource and/or position paper on the role of learning center faculty in the California community colleges (19.03 SP97, 8.03 SP98). Those papers were seen at that time as not feasible for various reasons even though there appears to be consensus that faculty are faculty regardless of department, assignment, division: **“Learning Center faculty are faculty, regardless of where they are assigned or to whom they report”** (Status Reports: 19.03 SP97, 8.03 SP98). In the late 1990s, one of the barriers to producing a resource was the perceived diversity of learning faculty serving in the state that provided a lack of cohesion around “best practices.” Since that time, many colleges have now hired learning center faculty and also the field itself now has certifications and clear best practices established (even though there are still no advanced degrees offered in the field of tutoring and learning assistance).

As recently as 10 years ago tutoring services and learning assistance programs in community colleges were perceived as (relatively) important but not indispensable; the employees and efforts in these programs and centers were simply one of many in the ecosystem of support services -- with limited funding being a direct indicator of perceived value. Today, across the nation--and especially in the California Community College system--tutoring and learning assistance are indispensable in college-wide student success efforts. For many decades faculty have been involved in Tutoring and Learning Centers or functioned as leaders in some capacity while providing these services, but especially since around 2006. As colleges have placed a greater emphasis on success, or learning, and restructured services and programs to target student learning in and out of the classroom, faculty have played an even greater role. As stated above, the publication of *Basic Skills as a Foundation for Student Success in California Community Colleges* (2006) was a fundamental shift in how tutoring and learning

assistance was viewed in the context of student success, with faculty at the center of these efforts.

Faculty members are pivotal to the effectiveness of learning in a Tutoring and Learning Center through program assessment, writing and assessing student learning outcomes, developing courses and curriculum, or providing direct instruction to peer tutors and mentors.

Many colleagues, administrators, and others often ask what happens in one of these learning and tutoring spaces. The answer is that tutoring and learning centers, directed and coordinated primarily by faculty and through peer tutors:

- build community
- establish and strengthen relationships
- foster active learning with others
- provide in and out of class cooperative / collaborative learning experiences
- develop social connections
- establish active learning environments
- personalize instruction
- promote independence in learning
- facilitate tutee insights through Socratic Dialogue and active learning
- direct students to their goal and help them achieve it
- help students stay on track
- help students feel like somebody wants to and actually helps them succeed
- help students feel like they are part of the college community
- restore justice and student agency in learning
- empower students to be confident learners
- provide leadership development to student tutors
- promote asset-based learning
- provide instructional support in a post-AB 705 learning environment
- are the central hub of direct out-of-class learning on campus
- are a professional development center for student tutors

At universities there are centers for tutoring and they are often developed as centers for teaching and learning. For example, at Oregon State University, the work of teaching and learning is visible as faculty collaboration on shared pedagogical approaches

(<https://ctl.oregonstate.edu/>). At the Ohio State University, the writing center has expanded to become the Center for the Study and Teaching of Writing (<https://cstw.osu.edu/>). At San Diego Mesa College, there is a Teaching and Learning Center for faculty in the same building as the tutoring programs for students. This is a progressive model that initiates dialogue and collaboration. Therefore, in this context, what the Teaching and Learning Center is at the University has been for faculty, the Tutoring and Learning Center is at the Community College for student tutors. The result is a team of well-trained peer tutors/learning professionals supporting faculty and empowering students to succeed in their coursework. Learning assistance and tutoring faculty oversee this essential learning as pedagogical/andragogical experts in the field of tutoring and learning assistance. This includes the design of the space and program, the training of tutors, and the assessment and evaluation of tutoring practices and sessions.

Resolution No. 16.01 ratified in Fall 2019 lays out the case for developing instructional standards of practice for learning assistance and follows the good work of many to come before. Dale Newman's resolutions from the late 1990s were particularly important as was the work of Ray Sanchez and more recently Michelle Valasquez Bean in the paper Effective Practices for Online Tutoring (2019) (<https://asccc.org/sites/default/files/Online%20Tutoring.pdf>). Furthermore, the paper on The Role of the Library Faculty in the California Community Colleges (2019) (https://asccc.org/sites/default/files/Role_of_Library_Faculty.pdf) by Dan Crump, Van Ryder et. al. was a key model for this paper.

The following is a list of Resolutions regarding Tutoring and Learning Centers and the Discipline of Learning Assistance since 1996 (in descending order):

- 16.01 Fall 2019: Develop Standards of Practice Resource for Learning Assistance and Tutoring in the California Community Colleges, including the role of Learning Skills Coordinators or Instructors, and Tutoring Coordinators
- 16.02 Spring 2019: Adopt the Paper Effective Practices for Online Tutoring (see 13.04 Spring 2008)
- 6.04 Spring 2018: Support SB 1009 (Wilk, as amended April 3, 2018) Community Colleges: Tutoring
- 18.01 Fall 2012: Support the Elimination of the Basic Skills Restriction for Tutoring Apportionment

- 13.20 Fall 2011: Supplemental Instruction Survey and Glossary
- 13.19 Fall 2011: Supplemental Instruction and Student Success Task Force Recommendation 5.1
- 13.02 Spring 2011: Tutoring Centers and Supplemental Learning/Instruction
- 10.12 Spring 2011: Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications
- 10.03 Spring 2010: Removing faculty minimum qualifications from title 5
- 13.04 Spring 2008: Effective Practices for Online Tutoring
- 10.01 Fall 2008: Minimum Qualifications for Learning Assistance Coordinators and Instructors
- 20.01 Fall 2006: Supporting Student Self-Referral for Tutoring Services
- 8.03 Spring 1998: Learning Centers
- 19.03 Spring 1997: Learning Center Faculty
- 19.03 Spring 1996: Learning Centers

Rostrum Articles/Resources:

- Spring 2019: *Effective Practices in Online Tutoring* by Michelle Valesquez Bean and the Transfer, Articulation, and Student Services Committee
<https://asccc.org/papers/effective-practices-online-tutoring>
- November 2011: *Separating Learning Assistance and Tutoring* by Ray Sanchez <https://www.asccc.org/content/separating-learning-assistance-and-tutoring>

Chancellor's Office Memoranda

- A-A 19-45 Lebaron Woodyard, November 9, 2019 **Guidance for the Approved California Code of Regulations, title 5 section 58170, Enabling Students to Self-Refer for Apportionment Based "Supervised Tutoring" Effective November 9, 2019** <https://www.cccco.edu/-/media/aa1945guidanceforcrrtitle5section58170enablingstudentstoselfreferforapportionmentbasedsupervisedtuto.pdf?la=en&hash=05713CB939A7705B4B6607BEF318E1E5CE019E2D>
- A-A 19-05 Laura Hope, January 14, 2019 **Tutoring Apportionment and Basic Skills**
<https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5cba3361971a181442a2b926/1555706721978/AA+19-05+Tutoring+Apportionment+and+Basic+Skills.pdf>

III. Value and Impact of Learning Assistance and Tutoring

As reported in the Legislative Proposal by the Chancellor's Office Government Division Relations, the Foundation for California Community Colleges Success Center conducted research and analysis of statutory and regulatory barriers to student success. What rose to the top was apportionment and referrals to tutoring by Counselors and other faculty. This in conjunction with the passage of AB705 and Guided Pathways, the research stakes out the role of tutoring and learning assistance in the context of student engagement and success:

Why does supervised tutoring matter? **The Vision for Success and Guided Pathways framework calls for, among other things, the need to engage students early and provide them with the academic support they need to achieve their academic and career goal.** The goals and commitments outlined in the Vision stress a need for colleges to make decisions with students in mind and engage in efforts that foster a collaborative relationship between faculty and students. **As such, supervised tutoring is an important academic support service and is considered an effective tool for colleges to support student in-class learning.**

<https://www.mtsac.edu/president/cabinet-notes/2017-18/Proposal-Supervised-Tutoring-Appportionment.pdf>

In step with innovations in teaching and learning, tutoring has evolved from a deficit model in education focused on students labeled as remedial, to a leading indicator for student success based on a pedagogy of peer-assisted learning in the context of specific courses, disciplines, and best practices substantiated by research. Today, as opportunity gaps are being addressed for students, tutoring is one of the best ways to restore justice in learning. Many students come to the California community colleges with trauma from their k-12 experiences, and tutoring empowers students to find their strengths as a learner, sometimes for the first time. As Wood and Harris state in *Supporting Men of Color in the Community College*, “these prior experiences can be mitigated through current exposure, positive messaging, a climate of support, affirmation, and high expectations” (47). They go on to state that “tutoring is a unique service area

that often serves as a bridge between academic affairs and student services” (55). As students become empowered, they engage not only in their courses but also on campus in powerful and lasting ways.

Tutoring has deep roots in education in the United States, and Racchini, Boylan, and Sanchez, in their article “The Effectiveness of Tutoring in Higher Education: A Review of the Literature” (2020) summarize 60 years and approximately 400 articles on the effectiveness of tutoring. The article ends with the following quote:

Tutoring has had an important function in American higher education since its inception. As Boylan and White (1987) and Arendale (2010) point out, tutoring was employed in the earliest colonial institutions, particularly to prepare people to read and discuss Greek and Latin. Harvard had tutoring programs in 1636 and continues to have them in 2020. Today, the authors are not aware of a single college or university that fails to offer some form of tutoring for its students. One of the reasons tutoring has survived in colleges and universities for so long is that it does what it is designed to do. The studies discussed here indicate the following [benefits] of tutoring:

1. Low-achieving students perform better and their GPAs improve.
2. Tutoring contributes to increased retention rates.
3. Students express increased satisfaction in and report positive attitudes about the class.
4. Students demonstrate higher scores.
5. Higher grades are related to trained tutors.
6. Positive outcomes are directly related to the number of hours spent in tutoring.
7. Higher Cumulative GPAs are maintained for those students who visit 10+ times.
8. Tutored students experience higher rates of graduation.

During a period when innovation and change are the currency of exchange in education, it is comforting to know that some of the interventions professionals in the field have been doing still work, and tutoring is one of the most important interventions. (4-5)

Tutoring is indeed a time honored intervention and equalizer for all students, and Wood and Harris identify tutoring as a key intervention for men of color in community colleges (30, 70), with the caveat that staff and tutors are supportive and have high expectations (24, 47). This highlights the need for training and ongoing professional development of learning assistance and tutoring faculty and tutors. Wood and Harris show that “it is critical for tutors to understand that men of color may be reluctant to use their services for fear of being perceived as academically inferior” (55-6).

Tutoring intersects with student success in the California community colleges in unique, powerful, and significant ways. In “10 Ways Tutors Can Support Student Success” and “Tutor Coordinator Context for ‘10 Ways Tutors Can Support Student Success” (RP Group 2020), Dr. Darla Cooper, Executive Vice President of the RP Group, and Dr. Vandana Gavaskar, faculty director of the Santa Barbara City College tutoring and learning Center, collaborated to delineate a rich humanizing practice for tutors, and for tutoring coordinators that support student success.

“10 Ways Tutors Can Support Student Success” describes the concrete practices with which tutors support the 6 factors for Student Success: Directed, Focused, Nurtured, Engaged, Connected, and Valued (<https://rpgroup.org/Our-Projects/Student-Support-Re-defined/SuccessFactorsFramework>). Some of the “10 Ways Tutors Can Support Student Success” include asking students about their academic and career goals, personal and family history, and culture (directed, valued, connected, nurtured); getting to know your students as learners (nurtured, engaged); and demonstrate how to be a successful college student (focused, nurtured, and engaged).

(https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/Tools_and_Guides/10-Ways-Tutors-Can-Support-Student-Success-May2020%5B47%5D.pdf?ver=2020-05-14-115157-077)

The practice that tutors develop is directly related to Tutor Coordinators in the document “Tutor Coordinator Context for 10 Ways Tutors Can Support Student Success.”

Tutoring and Learning Centers are the places where student learning is a shared enterprise between the faculty who evaluate and teach students, the tutor coordinators who hire and train tutors, the tutors who have experience with learning in the classes, and the students who are supported in their learning. While everyone in this relationship is dedicated to student success, tutors are often students' primary champions, mentors, coaches, and translators of academic reading, writing, comprehension, and application. All of these tasks are based on active learning and the training guidelines of best tutoring practices.

While focused on how tutors can effectively engage with students, "10 Ways Tutors Can Support Student Success" also highlights the important role that faculty tutor coordinators play in supporting student success by directly mentoring tutors and the students who seek tutoring. In their daily work, tutor coordinators build relationships with tutors and students and actively model how to collaborate and connect in ways that positively impact learning. (Tutor Coordinator, 2)

The tutoring center has become for many college campuses the central hub where student learning becomes deep, social, safe, and equitable. Professional and student employees can attest to the comradery, deep thinking and learning, Socratic dialogue, cultural affirmation, immediate feedback, safety in asking questions and seeking help, and the true "learning community" that develops in the tutoring center. Zaretta Hammond's "Ready for Rigor" framework in her book *Culturally Responsive Teaching and the Brain* (2015) lists **Learning Partnerships** and **Community of Learners and Learning Environment** as two of the key practice areas that "allow students to more actively engage and take ownership of their own learning process" (18). The other two interconnected practice areas, **Awareness** and **Information Processing**, are addressed in training of tutors and inform the progressive pedagogy of tutoring.

The fact that tutoring can also occur online speaks to how versatile and essential this activity is. This was especially important during the COVID-19 pandemic that shifted nearly all classes and services online from March 2020 and throughout the following academic year. What was once a question of equitable access to

tutoring for distance education students became a necessity, and tutoring programs shifted quickly with new training and new technologies that were scaled to meet student demand. Online tutoring also expands the definition of tutoring by offering asynchronous services (paper drop off, question drop off) that increases access for students. Some colleges also supplement their tutoring programs with tutoring consortia (STAR-CA) and/or third party tutoring vendors in order to further expand access for students (in some cases live, synchronous tutoring is available 24/7 and also in Spanish). For more information about online tutoring, see the ASCCC paper “Effective Practices in Online Tutoring” (adopted Spring 2019).

Tutoring is effective and necessary, and it is a question of educational justice to make tutoring available to all students. A recent article in *The Christian Science Monitor* (March 16, 2021) states, “research shows that tutoring can be hugely effective at closing academic achievement gaps. This has prompted a new, bipartisan push for expanding tutoring in schools, whether through a new national ‘tutoring corps,’ a constellation of innovative initiatives such as schoolhouse.world, or some combination of both.”

If courses are the building block of degrees and certificates and learning in the classroom has been the primary focus of higher education, the next most important focus for our institutions, then, is to support the learning that must happen outside of the classroom. If it is true that for every 1 hour in class, students should study 2 hours outside of class, then providing guided practice and peer-led facilitation is the answer to supporting outside the class learning; and if peer-led, guided practice and facilitation is the answer, then **the tutoring center is an essential space on campus that should be facilitated and led by faculty.**

IV. Guiding Principles

The Tutoring and Learning Center is a uniquely designed pedagogical space on campus, and the only place that truly bridges Student Services and Instructional mandates. As a hybrid pedagogical space, the faculty purview is to constantly innovate to reach new

groups of students with new generational contexts, media, technologies and pedagogies of learning.

The ethos of the Tutoring and Learning Center is based on core ethical values of:

- **Student self-empowerment**
- **Recognition of confusion and struggle, and varied paths to successful learning**
- **Restorative justice in higher education designed for 100% of students**

Learning Pedagogical Principles:

Individualized Equity-Based Instruction

- Teaching is geared toward all students, and tutoring is learning specific to individual students who bring educational histories and traumas as well as cultural wealth in one on one or small group learning environments.

Extending the Classroom:

- Learning Centers are spaces that operate in the context of classrooms and disciplinary contexts. Learning Centers directly support classroom instructors and collaboration between faculty in the tutoring and learning center and faculty in the classroom is necessary in order to create wrap around support for students.

Collaborative Learning is the Norm:

- Tutors and students collaborate on reading and writing activities which include graphic organizers, cognitive think alouds, supplemental instruction based learning techniques, and other activities designed and curated by tutor coordinators and successfully implemented by tutors in a learning-centered pedagogy. Activity and engagement between peers that is facilitated by a tutor creates safety and independence. Collaborative learning demystifies successful learning and performance and builds neural pathways in the affective, cognitive, and psychomotor domains. In collaborative learning, *“students will engage in small or large activities centered around writing, talking, problem solving, or reflecting.”* – University of Minnesota, Center for Educational Innovation

The Art and Neuroscience of Learning

- Tutoring sessions demonstrate the success of the Zone of Proximal development. In 1978, educational theorist Vygotsky defined ZPD as “the distance between the actual developmental level as determined by independent problem solving under adult guidance or in collaboration with more capable peers” (86). The revolutionary idea that learning is social, that it is borne out by social constructivist theories and more recently by the neuroscience of learning . The right kinds of challenges grow dendrites. Enrichment and aerobic exercise creates new brain cells. Zaretta Hammond updates this idea with the “Information Processing” area of practice in her “Ready for Rigor” framework designed to mitigate opportunity gaps for students (see Hamond 17).

Personalizing Learning

- Both students and tutors operate in the affective learning domain and bring cultural wealth and aspirational capital to learning. The tutee is the center of the learning experience, encouraged in their “think alouds” with the tutor providing feedback, encouragement and just in time strategies. The reflection and summary stages of tutoring sessions are seen as essential in empowering students as they articulate when, how, and why they learn.

Providing Student Learning Perspectives

- The tutor is also a student close to the learning of the specific course and discipline and can share their learning experience, struggle stories, and moments of confusion in order to encourage students with the techniques they have developed for engagement and learning. Tutors are familiar with additional resources on campus and identify as a peer and mentor. They share study skills and their own experience to build rapport and provide strategies for success.

Pedagogical Underpinnings for High-Impact Tutoring:

- Fostering a love of learning and curiosity through collaboration and discourse
- Promoting structured and spaced study schedules
- Using Socratic Dialogue as an Inquiry-Based Model
- Advancing mastery learning through the process of active engagement and intensive practice with a variety of techniques.
- Holistically developing a uni^{ty} out of diversity
- Enthusiastically vigorous, not dispassionately rigorous
- Thinking critically: Have goals of wisdom, not simply knowledge acquisition

- Promoting an increasing diversity of approaches, ideas, and opinions
- Encouraging ideas and assumptions to be tested at all times in a dialectical manner
- Emphasizing study skills
- Embracing tables not desks
- Building academic self-confidence born out of collaboration and practice

Learning and Tutoring Centers are guided by specific principles that have developed through faculty interactions across the state via committees like the Library and Learning Resources Program Advisory Committee (Chancellor's Office), the California Community College Success Network (3CSN), and national organizations like the Association of Colleges for Tutoring and Learning Assistance (ACTLA), the College Reading and Learning Association (CRLA), and others. All of these platforms for dialogue have created a vigorous dialogue among faculty, staff, and student practitioners. Even though far from being unified, there is general consensus about how to best serve students in the California community colleges, starting with these principles, pedagogies, and practices.

Tutoring works, and it works to meet the goals of the California community college vision: It empowers students, restores justice in learning, and humanizes and demystifies the learning process.

V. Professional Standards

Accrediting Commission for Community and Junior Colleges (ACCJC)

The Accrediting Commission for Community and Junior Colleges published updated standards in 2014 that reflect the growing role of learning centers in a college's increasing commitment to a rich diversity of students. Standard II, Student Learning Programs and Support Services, is to many faculty their main focus during the accreditation self study process:

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The

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

Section B, Library and Learning Support Services, is the main area for library and learning assistance faculty:

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

accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Given the unique and discreetly different nature of tutoring centers, it is hoped that the advocacy of the ASCCC and learning assistance faculty will result in more specificity and/or new standards and/or substandards being added (instead of merely being listed as “other learning support services”) for tutoring centers on community college campuses.

Standard II.B.2 clearly centers faculty expertise for the leadership of tutoring programs. Training of tutors, designing and developing innovations in programs, coordination with other faculty (including department chairs, program SLOs, and program evaluation (II.B.3) are all purview of faculty who work with their teams to actively develop and support student learning. Library faculty have defined and developed their faculty role for years, and, similarly, Learning Center faculty design active learning in the context of tutoring, developing and refining the pedagogy of peer educators, making learning strategies visible in specific disciplines and majors in the context of a vibrant and growing field with associations, certifications, journals and active research in a number of fields including Education, English, STEM, Medicine, and Allied Health among others. Learning assistance faculty are clearly seen by the ACCJC as not only central but essential to this standard. The catch-all phrase “other learning support” needs to become more precise as the educational ecosystem at California Community Colleges follows the educational reform that is occurring because of equity initiatives that have identified opportunity gaps for students.

There is also a need for greater articulation and comprehension in the standards regarding tutoring. Due to the innovative work of faculty in the learning center, tutoring is no longer a single category. There are many ongoing innovations in tutoring at any college. As **embedded tutoring** programs grow in mission, purpose, and contexts, and partnerships with **learning disabilities faculty and instructional faculty** expand, **group tutoring spaces** are offered through college programs designed for affinity groups. **Online tutoring** programs are becoming normalized, scaled, and widespread after the COVID pandemic. The neurodiversity of students, and the diverse communities we

serve, necessitates that tutoring is both accessible and varied. There is no one size fits all. Faculty must lead the coordination of these different modalities of tutoring.

In addition to the ACCJC Accreditation standards, there are other established professional standards for tutoring programs offered by professional organizations that reflect the comprehensive approach to standards that guide the pedagogies of tutoring that are implemented on a large scale on campus.

The California-based Association of Colleges for Tutoring and Learning Assistance (ACTLA) was founded in California in 1973 (formerly the **California Community College Tutorial Association (CCCTA)** and then the **Association of California Colleges for Tutoring and Learning Assistance (ACCTLA)** in the 1980s). It has since grown to a national organization with membership in the Council for Learning Assistance and Developmental Education Association (CLADEA) and has a seat in the CLADEA Council. Member organizations of CLADEA are National College Learning Center Association (NCLCA); College Reading and Learning Association (CRLA), National Center for Developmental Education (NCDE), Association for Coaching and Teaching Profession (ACTP), and ACTLA.

College Reading and Learning Association (CRLA) International Tutor Training and Program Certification (ITTPC)

Tutor Program certification was established in 1989 is the most widespread certification for tutoring programs in the United States. This has been the “gold standard” for colleges and universities and certifies three professional levels of tutor training based on content and hours actively working with students by tutors. CRLA tutor training topics include definition and basic tutoring guidelines, setting goals, communication skills, use of probing questions, cultural awareness, identifying and using resources, self-regulated learning, brain learning and memory and the **Role of Learning Centers in Higher Education**. This certification is endorsed by the Council of Learning Assistance and Developmental Education (CLADEA), an association of various organizations devoted to the profession of tutoring and learning assistance. More detailed information can be found in the section “Role of Learning Assistance and Tutoring Faculty” below and here: <https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program>

Association of Colleges for Tutoring and Learning Assistance (ACTLA) Online Tutoring Standards

Newly released in 2020, the Association of Colleges for Tutoring and Learning Assistance (ACTLA) has developed certification standards for Online Tutoring. Coming into much greater relevance during the COVID-19 Pandemic, these standards were developed in collaboration with experts across the nation and vetted at several tutoring and learning assistance conferences between 2017 and 2019. Fresno City College was the first California Community College to certify its online tutoring program. More information can be found here: <http://actla.info/online-tutoring-program-certification-requirements/>

In the absence of a specific academic degree in the field of tutoring and learning assistance, there are several professional certifications that are available.

National College Learning Center Association (NCLCA) Learning Center Certification and Learning Center Leadership Certification

The National College Learning Center Association (NCLC) offers a Learning Center Leadership Certification (LCLC), which provides an individual with a nationally recognized credential and multiple levels with varying lengths of validity. These certifications follow the individual (rather than the program), which rewards individual expertise in the field and will follow an individual and serve in place of a degree. Clear standards for individuals and centers are listed in the certification documents. More information can be found here: https://nclca.wildapricot.org/leadership_cert

Association for Coaching and Teaching Profession (ACTP) Peer Academic Coach Certification

While the ACTP offers other certifications for tutors and tutor trainers, the most relevant certification offered is for peer academic coaches. This certification would not only be helpful for tutors but would also extend to student peer mentors in programs like First Year Experience and other special programs at colleges. Certification covers the role of a coach, approaches, assessments, ethical considerations, and standards. More information can be found here: <https://www.myactp.com/certifications-home/>

The International Center for Supplemental Instruction at the University of Missouri at Kansas City: SI Program Accreditation

The UMKC program accreditation is a natural outgrowth of the worldwide success of Supplemental Instruction, which although fundamentally different than tutoring, is related in many ways and in some cases also housed in learning centers and coordinated by learning assistance and tutoring faculty. The accreditation has four main areas: 1) The program coordinator must be trained by a certified SI Trainer from the International Center for SI at UMKC; 2) Initial and ongoing training of SI leaders coincides with a robust observation schedule; 3) Intensive focus on SI leaders planning and regular and specific feedback on these plans; 4) SI Leaders are required to attend class, and regular data is gathered for attendance and GPA. More information can be found here:

<https://info.umkc.edu/si/accreditation/>

Other specific certifications exist, but the field is rapidly developing and changing given the move away from “developmental” as a concept in education and toward more equitable concepts and enlightened philosophies. For example, **The Center for Organizational Responsibility and Advancement (CORA)** offers a “**Supporting Men of Color**” training that addresses systemic barriers that have excluded men of color and created opportunity gaps for our students. Furthermore, this training also introduces proven practices and suggests policy and practice changes to serve our students. Continued professional development is essential for any faculty serving in the role of a learning assistance and tutoring coordinator.

The International Writing Centers Association (formerly National Writing Center Association) hosts a national conference at the annual Conference for College Composition and Communication Conference (CCCC) and publishes leading journals in the field (*The Writing Center Journal*, and *The Peer Review*). Regional affiliations host their own vibrant conferences and International affiliations create a rich tutoring practice. Several community colleges in California have thriving writing centers including Santa Barbara City College, Bakersfield College, Antelope Valley College, and Moorpark College, and Pasadena City College among others.

<https://writingcenters.org/>

A Note on Tutor Training:

Tutor training, whether credit, non-credit, or paid, is supported by tutor certifications and more advanced tutor training levels. The CRLA's International Tutor Training Certification (ITTC) remains the most widely used standard for tutor training in the state and nation. The following list shares common topics of tutor training at various levels that Learning Center Faculty are responsible for.

CRLA Tutoring Level 1- Topics

1. Definition of tutoring and tutor responsibilities
2. Basic tutoring Guidelines/ Tutoring Do's & Don'ts
3. Techniques for beginning and ending a tutoring session
4. Adult learners and/or learning theory and/or learning styles.
5. Assertiveness and/or Handling Difficult Situations.
6. Topic: Role Modeling
7. Setting Goals and/or Planning
8. Communication Skills
9. Active Listening and Paraphrasing
10. Referral Skills

CRLA Tutoring Level 2-Topics

1. Use of Probing Questions
2. Brain Dominance Learning
3. Cultural Awareness, Intercultural Communications, Diversity, and Special Needs Students
4. Identifying and Using Resources
5. Tutoring in Specific Skills or Subject Areas
6. Assessing and Changing Study Behaviors

CRLA Tutoring Level 3-Topics

1. Self-regulated Learning, Brain Learning, and Memory
2. How to Tutor Target Populations
3. The Role of Learning Centers in Higher Education
4. Structuring the Learning Experience
5. Training and Supervising Other Tutors (Supervisory Skills)
6. Group Management Skills (Group Interaction and Group Dynamics)

Training courses are designed as an introduction to tutoring and equip students with the necessary skills to conduct one-on-one and/or small group tutoring in various academic disciplines. The lectures and handouts provide a framework for class discussions, group activities, and out-of-class assignments. Peer tutoring provides academic assistance to students and promotes independence in learning. Independence in learning is fostered in a tutoring environment by engaging students with effective questions. The types and quality of questions tutors ask, therefore, are more important than the answers they give. Or, to put it another way, tutoring should focus on questions before answers. Tutors guide, coach, encourage, and model how successful students excel in college. In these trainings/courses, tutors learn to evaluate a student's learning needs and select and apply appropriate tutoring methods, integrate instruction in study skills into content tutoring strategies, plan and execute content tutoring, employing methods that incorporate multiple learning styles, employ effective communication skills in tutoring, including the ability to distinguish cultural archetypes that may impact their tutoring, assess the need to make a referral and apply an effective strategy to make the referral, plan, evaluate, and critique their tutoring work, design and execute an effective tutoring session incorporating a series of steps leading to acquisition of a particular skill(s).

Tutoring and Learning Center faculty create a tutoring and learning philosophy and concrete strategies for learning on a college campus. In this context, Tutoring and Learning faculty develop tutor training materials for all the Tutor Training topics shared above, and provide a relentless equity focus for an increasingly diverse student body. They assess the implementation and success of specific tutoring strategies in the context of learning in various disciplines and observe these strategies and skills. They are also responsible for rectifying practices in new contexts that do not meet the standards and student centered philosophy of the Tutoring and Learning Center.

Tutors engage their learning experiences as students and demystify learning. Tutors who are also students directly support student learning in specific courses and disciplines. They model student learning, and share student strategies for learning, time management and strategic learning tasks including reading, writing, critical thinking and problem solving. The modes of tutoring: one on one, in groups, in the center in labs, and in the classroom allowing learning center practices to directly impact student learning in the classroom and beyond. **It is universally recognized in the field of learning assistance and in the wealth of related research and literature, that it is not truly**

tutoring, with all the associated quantitative and qualitative benefits, if there is no training.

VI. Disciplines List

Tutoring is an interdisciplinary activity and disciplinary variations create rich practices in writing, STEM, Math, Psychology, and the Humanities. It is by design that there are no specific degree offerings at the graduate level specifically for the field of Tutoring and Learning Assistance. Faculty serving in these roles come from a variety of disciplines including English, Educational Psychology, History, and STEM bringing pedagogical experiences that inform their work. Membership in Tutoring and Learning Associations like ACTLA, NCLCA, ACTP, IWCA and NOSS present opportunities for professional development and research. Quality of programming is ensured through peer review processes and mentoring, and advanced certifications develop excellence in the fields of tutoring and learning assistance.

The *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2019 Handbook* outlines guidelines for faculty who are serving in a faculty role in a Learning or Tutoring Center:

“Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators: Any master’s degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; OR A master’s degree in education, educational psychology, or instructional psychology, or other master’s degree with emphasis in adult learning theory (NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.)” (CCR 53415) (p. 45)

https://asccc.org/sites/default/files/Minimum_Qualifications2019.pdf

The California Code of Regulations (CCR) includes the following language (as quoted in the Minimum Qualifications Handbook):

§ 53415. Minimum Qualifications for Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators. The minimum

qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below: (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory. Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed. Note: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901 and 87356, Education Code. HISTORY 1. New section filed 10-5-93; operative 11-4-93. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 93, No. 42).(p. 82)

https://asccc.org/sites/default/files/Minimum_Qualifications2019.pdf

In 2011, Ray Sanchez argued in the *Rostrum* that learning assistance and tutoring should be separated in the minimum qualifications because they are significantly different (although related in our learning and tutoring centers)

(meaning?)(<https://asccc.org/content/separating-learning-assistance-and-tutoring>).

While Learning Assistance is targeted to specific needs and incorporates specific approaches to mediated learning, tutoring is valuable to all students. It is not uncommon to see students participate in tutoring who are looking to maintain their high grades and who value the additional learning opportunities offered by their peers with whom they build community. **Faculty serving this role at colleges are essential to the pedagogy of the learning center, and are integral to these learning spaces at California Community Colleges.**

Tutoring is a significant aspect of student life and takes place in student-centered spaces that create community and a sense of belongingness. Learning Centers are spaces that invite students into education and include access to technology, study spaces and flexible spaces for test preparation, collaborative projects and tutor and faculty-led workshops. Students learn about learning in these spaces in the context of building relationships with other students and their experiences at the college. They belong to a

supportive community that believes in their success and that provides concrete tools and strategies for success. Tutoring directly addresses the “imposter syndrome” and develops non-cognitive skills about mentoring, teaching and learning relationships, and the culture of academic learning.

This importance of tutoring was highlighted by the COVID-19 pandemic where tutoring centers were online and communal physical spaces were not available for students to study and learn from each other and with tutors. Learning Centers are providing more and more wrap-around support, and many students who participate in tutoring and struggle to learn become some of our best tutors. In tutor training, tutors often say that they wish all students could participate in a course about learning strategies that are demonstrated in tutor training that is focused on helping students to learn about learning. These high impact tutoring interventions are key to the success network for students at California’s community colleges which proudly accept 100 percent of students.

Learning skills are high impact skills for everyone, and that is why many colleges have grouped support programs closely with tutoring and learning assistance, bridging between a variety of services to form an ecosystem. However, there are questions about the interpretation of “Learning Skills,” a term not used by Learning Center faculty when describing their programs but included in the minimum qualifications (see section below addressing the Role of Learning Skills Faculty). At some colleges, “Learning Skills” signify programs that facilitate learning with neurodiverse students (formerly identified as students with learning disabilities), and there is active collaboration between faculty who specialize in meeting these students’ needs and learning assistance and tutoring faculty both in training of tutors and design of programs, workshops, and other support. The goal in this case is to integrate all students into a learning culture where collaboration, and learning in the context of tutoring is a norm.

While tutoring has a long history (some texts trace tutoring back to the Socratic dialogue between Socrates and his disciplines), tutoring has undergone many transformations with the modern democratic higher education system, and an increasingly diverse student body and a plethora of disciplines, specializations, and technologies. Tutoring is a norm, and innovations that are student-centered, implementing learning theory into practices are **clearly pedagogical and the purview of faculty**. These practices are

focused on harnessing the power of positive learning experiences in a variety of tutoring models. The lagging indicators of benefits to the social-emotional learning of students, creates a sense of belongingness and well-being:

In his book, *College Students' Sense of Belonging: A Key to Educational Success for All Students* (2012), Terrell Strayhorn presents a review of the literature related to belonging and student success. He provides a theoretical concept of the sense of belonging, presents results from his own studies, and offers suggestions for programs and policies that promote a sense of belonging on campus. His conceptual model includes the core conceptual elements, which include a sense of belonging as a basic human need and a fundamental motive to drive human behavior. He also discusses the importance of belonging in certain groups, how it relates to mattering, social identities, and positive outcomes. He outlines roles that college entities such as student organizations, libraries, and university centers can play in promoting belonging. (Quoted in "Belonging and Student Satisfaction: Literature Review.")

Faculty in Tutoring and Learning Centers are by their core function at the forefront of implementing theories like belongingness as practice. In addition, they assess the implementations of powerful learning theories in each iteration and in the context of every tutorial session, every tutor and every tutee (student). At the same time, Learning Center faculty relate as peers to the faculty in the classroom, creating active collaboration related to student learning experiences, and success in tangible and intangible terms.

For all these reasons, Learning Centers are led by faculty. One thing is clear: tutoring centers need to be facilitated by faculty in the same way that a library or other learning space should also require faculty leadership and oversight. As stated above, learning assistance, while not a field in which degrees are offered, has many layers of certifications and specialization within it requiring the expertise of faculty. The pedagogy/andragogy of tutoring is in itself a specialized field with its own standards of practice, training, and evaluation (see the above list of various certifications within the field of Learning Assistance). Finally, with the shift toward embedded tutoring, and other interventions, for which no apportionment would be claimed, the exception to the minimum qualification becomes further outmoded and should be removed.

VII. Role of Learning Skills Faculty

The title Learning Skills faculty has multiple meanings in our community college system. It can include meeting the minimum qualifications of Learning Skills Coordinators or Instructors and Tutoring Coordinator as well as meeting the minimum qualifications of Learning Disability Specialists and Learning Disability faculty. Many community colleges have a Learning Skills Department in which courses are provided in the area of study skills, learning strategies, as well as subject specific courses in reading, writing, and math for students with disabilities. The Learning Disability Specialist and Learning Disability faculty's training and backgrounds may be quite similar to Learning Skills Coordinators or Instructors and Tutoring Coordinators. In fact, the Learning Skills Instructors who are also Learning Disabilities instructors and/or Learning Disability Specialists can bring unique and valued skills including their knowledge in learning theory, disabilities, and cognitive and academic assessments.

Learning Disability Specialists have traveled a similar path of Learning Skills Coordinators or Instructors and Tutoring Coordinators in the quest to have the appropriate discipline and minimum qualifications to adequately reflect their roles, skills, and certifications. A review of previous *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbooks indicate that all faculty within the Disabled Students, Programs and Services (DSPS) were listed as employees from the 1990's through the 2012 handbook. In 2014, the individual DSPS positions including Counselors, Deaf and Hard of Hearing, Developmental Disabilities, Learning Disabilities, Physical Disabilities, Speech and Language Pathology, credit and noncredit instructors were listed separately with specific qualifications. The next year in 2015, a proposal to revise the discipline for Learning Disability instructor's minimum qualifications was brought forward as it only reflected the instructional duties of the position and did not include the assessment qualifications. As a result, in the 2016 handbook, Learning Disability Specialist was added as a separate position with the appropriate qualifications for both instruction and assessment.

Further, with a closer look at the disciplines and minimum qualifications of Learning Disabilities faculty and Learning Disability Specialist and comparing them to the Learning

Skills Coordinators or Instructors and Tutoring Coordinator, it is plausible that there are individuals who would meet the minimum qualifications for both positions.

Just as Library faculty (and tutoring faculty), the Learning Skills Instructors who are also Learning Disability Specialists and/or Learning Disability faculty provide instruction and services to students in classrooms, Learning Skills Labs, Learning Centers, High Tech Centers, Computer Labs, and Tutoring Centers. High Tech Centers often consist of computer stations that include software and assistive technologies for academic work for students with disabilities. There are options to have educational assistance classes (Title 5, section 56028) where specific skills and strategies are taught by a DSPS faculty member. Although 51% of the course enrollees need to identify as a student with a disability, the curriculum is designed to meet not only the needs of a student with a disability but also students who have different learning needs. Further, AB 705's impact on course options, more specifically the removal or the diminishing of course offerings below college level math and English, have challenged Learning Skills instructors (both disability and non-disability focused) to adjust their services and resources.

Because Learning Skills faculty have unique and important skills, they should play an integral role on campuses in providing assistance, resources, and learning to all students including those with disabilities. All learning spaces, whether in the library, classrooms, learning centers and labs, should have faculty who collaborate with other support faculty to ensure students are learning and thriving and meeting their educational goals.

Learning Skills offers an opportunity for discussion of the further integration of neurodiverse students, and the faculty who work with them, design learning activities and adaptations, and evaluate their progress into the academic support ecosystem as well as the fabric of the college with the goal of belongingness and success.

References:

2012 handbook

https://www.asccc.org/sites/default/files/publications/Minimum_Qualifications_Handbook_for_2012-2014_%28MB2%29_020212_0.pdf

2014 handbook

<https://www.asccc.org/sites/default/files/2014MinimumQualifications.pdf>

2016 handbook

<http://pa-hrsuite-production.s3.amazonaws.com/368/docs/50273847.pdf>

Title 5 Section 556028

http://www.dspssolutions.org/sites/default/files/files/Title_5_Section_56028_Educational_Assistance_Class_Instruction_02.07.18.pdf

VIII. **Role of Learning Assistance and Tutoring Faculty** Vandana and Ted

Like instructional faculty, Learning Center Faculty create and innovate about learning by design. Learning Center faculty additionally design for the literacies and community cultural wealth that our diverse student bodies bring so that students are invited into a space that is designed with students and student learning in mind. The Learning Center is a student ready space for strategic learning in the context of specific courses, disciplines, and majors, and demonstrates the commitment to students' lives and aspirations, concretizing educational career goals as achievable and “doable.” To use an analogy, the faculty, staff and tutors in the learning center are the “home team” for students, and the strategies for learning are advanced with every opportunity to practice and learn so that the playing field can be leveled. Students succeed at greater rates, which is the reason that they are at the community college with its dedication to access and flexibility. They have taken the first step, often against great odds, and it is the function of the Learning Center to nurture their growth and development as students. The role of the Learning Center faculty is critical, innovative, strategic, pedagogical, and singularly focused on student success data.

The role of faculty in the Learning Assistance and Tutoring Faculty is defined by:

1. **Implementation and oversight of learning pedagogy** (Title 5 regulations about learning for apportionment and purview of faculty)
2. **Creating and applying standards of practice** because no degree program is currently offered, yet there are many jobs in the field. (Standards of practice state-wide and nationally, research, journals, organizations, conferences, certifications, and ongoing innovations.)
3. **Serving the mission, vision, and strategic direction of the college** through committee service, governance, assessment, evaluation, and implementation (The faculty role in program and college wide innovations)

in programs, methods, success data and continuous improvement and innovation.)

1. Oversight of Learning Pedagogy

The role of all faculty -- including faculty in the Tutoring and Learning Center -- is to create opportunities for students to interact with subject matter content, to develop learning skills that enable application of learning on the basis of Bloom's taxonomies (remembering, understanding, applying, analyzing, evaluating, and creating). What is unique about learning assistance faculty is that they oversee explicit and specific pedagogies that occur outside the classroom in the unlectured, peer-led, unique environment of the learning and tutoring center. The applications of learning are engaged by peer educators (tutors) who engage their own learning and the active student-centered pedagogy of learning to develop learning skills in every discipline. These interactions of tutors with students (tutees) create a learning practice and tutors design learning strategies and activities and maintain records of interactions. In terms of learning, it is a unique space unlike any other.

Learning assistance and tutoring faculty also implement pedagogy by **training** tutors, either in a credit or noncredit class, or in paid training sessions. Training is ongoing as well because student needs are varied and ever-changing. Without training of tutors and deliberate design, tutoring programs would not be pedagogical and empowering for students. They would merely be a service to finish homework. As colleges have shifted away from merely access to success, tutoring centers provide a vehicle for student success to become possible for students. When learning is made visible for students, it becomes accessible in a new and empowering way.

Instead of grading papers or assignments, learning assistance and tutoring faculty evaluate tutoring sessions. Tutoring sessions provide rich qualitative data for faculty in the Tutoring and Learning Center. These evaluations are part of the assessment cycle that informs further training, practices, and policies in the learning center. Learning assistance faculty also curate best practices and survey students about their experiences. They develop student success data and other reports that link tutoring to

direct and indirect measures of student success (grades and self-reported interest and engagement with learning).

Tutors themselves benefit from tutoring by learning more about their subject from a learner perspective, from working closely with faculty in the class and lab if they are embedded tutors, by developing mentoring and leadership skills, and by feeling a sense of belongingness on campus. Tutor training and experience tutoring is important to transfer and to continuing that work at transfer institutions. The students who are tutored also benefit from the mentoring and community, and often are successful tutors themselves. They become more involved with clubs and organizations on campus and get the most out of their community college experience.

The pedagogies implemented and overseen in the learning and tutoring center by faculty allows the center to collect apportionment for tutoring sessions. Pursuant to Title 5 regulations, 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.** Apportionment for supervised tutoring is limited to students in basic skills noncredit courses or other “remedial academic” courses, and a faculty member or a counselor must refer students to a supervised tutoring course “on the basis of an identified learning need.” **As community colleges move towards the implementation of the guided pathways framework and implementation of assessment, placement and basic skills education changes as required by AB 705 (Irwin), Chapter 745, Statutes of 2017, supervised tutoring can play a critical role in student success.** (*Legislative Proposal, Chancellor’s Office Government Relations* <https://www.mtsac.edu/president/cabinet-notes/2017-18/Proposal-Supervised-Tutoring-Apportionment.pdf>)

Learning Center faculty design and implement the pedagogy of the specific learning activities of the Supervised Tutoring course in the context of how students are experiencing the learning of the courses, and invite them to continue to learn how to learn. These are transferable skills for the course and the course learning outcomes of the Learning Center. The pedagogy of the Learning Center extends the work of the classroom: the often invisible reading, writing, and critical thinking activities in first year and in courses within the major. It is with this function in mind, that the Title 5 regulations articulate the role of faculty in the Learning Center, as well as the role of

tutors and tutor training, the requirement for line of sight supervision, and the number of non-credit and credit units supported by the regulations.

In addition, the creation of courses for Supervised Tutoring and Tutor Training is a faculty function as Faculty on Record at colleges with course descriptions for Tutor Training courses (2 credits per semester) and Supervised Tutoring (Non Credit Open Entry/OpenExit course) and student learning outcomes. Memorandum AA 19-05 (January 14th, 2019) removes the need for faculty referrals for tutoring as a condition for apportionment; therefore, the faculty function in the Learning Center is **enhanced as a critical mediator for student learning in the context of tutoring offered in the Center** and by extension in the college (in SI and other course-embedded tutoring).

[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.**

While the faculty in the Learning Center determine the pedagogical and programmatic vision for the present and innovations for the future, they also collect data for program SLOs and provide student success data for the campus.

2. Creating Standards of Practice

Tutoring and Learning Center faculty MQs are interdisciplinary and draw from a variety of core disciplines including English Math and STEM fields.

There may be no other discipline in the discipline's list that doesn't have a specific degree program, yet since the GI Bill in World War II and then after the Vietnam war

the field has developed because of the influx of students who were returning to college on the GI Bill who had very different experiences from traditional age students. From that period, and after Civil Rights, there was an increasing influx of students seeking higher education at land grant institutions, former Normal schools and public universities and colleges. The demographics of higher education began to represent the populations being served. There was a need to support first generation, adult, immigrant and refugee populations in new ways and tutoring and learning centers were important in the effort. This is the promise of higher education for so many folks who have been denied real opportunities and who are the first in their families and communities to seek higher education. The philosophy, pedagogy, and standards of practice of Tutoring and Learning centers is based on inclusivity and keeping that promise alive.

Standards of practice draw upon understanding the spaces students occupy in their communities and the dreams of higher education and aspirational capital that they bring. Cultural responsiveness and communication, psychology (the affective, psychomotor, and cognitive aspects of learning), andragogy, and a blend of various disciplines and approaches to learning create standards of practice. New sciences of learning including powerful concepts of the Growth Mindset, Habits of Mind and Equity Mindsets impact standards of practice. The Neuroscience of Learning and the Brain and Learning provide many approaches to successful learning, providing several examples of high impact practices.

Communities of practice are vibrant, active, and necessary in this rapidly innovating field. New practices and learning emerge in the context of research, and training remains a form of continuous education and collaboration not only in the California community colleges but across the nation. As stated above, it is the responsibility of faculty in the Learning Center to **train student tutors** in learning theories, collaborative learning techniques, and the processes of successful tutoring, but we also develop the standards through our collective efforts.

Three of the authors of this document are Presidents and Past Presidents of the Association of Colleges for Teaching and Learning Assistance (ACTLA) founded in 1973 in the California Community Colleges and now a national organization that is a member

organization of Council of Learning Assistance Developmental Education Assistance (CLADEA). Conferences, regional events, journals, and certifications for learning center professionals demonstrate the history and significance of the faculty who work in the field whose home disciplines are across the curriculum: English, Education, and STEM fields among others. These are related to the development of the field, modes of tutoring, and the demonstration of impact on student success. Thus faculty continue to play a necessary, vibrant, and effective role in developing the standards of practice for learning and tutoring centers.

3. Serving the mission, vision, and strategic direction of the college -- Ted

Learning assistance faculty serve the college at multiple levels. With each student who experiences empowerment and finds confidence in their learning, learning assistance faculty assist in some of the biggest goals of the college (success, persistence, and completion). Learning assistance faculty also bring a unique perspective to college committees through their work with students and with learning outside of the traditional classroom setting. Learning assistance faculty partnerships and involvement on academic senate and other college committees, and with departments, divisions, and noncredit and career education faculty is important to the success of the tutoring and learning center, to the college, and to statewide initiatives. This experience complements other faculty at the college and enriches discussions and collaborations. Like counselors, librarians, and other non-teaching faculty, learning assistance faculty assist with strategic planning, writing grants, and accreditation reporting, all with the privilege of tenure and the open voice that affords.

IX. Standards of Practice for Tutoring and Learning Centers

A. Tutoring Interventions Create Equity in Access, Learning, and Success for students who have been denied the economic, social and cultural impacts of education.

B. Tutoring is a High Impact Practice. Tutoring has redefined itself from the margins of the college, as remediation for struggling students to the center of campus as a high impact practice for students who are pursuing traditional paths to transfer (completing 2 years of progress for a 4 year degree at a community college) and exciting new programs and disciplines that bring job skills in a variety of careers and fields.

C. Tutoring is Developed by Educational Theories: Tutoring is supported by educational theories: Bloom's Affective, Cognitive, and Psychomotor domains of learning; Vygotsky's Zone of Proximal Development; Neuroscience of Learning; Reading Apprenticeship; Socratic Questioning; Habits of Mind; Growth Mindset; Universal Design of Learning; and Hammond's Ready for Rigor Framework among others.

D. Tutoring is Grounded in Equity-based, Culturally-Responsive Practices:

Tutoring is developed considering students' relationship to education, to learning, and to specific disciplines with the goal of reducing equity gaps in such fields as STEM and the Humanities, and with the aim to reflect student demographics in the center, the faculty and staff, and the tutors themselves.

E. Tutoring Develops Self-Advocacy, but also Utilizes Intrusive Approaches: The goal of tutoring is to be inevitable, a part of student experiences at their college, readily available, convenient, accessible, and student-centered. Non-cognitive approaches to tutoring are an important aspect of the design and impact of tutoring. Some students successfully advocate for themselves, but very many students benefit from an intrusive approach by faculty and staff that leads to student success.

F. Tutoring Recognizes the Variable Experiences of Learning: From confusion to exhilaration, learning has its highs and lows. Tutors should be trained to expect all of these variables when working with students and make an effort to recognize them not only during the tutoring sessions but also in the student's independent experience.

X. **Staffing, Administration, Operations** (Nuts and Bolts)

How faculty in the Learning Center (the faculty on record) determine staffing and tutoring needs over time, provide and interact with the administration of the Center, and develop new programs, training and technology initiatives is an important function of faculty assigned to the Learning Center.

At California Community Colleges, the Tutoring and Learning Center is a program/department. It has an operating budget, in addition to a tutoring budget and, in most cases, salaried permanent classified staff in addition to part time faculty or full-time faculty with additional responsibilities of overseeing various tutoring centers, tutoring locations, and tutoring programs (similar to libraries). Tutoring on a campus can be centralized or decentralized, and faculty leadership requires hands-on approaches to create pedagogical processes, data gathering and training of tutors. The majority of the work that learning assistance faculty do extends the classroom, is instructional in terms of pedagogy and services, and exists in the symbiotic relationship that needs to be recognized in the context of student learning.

Staffing of Tutoring and Learning Centers

Faculty in Learning and Tutoring Centers design student learning, translating learning theories into practices that change over time with research and innovation such as the impact of the neuroscience of learning on educational practices. At the same time the footprint of diversified pedagogies of learning outside the classroom is getting larger with landmark legislations like AB705 and the focus on lessening equity gaps between groups of students.

The appropriate ratio of faculty in the Tutoring and Learning Center to classified staff also needs to be emphasized. Faculty provide pedagogical direction to the continuous innovations, and implementation of tutoring contexts and techniques. Classified staff operationalize these pedagogies by check in and check out processes that help in the collection of live data for tutoring, maintenance of

tutoring records and direct support to students. Furthermore, line of sight supervision is required for the collection of non-credit apportionment of tutoring.

Classified staff support the specialized practices of our tutoring programs. They provide the Six Factors of Student Success as described by the landmark research of the RP group and directly support students with logging into the center, checking out media and technology, assisting with computers and printers, communicating with students, faculty, and the public, and facilitating online chat. They provide a student-ready environment, and a welcoming space for students with their professionalism and dedication.

Classified staff in the Learning Center also provide continuity and seamless transitions from the classroom to the learning center. They provide additional supervision of peer tutors to ensure that the tutoring and learning spaces and computer labs are operating smoothly. They ensure that students are receiving support in checking out materials, making tutoring appointments, logging in and out of tutoring sessions, maintaining tutoring records and sending out session reports to faculty and programs.

Sufficient numbers of tutors need to be recruited, trained, and scheduled to meet student learning needs. Student Tutors and Non-student Tutors practice tutoring pedagogy based on active learning in the context of continuous tutor training, and implementation in multiple tutoring sessions, developing an ongoing philosophy of pedagogy of tutoring and learning. Tutors share their personal tutoring philosophy with their tutees and demonstrate the learning in their tutoring sessions which is observable by the faculty as well as by novice tutors in training.

Administration

Learning Centers are complex, innovative, and flexible spaces that require organizational support and administration. They work in different modalities and technologies including a vibrant online presence to support hybrid, synchronous and asynchronous courses. Tutoring and Learning Centers are an important part

of student experience with learning. They bring learning front and center, and engage students as active communities of learning.

For learning centers to be effective, they must necessarily cross “silos” and connect academic affairs with student services as Wood and Harris III point out in their research. However, there are multiple models of administration across the state. Occasionally, learning centers are under deans who oversee libraries as well as other support programs. Other colleges place learning centers with student services and group them together with DSPS and other support programs. An effective model is to group academic support under one dean (library, tutoring and learning center, SI, learning skills, student success/early alert, etc.) to forge an identity and collaboration in order to present a unified support for students. Academic deans to provide leadership for tutoring budgets from a variety of sources and champion innovative tutoring programs. Deans also supervise classified professional staff who work in the learning center.

Operations

Learning center operations are crucial in creating a welcoming and supporting environment on campus. The physical and the virtual spaces of the learning center should be optimized to support student learning and flexible in changing to meet evolving student learning needs.

The Tutoring and Learning Center staffing budget should meet student learning needs. By relating tutoring usage to student success, colleges can clearly see the efficacy of tutoring in meeting college persistence and completion goals.

Below are some of the essential functions of the faculty-led learning center:

- 1. Recording and collecting positive attendance in tutoring and learning assistance and in the context of workshops.**

The activities of the Tutoring and Learning Center provide real time accounting of time with learning, whether in the context of tutoring one on one or in groups, or engaging in directed learning activities in the context of workshops, or other learning-centered activities as designed by

faculty with specific outcomes. The activities are central to the day-to-day impact of learning centers. They are designed for students by faculty in the learning center, and their positive impact is measured in quantitative and qualitative terms.

2. Providing spaces for learning/tutoring with appropriate materials and technologies.

The Tutoring and Learning Center has the pride of place on campus and should have high visibility and accessibility. The physical and virtual spaces should be optimal for student learning providing ease of access. The Tutoring and Learning Center provides student-ready spaces for group study, with comfortable chairs in a welcoming environment. The learning spaces provide access to technology, charging ports, movable whiteboards and wifi access as well as lockers, vending machines. Learning centers may also include a coffee shop or cafeteria in its premises, or in close proximity.

The student experiences of the Learning Center are critical to learning.

- Are the chairs and desks movable and reconfigurable?
- Are there one on one, self-study, and group study spaces?
- Are the learning staff and tutors approachable and ready to assist?
- Are tutor schedules easy to locate?
- Is the corresponding information on the website for the center easy to access and designed with the student in mind?
- Are services easy to access and explained in student-centered language?
- Are the staff and tutors representative of the student body?
- Are checkin and check-out processes designed with ease of use in mind?

3. Provide Line of Sight Supervision to all tutoring and learning activities.

Line of Sight supervision is an important function in the Learning Center. A qualified faculty member who is the Instructor on Record for the activities of the center provides oversight on the learning in the center. Supervised Tutoring hours are captured by students signing themselves in and out. 50 minutes of supervised tutoring is an academic hour, and the total number of academic hours is the revenue generated by the center.

4. **Preparation and Distribution of Learning Materials (Handouts, Directed Learning Activities, etc).** Learning materials and workshops are pedagogical in nature. These materials need to be produced in collaboration with discipline faculty . Learning center faculty use these materials in the context of active learning in tutoring sessions and other learning partnerships at the college.
5. **Creating data reports and analysis about student success.** Evaluation of both tutoring sessions and the program level outcomes is a faculty role and intersects with success goals of the college as well as providing data for innovations within both the tutoring and learning center as well as the classroom. As discipline faculty analyze course learning outcomes, learning assistance faculty analyze success data and evaluate the efficacy of tutoring in order to make program and training changes.

XI. **Conclusion -- Vandana**

Faculty in Tutoring the Learning Centers are intrinsic to the learning that takes place in classrooms across campus and extends active learning to spaces outside the classroom in the Tutoring and Learning Center, spaces designed with students in mind. Here in the context of tutoring as academic activities conducted in the context of peer learning, students learn about learning in the context of various disciplinary approaches and modalities and experiences of learning from tutors who are peers. Guidelines and regulations for Title 5 describe the role of the student tutor, the faculty providing line of sight supervision, tutor training as credit, non-credit, or professional development and based on best practices in the field. Since at least 1996, California Community

College faculty have argued that faculty coordination is critical in the tutoring and learning center for every campus.

As outlined in this paper, the role of faculty in the Tutoring and Learning Center is critical to standards of practice in the field and to innovation. Faculty implement theories of learning in practice and are responsible for training the tutors providing the tutoring, designing the learning experiences for students, and providing qualitative and quantitative data about the impact of tutoring on student success. Faculty in the Tutoring and Learning Center meet the MQs of instructional faculty precisely because tutoring is “a method of instruction” (source in Title V?). The work of the Learning Center faculty is interdisciplinary in nature and standards of practice are based on the research conducted and published by many professional organizations, certifications and standards.

The Tutoring and Learning Center is a space of ongoing innovation and faculty continually provide direction and vision in the context of the mission of community colleges. The ethical value of the work of Tutoring and Learning Centers is rooted in equity as a practice in higher education, the cultural wealth of students of color and restorative justice in the historical contexts of exclusionary practices for women, and people of color. Faculty implement theories of learning in practice, in the training of tutors and in designing the learning experiences of students. They make learning visible and the dream of higher education possible for a greater number of students.

The paper outlines the role of faculty, the administration of the Tutoring and Learning Center and the standards of practice in the state and in the nation.

At a time when disproportionate impact has been identified on nearly every campus of the California Community Colleges, an emphasis on proven interventions in working with students who have historically not had the same opportunities to excel in learning is absolutely essential. As an essential intervention, tutoring programs must conform to the particular needs of students and colleges while being led by **faculty** and informed by the standards and effective practices outlined here and in the literature and research about learning assistance referenced. **As colleges embrace learning support as essential, a**

faculty role is no longer optional; it is absolutely necessary. Learning Assistance and Tutoring faculty should be considered essential not only in their respective centers but also as an essential faculty role on campus, from governance to curriculum and beyond.

XII. Recommendations

1. Recommend that a dedicated, full-time, tenure track faculty member must play a primary coordinator/director/supervisory/training role in the learning/tutoring center.
2. Recommend the ASCCC and faculty experts to work with the Board of Governors through the existing processes to update the language and remove the “note” in the Minimum Qualifications handbook: “NOTE: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.” (CCR 53415) (p. 45). **Learning assistance is instructional, and, as such, faculty are not optional.**
3. Recommend the ASCCC and faculty experts examine the term “Learning Skills” be examined in CCR 53415 to determine interpretations for California Community College faculty and programs.
4. Recommend the ASCCC work with ACCJC to distinguish tutoring/learning assistance from library services in the ACCJC Standards.

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Executive Committee Agenda Item

SUBJECT: ASCCC Curriculum Committee updated (again) charter		Month: June	Year: 2021
		Item No: IV. M.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval an updated charter for the ASCCC Curriculum Committee.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Michelle Bean/Carrie Roberson	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND: The ASCCC Curriculum Committee submitted an updated charter at a previous meeting where it was suggested that the inclusion of guided pathways as a framework for efforts be included. Below is the proposed updated charge:

The Academic Senate for California Community Colleges (ASCCC) Curriculum Committee is charged with making recommendations to the ASCCC Executive Committee to support all aspects related to the development, review, implementation, and assessment of curriculum both at the college and state level. The committee strives to support local colleges in their efforts to support students by ensuring learning and creating clear educational pathways to meet the needs of our diverse student population. The committee regularly distributes information and seeks faculty leadership, empowerment, and voice through dynamic professional development opportunities, the website, various listservs, as well as ASCCC publications. Under the direction of the ASCCC president, the chair and/or members of the ASCCC Curriculum Committee, the committee provides technical assistance to local academic senates, college curriculum committees, and the faculty throughout the California Community College system.

Membership of this committee is expected to include:

*A student representative appointed by the Student Senate for California Community Colleges (SSCCC: <https://www.studentsenateccc.org/who-we-are/>)

*A Chief Instructional Officer (CIO) appointed by the California Community Colleges Chief Instructional Officers organization (CCCCIO: <http://www.ccccio.org/>)

*Membership of this committee is expected to include various faculty perspectives from articulation officers, career and technical education, counseling, distance education, library science, noncredit, transfer, and other curriculum areas.

The ASCCC Curriculum Committee is seeking feedback and approval of the updated charge.

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council		Month: June	Year: 2021
		Item No: V. A.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: No	
		Time Requested: 15 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison/Virginia May	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

President Davison and Vice President May 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>

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



Executive Committee Agenda Item

SUBJECT: Year-End Debrief		Month: June	Year: 2020
		Item No: V. B.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will debrief the 2020-2021 year.	Urgent: No	
		Time Requested: 30 mins.	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	April Lonero	Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

As the 20-21 academic year draws to a close, this is an opportunity for the group to reflect on individual challenges and celebrate successes, as committee chairs and members of various work groups.

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



Guided Pathways Task Force Meeting

Minutes

Friday, April 9, 2021

9:00 am – 12:00 pm

Virtual

Members Present: Cheryl Aschenbach, ~~Michelle Bean~~, Juan Buriel, Stephanie Curry, Sam Foster, Sarah Harris, Jeffrey Hernandez, Ginni May (Chair), Meridith Selden, Erik Shearer

Staff Present: Miguel Rother, Selena Silva

1. Meeting called to order at 9:05 am
2. Members checked-in
3. Minutes from the March 17, 2021 GPTF Meeting were approved by consensus.
4. The chair and GPTF members provided updates on upcoming Executive Committee elections, Spring Plenary Session, resolutions (on proposed legislation), Career and Noncredit Education Institution, and Faculty Leadership Institute.
5. The Webinars chair reported that all webinars are well underway and presenters are all confirmed.
6. The Technical Visits chair reported that one visit is scheduled for April 27 at Hartnell College.
7. The Resources chair worked with the GPTF during this meeting to review the website and update the suite of mini canvas courses. It was decided that feedback from the ASCCC Executive Committee regarding Guided Pathways resources on the ASCCC website was needed to determine the following:

Should the Guided Pathways resources remain fluid or static? The response here will depend on the ability of the ASCCC to keep the resources current.

 - Guided Pathways Resources page
 - Guided Pathways Task Force page
 - Guided Pathways Canvas Course
8. The GPTF provided updates on their progress on each of the Mini Canvas courses in the Suite of Resources being developed.

9. Each GPTF member was requested to provide a brief written report for the May meeting, the last of this academic year, and possibly the last for the GPTF.

10. Meeting adjourned at 11:36 am.



Guided Pathways Task Force Meeting

Meeting Minutes

Friday, May 14, 2021

12:00 p.m. – 3:00 p.m.

Action

I. Identify note-taker (5 min)

- Erik Shearer taking notes

Action

II. Approval of April 9, 2021 Minutes (5 min)

- Approved by consent.

Discussion

III. Welcome and Check-in (25 min)

- Check-in: what is one you accomplished this year, what is one thing you want to accomplish in the coming year.
 - Everyone checked in.

Information/Report

IV. Announcements/Updates (60 min)

a. ASCCC Report

- May meeting. Approved leadership institute program. Institute happening in June.
- Academic Academy in October, virtual. Fall plenary to be hybrid, pending further discussions.
- ASCCC Election results announcement.

b. GPTF Member Reports

- GPTF end-of-year report read out and discussed.
 - Includes recommendations for next year tasks, depending on status of GPTF.
 - Clear need for continued data training for faculty, either through GPTF or other ASCCC trainings in coming years.
 - Comments from Taskforce members: affirming need for data training for local Senates and faculty.
 - Discussion on including recommendation for SLO data training. Suggestion included in final draft of plan document.

- Suggestion to make connection between data and the “Ensuring Learning” pillar for Guided Pathways connection by including Teaching and Learning.
 - MSC to recommend convening a Data and Research Task Force and the elements of the Proposed Area of Focus for the ASCCC for 2021-22 document (attached).
- Resources Team Report
 - Canvas course recommendation: if no one to maintain, let the Canvas course go.
- Report – Juan Buriel
- Webinars Team Report
 - Listed each webinar and made recommendations re: data
- Technical Visit Team Report
 - Submitted with form used for planning technical visits with the college faculty.
- Numerous other reports submitted, including sub-groups.
- Ginni will be combining all together for final ASCCC submission.

Discussion/Action

V. Recommendations from the GPTF to the ASCCC (75 min)

- Area of Focus Concept / Plan
 - Discussed in detail during Member Reports section.
 - Data training recommendations / plan.

Action MSC to recommend convening a Data and Research Task Force and the elements of the Proposed Area of Focus for the ASCCC for 2021-22 document (attached).

It was clarified that this is a recommendation to the ASCCC Executive Committee, and then the ASCCC Executive Committee will consider along with other priorities.

Respectfully submitted by Erik Shearer

Reports:

Erik Shearer
GPTF – Webinars

Accomplishments:

- Successfully hosted 14 webinars, including the following:

Fall

- Integrating GP to Institutional Structures
- The Chancellor’s Office DEI Workgroup Recommendations
- Program Review processes and GP
- GP flexibility in Online World
- Ensuring Learning: Conversations on the Use of Video Recording and Monitoring in Online Learning Assessment
- Governance and Guided Pathways
- Transfer Pathways

Spring

- Coffee, Tea, and GP: Meta Majors-- Where Are We Now?
- Long-term Planning for GP Integration
- Data 101: Using Data to Ensure Learning
- Coffee, Tea, and GP: Culturally Responsive Curriculum
- Coffee, Tea, and GP: Sustaining Our Work and Ourselves
- Staying on the Path: Guided Pathways and Scheduling for Student Completion
- All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success

Recommendations:

- Continue with regular webinars on related topics, even with GP funding disappearing. Local colleges will still be working through many of these issues. In particular, GP-inflected discussions on topics around the Ensuring Learning pillar will be important going forward.
- Continued webinars on student success data interpretation and application locally. Local faculty and senates need continued help in interpreting and using student success data as part of their work but appear to frequently be eclipsed by research and administrative concerns. More messaging on partnership and collaborative approaches.
- Continue to educate faculty on how scheduling affects students.

Technical Visit Team

2020-21, Brief Report

Team Lead: Jeffrey Hernandez (co-lead with Janet Fulks in fall 2020)

Team Members: Ginni May, Cheryl Aschenbach, Krystinne Mica, Michelle Bean, Miguel Rother, Sarah Harris, Sam Foster, Stephanie Curry

Accomplishments

- Notes from previous technical visits were synthesized into a single guide including overarching assumptions, questions for initial consultation to identify technical assistance needs, lists of “ways we help,” sample draft schedules, and links to video guides.
- Cerritos College Technical Visit – GPTF reps and local GP faculty coordinators and senate leaders co-facilitated a hands-on workshop for faculty to experience the barriers their students regularly encounter. GPTF reps also facilitated an informal brainstorming session to strategize next steps.
- Collaboration with RP Group – GPTF reps laid groundwork with RP Group for collaborative technical assistance to ensure integration of COCI data and faculty curriculum experience and the use of data to support meta major cluster analysis. Future collaboration was contingent on RP gaining continued funding.
- Team Brainstorming and Outreach—The GPTF Tech Visit Team brainstorming identified strategy of promoting technical assistance on specific topics in a Guided Pathways memo.
- Hartnell College Technical Visit – In response to the Guided Pathways memo, local senate requested GPTF Resource Team visit. GPTF reps presented before the local senate on the role of the academic senate in Guided Pathways, program review, and governance.

Recommendation

Recruit faculty with senate and Guided Pathways involvement to serve as co-presenters/facilitators with reps from existing ASCCC committees on technical assistance visits on specific topics, such as the following:

- Role of the Local Academic Senate in Sustaining Guided Pathways Implementation
 - Incorporating Guided Pathways into the work of the Senate and Shared Governance Processes
 - Understanding the Guided Pathways Dashboard
- Continuing Guided Pathways to Advance Equity
 - Curriculum Redesign (culturally relevant pedagogy)
 - Integrating Equity Data into Guided Pathways
- Guided Pathways and Transfer, including Intersegmental Curriculum Alignment
- Program Review and Guided Pathways- A Student Centered Approach

1. Name – Meridith Selden
2. GPTF Team –Ensuring Learning, and Data 101
3. Team and individual accomplishments (webinars, college visits, canvas courses, Rostrum articles, and such)
 - A. Resources – The biggest accomplishment of the resources team is the complete redesign of the GP Canvas Shell. The bulk of this work was accomplished in the Fall but there were changes made in the Spring too (such as the removal the “In the News” section, the addition of the 2021 GP Resources, and other minor additions/revisions).
 - B. Ensuring Learning – A short (two page) document was created and posted in the [GP Canvas shell](#) and a webinar was offered on using data to ensure learning.
 - C. Data 101: Data Literacy and Data Coaching – A longer document has been developed that includes information on basic data literacy, hypothesis development, potential sources of data, and brief discussions about equity. The document has not yet been posted to the GP Canvas shell because we met with the Educational Policies Committee to discuss the possibility of working together to develop a larger document (likely a canvas module or course) that address resolutions sponsored by the Educational Policies Committee ([Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#)). In that meeting, a few different options were discussed but nothing final has been decided. As such, this resource has stalled a little bit.

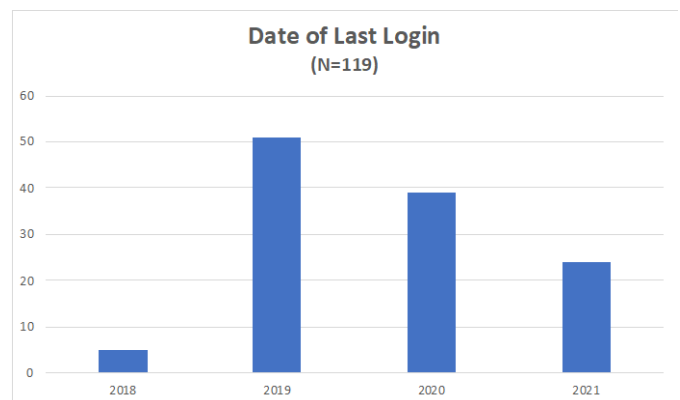
In addition to the canvas document, a webinar was offered on using data to ensure learning. (This is the same webinar that was mentioned in A.). Finally, it was discussed briefly in a GP Taskforce presentation at plenary.

- D. My biggest personal accomplishment is making it through the year 😊 This was one a tough one.

4. Recommendations for moving forward (if you have any) –

As much as I hate to make this recommendation, I think the ASCCC should think about sunsetting the Canvas shell. To keep it up to date will require time and energy and I believe the return on that time and energy is small. There are approximately 120 people who have signed up as a student or teacher and have accessed the site for a measurable amount of time. However, each year there are fewer and fewer users.

To get a better idea of exactly how many fewer, I looked at the last date of login for users. (Note that I was not able to differentiate between students and teachers so the numbers include both. And, some people are in as both so the system records a time for both roles each time the person logs in.) In 2021, on 24 users have accessed the canvas shell and this number includes the GP Taskforce team (9 of whom are definitely included in the 24 users). In other words, there have only been



about 15 “real” users of the canvas shell (and this is after it was discussed in detail at Plenary.)

I think there’s a lot of value and need for the Data 101: Data Literacy and Data Coaching module and I love the idea of working with the Educational Policies Committee (especially considering their deliberate focus on equity). However, I’m not really sure what the next steps are.

*Name: Juan R. Buriel

*GPTF Team: 2020-2021

*Individual Accomplishments:

- Publications
 - “Anti-Racism and Guided Pathways Implementation” (with Jeffrey Hernandez and Lance Heard), *Senate Rostrum* (November 2020), 4-6
 - “Optimizing Student Success: A Report on Placement in English and Mathematics Pathways” (contributor), An Academic Senate White Paper (September 2020),
https://asccc.org/sites/default/files/ASCCC_Optimizing_Student_Success_white-ppr_2020_v1.pdf
- Presentations
 - Panelist, “Staying on the Path: Guided Pathways and Scheduling for Student Completion,” Academic Senate for California Community Colleges Webinar Series, April 21, 2021
- Other
 - Assisted with the organization of the October 2020 Coffee, Tea & GP webinar “Models for Integrated Support: Guided Pathways” featuring College of the Canyons’ GP liaisons Liz Shaker and Garrett Reick.
 - Participated on the ASCCC GPTF team charged with designing the ASCCC Canvas Handbook
 - Participated on two teams charged with creating mini Canvas courses
 - Incorporating Student Voice into Guided Pathways Design
 - Scheduling: A Student Centered Approach

Mini-Paper Team for “Incorporating Student Voice into Guided Pathways Design”

2020-21, Brief Report

Team Lead: Jeffrey Hernandez

Team Members: Cheryl Aschenbach, Michelle Bean, Juan Buriel, Krystinne Mica

Accomplishments

- A new canvas module “Incorporating Student Voice into Guided Pathways Design” was created to promote to design principles for incorporating student voice in several ways:
 - Student Voice – Broad Principles for Guided Pathways Redesign
 - Student Voice in Guided Pathways Inquiry
 - Student Voice in Guided Pathways Design
 - Student Voice in Guided Pathways Implementation
 - Student Voice for Evaluating What We Do

Recommendation

Recruit faculty with senate and Guided Pathways involvement to present the module to reps from existing ASCCC committees that may provide technical assistance to local senates related to incorporating student voice in Guided Pathways design. It can help educate committee members on the possibilities for incorporating student voice. It can also serve as a resource to for related presentations. Possible committees may include Equity and Diversity Action Committee or the Relations with Local Senates Committee.

Mini-Paper Team for “Aligning Guided Pathways with Equity-Minded Actions”

2020-21, Brief Report

Team Lead: Jeffrey Hernandez

Team Members: Cheryl Aschenbach, Michelle Bean, Juan Buriel

Accomplishments

- A PowerPoint presentation titled “Aligning Guided Pathways with an Equity-Minded Approach: An Academic Senate Perspective” was created as a tool for local senate presidents to use when presenting to college faculty on how to use of Guided Pathways for advancing equity

Recommendation

Recruit faculty with senate and Guided Pathways involvement to present the PowerPoint to reps from existing ASCCC committees so that may direct local senates to this resource.

Committee reps could bring up this tool when arranging or conducting technical assistance visits with local senates related to the topic of aligning Guided Pathways with equity-minded actions. Possible committees may include Equity and Diversity Action Committee or the Relations with Local Senates Committee.

Questions Used for Technical Visits

Three overarching Assumptions

1. There is no cookie cutter GP – it is individualized to the culture mission, student population, culture resources.
2. Colleges were organized from an institutional perspective; GP considers effectiveness and clarity from the student perspective.
3. This does not happen overnight and will not happen with a small conclave as some initiatives (STEM, Basic Skills, Umoja etc.) it must be an institution-wide effort.

Questions used for Technical Visits

What would you like to see accomplished by the end of this visit?

How long do you anticipate the visit lasting?

Who will we be meeting with GP team, other committees, faculty, staff whole college, students etc?

What major positive changes do you feel the college has accomplished? (Do we need to validate these?)

What major issues are you having, are they defined and is there a particular group that needs to be addresses (e.g. faculty, a committee, students, a department, program review, curriculum)?

What progress have you made (small or large) since you began?

What areas are people most excited about?

How have you been able to make opportunity for others to be involved and how?

Who supports this visit and who requested it?

Will you have interactive time with faculty, students, staff, admin?

Will there be individualized special meetings e.g. senate, student senate, admin?

Ways we help:

STUDENTS

- Student panels and help develop questions
- Help moderate (safe space for student answers)
- Develop questionnaire to use in classes (e.g. 2 question online)
- Meet with student government
- Work with focus groups
- Coach faculty on research with student questions

FACULTY

- Interactive tools on specific topics
- Presentations
- Specific questions and answers
- Discipline meetings
- Focus on topics of governance, organization, curriculum, program review etc.

COLLEGE-WIDE

- Creating SEPs- working with counselors, students and discipline faculty
- Mapping
- Metamajors – naming, grouping, goals
- 4 pillars
- Groups scenarios – from student perspectives, to student guidance to GE to metamajors

Sample Draft all day schedule

Participants: ASCCC:

College:

Outcomes for the day: (samples)

- Increase stakeholders understanding and support for GP and SEM strategies for coming year
- Define connections between GP and SEM and link to Guided pathways work and CAGP 20
- Illustrate roles and benefits of clustering (metamajor) organization emphasizing specific benefits to college, students, faculty, classified and admin
- Build upon and further refine Program mapping linkage to Clustering Strategies and Degree Audit tool

Notes: (samples)

- Concerns about district decision to emphasize productivity
- Create a culture shift from scheduling and enrollment management being an institutional perspective to being a student perspective
- Address issues of GP potentially limiting courses and offerings; and address areas wanting to expand and increase course within a discipline & recognize the importance of a designed Gen Ed
- Reflect on the concerns about shifting admin position and stability in the GP effort going forward & describe the role and responsibility going forward with regard to different work not more work – hope to get some people to commit to GP
- Review structures from other colleges for GP committees to create a Yuba specific model that will be sustainable regardless of shifting admin positions
- Discuss the previous clustering artifacts (admin; students; faculty; RP analysis)
- Review some of the program maps

Potential Draft Schedule for the Day

Time	Activity	Location	Responsible
8 to 8:20	Breakfast		
8:30- 9:50	State of the College	Theater	President & Chancellor
10 - 11	Student Panel	Theater	
11-12	The Basics of Clustering/Metamajors SEM goals and logic model	Theater	
12:10 – 12:50	Lunch		
1-2	Intro & Using a program map – create your schedule	?? area with tables	
2-2:30	Scenario Activity connecting GP to Enrollment management	same	
2:30- 3	Metamajor activity	same	
3- end	GP team describes goals and potential next steps		

Another sample draft schedule

Outcomes for the Day:

1. Develop a shared institutional understanding of meta-majors
2. Select the name for pathways at college
3. Identify a preliminary set of pathways for consideration
4. Develop a set of guiding principles to inform the decisions around meta-majors

Advanced Readings: Videos to be sent out prior to event:

https://www.youtube.com/watch?time_continue=6&v=sPtzyrvdILU (Chancellor’s Office Pathways Video)

<https://vimeo.com/286584239> (Pathways Video sample)

ASCCC Meta Major Considerations

Time	Agenda	Facilitator(s)	Description
12:00 - 12:30	Lunch Welcome Outcomes for Summit	Lead: College admin/faculty lead Support:ASCC C	Welcome Share Outcomes for the Day Provide context for meta-majors and guided pathways, including the importance of this work for student success.
12:30 - 1:00	Meta-Majors Overview	ASCCC	An overview of meta-majors and key considerations based on the experiences of CCCs.
1:00 2:30	Sorting Exercise	Lead: ASCCC/RP	Table arrangements for exercise Instructions for sorting exercise

		Support:	<p>Flip Charts for tables to start documenting what guiding principles would be helpful</p> <p>Prompted Questions for teams to consider:</p> <ol style="list-style-type: none"> 1. What description/name of the pathways will resonate for students? Please explain. 2. How many pathways? Please explain/justify why this number was selected. 3. What criteria did you use to categorize programs into pathways? Please explain. 4. Should programs be placed into more than one pathway? If so, what criteria should be used to do so?
2:30 3:15	Guiding Principles - Share Out	Lead: ASCCC/RP	Tables will share their guiding principles for Meta-Majors development, with a goal to come to consensus on key principles.
3:15 -3:30	Next Steps	Lead: College admin/faculty lead	How today's work will be used moving forward and next steps for meta majors development, including Guided Pathways connections and tentative timelines.

Proposed Area of Focus for the ASCCC

2021-2022

DRAFT for GPTF

Using Data Effectively to Improve Teaching and Learning:

Establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters. Leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.

1. Convene a Data and Research Task Force
 - a. Chair serves as Liaison to RP Group
 - b. Addresses Resolution [F20 18.01](#) Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
 - c. Provides updates to Executive Committee
 - d. Assists local academic senates to
 - i. Establish a data coaching program or other such program that engages faculty in using data to inform decision-making
 - ii. Work with institutional researchers to collect and analyze data
 - iii. Evaluate outcomes data
 - e. Works with ASCCC Executive Committee to explore data sources appropriate to each committee charge
2. ASCCC Committees explore Data Sources at the state-level:
 - a. At CCCC: <https://www.ccco.edu/College-Professionals/Data>
 - b. **CCCCO Data Mart:** <https://datamart.ccco.edu>
Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations. *THIS INCLUDES FACULTY!*
 - c. **LaunchBoard:** <https://www.calpassplus.org/LaunchBoard/Home.aspx>
The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides

data on progress, success, employment, and earnings outcomes for California community college students.

- d. **California State University Data Insights:** <https://www2.calstate.edu/data-center/Pages/default.aspx>
 - i. Community College Dashboard:
<https://partners.dashboards.calstate.edu/cc/search>
 - ii. Applications, Admissions, & Enrollment:
https://tableau.calstate.edu/views/Application_withsystemwide/ApplicationsAdmissionsEnrollment?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:render=true&:showVizHome=no&:origin=viz_share_link
- e. **University of California Information Center:**
<https://www.universityofcalifornia.edu/infocenter>
 - i. Undergraduate Admissions Data:
<https://www.universityofcalifornia.edu/infocenter#undergraduate-admissions>
- f. Other sources...

3. Work with system partners and other stakeholders to explore, evaluate, and interpret student, faculty, and college data
 - a. Create an ASCCC data analyst staff position, if financially feasible
 - b. Open Education Resources Initiative (OERI), Course Identification (C-ID), and other Legislative mandates in regard to curriculum
 - c. Accrediting Commission for Community and Junior Colleges (ACCJC), Student Learning Outcome (SLO) Symposium, and SLO Friday Talks in regard to student learning outcomes assessment

Alignment with ASCCC Strategic Plan

- Goal 1:** Assert the faculty voice and leadership in local, state, and national policy conversations.
- **Objective 2:** Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.
 - **Strategies:**

5. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.
7. Expand leadership opportunities for faculty, senates, and the Executive Committee.

Goal 3: Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters.

- **Objective 1:** Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.
- **Strategies:**
 2. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.
 3. Reinforce the ASCCC's role in academic and professional matters through intentional collaboration with the Chancellor's Office on areas of faculty primacy.

This concept was recommended by the ASCCC Guided Pathways Task Force at the May 14, 2021 meeting.

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
April 1, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

Lourdes Brent, Los Angeles Trade Technical College
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Christie Howell, Bakersfield College
Scott Lukas, Lake Tahoe Community College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Nikki Visveshwara, Fresno City College

Staff:

April Lonero, ASCCC Executive Assistant

The committee discussed the formatting of the recommendations and determined by consensus to use numbers to organize the recommendations and commendations. Numbers will be used for organizational purposes, not to assign rank. The committee discussed the formatting of resource links at the end of each subsection.

The committee discussed next steps and the remaining timeline. Final content edits to all sections are to be completed by Monday, April 5, 2021. The sections will then be combined, formatted, and edited for grammar, voice, and consistency. The final draft will be sent to the committee for review by April 8, 2021. The committee will review and approve the draft over email by April 13, calling a meeting on April 13 if necessary.

The committee will meet again as needed.

The committee adjourned at 8:35 a.m.

Respectfully submitted

April Lonero, Executive Assistant

Periodic Review Committee (PRC) Minutes
Zoom Videoconferencing
April 13, 2021
8:00 a.m. – 9:00 a.m.

In Attendance:

Lourdes Brent, Los Angeles Trade Technical College
Shelley Eckvahl, Chaffey College
Ric Epps, Imperial Valley College
Christie Howell, Bakersfield College
Scott Lukas, Lake Tahoe Community College
Judy Marasco, Santa Monica College
Virginia May, ASCCC Executive Committee Vice President
Yvonne Reed, Victor Valley College
Ryan Sullivan, Mt San Jacinto College
Nikki Visveshwara, Fresno City College

Staff:

April Lonerio, ASCCC Executive Assistant

Members discussed providing committee member contact information for the following Periodic Review Committee. Epps provided an update on the status of the final report including finalizing conclusions, editing, and formatting. The committee reviewed the final report and noted a deadline for final changes of the evening of Tuesday April 13, 2021, to send the final revision to the Academic Senate on April 14, 2021.

Members expressed gratitude for the work of the committee in the completion of this project.

The committee will meet again if needed.

The committee adjourned at 8:25 a.m.

Respectfully submitted

April Lonerio, Executive Assistant

Academic Senate for CA Community Colleges
Statement of Activities -Income Stmt
As of March 31, 2021

As of Date:

03/31/2021

	Year To Date	Year Ending	
	03/31/2021	06/30/2021	
	Actual	Budget	Variance YTD
Income Statement			
Revenue			
Membership Dues	464,052.19	471,000.00	(6,947.81)
Program Fees			
Fall Session	126,675.00	70,000.00	56,675.00
Spring Session	25,250.00	150,000.00	(124,750.00)
Curriculum Institute	128,350.00	140,000.00	(11,650.00)
Faculty Leadership Institute	0.00	40,000.00	(40,000.00)
Academic Academy	17,000.00	45,000.00	(28,000.00)
Career and Noncredit Event	0.00	35,000.00	(35,000.00)
Total Program Fees	297,275.00	480,000.00	(182,725.00)
Grant Revenue			
State Grants			
Governor's Grant	750,000.01	1,000,000.00	(249,999.99)
C-ID	298,722.40	685,000.00	(386,277.60)
Guided Pathways	617,088.22	674,000.00	(56,911.78)
OER	716,594.75	2,800,000.00	(2,083,405.25)
Total State Grants	2,382,405.38	5,159,000.00	(2,776,594.62)
District Grants			
IEPI Grant	99,000.00	132,000.00	(33,000.00)
Total District Grants	99,000.00	132,000.00	(33,000.00)
Total Grant Revenue	2,481,405.38	5,291,000.00	(2,809,594.62)
Other Income			
In-Kind Income OSP	0.00	20,000.00	(20,000.00)
Interest Income	395.25	0.00	395.25
Recovery of Bad Debt	200.00	0.00	200.00
Technical Assist Revenue	0.00	5,000.00	(5,000.00)
Other Income	498.46	2,500.00	(2,001.54)
Total Other Income	1,093.71	27,500.00	(26,406.29)
Total Revenue	3,243,826.28	6,269,500.00	(3,025,673.72)
Expenses			
Executive			
Executive Reassign Time			
President	15,733.46	0.00	15,733.46
Vice President	29,388.25	0.00	29,388.25
Secretary	17,232.07	0.00	17,232.07
Executive Board	118,781.14	230,000.00	(111,218.86)
Outside Faculty Expertise, Senate	13,769.45	0.00	13,769.45
Total Executive Reassign Time	194,904.37	230,000.00	(35,095.63)
Executive Activities			
Exec Meetings	14,461.58	100,000.00	(85,538.42)

Technical Assistance	0.00	15,000.00	(15,000.00)
Local Senate Visits	0.00	15,000.00	(15,000.00)
Field Activities	0.00	10,000.00	(10,000.00)
Faculty Empowerment and Leadership Academy -PDC	0.00	10,000.00	(10,000.00)
Regional Meetings	0.00	15,000.00	(15,000.00)
Area Meetings	0.00	5,000.00	(5,000.00)
Committees	0.00	50,000.00	(50,000.00)
Task Forces	495.00	15,000.00	(14,505.00)
Total Executive Activities	14,956.58	235,000.00	(220,043.42)
Total Executive	209,860.95	465,000.00	(255,139.05)
Liaison			
Chancellor's Office	599.21	60,000.00	(59,400.79)
Groups	0.00	6,000.00	(6,000.00)
Conferences, Senate	4,452.00	20,000.00	(15,548.00)
Conferences, GP	98.00	20,000.00	(19,902.00)
Conferences OER	350.00	2,500.00	(2,150.00)
Conferences C-ID	0.00	2,000.00	(2,000.00)
Total Liaison	5,499.21	110,500.00	(105,000.79)
Grant Expenses			
Travel			
Travel Guided Pathways	0.00	60,000.00	(60,000.00)
Total Travel	0.00	60,000.00	(60,000.00)
Initiatives Reassign Time			
Guided Pathways Expertise	48,360.12	200,000.00	(151,639.88)
Faculty Coordinator, C-ID	88,906.08	125,000.00	(36,093.92)
Initiatives OER	99,488.04	250,000.00	(150,511.96)
Total Initiatives Reassign Time	236,754.24	575,000.00	(338,245.76)
Grant Meetings			
Grant Meetings, C-ID	360.00	160,000.00	(159,640.00)
Grant Meetings, Guided Pathways	0.00	80,000.00	(80,000.00)
Grant Meetings OER	1,215.00	350,000.00	(348,785.00)
Total Grant Meetings	1,575.00	590,000.00	(588,425.00)
Stipends			
Stipends, Senate	800.00	0.00	800.00
Stipends, C-ID	76,480.00	150,000.00	(73,520.00)
Stipends, Guided Pathways	10,000.00	200,000.00	(190,000.00)
Stipends, OER	406,026.98	450,000.00	(43,973.02)
Total Stipends	493,306.98	800,000.00	(306,693.02)
Total Grant Expenses	731,636.22	2,025,000.00	(1,293,363.78)
Programs			
Plenary Session			
Fall Session	28,338.37	15,000.00	13,338.37
Spring Session	10,982.77	150,000.00	(139,017.23)
Total Plenary Session	39,321.14	165,000.00	(125,678.86)
Institutes			
Academic Academy	16,829.25	20,000.00	(3,170.75)
Accreditation Institute	0.00	3,000.00	(3,000.00)
Curriculum Institute	24,721.75	20,000.00	4,721.75
Faculty Leadership	10,976.00	40,000.00	(29,024.00)
Part-Time Faculty Leadership Institute	11,168.78	12,000.00	(831.22)
Career and Noncredit Event	10,976.00	0.00	10,976.00
Total Institutes	74,671.78	95,000.00	(20,328.22)
Publications, Marketing, Technology			

Website, Senate	2,662.50	30,000.00	(27,337.50)
Website, OER	0.00	10,000.00	(10,000.00)
Publications	2,455.97	45,000.00	(42,544.03)
Publications, Guided Pathways	4,896.91	0.00	4,896.91
Marketing C-ID	0.00	40,000.00	(40,000.00)
Marketing, OER	0.00	10,000.00	(10,000.00)
Technology, C-ID	791.90	0.00	791.90
Technology, OER	6,690.88	630,000.00	(623,309.12)
Technology, Guided Pathways	442,328.74	2,000.00	440,328.74
Outside Services, OER	13,277.50	900,000.00	(886,722.50)
Outside Services, GP	13,365.00	0.00	13,365.00
Outside Services, C-ID	16,500.00	30,000.00	(13,500.00)
Total Publications, Marketing, Technology	502,969.40	1,697,000.00	(1,194,030.60)
Total Programs	616,962.32	1,957,000.00	(1,340,037.68)
Salaries and Benefits			
Staff Salaries	540,534.18	838,000.00	(297,465.82)
Benefits - Health	91,492.46	341,000.00	(249,507.54)
Staff Development	4,457.24	10,000.00	(5,542.76)
Defined Benefit Retirement Plan - ER Contribution CalPERS	73,007.15	0.00	73,007.15
Payroll Fees	2,916.72	3,500.00	(583.28)
Payroll Taxes - Employer	11,150.70	22,000.00	(10,849.30)
Total Salaries and Benefits	723,558.45	1,214,500.00	(490,941.55)
Nonpersonnel			
Equipment and Furniture			
Furnishings	0.00	3,000.00	(3,000.00)
Equipment Lease / Rental	3,129.29	14,000.00	(10,870.71)
Equipment Purchase	2,282.42	3,000.00	(717.58)
Total Equipment and Furniture	5,411.71	20,000.00	(14,588.29)
Office			
Insurance	7,524.00	10,000.00	(2,476.00)
Phones - Office	1,576.28	3,500.00	(1,923.72)
Internet	2,521.81	4,000.00	(1,478.19)
Postage / Shipping	221.05	1,000.00	(778.95)
Subscriptions	4,863.70	5,000.00	(136.30)
Rent / Lease	73,549.10	95,000.00	(21,450.90)
Supplies	1,161.52	19,000.00	(17,838.48)
Copying/Publishing OSP allowance	0.00	20,000.00	(20,000.00)
IT/Software	22,792.59	15,000.00	7,792.59
Parking-Office	12,672.00	15,560.00	(2,888.00)
Parking-Other	0.00	4,440.00	(4,440.00)
Total Office	126,882.05	192,500.00	(65,617.95)
Professional Services			
Professional Services	35,754.99	35,000.00	754.99
Total Professional Services	35,754.99	35,000.00	754.99
Business Expenses			
Bad Debt Expense	0.80	0.00	0.80
Bank / Finance Charges	25.00	0.00	25.00
Travel Fees	782.93	0.00	782.93
Credit Card Processing Fees	485.93	0.00	485.93
Business Expense	25.00	10,000.00	(9,975.00)
Total Business Expenses	1,319.66	10,000.00	(8,680.34)
Total Nonpersonnel	169,368.41	257,500.00	(88,131.59)
Total Expenses	2,456,885.56	6,029,500.00	(3,572,614.44)
Total Income Statement	786,940.72	240,000.00	546,940.72

Academic Senate for CA Community Colleges
Statement of Financial Position
As of Date: 03/31/2021

	Year To Date 03/31/2021	Prior Year To Date 03/31/2020	
	Current Year Balance	Prior Year	Difference
Assets			
Current Assets			
Cash and Cash Equivalents			
1101 - US Bank Checking-7690	249,233.76	123,576.85	125,656.91
1102 - US Bank Money Market-6157	2,140,445.85	1,748,673.84	391,772.01
Total Cash and Cash Equivalents	2,389,679.61	1,872,250.69	517,428.92
Accounts Receivable, Net	472,101.44	621,448.15	(149,346.71)
Other Current Assets			
Other Current Assets			
1150 - Prepaid Expenses	9,353.50	21,309.62	(11,956.12)
1151 - Prepaid Expenses-Curriculum Institute	6,450.00	9,361.19	(2,911.19)
1152 - Security Deposits	7,785.25	7,785.25	0.00
1153 - Prepaid Expenses - Flight and travel credits	13,470.36	0.00	13,470.36
Total Other Current Assets	37,059.11	38,456.06	(1,396.95)
Total Other Current Assets	37,059.11	38,456.06	(1,396.95)
Total Current Assets	2,898,840.16	2,532,154.90	366,685.26
Long-term Assets			
Property & Equipment			
1310 - Furniture & Equipment	5,988.51	5,988.51	0.00
1320 - Accumulated Depreciation	(5,988.51)	(5,988.51)	0.00
Total Property & Equipment	0.00	0.00	0.00
Other Long-term Assets			
Other Assets			
1350 - Right of Use Asset - One Capitol Mall 230	561,603.70	610,589.70	(48,986.00)
1351 - Accrued Rent	(28,895.16)	0.00	(28,895.16)
Total Other Assets	532,708.54	610,589.70	(77,881.16)
Total Other Long-term Assets	532,708.54	610,589.70	(77,881.16)
Total Long-term Assets	532,708.54	610,589.70	(77,881.16)
Total Assets	3,431,548.70	3,142,744.60	288,804.10
Liabilities and Net Assets			
Liabilities			
Short-term Liabilities			
Accounts Payable	10,281.68	148,842.36	(138,560.68)
Accrued Liabilities			
1510 - Deferred Rent	0.00	26,230.26	(26,230.26)
1515 - Accrued Expenses Payable	0.00	161,888.48	(161,888.48)
1516 - Accrued Expenses Payable-Reassigned Time	0.00	17,577.00	(17,577.00)
1521 - Benefits Payable	40,072.03	23,793.11	16,278.92
1535 - PERS - Retirement Payable	228.47	4,151.32	(3,922.85)
Total Accrued Liabilities	40,300.50	233,640.17	(193,339.67)
Deferred Revenue	254,912.84	457,267.85	(202,355.01)
Total Short-term Liabilities	305,495.02	839,750.38	(534,255.36)
Long Term Liabilities			
Other Long-term Liabilities			

Capital Leases	561,603.70	610,589.70	(48,986.00)
Total Other Long-term Liabilities	561,603.70	610,589.70	(48,986.00)
Total Long Term Liabilities	561,603.70	610,589.70	(48,986.00)
Total Liabilities	867,098.72	1,450,340.08	(583,241.36)
Net Assets	2,564,449.98	1,692,404.52	872,045.46
Total Liabilities and Net Assets	3,431,548.70	3,142,744.60	288,804.10



Academic Senate for California Community Colleges

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ASCCC CURRICULUM COMMITTEE

April 8th, 2021 8:30AM – 10:00AM

ZOOM

Meeting Summary

- I. Call to order at 8:36 a.m.
 - a. Welcome and spring break sharing.
 - b. Attendance: Carrie Roberson (chair), Michelle Bean (2nd chair), Randy Beach, Alexandra Diamant (SSCCC), Michelle Plug, Josefina Gomez, Jeff Waller, Rose Giordano
- II. Adoption of the agenda with no additions. Michelle taking notes.
- III. Approval of minutes
 - a. 3.4.2021—moved by Jeff; seconded by Randy; approved with no changes.
- IV. Announcements/ Updates
 - a. CCC System Reports:
 - i. SSSCC—At their general session, Ethnic Studies discussion and robust debate. Alex shared with students that the process has started and will take time to fully implement. Students are in favor and want to expedite.
 - ii. CIO—hosting conference: April 7-9
 1. Randy: Interested in building relationships and pipelines (faculty to VP/admin positions and collaboration with ASCCC)
 2. Carrie will place concern on future agenda
 - iii. CCCCCO—no report.
 - iv. ASCCC Committees—everyone invited to Plenary resolutions day, Sat. April 17 (see asccc.org for info); currently elections are happening—please be encouraged to consider running next year; CTE/Noncredit Institute coming up at end of April; Part-time Faculty Nexus Workshops filled. Carrie suggested adding a part-time rep position for Curriculum Committee for next year (a suggestion for the End of the Year Report—committee agreed).
 - v. Other/local reports—Randy's college approved a graduation competency called Cultural Awareness. Jeff's college intentionally creating faculty voice/roles on governance committees and for ethnic studies discussion.
 - vi. CIAC—north and south conferences; discussed CPL, CBE, dual enrollment, AB928 and other leg such as common course numbering system; congratulations to Michelle P. for new role as president elect to SCIAC.
- V. Priorities/Tasks [Google Drive](#) UPDATES
 - a. 2020-2021 Committee Priorities/ Tasks
 - b. Spring 2021 Plenary Resolution
 - i. Reviewed amendment to 9.02—concern is for smaller/rural schools who need resources and support for Ethnic Studies, if the Cultural Competencies element is eliminated. Randy has written a new resolution focused only on AB1460@SU

- ES requirement impacts.
- ii. Robust discussion by members happened. Concern with intent to “water down” ES requirement. Concern with no start date in new title 55063 language. Discussion on how the new resolution may become mute if newly amended 9.02 passes.
 - c. ASCCC Curriculum Institute Planning
 - *July 7th – 9th 2021: Ensuring Learning: Accessibility & Flexibility in Equity-Driven Curriculum. Committee spent time reviewing program and assigning breakouts.
- VI. Adjournment at 10:04 a.m.

Status of Previous Action Items

Completed

SSCCC Representative

Rostrum (March 2021) Ethnic Studies: Looking Back; Looking Forward



Academic Senate for California Community Colleges

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Educational Policies Committee

20 April 2021, 10:30 a.m.

Zoom Teleconference Information

MEETING MINUTES

I. Call to Order and Adoption of the Agenda

In attendance: **Sam Foster** (Chair), **Victor Hernandez** (SSCCC), **Leigh Anne Shaw**, **Darcie McClelland**, **David Morse**, **Dr. Teresa Aldredge**, **Dr. Adrean Askerneese**, **James Preston**, **Mayra Cruz** (2nd Chair)

Guests: Ginni May, Meridith Selden

II. Volunteer note taker- **Mayra**

III. Approval of Minutes (attached)-**Accepted**

IV. Partnering with GPTF Data efforts to address [Resolution 13.02 F19 Data Paper and Equity-Minded Practices](#) resource development

- a. Canvas course under development (see attached) and Ed Pol input as necessary
 - i. Resources for assessing data sources
 - ii. Effective practices in using and interpreting data
- b. Add additional content to address specific aspects of resolution (Role of Ed Pol)
 - i. Reviewing existing content through an equity lens
 - ii. Explicitly addressing practices that advance equity and the role of data
- c. Timelines

Meredith Selden and Ginni May joined the meeting to discuss this item.

Members reviewed the GPTF draft resources sent.

- **Recommendation to incorporate racial equity and provide additional content equity focused to the Data 101 power point and the canvas “modules” document.**
- **Revision to data document: Infuse (explicit) equity and racial equity throughout the documents.**
- **Add Post-College Outcomes, Pathway Efficiency by ethnicity.**
- **Look at minoritized groups with an equity lens in Access and Success.**
- **Add the evaluation of disproportionate impact in the framework and how.**
- **How do you address the equity gaps? Resources and ideas.**
- **Add questions, ideas and resources on how to integrate equity and resources on what to do when equity gaps are discovered.**
- **The input will be submitted to the GPTF.**

Members began to review the Data 101 Power Point to include recommended additions.

TO DO: Review the documents and send input or suggestions aligned to the intent of the Resolution 13.02 F19 by Tuesday 4/29. Sam to send the documents to review.

- V. Spring Plenary Breakout Debrief
 - a. Session on Professional Learning Paper (Thanks to Adrean and Darcie!)
 - b. Approval of paper: Going Beyond Development: A Philosophical and Practical Approach to Professional Learning

- VI. Future Meeting
 - a. May 18, 2021, 10:30 a.m. – 12:00 noon

- VII. Other Items for Discussion

- VIII. Adjournment

Legislative and Advocacy Committee

April 7, 2021
12:00 pm-1:00 pm
Minutes

Members Present: Adrienne Brown, Stephanie Curry (2nd), Geoffrey Dyer, Christopher Howerton, Alexis Litzky, Ginni May (chair), Eric Wada

Guests: Andrew Nickens, SSCCC Liaison

1. Welcome

The meeting began at 12:01pm.

2. Minutes

Stephanie will take minutes.

3. Approval of Agenda

The committee approved the agenda by consensus.

4. Approval of Minutes

All past minutes have been approved.

5. Announcements

Ginni is meeting with legislators regarding ethnic studies legislation.

ASCCC Elections are taking place online -see the ASCCC elections page. Delegates will begin voting in April.

6. California Legislation and Budget Update – See agenda item IV.A in the Executive Committee April Meeting agenda [here](#).

- [AB 417 \(McCarty\)](#) – Rising Scholars Network: justice-involved students. [see resolution 6.02 in packet]
- [AB 421 \(Ward\)](#) – Community colleges: career development and college preparation courses. [see resolution 6.03 in packet]
- [AB 927 \(Medina\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program.
- [AB 928 \(Berman\)](#) – Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.
- [AB 1040 \(Muratsuchi\)](#) – Community colleges: ethnic studies.
- [AB 1111 \(Berman\)](#) – Postsecondary education: common course numbering system.
- [AB 1432 \(Low\)](#) – The California Online Community College.
- [AB 1456 \(Medina\)](#) – Student financial aid: Cal Grant Reform Act.

New report expected out on April 13,2021

7. Resolutions:

The committee reviewed two resolutions on AB 927 and 928. Eric will work on a resolution regarding AB 1111.

The committee was informed about the resolutions process timeline.

- [Packet for Discussion review period March 30-April 12, 2021](#).
- Resolutions are due on April 9th, 5:00 pm deadline to resolutions@asccc.org
- Amendments are due April 12th, 5:00 pm deadline to resolutions@asccc.org
- Remaining Resolutions Office Hour: [Register for the April 8, 2021 9am-10am Open Office hour](#)
- Additional Resolutions brought by individuals from LAC - discussion

8. Plenary Session Breakout
Thursday, April 15
2:30-3:45

Assembly Bills, Senate Bills, and Trailer Bill Language: Navigating the Legislative Proposals

Adrienne C. Brown, Los Angeles Harbor College, Legislative and Advocacy Committee
Geoffrey Dyer, Taft College, Legislative and Advocacy Committee
Christopher Howerton, Woodland Community College, Legislative and Advocacy Committee
Alexis Litzky, City College of San Francisco, Legislative and Advocacy Committee
Ginni May, ASCCC Vice President, Legislative and Advocacy Committee Chair
Eric Wada, Folsom Lake College, Legislative and Advocacy Committee

The 2021-2022 legislative cycle has started out strong after an unprecedented ending of the 2019-20 two-year legislative cycle. Keeping pace with prior years 2,379 proposed bills have been submitted for 2021; many focusing on meeting student basic needs, financial aid reform, streamlining transfer processes, and improving educational programs to advance equity, diversity, and inclusion. Join this session to learn about some of the proposed legislation and budget trailer bill language, followed by a robust discussion on how local academic senate leaders can leverage their roles to influence and impact statewide legislation through advocacy on academic and professional matters.

The committee reviewed and planned for the upcoming ASCCC Spring Plenary presentation.

9. [Events](#) and Important Dates (*Events in spring 2021 are virtual*)

Committee members were reminded of upcoming events and important dates.

- Executive Committee Meeting, April 14
- 2021 Spring Plenary Session, April 15-17
- 2021 Career and Noncredit Education Institute, April 30-May 1
- 2021 Faculty Leadership Institute, June 17-19
- 2021 Curriculum Institute, July 7-9

10. LAC meetings:

- May 12, 12:00-1:00 – Discuss end of year report

11. Adjourn

The meeting adjourned at 12:59pm

Status of Previous Action Items

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

- *Legislation for 2021: Full Steam Ahead*; Brown, May, Wada and
- *Cal Grant Modernization and the True Cost of College*; Curry, Dyer, May

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

- *Legislation and Curriculum: Maintaining the Faculty Voice*; November 2020 Rostrum; Legislative Advocacy Committee
- *Revisiting the 50% Law: Its Intent and Its Future*; February 2021 Rostrum; Curry, Howerton, Litzky
- Legislative and Advocacy Day 2021

- F17 7.06 [Access to Noncredit Courses for Undocumented Students](#)

The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.

- S18 5.01 [Funding for Apprenticeship Courses](#)

Committee reviewed resolution and 1st resolve on Montoya Funds (recommendation to augment) and 2nd resolve have been completed

- S19 7.05 [Explore Allowing Refunds Beyond Regulatory Deadline](#)

Committee determined that the resolution has been addressed through Spring 2020 Professional Development Webinars with impact of COVID-19 and Executive Orders which included discussion of student fees.

- F17 7.02 [Identify and Remove Barriers to Offering Noncredit Distance Education Courses](#)

Geoffrey Dyer reviewed this and it is consistent with 58003.1 and 58009(c). There is a group working on the attendance accounting manual. Committee may look at how the COVID-19 pandemic changes may impact this resolution in the future.

Committee Priorities – Tracking Resolutions and other Assignments

Legislative Information

Links:

- California Legislative Information Home page: <https://leginfo.legislature.ca.gov>

- ASCCC Legislative and Advocacy Committee page: <https://asccc.org/directory/legislative-and-advocacy-committee>
- Item IV.A on ASCCC Executive Committee meeting agendas: https://asccc.org/executive_committee/meetings

The 2021-22 (two-year) Regular Session convened for Organizational Session at 12 noon on December 7, 2020.

Useful Websites:

CA Assembly members: <https://www.assembly.ca.gov/assemblymembers>

CA Senators: <https://www.senate.ca.gov/senators>

California Legislative Information: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

Legislative Analyst's Office (LAO): <https://lao.ca.gov>

California Department of Finance: <http://www.dof.ca.gov>

Glossary of Terms: <https://leginfo.legislature.ca.gov/faces/glossaryTemplate.xhtml>

New Laws Report: <https://leginfo.legislature.ca.gov/faces/newLawTemplate.xhtml>

Legislative and Advocacy Committee

May 12, 2021
12:00 pm-1:00 pm
Minutes

Members Present: Adrienne Brown, Stephanie Curry (2nd), Geoffrey Dyer, Christopher Howerton, Ginni May (chair), Eric Wada

1. Welcome: Brief check-ins
2. Minutes: Taken by Eric
3. Approval of Agenda: Approved by consent
4. Approval of Minutes
All past minutes have been approved.
5. Announcements
 - [State Auditor's Report on Calbright](#), May 2021
 - Executive Committee Elections update
6. California Legislation and Budget Update – See agenda item IV.A in the Executive Committee April Meeting agenda [here](#).
 - [AB 417 \(McCarty\)](#) – Rising Scholars Network: justice-involved students. [S21 6.02 Support] – *suspense*
 - [AB 421 \(Ward\)](#) – Community colleges: career development and college preparation courses. [S21 6.03 Support] – *suspense*
 - [AB 927 \(Medina\)](#) – Public postsecondary education: community colleges: statewide baccalaureate degree pilot program. [S21 6.06 Support] – *suspense*
 - [AB 928 \(Berman\)](#) – Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee. [S21 6.07 Oppose] – *appropriations*
 - [AB 1040 \(Muratsuchi\)](#) – Community colleges: ethnic studies. – *suspense*
 - [AB 1111 \(Berman\)](#) – Postsecondary education: common course numbering system. [S21 6.08 Oppose] – *suspense*
 - [AB 1432 \(Low\)](#) – The California Online Community College. – *passed assembly and in senate*
 - [AB 1456 \(Medina\)](#) – Student financial aid: Cal Grant Reform Act. – *suspense*
 - AB 703 (Blanca-Rubio) – Remote participation for public meetings – may be of interest to local Senates.
7. Review LAC work for 2020-21. The committee reviewed the End of Year Report.

8. **Events** and Important Dates (*Events in spring 2021 are virtual*)

- 2021 Faculty Leadership Institute, June 16-18
- 2021 Curriculum Institute, July 7-9

9. Adjourn

Status of Previous Action Items

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

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

- Reviewed and revised LAC charge – approved by the Executive Committee April 2021
- *Legislation and Curriculum: Maintaining the Faculty Voice*; November 2020 Rostrum; Legislative Advocacy Committee
- *Revisiting the 50% Law: Its Intent and Its Future*; February 2021 Rostrum; Curry, Howerton, Litzky
- Legislative and Advocacy Day 2021
- *Legislation for 2021: Full Steam Ahead*; April 2021 Rostrum; Brown, May, Wada
- *Cal Grant Modernization and the True Cost of College*; April 2021 Rostrum; Curry, Dyer, May
- *Letter to ASCCC Legislative Liaisons*, January 2021

- F17 7.06 [Access to Noncredit Courses for Undocumented Students](#)

The committee reviewed the title 5 section 58003.3 and its 2018 amendment which has addressed the concern in the resolution.

- S18 5.01 [Funding for Apprenticeship Courses](#)

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Geoffrey Dyer reviewed this and it is consistent with 58003.1 and 58009(c). There is a group working on the attendance accounting manual. Committee may look at how the COVID-19 pandemic changes may impact this resolution in the future.

Committee Priorities – Tracking Resolutions and other Assignments

- **F20 20.01** The Role of Student Employees in Advancing Faculty Diversification – also assigned to the Relations with Local Senates Committee

Resolved statement for LAC to address:

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to include as a priority in the next system budget proposal special funding to provide professional growth activities for peer mentors and tutors, particularly students of color and students underrepresented in particular disciplines, who are pursuing a career pathway as a community college faculty member.

Since Legislative Priorities for 2021 had already been determined at the passing of this resolution, the 2021-22 Legislative and Advocacy Committee will include this in their recommendations to the ASCCC Executive Committee on Legislative Priorities for 2022.

Legislative Information

Links:

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Noncredit and Basic Skills Committee

**(to become Noncredit, Pre-Transfer, & Continuing Education (NPCE)
Committee 2020-21)**

Thursday, May 20, 2021

10:00 AM-12:00 PM

Zoom Meeting

The Academic Senate Committee on Noncredit, Pre-Transfer, & Continuing Education gathers information on best practices in providing equitable and accessible instruction and support services to students who are engaged in extended learning, which includes transitioning to post-secondary education, including support for pre-transfer pathways, workforce success, and/or other skill building opportunities. The Committee conveys this information to the field through breakout sessions at institutes and conferences, workshops, and papers. The Committee will: 1) serve as a resource to the Executive Committee on issues related to instruction, counseling, student services, and program development in noncredit education, pre-transfer pathways, and continuing education, including how they are embedded in institutional initiatives to ensure student success and learning, as well as the role of faculty engaged in this work, as related to governance and local participation in academic and professional activities; and 2) review policies and make recommendations to the Executive Committee. The Association of Community and Continuing Education (ACCE) appoints a member to serve as a liaison to this committee.

***Updated Committee name and charge (appears above): both were APPROVED by ASCCC Executive Committee at December 4, 2021 meeting for taking effect in late Spring 2021**

*** Noncredit, Pretransfer, & Continuing Education Committee's Google Shared Folder:**

(<https://drive.google.com/drive/folders/19Mcdxew-JeUnbYut5tlljYZssp94iyFX?usp=sharing>)

General Committee Reminders:

1. What do we expect of each other?

Be aware of your own capacity--take ownership and follow-through on what you promise.

Be accountable

Communicate

Active Participation--Show up

Kindness

Respect:

- Respect each other's time - respond in a timely manner
- Respect each other's opinions. Be professional - disagreement is okay but use professional language. Disagree with ideas, not people
- Don't negate other's experiences

1. What do we expect of the Committee Chair?

Be the Facilitator

Keep the focus of the committee - move the agenda forward

Clear outcomes and takeaways

Clear timeline and calendar of meetings with a sufficient lead time

Documentation of committee's work/actions

Be the Liaison between committee and ASCCC Executive Committee

Bring Snacks when we can meet in person

I. Members Roll Call:

Karen Chow—Chair	Ingrid Greenberg	Kimberley Stiemke
Samuel Foster—2 nd Chair	Mary Legner	Elizabeth Walker
Emma Diaz	Dana Miho	Wendy Brill-Wynkoop

II. Call to Order and Agenda Adoption

III. Minutes Volunteer:

IV. Shout Outs, Affirmations, and Lean-in

V. 2020-21 Meetings Strikeouts indicate meetings already held.

~~October 22,~~

~~November 19 (Joint Meeting with CTE Committee)~~

~~December 3.~~

~~January 28, 2021~~

~~February 25, 2021(10:00-12 noon) CANCELLED~~

~~March 11, 2021 (9:00-10:30 a.m.)~~

~~April 1, 2021 (10:00-11:00)~~

May 20, 2021 (10:00- 12 noon) Final meeting

VII. De-Brief Career & Noncredit Education Institute (CNEI) April 30-May 1, 2021

- A. How did YOUR session(s) go???
- B. [Glow On and Grow On Feedback](#) in CNEI Closing Session (attended by about 20-30)

VIII. End of Year Committee Report Draft --FEEDBACK

[End of Year Report Draft](#)

XII. Announcements

- A. Check for upcoming events at [here](#)
 - [Faculty Leadership Institute \(June\)](#)
 - [Curriculum Institute \(July\)](#)
- B. [Application for Statewide Service](#)
- C. Amazon Smile (smile.amazon.com)—select Foundation of the Academic Senate for California Community Colleges

XIII. Closing Comments

- D. Any other final comments or suggestions? Hopefully next year's committee can meet safely in person!

XIV. Adjournment. THANK YOU FOR BEING GREAT COMMITTEE MEMBERS AND ENJOY YOUR SUMMER!

Completed Tasks:

- [CNEI successfully completed April 30-May 1](#)
- [CNEI 2021 Program approved by ASCC Exec \(March 2021\)](#)
- [Updated Committee Name Change and Charge approved at December 2020 ASCCC Executive Committee Meeting](#)
- [Discussion of Noncredit & other issues members have worked & focused on](#)
- [Committee Updated Charge drafted, reviewed, and edited \(12/3/2020\)](#)
- [Input given on CNEI latest program draft \(12/3/2020\)](#)



Academic Senate for California Community Colleges

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Part-time Committee

Thursday, March 18, 2021

2:30 p.m.—4:00 p.m.

Zoom Meeting

Meeting Summary

The part-time faculty committee provides recommendations to the Executive committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty make up the majority of California community college faculty and serve disproportionately-impacted students. This committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the executive committee to develop and provide opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. This committee is also focused on promoting diversity within part-time faculty pools with the goal of having educators who reflect the student population, and this committee further commits to empowering part-time faculty voices who have been historically excluded (e.g., colleagues of color).

I. Members Roll Call: *present

Michelle Bean—Chair*	Grace Chee	Alpha Lewis*
Karen Chow—2 nd Chair*	Chelsea Hull*	Emilie Mitchell
Steven Chang	Theodore Kagan	Luis Zanartu*

II. Call to order at 2:33 p.m. and agenda adoption (Google Shared Folder)

III. Minutes

- A. Volunteer--Karen
- B. January Summary and February Approval--approved by consensus
- C. Community norms: empathy, communication, responsibility

IV. Shout Outs, Affirmations, and Lean-in:

- Congratulations to Chelsea for being appointed to a new role as Writing & Humanities Tutoring Center Interim Coordinator at her college!
- Thanks and acknowledgements to Karen for work on Anti-AAPI Racism.
- Alpha reported out on conversations about Ethnic Studies requirements for Gen Ed; Luis reported that Sacramento City is in the process of developing a separate department to run the Ethnic Studies program.

V. Part-time Institute

- A. Send a thank you email to your co-presenters please if you have not already.
- B. Attendance numbers:
 - 2018: 209
 - 2019: 134
 - 2020: 128
 - 2021–virtual: 286 (461 registered--175 no-shows)
 - Luis reported he is still hearing very positive feedback from Sac City PT faculty colleagues about the Part-Time Institute.

- Pats on our backs for the great participation--huge increase from prior years' Institutes.
 - Karen expressed feeling lots of positive vibes from attendees in their comments during Zooms and in chats for the Institute.
 - Michelle reminded us of our goals---we aimed to increase participation 20% but actually increased the numbers 123%--nice job!
- C. Conference proceedings e-publication— due March 12.
- We had only one submission. It was submitted to the Rostrum for publication there.
 - Suggestion: next year PTC please actively encourage submission to grow the tradition.

VI. Plenary

- A. April 15-17: click [HERE](#) to register (early reg deadline March 15 by 5 p.m.)
- B. Elections and bylaws—part-time faculty eligible (click [HERE](#) for info)

VII. Committee Goals and Priorities--PTC work plan

- A. Google unofficial listserv update (Chelsea)
- B. Part-time Faculty Spring Nexus Workshops: Need volunteers
 - Thursday, April 22 at 2:00—5:00 p.m.
 - Friday, April 23 at 2:00—5:00 p.m.
- C. Workshop Outline:
 - Welcome Activity
 - Introduction of Part-time Faculty Nexus (website)
 - Hiring Tips—breakout in large groups by region
 - Michelle proposing to invite ACHRO (Association of Chief Human Resources Officers) representative to make a presentation. Karen's recommendation: Wyman Fong, Vice Chancellor of Human Resources for Chabot-Las Positas CCD and also President of APAHE also (APAHE = Asian Pacific Americans in Higher Ed, which has become very CCC and CSU focused)
 - Break
 - 20-minute Mentoring—breakout in small groups/pairs for CV reviews, lean-in, or informal Q&A (would recruit local senate leaders and ASCCC Executive members to assist)
 - Perhaps these can be broken up by discipline experts (per Chelsea's concern below and Michelle's suggestion).
 - Karen's additional suggestion: to do these groups by related disciplines (e.g., Language Arts, STEM, Social Sciences & Humanities, CTE, etc.)?
 - Break
 - Closing and Reflection
 - This agenda is what was approved by Executive Committee--are committee members okay with doing a more general systemwide workshop rather than regional workshops?
 - Chelsea expressed concern with the large range of disciplines; will this be able to cover all the concerns/issues for all disciplines?
 - Michelle's suggestion: can we make the 20-minute mentoring breakouts focused on discipline group breakouts? Hopefully can get help from Exec with that.
- D. Things to complete:
 - Nexus Google site (Chelsea and Michelle)
 - Shifting name of Professional Development to "Professional Learning." The Nexus has links to "Professional Learning," "FAQ," "Publications," and "Mentorship" portals.
 - Chelsea, Michelle, and Karen will finish the Nexus Google site by April 15.
 - 10 Things Every Potential Hire Should Know sheet—need volunteers to write. Members

worked on adding tips to the live document for Mentor Handbook.

- Cover letter and CV tips sheet--should this go into Mentor Handbook? Members agreed to include in the handbook.
- Small group 20-minute mentoring/networking ideas and Mentorship Handbook
- Closing volunteer and reflection activity ideas
- Entry and Exit Survey—need a volunteer to write. Chelsea will assist.
 - Members added goal and outcomes for Nexus Workshops to guide the survey development.

VIII. PTC Resolution 1.02

- A. Notification of ASCCC elections—PT official listserv on March 12 and Chelsea will send through the unofficial listserv.
- B. Nexus Site
 - Listserv link
 - Professional Learning: Hiring and CV Tips Sheets
 - Publications: Links to resources—add PTC Rostrum articles.
 - Mentor Resources: Mentorship Handbook and CCC Registry
 - What in the FAQ? Suggestion: Ask the listserv what questions they have.
 - Anything else—let Michelle know which days you can attend to help with the Nexus.

IX. *Rostrum*

- A. PTC Articles
 - 1. Mentoring programs--Chelsea published in winter *Rostrum*
 - 2. Submitted for spring *Rostrum*:
 - a. Part-time voting rights—Grace
 - b. Two adjunct pathways—Luis

X. Announcements

- A. Check for ASCCC upcoming events at here
- B. Sign up for ASCCC listservs—Part-time listserv available
- C. Forward Application for Statewide Service to peers
- D. ASCCC Foundation Innovation Scholarship for professional development opportunities
- E. Interesting legislation introduced: AB 375 and AB 1269

XI. Next meeting: April 22 and 23 Nexus Workshops

XII. Closing Comments--any other final comments or suggestions—members asked about Ethnic Studies Council; Karen shared info about upcoming webinar/meeting.

XIII. Adjournment at 4:04 p.m.

In Progress:

- PT Institute Proceedings e-Publication
- Spring Regionals: Nexus Workshops
- Mentor Handbook

Completed Tasks:

- *Rostrum* article: PT Voting Rights
- *Rostrum* article: PT Paths of Employment
- Part-time Google Listserv
- Part-time Institute
- *Rostrum* article: Mentoring Programs
- Resolution Fall 2020 1.02: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- Plenary sessions: Mentoring Programs and Hiring Principles Canvas Tool
- *Rostrum* article: Faculty recommendations to second level interviews—focusing on diversifying the faculty
- ASCCC President Special Plenary Invitation Email (on 9/29/20 to local senate presidents and part-time listserv)
- PTC Workplan and Goals
- Updated ASCCC Part-time Committee Charge



Academic Senate for California Community Colleges

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Part-time Committee

Thursday, May 20, 2021

2:30 p.m.—4:00 p.m.

Zoom Meeting

Meeting Summary

The part-time faculty committee provides recommendations to the Executive committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty make up the majority of California community college faculty and serve disproportionately-impacted students. This committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings as well as shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the executive committee to develop and provide opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. This committee is also focused on promoting diversity within part-time faculty pools with the goal of having educators who reflect the student population, and this committee further commits to empowering part-time faculty voices who have been historically excluded (e.g., colleagues of color).

I. Members Roll Call: * = present

Michelle Bean—Chair*	Grace Chee	Alpha Lewis*
Karen Chow—2 nd Chair*	Chelsea Hull*	Luis Zanartu*
Steven Chang	Theodore Kagan*	

II. Call to Order at 2:35 PM and Agenda Adoption

- A. Community norms: empathy, communication, responsibility
- B. Google Shared Folder

III. Minutes

- A. Volunteer--Chelsea will step in when Karen has to go to her Curriculum meeting.
- B. March summary and May summary in email
 - 1. No edits to March summary, and May’s summary will be sent out via email by Michelle for approval.

IV. Shout Outs, Affirmations, and Lean-in

- 1. Karen gives a shout out to Chelsea & Michelle for the work in the Nexus.
- 2. Michelle gives a shout out to her kids - thanks for cooking dinner.
- 3. Ted gives a shout out to everyone in the PTC - thank you for the knowledge.
- 4. Luis gives a shout out to the PTC - thank you for helping advocate for part-time faculty, as he’ll transition this experience into his recent two-year senate election.
- 5. Alpha gives a shout out to the PTC - he appreciated the consistency and the experience, and all of the things we’ve done together.
- 6. Chelsea gives a shout out to the PTC for letting her play with technological aspects of the committee and her partner, Austin.

V. Plenary

- A. Final Resolutions Packet
 - 1. Resolutions of note: Ethnic Studies--the ethnic studies courses are now a requirement for

transfer (AB 1460); CSU has this as a lower-level GE; ASCCC & Statewide Chancellor Office made a regulation change recommending a graduation requirement of an Ethnic Studies course for all community college students. Send comments to regcomments@cccoco.edu by June 19th.

2. Chosen name for students and faculty - ASCCC supported.
 3. OER antiracism work- providing a rubric.
 4. AAPI no hate - passed.
 5. Students on hiring committees - passed.
 6. Part-time faculty paper - call for a paper; resolution written by part-time colleague, Anastasia Zavodny.
- B. Spring Plenary—34 part-time faculty attended - in the fall we asked the ASCCC to track part-time faculty participation, so we were able to track the participation starting with spring plenary.
- C. ASCCC Officer Elections
1. Results - we wanted to encourage part-time faculty to run for one of the 14 executive positions with the ASCCC. Dolores won for president; Michelle is now treasurer; all 14 are listed on the results page.
 2. Part-time colleague Anastasia Zavodny ran for south representative - she did not win but we are excited that she came close and hope she tries again next year.

VI. Committee Goals and Priorities

A. PTC work plan

1. Action Not Met: CCC LGBTQ+ Annual Conference was full, so we decided not to submit a session. Recommendation made for next year's committee to try again.
2. All other actions met - detailed who and how in the PTC Work Plan.

B. Survey Results from Part-time Institute

1. Suggest that LGBTQIA+ issues are intentionally included and made apparent for a session-- important to make non-cisgender inclusion a priority.
2. Survey results are very small - thus, data is limited and biased.

C. Mentor Handbook approved - will have to continue the process of editing and publishing. Members asked if it will be put up on the Nexus website.

VII. Part-time Faculty Spring Nexus Workshops

A. Google unofficial listserv update - now up to 57 faculty members. Thank you, Chelsea!

B. Nexus Website

1. FAQs section--committee discussed and reviewed language to update the three FAQs that came from members and from the Nexus participants.

C. Nexus Workshops Survey Data--committee reviewed data.

1. Pre Survey
2. Exit Survey

VIII. End of the Year Report

A. Committee reviewed document and added a message board idea for next year's Nexus workshop mentee and mentors.

IX. Announcements

A. Forward Application for Statewide Service to peers—selecting members now for 2021-2022!. Already sent out notice to people on the Unofficial ListServ.

B. Sign up for ASCCC listservs—part-time listserv available

- C. Check for ASCCC upcoming events at here
 - D. ASCCC Foundation Innovation Scholarship for professional development opportunities
 - E. Legislation to watch: AB 375 and AB 1269 - these are currently part-time direct issues that are in the “suspension.” Talk to your local union about their parity pay & class cap size as they pertain to these issues.
- X. Next meeting: Today is the last meeting—thank you!
 - XI. Closing Comments--any other final comments or suggestions--committee members thanked each other and expressed gratitude for the opportunities this year.
 - XII. Adjournment at 4:07 PM

Completed Tasks:

- Mentor Handbook
- Nexus Website
- Nexus Workshops
- *Rostrum* article: PT Voting Rights
- *Rostrum* article: PT Paths of Employment
- Part-time Google Listserv
- Part-time Institute
- *Rostrum* article: Mentoring Programs
- Resolution Fall 2020 1.02: Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- Plenary sessions: Mentoring Programs and Hiring Principles Canvas Tool
- *Rostrum* article: Faculty recommendations to second level interviews—focusing on diversifying the faculty
- ASCCC President Special Plenary Invitation Email (on 9/29/20 to local senate presidents and part-time listserv)
- PTC Workplan and Goals
- Updated ASCCC Part-time Committee Charge



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Standards and Practices Committee

Friday March 26, 2021

3:30-5:00pm

MINUTES

- I. **Call to Order**
- II. **Adoption of the Agenda**
- III. **Approval of Feb 26, 2021 Minutes**
- IV. **Welcome**
- V. **Spring Plenary**
 - a. Disciplines List Hearing Fri 5-6pm
 - i. Film and Media Studies-2nd hearing
 - ii. Digital Fabrication Technology-2nd hearing
- VI. **Revision of S&P Committee Charge**
 - a. Submitted for consent calendar for April 14th Executive Committee meeting
- VII. **ASCCC DEI Integration Plan S&P**
 - a. Resolution submitted for spring plenary
- VIII. **Awards-Thank you for reviewing applications!**
 - a. Rostrum article submitted announcing winners
- IX. **Disciplines List Session Wed May 5th 12-1pm**

“Demystifying the Disciplines List: What it is and how & when to propose changes?”

 - a. Draft description of session

Interested in learning more about the Disciplines List and Minimum Qualifications (MQs)? Did you know that California Community College faculty must meet statewide minimum qualifications in order to be hired in a specific discipline? Bring your lunch and let's explore the repository for these MQs, the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook*, which is revised and updated on a yearly basis. Attendees will learn about the ASCCC disciplines list review process and timelines for adding or changing disciplines in the system handbook. Join members of the ASCCC Standards and Practices Committee as we will walk you through the process.

Gather lots of resources to share-ASCCC paper on equivalency

Prepare for equivalency questions and share how it fits in.

There is always the possibility for EQ without need for a new proposal for DL

X. Work on Edits to ASCCC Executive Committee Policies

- a. Policies 10.01, 10.05, 10.06, 20.01, 30.01 shared as a second reading with ASCCC Executive Committee at the March meeting were approved. Five policies done! Congratulations great work everyone! 😊
- b. No comments on policies 10.02, 10.03, 10.04, 10.07, 20.03, and 20.04, so these will be moving to second reading at April meeting
- c. Policies 30.02, 30.03, and 30.04 had feedback. Please review the following feedback, check out the linked google docs, and hopefully we can get them ready to submit with the others for April second reading:
 - i. **30.02 Honoraria**-interest in using this new language...
 1. "Because ASCCC duties are voluntary or may be compensated by reassigned time, Executive Committee members may not accept honoraria for activities related to the ASCCC. If compensation is offered to an Executive Committee member who is serving in the role of an ASCCC representative, it is expected that such honoraria is passed on to the ASCCC as a donation ~~must be signed over to the ASCCC~~ to support its work."
 - ii. **30.03 Reassigned Time/Overload**
 1. Pres and VP are 100% reassigned and may not take on overload assignments at their colleges
 2. need language like this added for other exec members, "if you teach overload then ASCCC will not give you 100% reassigned time"
 - iii. **30.04 Stipends**
 1. stipends are not given during intercession/winter breaks, so need to limit that language to summer only
- d. New Policies
 - i. **Advocacy policy**
 - ii. **Expectations of Executive Committee Members**
 1. Review new language and share feedback

XI. Future Meetings- April 30th 3:30-5:00pm

XII. Adjournment



Academic Senate for California Community Colleges

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Standards and Practices Committee

Friday April 30, 2021

3:30-5:00pm

MINUTES

- I. **Call to Order**
- II. **Adopted Agenda**
- III. **Approved March 26, 2021 Minutes**
- IV. **Welcome-all present**
- V. **Spring Plenary Feedback-really smooth, great breakouts, good conversations, resolution voting went well, nice to be able to send a lot of people with low cost, missed in person conversations, general sessions were powerful**

VI. **Awards**

Exemplary Program Award theme for 2021-2022

The Academic Senate selects annual themes related to the award's traditions and statewide trends. The California Community Colleges system is the largest public higher education system in the country, enrolling over 2.4 million students. California community colleges have had to adapt to a changing landscape, including fire, pandemic, social injustice, and civil unrest, in order to best serve their students. In light of the work that colleges and faculty have done to maintain the focus on student success, the Academic Senate selected the theme of **Addressing Inequity in a Time of Crisis** for this year's 2021-22 Exemplary Program Award. Excellence in this area can be demonstrated in programs by faculty and for faculty to aid in transitioning to and from virtual environments, engaging in transformative curriculum design, supporting colleagues through professional development, mental health support, and other services, and promoting efforts to advance social justice and establish equity-driven practices.

VII. **Disciplines List Session Wed May 5th 12-1pm**

"Demystifying the Disciplines List: What it is and how to propose changes?"

- a. Who will be there? **Eric T, Sharon, Angela, Julie, Cheryl**
- b. What is the plan? **Use FAQs power point from Plenary**

VIII. **Work on Edits to ASCCC Executive Committee Policies**

- a. Edits made for 40.01 and Expectations of Executive Committee Member policies
 - i. Will be submitted for June ASCCC Executive Committee agenda

IX. Recommendations for 2021-2022 S&P Committee

- a. Drop-in sessions in August and September for Disciplines List proposals
- b. Award readers
- c. DEI work as assigned
- d. Review charge in spring 2022
- e. Award webinar in early fall-highlight colleges with good process
- f. Review of rules and bylaws for clean-up and consistency in language
- g. Awards handbook review-inclusivity, rubric updates

X. Faculty Application for Statewide Service

XI. Future Meetings- none!



XII. Adjournment



Date: Friday, April 16, 2021; 12:00-3:00pm PT

To: Campus Police Reform Task Force

Subject: Task Force Meeting #1 Summary Memo

The purpose of this memo is to provide the Campus Police Reform Task Force with a summary of key themes, a high-level analysis of the facilitated discussion, and next steps. The goal of the first task force meeting was to set the stage and context for the work ahead for the task force.

Task Force Meeting #1 Objectives

- ✓ **Clarify** the role of this Taskforce in advancing a state-wide/system-wide approach to campus policing that advances the commitment to racial equity and student success in the Chancellor's Call to Action; culminating in actionable recommendations broadly endorsed and adopted
 - ✓ **Develop** a shared understanding of the current context and possibilities for reimagining campus policing through the experience and expertise of national partners and Task Force members
 - ✓ **Strengthen** and better integrate the relationship between campus policing practices and the California Community College system's commitment to equity-focused and student-centered systemic change
 - ✓ **Create** a collegial space for inquiry and commitment to productive action and critical reflection
-

A. Key Themes

Based on an analysis of discussions and activities, the following ideas highlight key themes:

Campus Culture: Strong leadership and vision/direction, from both campus leaders and leadership within campus police departments, are necessary in shaping a positive culture of policing. At the center of it is the connection to building community within a campus, that both students and campus police see themselves reflected within the community; a win is a win for all as well as failures. Some key factors that contribute to the development of campus policing culture included:

- Guardian vs. Warrior Mentality - the guardian mentality must be promoted and elevated and it begins with recruitment.
- Protecting a community - there is a vested interest in protecting the community and campus police is an active partner of the community. Some questions to consider; how is campus police positioning themselves within community, what are the positive ways they are interacting with students?

Data and Accountability: What comes hand-in-hand with changing campus culture to one of community policing, is the availability and access of data and information that can promote informed



strategies and evidence-based policing. This also includes identifying a set of measures that the campus and officers are holding themselves accountable for.

Student Input and Involvement: Identify opportunities to incorporate student feedback to gain better understanding of their perceptions of policing on campus and provide clear entry points of involvement for them.

B. Speakers & Key Talking Points

Josh Bronson, *Director of Education & Leadership Development, International Association of Campus Law Enforcement Administrators (IACLEA)*

- 9/11 and a Change in Policing Context
 - The events of 9/11 resulted in the federal government recognizing colleges as secondary targets for terrorism.
 - The April 16, 2007, tragedy at Virginia Tech and unfortunately several other colleges, brought an increased focus on the role campus police play in campus safety.
 - The consequences of this increased attention on colleges and campus policing include an overall increase of resources for campus police departments, the adoption of 24-hour dispatch, more training and professional development, and stronger ties to federal agencies like ATF, DEA, and the FBI.
- Community College Campus Policing Context Setting
 - Community colleges with on-campus police departments tend to have stronger campus safety records than those that do not.
 - Many community colleges across the country rely on third-party security, but this could be a missed opportunity to develop a sense of community on and around the campus.
 - Community college campus police department wages have been increasingly examined. Data shows, that in general, colleges offer lower wages and fewer benefits. This often results in college safety departments not being employers of choice for recent academy graduates. As a result, some of these departments can often attract academy graduates with fewer options or retired community police force officers who may have less student-centered approaches to security and guardian mindset.
- Opportunities to Shift Mindsets and Encourage Accountability
 - Campus police can serve as “nontraditional educators,” moving “from warrior to guardian” as they interact with students. This results in increased trust of campus police by students and a shared sense of community and culture.
 - Shifting culture and mindsets “starts with the chief” and college executive leadership and continues through with first-line supervisors, such as sergeants. When department leaders relax their stances on “the little things” like sexist or racist remarks and microaggressions, accountability for transgressions is diminished.



- Peer intervention and accountability must be modeled, especially by campus department leadership. However, peer intervention must be taught. An effective practice is to embed peer intervention training in other training, such as when an officer visits the firing range.

Panel with Dr. Lennor Johnson, Vice President of Student Services and Equity at Imperial Valley College & **Ross Miyashiro**, Vice President of Student Services at El Camino College

- About two years ago, when Ross started at El Camino College, the focus was to examine campus culture. The key mentality for campus officers is to “serve and protect”. The school also examined what stakeholder engagement looks like, prompting them to hold events and forums to engage people to “ask us anything”.
- Dr. Johnson shared personal story of how being marginalized as a student was for him and so that is a huge motivation for him in his work. He shared that current officers at Imperial Valley must participate in school events and make the most of opportunities to interact with students in positive ways. The extensive training of campus officers starts with the hiring process.
- Ross shared that at El Camino they use a campus climate survey to collect data and ensure accountability. Campus officers go through implicit bias and de-escalation training. There is a full-time position for Clery. Student success data is part of the police department review.
- Both Ross and Dr. Johnson emphasized the importance of using storytelling and sharing of experiences of racism and campus safety to inform training and decisions of leadership.
- Dr. Johnson shared that at Imperial Valley all officers are in uniform, not armed, but sheriffs are armed. Ross shared that at El Camino all officers are in uniforms and are armed, but cadets are in less formal attire.

Chief, Dr. Clarence Green, Chief of University Police and Vice President of Culture, Northwest Missouri State University

- A Conspicuous Commitment to DEI
 - Dr. Green is mobilizing the university’s police department, including police department leadership, to both reflect *and participate in* the campus community.
 - To strengthen the connection to the campus community, Dr. Green’s officers serve on campus committees, have piloted programs like the Men and Boys of Color initiative, and host “Pizza and Police” in the residence halls, providing an opportunity for officers and students to get to know each other better.
 - Trauma-informed interviewing, a technique the college police officers use in investigations to discern underlying cause and effect, has led to an increased perception that campus police provide “a safe place,” which has further led to an increase in the reporting of assaults.
- Intentional Hiring and Staffing



- Dr. Green supports a “grow your own” approach by paying for people to go through police academy training and paying students who have an interest in policing to intern with the department.
- An interest in campus policing is a filter through which officer candidates are paired with full-time officers to see how they respond, allowing the department to better determine suitability for the job avoiding hiring officers who “just want to arrest everybody.”
- Currently, 52 students have been hired to serve in a variety of roles across the campus police department.
- Student-Centered Practices
 - Dr. Green immediately fired an officer who turned off his body camera and used excessive force against a student. This incident was brought to Dr. Green’s attention by the offending officer’s partner, a clear example of peer intervention and a continuing need to break the “blue code of silence.”
 - Dr. Green has worked with the city’s attorney to decriminalize certain campus offenses, keeping them as violations of campus conduct as opposed to escalating them to criminal convictions.
 - The department maintains a “no questions asked” policy when police provide transportation from off-campus back to campus, resulting in a decrease in substance-related student infractions. When necessary, students are referred to treatment services on campus.
- Data-informed Practices
 - Dr. Green maintains a database that includes such things as the number of stops made in a month and identity of the students involved. By tracking the number of Black students stopped compared to white students, he has developed a “disparity index” that can be measured over time.
 - Longitudinal tracking of performance on over ten metrics, including officer participation in meetings and trainings, allows for targeting areas of departmental improvement.
 - Tracking student success data reveals that 92% of all students and 97% of Black males who have had interactions with campus police graduate from the university.
 - Data on well-being and number of mental health contacts and referrals are also tracked. Racial profiling data are reviewed monthly.

C. Next Steps

The first task force meeting generated rich discussions that set the task force up well for the following task force meetings. The task force is on track with the learning arc of the task force meetings.

The Chancellor’s Office commits to clarify a plan of action for the task force to achieve the charge of the task force. JFF will follow up with task force members with necessary materials for the next meeting on May 10, including an updated Briefing Book and a summary memo of the first task force meeting.

D. Resources



Shared by Chief Green

- Study of NW Missouri State's data: <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/46865/Research.pdf?sequence=2&isAllowed=y>
- Ruffalo Noel Levitz Student Satisfaction Inventory: <https://www.ruffalonl.com/enrollment-management-solutions/student-success/student-satisfaction-assessment/student-satisfaction-inventory/>
- SkyFactor Campus Climate Survey: <https://www.skyfactor.com/student/safety-campus-climate/>

Shared by Josh Bronson

- ABLE (Active Bystander for Law Enforcement) Project: <https://www.law.georgetown.edu/innovative-policing-program/active-bystandership-for-law-enforcement/>

Shared by Linda Vaughn

- Harvard Implicit Bias "test" – link <https://implicit.harvard.edu/implicit/takeatest.html>

Shared by Bryan Ventura

- Summary of the Jeanne Clery Act: <https://clerycenter.org/policy-resources/the-clery-act/#:~:text=The%20Clery%20Act%20is%20a,to%20actively%20foster%20campus%20safety>

E. Task Force Attendees

Matthew Besmer, General Counsel for the State Center Community College District

Stephanie Curry, Reedley College Academic Senate Past President & Faculty Guided Pathways Coordinator

Michael Dolphin, (retired) Chief of the Los Angeles County and Ventura County Workforce Services Division

Carole Goldsmith, President of Fresno City College

Nikki Harris, Director of Human Resources at the College of Marin

Lance Heard, Mt. San Antonio College Academic Senate Co-Vice President & Professor of Administration of Justice

Kristen Huyck, Director of Public & Governmental Relations, Marketing & Communications at Mira Costa Community College

Obed Magny, Police Office at Sacramento Police Department & Professor at Brandman University

Ross Miyashiro, Vice President of Student Services at El Camino College

Jane Saldaña-Talley, Vice President of Academic Affairs at Santa Rosa College

Linda Vaughn, President of South Bay Regional Public Safety Training Consortium

Bryan Ventura, Dean of Institutional Effectiveness and Advancement at East Los Angeles College

Amber Wade, Chief of Police Napa Valley College



California
Community
Colleges

(Absent)

Stephen Kodur, Student President of Student Senate for California Community Colleges

Diamond White, Region III Legislative Affairs Director of Student Senate for California Community Colleges



MEETING MINUTES

Diversity, Equity, and Inclusion Implementation Workgroup

Monday, April 12, 2021

11:00 a.m. to 2:00 p.m. via Zoom

- I. Welcome and Meeting Goals
 - Meeting Goal #1: provide key updates that impact the DEI Implementation Workgroup.
 - Meeting Goal #2: dedicate space for the cross-coordination between associations.
- II. Master Plan Updates
 - Upcoming: open houses, exit interviews, embedding DEI into awards, mentoring strategies, faculty evaluations and tenure review, and DEI modules.
 - This work is about evaluation and continuous improvement.
- III. DEI Awareness Month Toolkit
 - The original envisioning of this month was how do we protect those that are leading this work? How do we recognize their leadership, empower them, promote them, and respect the work that is being done?
- IV. Progress toward DEI Integration Plan Recommendations; Review of Progress Forms
 - A. Open houses
 - CIO's created a pilot video promoting diversity, equity, and inclusion as part of their virtual open house marketing package.
 - A systemwide virtual recruitment event with breakout rooms and informational activities. The event would occur 3-4 times per year.
 - B. Exit Interviews
 - A review of exit practices when conducting exit interviews.
 - A survey for best practices has been sent out for CIO's and ACHRO. The results and practices will be shared with CIO's and ACHRO's listservs.
 - C. Dean's Academy
 - Y1 will focus on building curriculum; Y2 will be the first cohort.
 - There will be monthly zoom meetings, a reading list, presentations from leaders in the system, legislators, etc.

Guided Pathways Advisory Committee 2020-2021

Thursday, October 1, 2020

Welcome

Please introduce yourself in the chat!

Unless you are speaking, please stay muted

Feel free to use the chat function



AGENDA

- GPAC charter and goals
- Guided Pathways implementation goals and progress
- GPAC AY 2020-2021 activities and objectives
- Announcements and Closing



GPAC Charter and Goals



Guided Pathways

Institutional change that improves student outcomes and closes achievement gaps

Identifying and eliminating student friction points

Assuming everything can and should change

Working together to change student outcomes

The vehicle for realizing and achieving the Vision for Success

“

Yesterday I
was clever, so
I wanted to
change the world.
Today I am wise,
so I am changing
myself.

Rumi

GPAC Charter

The Guided Pathways Advisory Committee (GPAC) serves as a design collaborative that formulates ideas and makes recommendations to the Chancellor's Office that guide, support, and inform strategic implementation of Guided Pathways.

GPAC Design

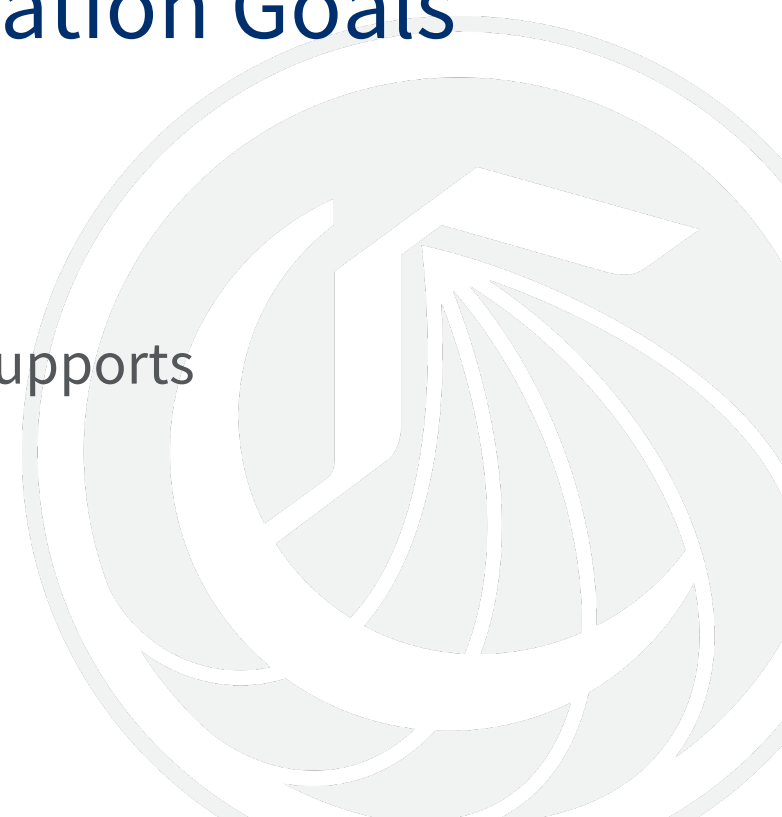
- Provide a space for collaborative design discussions
- Explore the systems and structures that support – or impede – desired outcomes
- Leverage a range of expertise and perspectives
- Support the growth of the colleges and the system

Guided Pathways Implementation Goals and Progress



Guided Pathways Implementation Goals

1. Strengthen equity focus
2. Model integration of reforms at the State
3. Redesign professional development and supports
4. Launch proof of concept innovations



1. Strengthen Equity Focus

- Call to Action for Equity
- Diversity, Equity and Inclusion workplan
- Pathways to Equity Conference



Call to Action for Equity

1. System-wide review of police and first responder training and curriculum.
2. Campus leaders host open dialogue and address campus climate.
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
4. District Boards review and update your Equity plans with urgency.
5. Shorten the time for the full implementation of the DEI Integration Plan
6. Engage in the Vision Resource Center “Community Colleges for Change.” System-wide review of police and first responder training and curriculum.

DEI Workplan

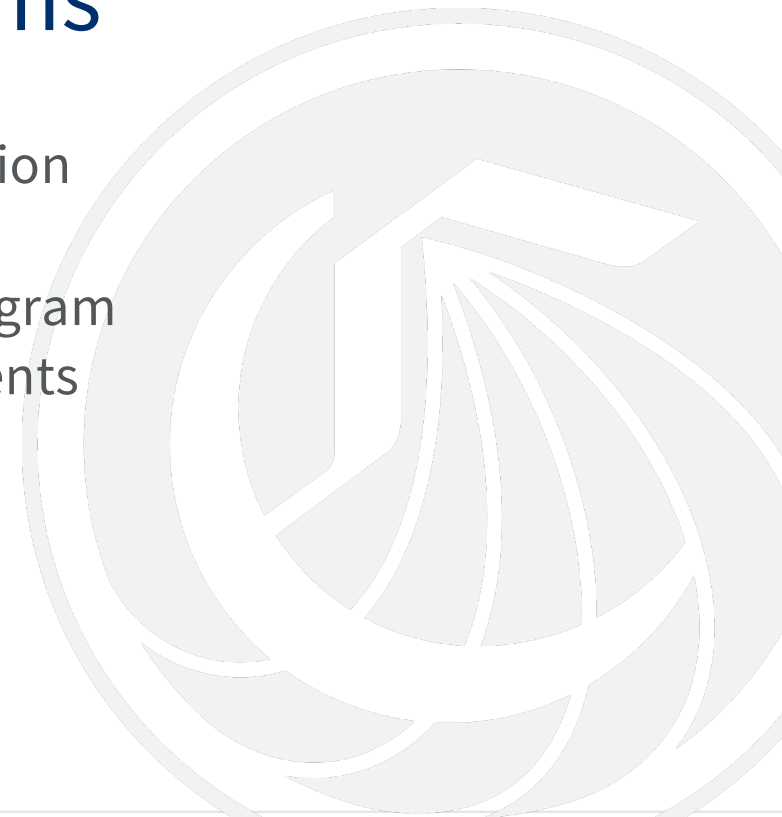
- Ensuring the equal educational opportunity of all students, the California
- Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future
- In order to embrace diversity, we also acknowledge that institutional discrimination and implicit bias exist and that our goal is to eradicate those vestiges from our system.
- Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community

Pathways to Equity Conference

- Diverse community of 1,500 educators, administrators and practitioners
- Reform, reshape, and recreate the collegiate environment focused on equity using the Guided Pathways framework
- Focus on role and practices of equity anti-racism in Guided Pathways

2. Model Integration of Reforms

- Support for Student Basic Needs Board Resolution
- Rice Diversity and Equity Award
- CCC Homeless and Housing Insecurity Pilot Program
- Participatory Governance Review and Adjustments
- Streamlined Reporting Prototype
- *CBE Collaborative*
- *CAGP 2.0*
- *Trustee Fellowship*



3. Redesign PD and Supports

The goal:

Design a framework that will help division leaders make PD investments that advance system priorities and directly impact equitable student outcomes

The problem:

Professional development offerings that lack strategy, coordination, and accountability

Enabling conditions:

Bring PD into alignment with strategy, priorities, and practitioners' needs through a streamlined transparent process

4. Launch Innovations

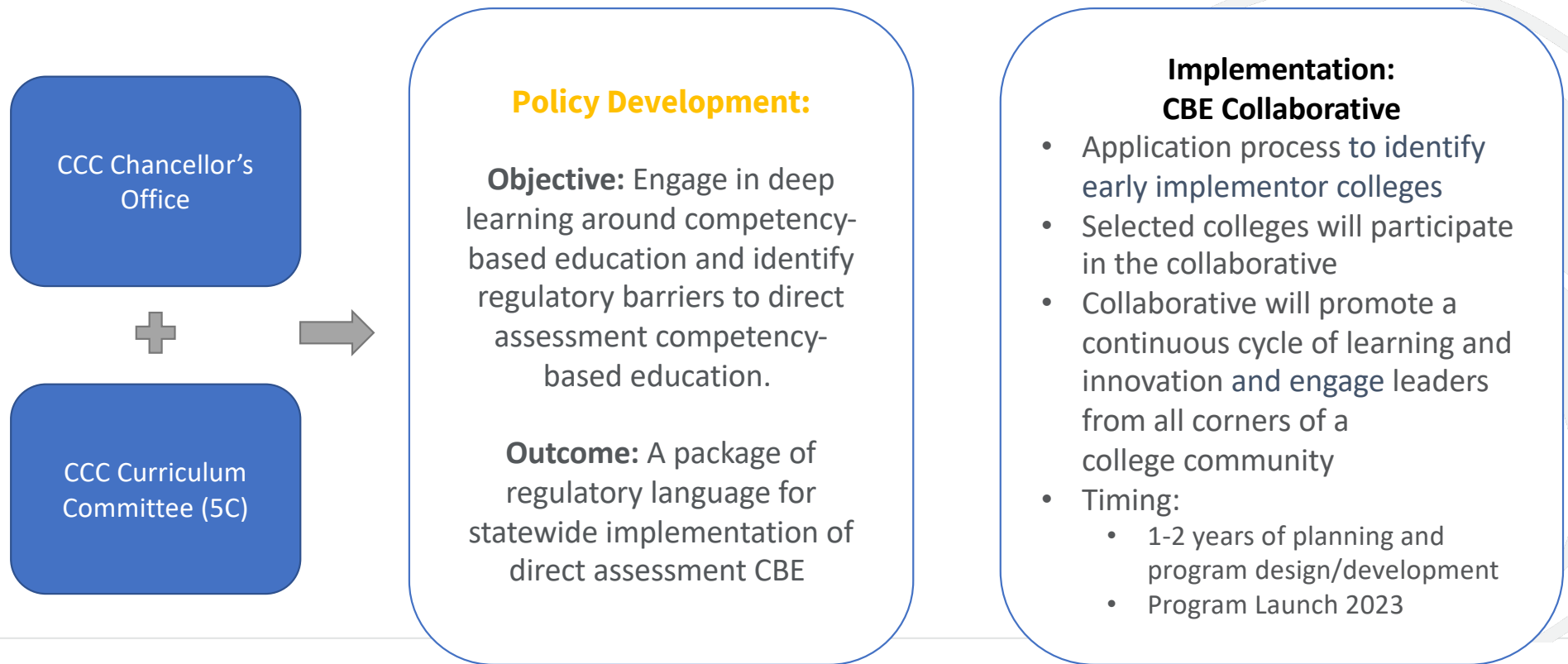
- Report Streamlining Project
- CBE pilots
- CA Guided Pathways Project Phase 2 (CAGP 2.0)



Report Streamlining Project

- Reduce colleges' reporting burdens and enable them to:
 - Improve capacity to plan, budget and report in a holistic way to maximize the impact of colleges' resources and time
 - Acquire better information to design, fund, execute and continuously improve programs with the student in mind
 - Collect and report only data that illustrate the impact of efforts on student outcomes or are required for accountability to external stakeholders
 - Model strategic risk-taking and continuous improvement

Systemwide Implementation of Direct Assessment Competency-Based Education



Timeline

January 2020	<ul style="list-style-type: none"> • CBE Overview and Definitions
February 2020	<ul style="list-style-type: none"> • CBE Program Design • Introduction to Backwards Design
April 2020	<ul style="list-style-type: none"> • Program Quality Standards and Approval • Academic Standards and Course Approval • Related Course Elements <ul style="list-style-type: none"> - Credit Hour - Academic Symbols and Grade Point Average - Types of Courses Appropriate for AA
May 2020	<ul style="list-style-type: none"> • CBE Program Model • Policy and Guidance Focus Areas <ul style="list-style-type: none"> - Faculty Role - Academic Calendar - Withdrawal - Repetition
June 2020	<ul style="list-style-type: none"> • Implementation • Governance and approval processes • Regional accrediting processes • Evaluation
September 2020	<ul style="list-style-type: none"> • Direct Assessment Regulations Presented at Consultation Council • Direct Assessment CBE Regulations First Reading at BOG
October 2020	<ul style="list-style-type: none"> • CBE Collaborative Webinar • Collaborative Interest Form
January 2021	<ul style="list-style-type: none"> • Direct Assessment CBE Collaborative Launch

5C Discussion Topics

CAGP 2.0

- 43 colleges, including 20 from Phase 1
- Light touch support beginning fall 2020, increasing support structures through fall 2023
- Participating colleges commit to implementing GP at scale and with equity, and using the CAGP momentum metrics

GPAC AY 2020-2021 Activities and Objectives



Current Issues/Environment

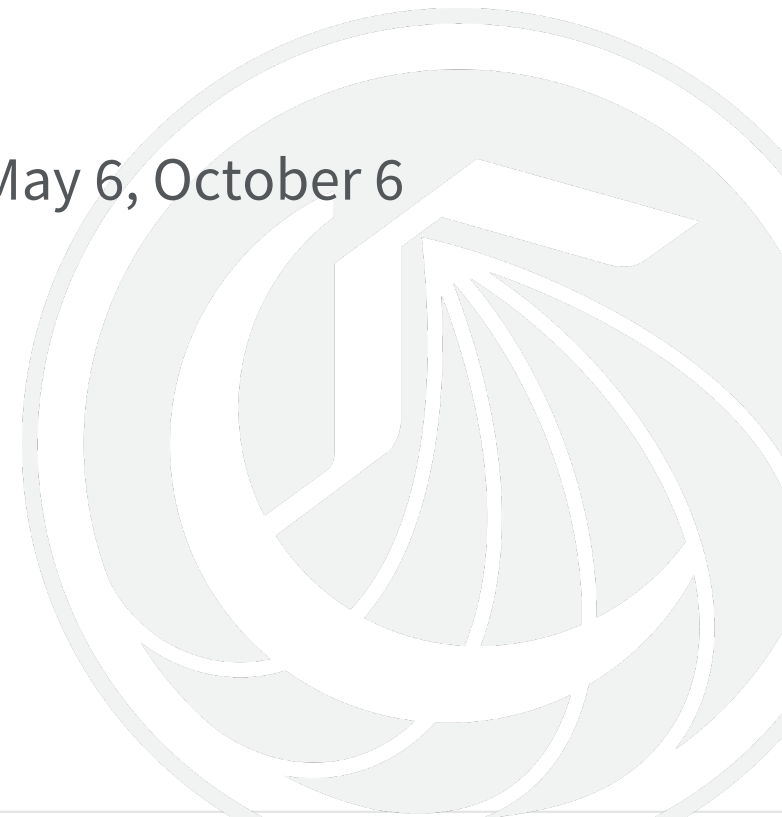
- COVID-related impacts to colleges and students
- Lack of an integrated budgeting/planning structure that reinforces and evaluates cumulative impact
- Need to strengthen communication channels and maximize participatory governance infrastructure
- State budget impacts to future funding for community colleges
- Moving beyond GP as an initiative and funding stream

GPAC AY 20-21 Objectives

- Identify the key data points required to assess systemwide Guided Pathways implementation at the end of the 5-year grant period
- Inform the redesign of state-level participatory governance structure
- Determine high-impact contributions to the annual report to the legislature

Announcements and Closing

- 2020 GPAC meeting schedule: February 10, May 6, October 6
- Academic Senate announcements
- GP Implementation Team announcements



Thank You!



GPAC Notes – Anthony Amboy

Meeting Start – 10:02A

Introductions and Attendance

Evolution of Guided Pathways – Midway of 4th Year

Marty Alvarado

Talking Points:

1. Update State Investment Heading Into Year 5
2. Highlights of System Progress
 - a. What we've been up to; milestones and highlights at local level and activities (Snapshot)
3. Looking at information and context that we have gathered over the years (past year) and how it is informing path forward.
 - a. This is the first time we are sharing this information – Opportunity to provide input and help improve messaging and inform path forward.
 - b. Later this month 2.17 we will be giving a small update and context setting for system webinar
 - c. Meeting is a preview of talking points and path forward

Statewide Investments – Updates and History (Michael Q.)

Where all began –

Started 17/18 -> going into 5th year of funding: 150M Grant Spread over 5 Years

Every college participated, but we are in our final year and there are some things we didn't do:

- Monitor Expenditures
 - o Initially wanted to see changes and impact on the college; allocations were not monitored as well; allowed for planning to take place
 - o Never asked to see expenditures because we were all growing at different paces.
- We had different system to check in with – Scale of Adoption
 - o Was our tool for self-assessment so we (CO) could see what we could do to help.
 - For 19-20 (Due 3/1)
 - o Currently working on Legislative Report
 - But we are still working on 2021 GP Report
 - We will be gathering information in this meeting to figure out what data to put on our GP Report

Heads up: This is our 4th Year but will transition to final year very soon; In this final report, it really says we need to ask for how each college spent its money; we WILL be asking in our final report; the report is in progress.

When going through legislation requirements, it asks how are Student Education Plans (SEP) Impacting Course Offerings?

- We WILL be focusing on that in the Legislative Report Final

Where we are with implementation is different across the state, but we are moving forward.

Marty Alvarado

Final Thought before we get started: Are we anticipating or can we ask for funding? We are not anticipating an extension or lengthening of deadlines. We can't have competing messages, and we want to make sure that we are letting campuses know that they have 1-1.5 years to use GP Funding and monitor expenditures.

Celebrating Progress Milestones

- One of the things that we have seen with the SOA, colleges are moving beyond planning stage; folks were wrestling with implementation, but seeing our campuses are making progress and evolving in their understanding of GP
- College and Systemwide Structures are being created to support GP; committees and academic senate support, resources are developed and shifts are being made to adapt GP.
- Colleges adapted and leveraged GP in their response to COVID-19 and student persistence and success. Huge win for our system and it was amazing to hear stories from campus leaders where their plans for GP were not only actualized sooner, but also were able to support students initially and moving forward.
- Embedding GP in system priorities is a work in progress; colleges are updating systems, guidelines, and protocols and we are doing so similarly at the state level; GP is headlining reforms.
- Established Student Senate for California Community Colleges – Bringing permanent support staff and having stronger funding allowed us to support students in their efforts to provide feedback and ensure student success was at the forefront of our mission.

Sandy Fried – Presents her success story – College System based adoption and success

Daylene Meuschke – Presents success story – Partnerships w/ African-American/Black Student Union to build success strategies for their classes.

Ann Ransford – Presents Success Story – Counselors and students discussed success of GP

Marty - Something Missed – GP Launchboard has been updated! Significant Milestone

Recalibrating GP

A lot of the initial operation wanted to focus on making GP not only a program, but a complete system.

Stakeholder Feedback and collaboration is critical for GP moving forward

- Lessons Learned – GP Implementation Evaluation
- State Leadership and Governance
- State Participatory Governance

We brought the 2019 Legislation to this group and it really informs the conversations and evolutions we are thinking about.

2020 Key Findings

Leadership & Governance

Integration of Student Success Reforms was a shared, but largely aspirational goal, disconnect between what is wanted and the effort required.

Capacity Constraints were cited as a key challenge for leading CCCGP Implementation.

Advancing Structural Reforms requires people we did not have enough of,

Oversight was fragmented and required more support

There was a Broad Agreement that GPAC is not functioning effectively

- We will spend time talking about it, but hearing this feedback is necessary to recalibrate.

Equity

No common definition of Equity for CCCGP, but commonalities in GP; there is an assumed component in this process but we need to establish a common definition for GP and not just acknowledge the common definition in passing.

The focus on equity in CCCGP is growing, but more work is needed to operationalize it

- With so much focus on Social Justice and Political Unrest, it was difficult with all the things going on to focus as much as needed.

Progress and Supports

We had to recognize that the SOAA is an imperfect tool, but marginalizes the student experience in our GP reforms. We can't tiptoe around the student experience as GP 'flourishes'; need to think about what comes next.

The landscape of CCCGP supports lacks coherence and access is unevenly distributed.

- Regions that have more resources often leave other regions behind that cannot keep up; 'wild west' style disbursement.
 - o We are trying to be better to locally make sense of how to build a better understanding of GP implementation on a per college basis.
 - o What we have done has been appropriate for where we have been, and these are opportunities for us to evolve within the context of GP.
- National Research suggests that GP is a 10-year effort, and we agree and really need to consider the next component of GP. We need to plan the next 5 years of these reforms and not only think of these current 5 years we are in.

Shelly – In some cases, we have made progress and funding in areas but that funding is going away; it has resulted in a big culture change, but I was really disappointed because there are areas where I could say we were at scale but the situation is changing; I do think it's important to note that progress is sustained and will be critical. (Paraphrase)

Marty – I do believe that we are seeing it in the scale of adoptions (Paraphrase)

Michael Q – We are seeing progress but we will not see as huge a jump; because of COVID-19; many things needed to be recalibrated, and it will be represented in the Legislative Report. (Paraphrase)

Marty – We will continue to dig into [Shelly’s comments] in time (Paraphrase).

State Context and Considerations

Thinking about where we are headed and what is the path forward.

- Vision for Success and equity
 - o Using GP as an active vehicle for Vision for Success
 - o We also need to make sure the data points and everything we do is grounded in equity. We are going to define this further.
- COVID-19 Online Instruction and Services
 - o As we plan on opening classes in the fall, it is important to note the reality that we are going to be online, as well; it is an unknown how the virus will evolve.
- June 2020 Call to Action
 - o The need to translate equity into actual activities and outcomes moving forward,
- Economic Uncertainty
- Fiscal Resiliency and Declining Enrollment
 - o Resources are waning and we need to think about what resources we have; colleges need to consider what is their relationship to budgets and funding and how we manage money.
 - o It is a moment for each of our institutions to consider their own budgets as we see declining enrollment.
 - o Declining enrollment is not student-centered and is a different problem than us trying to recruit students.
- SEA Plan Analysis
 - o Disconnect between activities for SEA and what occurred in the classroom. The activities proposed were not directly connected to the changes that colleges were making; huge disconnect.
- Governor’s Recovering with Equity Taskforce & State Budget
 - o We are working on figuring out what the changes will mean for our budget.
- Equitable Placement Advancements & Challenges
 - o Many advancements are grounded in equity issues; we are working on establishing what is going on with GP and how is it being incorporated into the framework to improve.
- State role vs local responsibilities
 - o Challenge figuring out the subtle nuances of what the state and local responsibilities need to be like in order to move forward w/ GP.

Educational Services and Support Core Functions

At the state level, in Ed Services, we are working to figure out what we do in all this; particularly in our governance committees; they should be helping to inform our office and provide feedback for the state’s work.

We wanted to highlight and get clear what we should stop doing, what we should be doing, what can we do to ensure student-centered GP design.

[see slides for main points]

It is the responsibility of our board and our services division to ensure supports and regulations are current to ensure proper local responsibility. There is an opportunity in this meeting to provide more information about how the state can support through:

- Field guidance and implementation
- Technical assistance/professional development
- Participatory Governance/Advisory Committees
- Data and research

Our goal is to make sure that you have the resources at the local level to elevate GP and the Vision for Success.

- **Participatory Governance/Advisory Committees**
 - Spending time focusing on these committees is important for this group, as [Marty] has been a part of these criticisms; so what can we do to move forward
 - Our board of Governors has asked that we take stock of what our office of 130 people does to stay focused in our governance opportunities.
 - What I want to share is that we oversee the majority of the participatory governance committees; oversee about 67% of committees. This work is mainly overseen by Deputy Chancellor and has the job to ensure that we are productive and focusing on stakeholder engagement.
 - [See Slides for specifics]
 - We need a better diversity of thought infused into our culture; across all of the committees there was no mention of data-informed decision making.
 - The CO was not active in their efforts to ensure intentional participation.
- **Educational Services & Support Advisory Committee Categories**
- **Educational Services and Support Advisory Committee Analysis**
 - Main takeaway with analysis: Committees were not student centered; they were focusing on 'us' (the committees themselves)
 - We are often talking about us, programmatic operations, and not necessarily the student experience. Our lens, not the student's lens.
 - Janet – GPAC has no Minutes, no agenda, there has been a lot of turnover in entire chancellor's office; no transparency in why these decisions have been made and consistent leadership in governance. Lacking good input.
 - How do we call out what we transform into and how do we work with students to determine what steps we want to make going forward.
- **Educational Services and Support Advisory Committee Categories**
 - We have no information or data or trends of committees and composition; rather static and unclear if they are sufficient, relevant, or aligned to Vision goals.
 - We have a lot of things that are happening, but to what end?
 - How are we making this transparent, rather than only the things we are involved in?

- General Lack of State Leadership for Committees
 - Because we lacked leadership, it was difficult to determine what to do in a manner that is clear; so now we need to focus on what we are doing and where we are headed going forward.
 - A plus – These committees are focusing on informing policy work with a student-centered perspective.

Where we are headed

Seeding the opportunities

- Lessons Learned
 - GP Implementation evaluation
 - State Leadership and Governance
 - State Participatory Governance
- Opportunities Ahead

Guided Pathways

- Institutional Change that improves student outcomes and closes achievement gaps
- Identifying and eliminating student friction points
- Assuming everything can and should change
- Working together to change student outcomes
- The vehicle for realizing and achieving the Vision for Success

Part of what we have to do going forward is blending GP and SEA Program together.

We have the power to move together and we need to work toward leveraging GP for ensuring Student Success.

GP KPI's

We have to couple the SOAA and the narratives of our institutions with our student successes; as campuses were moving forward with Metamajors, were we clear in what we thought changes would make for students? Did we see those changes? Or did we assume them?

Did we make assumptions related to enrollment, retention, etc? How did they meet with the expectations and the data?

We are more likely to adapt to ensure outcomes are occurring with analyzing positive and negative changes.

We haven't moved forward; the ideas we want to get colleges ready for is a focus on KPIs and the intentionality in their design; GP focused, SEA focused, and Local Vision for Success focused.

CCCApply and Technology infrastructure is a huge issue right now; we need to be clear on what issues are present and what we can and cannot do; how we can adjust resources; and how can we get people to focus on these issues. We have an internal group to get clear on resources for CCCApply, problems to address, immediate changes we need to make, with limited resources and capacity. This group will most likely help us prioritize; but anticipate a discussion soon.

We need to know what state-level issues there are so we can allocate resources to address them. In order to address the friction points that you encounter, we need you at the table to discuss with us.

We are trying to be mindful of how communication tools and shorten the time of information distribution.

One of our big wins is we increased our research team by 300% (from 1 to 4). We are working to make sure that the data resources are available for everyone.

2021 Proposed Regulatory Action –

In progress:

Graduation Regulations (Ethnic Studies)

Distance Education Regulations

Co-operative Work Experience Regulations

Under Review:

Grading Regulations – Pass/No Pass Option

Flexible Calendaring Regulations (Faculty Flex)

Fraud Relative for CCCApply

When we give something to a committee, we need to ensure what it is we are planning to do, and what is in progress.

Similar to what we want to see across the board in our statewide change, is that we want to make sure that we are broadening engagement and using proper time. GPAC isn't the only committee that needs to weigh in; how are we working to strengthen communication to improve implementation. We need to actively gather input to make the best updates we can.

Guided Pathways Participatory Governance Structure

- Refocus and Sunset GPAC
- Establish a Student Success & Equity Council
 - o Transitioning the program into a student success and equity council focused on students and friction points, leveraging vehicles for Vision for Success
- Map Relationship and General Committee Workload
- Demographics Survey of Committee Members
- Committee Co-chair Training in March 2021

Jeff Hernandez – GP as Institutional Transformation; Feels to me somewhat tenuous because I see the actors and I see the direction, stemming from prioritization and state support; as the award grant expires, is institutional transformation going to be explicit in any other form from the state. (Paraphrase)

Marty – GP and SEA were focused on reporting and the programs themselves, but when we think about problem points and transforming systems, we need a place and a group focusing on shifts at the state level that need to happen and how to drive them. (Paraphrase)

Jeff Hernandez – It’s interesting to note how ingrained structures were and GP allows us to focus on ‘breaking down the maze’; I’m glad we are able to focus in this manner until GP Sunsets Completely (Paraphrase)

Marty - We want to build in the structures that allow us to evolve in a steady rhythm based on what we learned and know, but we cannot do that if the systems are static; what we want to do is ensure that our system is a reliable change structure (Paraphrase).

Linda Collins – I think there is a lot of confusion historically in the system that can slow things down, but I do think that more flexible structures that are not just standing committees may be important in getting feedback for iterative changes. I think also that as we move towards deeper discussions and opportunities to focus on equity, we need to focus on the difficulties and challenges that students go through and see what is happening underneath the systems; we need to be responsible about the structures that affect students (Paraphrase).

Shelly Blair – I think we should have more equity-based facilitation training; a training at coastline [college] was effective. I think it is important to learn to be better facilitators (Paraphrase)

Marty – If this is how we get work done, it is important to call people into the conversation; diversity metrics are an easy win, but structuring meetings in equitable manner matters. (Paraphrase)

Pillar 4: Ensuring Learning

How do we ensure equitable learning is the center of where GP progresses.

Moving from where we’ve been which is awareness and knowledge about GP, to a dedicated focus that brings efforts under an umbrella of GP; which could inform and assist colleges in strengthening learning and instruction.

Learning Teams

- Not merely faculty; what we want to emphasize is that our work toward ensuring learning requires a ‘village’; resources for students and faculty to work with students.

Learning Outcomes Data

- Elevating what is happening and giving students voice
- Call to Action, Campus Climate Surveys, etc.

Learning Materials and Curriculum

- This is a callout that we need to shine a light on our curriculum resources to create a more equitable environment (decolonizing curriculum, inclusive environments of creating rules in our classrooms, diversity of faculty, etc.) We cannot shy away from talking about actual learning curriculum and how it hinders or supports inclusive environments and active learning.

Learning Environment

- Whether it is an actual classroom or online CANVAS shell; ensuring an equitable atmosphere. When we say ‘ensuring learning’ it is not only academic affairs or academic

senate; every area of the college environment has a role in ensuring student learning; how is their work reinforcing student learning with intentionality; requires all of us to become engaged and focus on student learning.

- Concern about leaning too heavily on one pillar.
 - o Need to include everyone on campus such as counselors and librarians as well.
- Will need to toggle between what goes on in class rooms and structural reforms and learning outcomes
 - o How does the state find balance of how much we go into local level?
- Ann suggestion: need to look at overall class schedules
 - o No problem with filling intersessions but issues with regular semester system
 - o Short term classes seem to work well
 - Mary: Good example of learning environment



**California Community College Chancellor's Office
Guided Pathways Advisory Committee
May 6, 2021 Meeting
10 a.m. – 12 p.m.
Via Zoom**

Meeting Objectives:

- Engage in discussions around Teaching and Learning in a Guided Pathways framework
- Understand GP KPIs and how the data should drive GP efforts

Agenda:

I. Welcome & Introductions (10:00-10:15)

Introduce the background context and priorities for today's activities. CO staff will open meeting with ice breaker.

II. Teaching & Learning Discussion and Activity (10:15-11:00)

Brief discussion of the narratives around Teaching & Learning. Group activity to learn and develop a shared understanding of "Teaching and Learning" as it pertains to Guided Pathways framework. Below are a few questions we like you to think about for our activity:

- *How can we help each other in this learning environment and who is responsible?*
- *How does your role impact students: directly and/or indirectly?*
- *How have you seen collaboration between those in your role and other departments, divisions, or groups, benefit student learning?*

III. Break (11:00-11:05)

IV. Understanding the Guided Pathways KPIs (11:05-11:45)

Assistant Vice Chancellor, Valerie Lundy-Wagner will provide brief presentation of the Guided Pathways Key Performance Indicators on the Student Success Metrics and how they should guide future efforts

V. Recap and Wrap Up (11:45-12:00)

Summary of key takeaways

Guided Pathways Advisory Committee Meeting

Thursday, May 6, 2021

Welcome!

Please answer the following questions in the chat:

- Name
- College/Association
- Title

Today's Agenda

Welcome/Introductions

10:00 to 10:15

Teaching & Learning Inquiry Work

10:15 to 11:00

Break

11:00 to 11:05

Understanding the Guided Pathways KPIs

11:05 to 11:45

Recap and Wrap Up

11:45 to 12:00

Recap of Previous Meeting

On the previous episode of GPAC...

- Reviewed GP progress, lessons learned, and recalibration
- Participatory Governance and GPAC evolution
- Begin to lean into the Ensuring Learning pillar

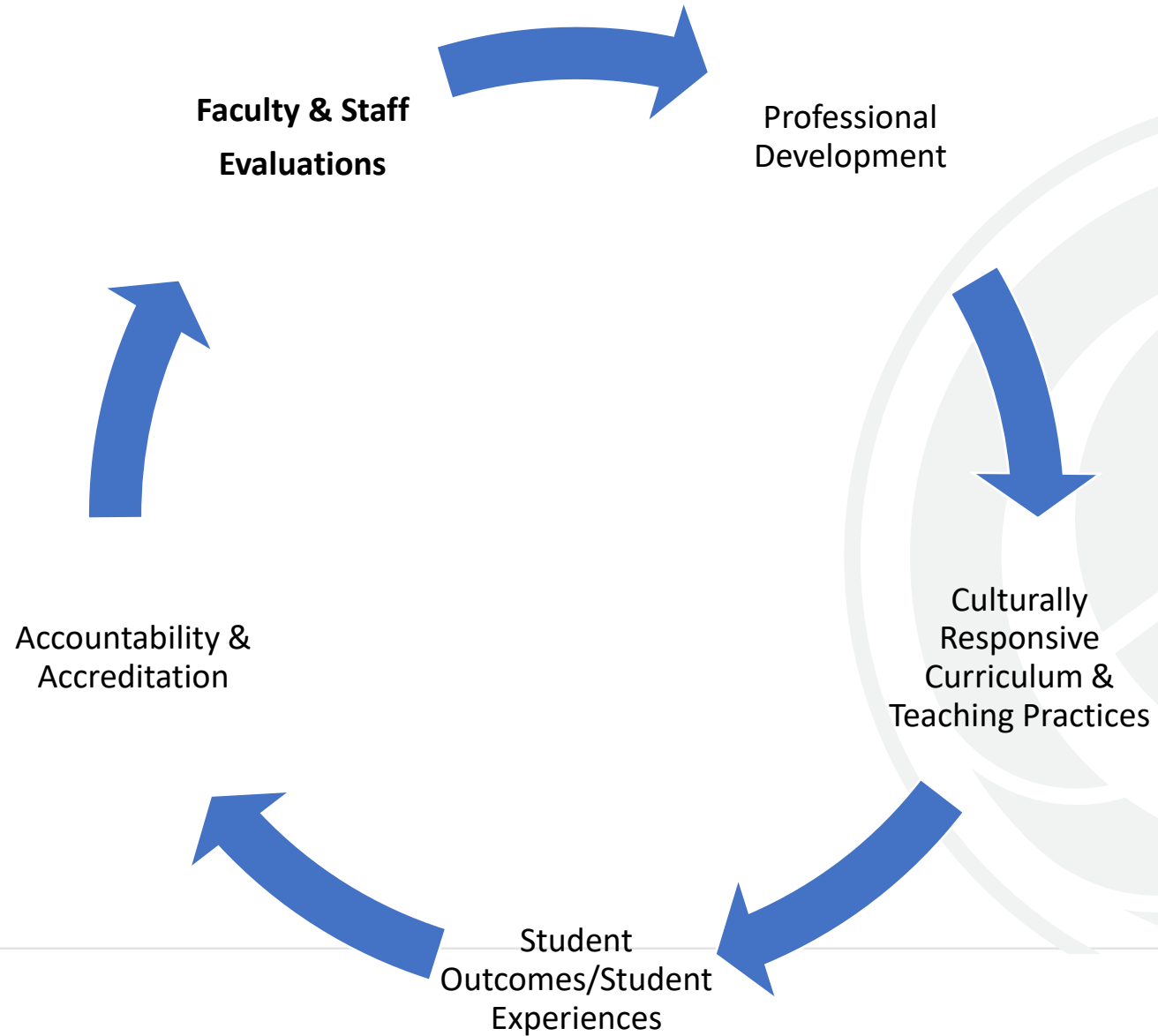
Guided Pathways Priorities

- Strengthen our focus on equity & dismantling structural racism
- Focus on data and the GP Key Performance Indicators (KPIs)
- Connect reforms, initiatives, and structures to the Guided Pathways framework & priorities
- Support & Strengthen Teaching and Learning

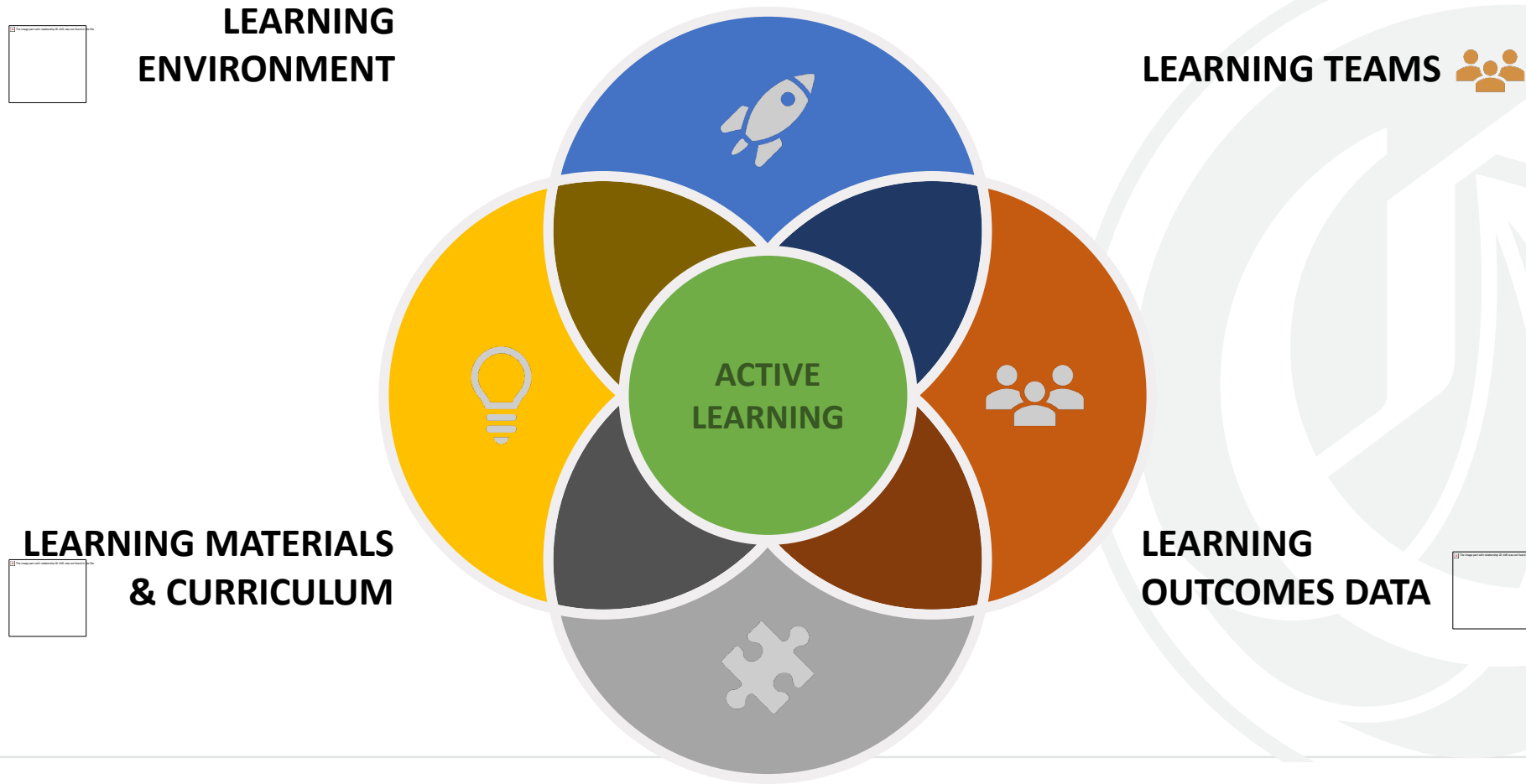
Ice Breaker



Teaching & Learning Ecosystem



Ensuring Learning with Equity Strategy

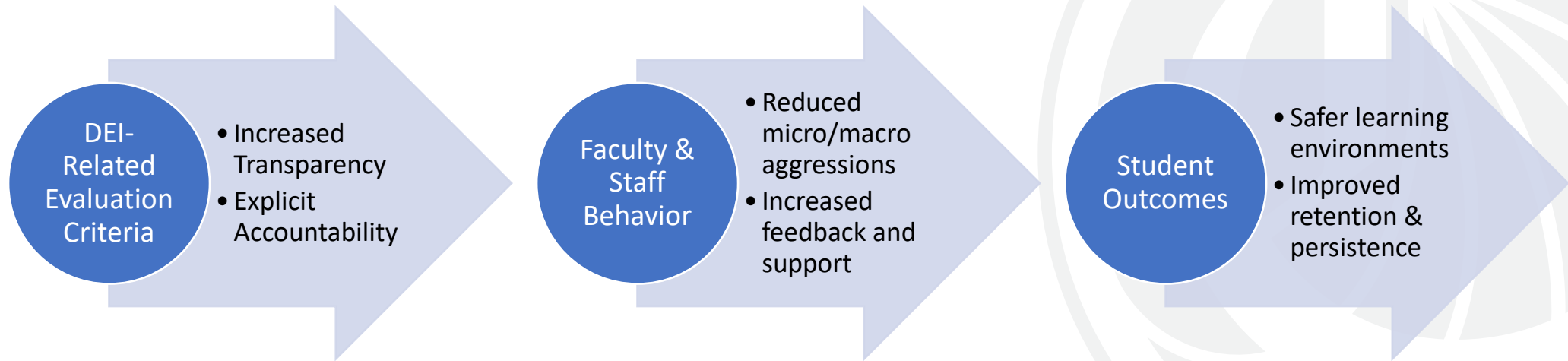


**DEI TASKFORCE
RECOMMENDATION 2:**
Cultivate Inclusive,
Engaging, and Equity-
Oriented Learning
Environments

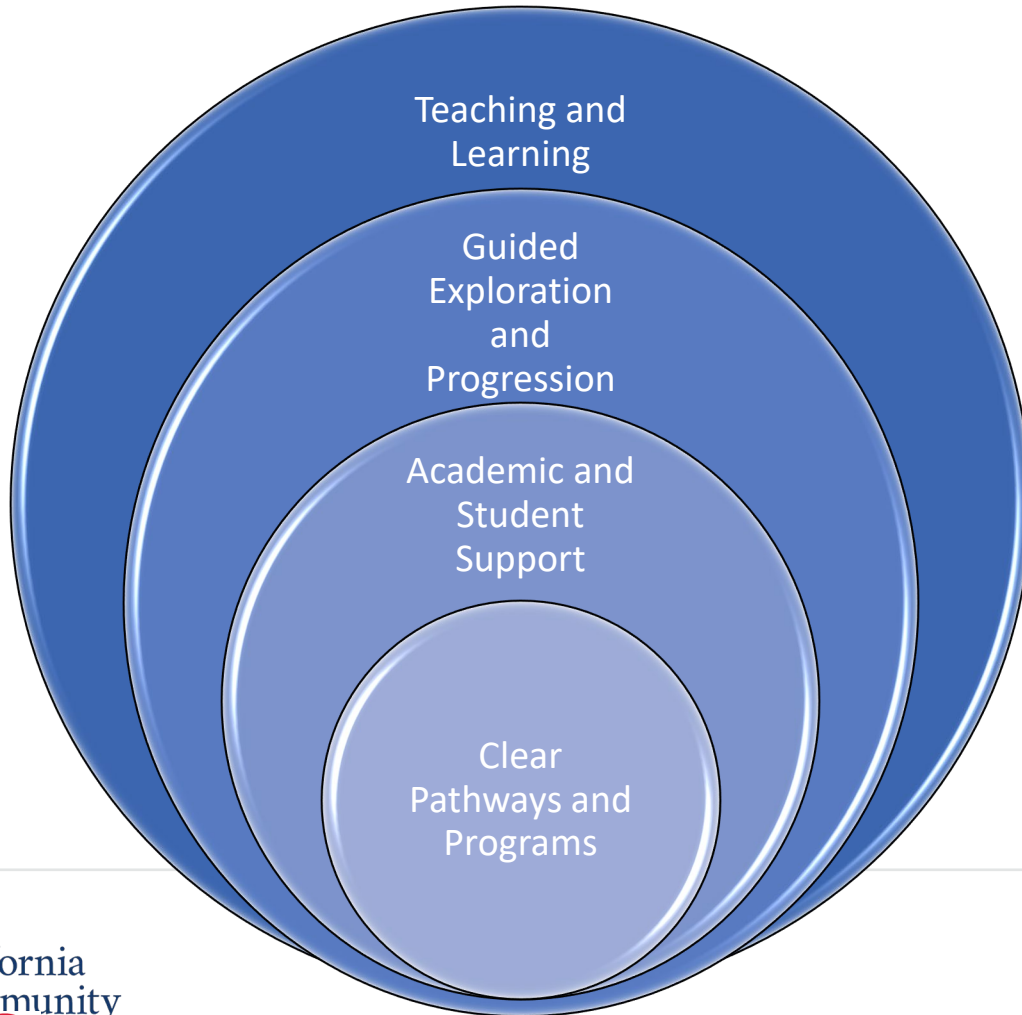
- “Enact legislation mandating that each segment upskill all board members, staff, faculty, and administrators with training and professional development in implicit bias, cultural competency/fluency, and effective teaching techniques for diverse learners, targeting 2022 for completion of first-round professional development.”
- “Re-envision curricula across disciplines to be anti-racist and equity-centered and foster a sense of belonging among students...For example, students’ course evaluations could include a question pertaining to whether the course content aligned with principles of diversity, equity, and inclusion.”
- “Implement culturally competent teaching and learning practices, which include routinely assessing instruction from a diversity, equity, and inclusion perspective.”
- “Incorporate equity-centered practices into teaching and learning, grading, annual evaluations, and faculty review/tenure processes.” (Page 40 of the report).

Creating the Change

Encourage diversity-focused criteria in employee evaluations and tenure review



Teaching and Learning



An ASCCC Visualization of Guided Pathways



Teaching and Learning

All Hands on Deck!

- Meta Majors
- Program Maps
- Guided Onboarding
- Wrap-Around Student Services
- Student-Centered Course Scheduling
- Data
- Program Review



Teaching and Learning

The institution moving forward...

- Leverage Guided Pathways as a Framework for DEI
- Faculty role is critical as they lead innovation – must be supported by classified professionals, administrators, and trustees
- Student voice should be integral for continued improvement of the entire learning experience
- Equity gaps and biases identified early on and adjustments made – data disaggregation, curriculum review

Teaching and Learning

Food for thought...

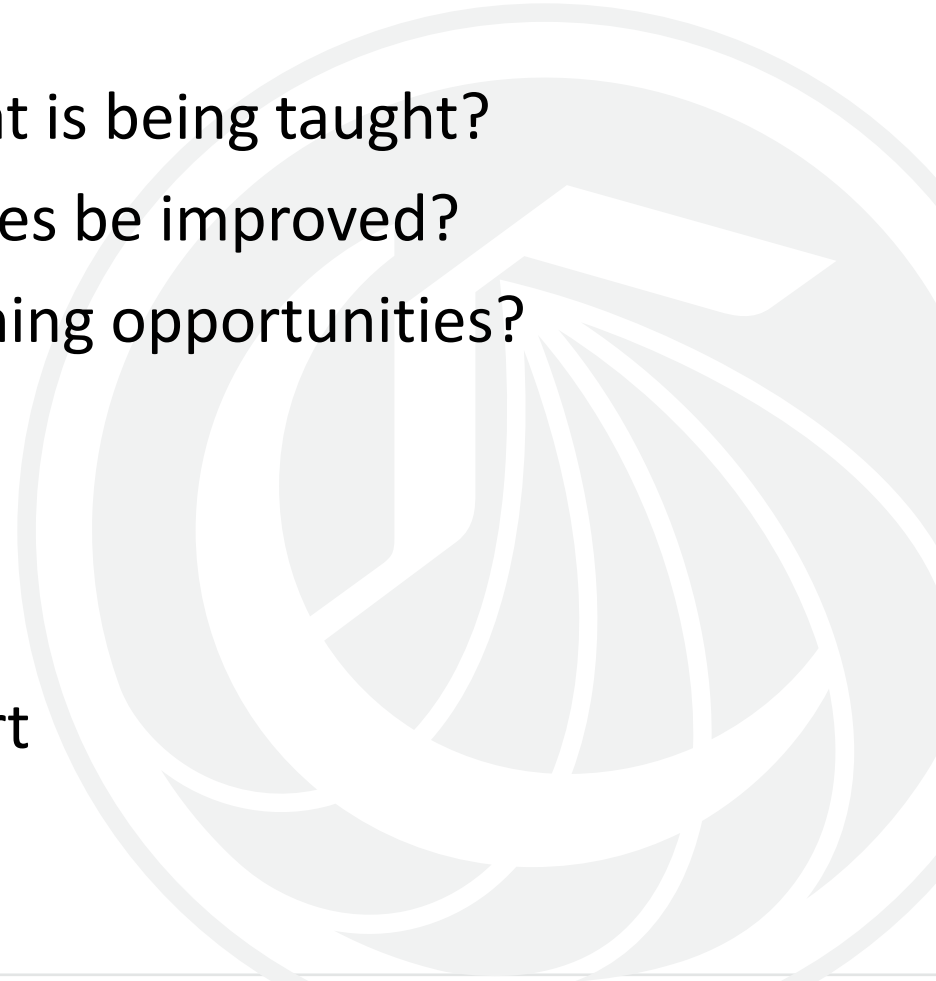
- How do we know students are learning what is being taught?
- How can course delivery and support services be improved?
- What options are available to improve learning opportunities?

What you can do...

- Find and build on your strengths
- Support others to build on their strengths
- Identify your challenges and needed support

What we can avoid...

- Pointing fingers and placing blame



Teaching and Learning Inquiry Work

- Padlet instructions
- Link in chat
- 5 minutes to answer following questions:
 - How can we help each other in this new learning environment and who is responsible?
 - How does your role impact students: directly and/or indirectly?
 - How have you seen collaboration between those in your role and other departments, divisions, or groups, to benefit student learning?

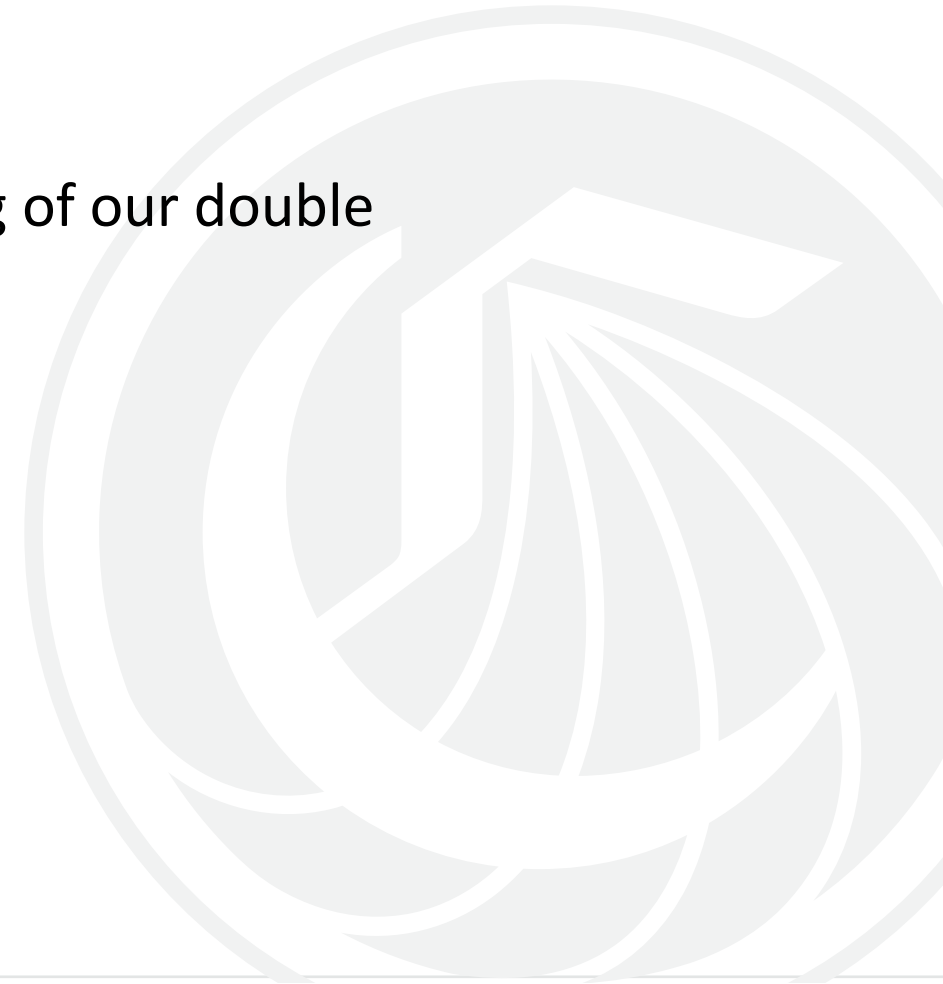
Teaching and Learning Inquiry Work

- Further questions/discussion or clarification
- Thank you!



Five Minute Break

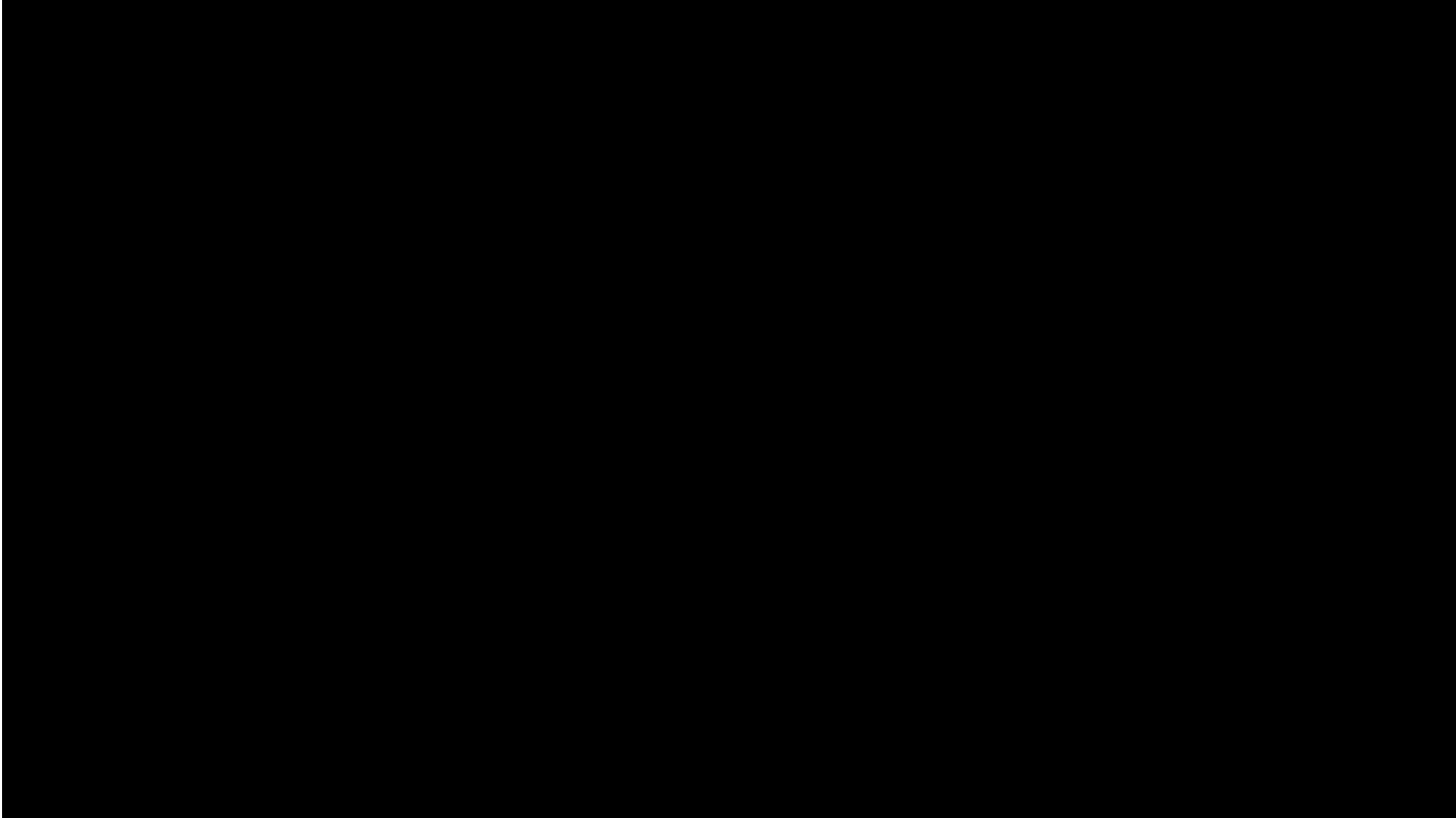
- As we prepare the screen for the second offering of our double feature



Gallery Walk

- Break out into small groups
- 3 minutes for “?”s
- Facilitator identify item with most check marks and questions to begin discussion around those items

Break – 5 minutes



Understanding the Guided Pathways Key Performance Indicators

Assistant Vice Chancellor Dr. Valerie Lundy-Wagner

Data are Necessary in Equity Work

- It is impossible to meet *Vision for Success* goals without data
- Guided Pathways was sensitive to local context and culture of reform
- Different types of data are required to set, monitor, modify, and achieve systems change goals
- Data are relevant for all stakeholders, and often in different ways

Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou



Getting to GP KPIs

- Acknowledge equity-focused research on minority student college success (e.g., Allen, 1992; Astin, 1993; Treisman, 1992; Steele, 1995)
- Guided Pathways focused on the community college context and value, and reframed into “early momentum matters” by CCRC and AACC

Data Landscape & Guided Pathways

- Flexibility begs leaders conceptualize Guided Pathways work in the context of student success gaps and goals
- Multiple data tools/dashboards exist; however, COMIS submission timelines can serve as a barrier in agency agility
- Guided Pathways [dashboard](#)
 - Complements COMIS data submission timeline issues
 - Acknowledges and accommodates variation in data/research capacity across colleges and districts

Guided Pathways Sense-Making

- Data must be used in concert with planning and implementation work
 - Identify (SMART) goals associated with the *Vision* and GP
 - Clarify the problem(s) inhibiting student success in that goal
 - Involve relevant content experts and decision-making stakeholders
 - Develop a data-based theory of change
 - Execute a plan of action
 - Review data and monitor progress
 - Shift based on data, as needed



Naval gazing we support!

Guided Pathways Dashboard & KPIs

- Data organized in three ways with 10-metrics
 - Student Type
 - Learning Progress
 - Momentum
- View data by college, district, micro/macro region, or system-wide

Guided Pathways KPIs

STUDENT TYPE: First time credit students

LEARNING PROGRESS

- Course success rates for first time students
- Completed both TL math and English in district in first year
- Completed TL math in district in first year
- Completed TL English in district in first year

MOMENTUM

- Retained fall to spring at the same college
- Full-time in the Fall term
- Successfully completed semester thresholds in Fall term
- Full-time in the selected year
- Successfully completed semester unit thresholds in the selected year

Operationalizing at System Level

- Guided by the *Vision for Success* and policy priorities
- Data sources
 - COMIS data
 - All LaunchBoard dashboards, especially the Student Success Metrics
 - Annual Scale of Adoption Analysis
 - Reports by external partners in research, technical assistance, and professional development (e.g., RP Group, PPIC, CLP, Wheelhouse, etc.)
- Focus on metrics relevant to goals (e.g., given enrollment declines, “Retained Fall to Spring”)

Operationalizing the Work Locally

Reviews data to clarify goals on student success, including equity gaps

- Potential planning documents
 - Local Vision goals
 - Equity Plans
- Data sources
 - Local Student Information System (SIS)
 - Student Success Metrics dashboard
- Focus on metric relevant to goals (e.g., given enrollment declines, “Retained Fall to Spring”)

Guided Pathways Dashboard

GP KPI Progress + Equity (2016-2018)

Key Performance Indicators	Nominal Change	△ Racial Equity Gaps
# First-time Credit Students	+	No
Course Success Rate for FTIC	NC	No
Completed TL math and English in Year 1	+	Yes
Completed TL math in Year 1	+	Yes
Completed TL English in Year 1	+	Yes+
Retained fall to spring in same college	-	No
Full-time in the fall term	+	Yes+
Successfully completed 15-units in fall	+	No
Full-time in Year	+	Yes+
Successfully completed 30-units in Year	+	No

GP KPI Considerations

- Need a willingness to revisit past practice/activities, humility on alignment and effectiveness
- The KPIs serve as data points meant to support monitoring and facilitate strategy development
- The KPIs should be used in concert with other information and data related to student experiences and voices
- Manage processing related to data accuracy vs. precision
- GP and the KPIs were predicated on a student archetype that may not be representative, and may not align with racial or regional equity goals

The “A” in GPAC

What does this mean for better supporting colleges as they continue to design and implement Guided Pathways and reform generally?

Recap and Wrap Up

Any final thoughts on any of our topic area discussed today?

Thank you!

- Slide deck will be shared shortly after meeting
- Notes will be shared soon



GEAC Meeting Summary Notes

Meeting Date: May 11, 2021

Submitted By: Michelle Velasquez Bean

Reports

CCCCO

- Executive order 2020-02 suspending title 5, section 55022 requirement that students select the "pass or no pass" grading option prior to the 30% mark of the term.

ASCCC

- Guided Pathways Task Force—funding ending and ASCCC now integrating Guided Pathways work into standing committees
- Ethnic Studies—CID descriptor drafted and will be sent to Ethnic Studies faculty for vetting; a new Ethnic Studies TMC creation in process; discontinuation of an ADT process in progress; ICW and CID meeting in June; [title 5 55063 changes](#) in 45-day comment period—comments must be received by June 19, 2021 at 4:00 p.m. emailed to regcomments@cccco.edu
- Curriculum Institute—July 7-9 (virtual)
- Spring Plenary—[final resolutions packet](#)
- [Rising Scholars Network and ASCCC](#)—Andrew W. Mellon Future of Higher Learning in Prison/Equity in Curriculum grant to fund development of professional development and resources supporting CCC faculty teaching in California Department of Corrections and Rehabilitation (CDCR) facilities and other incarcerated environments

CCC AOs

- CCCs submitted Ethnic Studies courses for GE approvals and received inequitable denials. Tiffany submitted a document of examples for a suggested course to course articulation blanket approval process.
- AOs also asking for definition of “catalogue rights”

CSUCO

- **Over 3,000 Ethnic Studies course approvals** submitted and about half approved; **colleges may resubmit by June deadline for Area F** in addition to tech review resubmission. Many courses for Area F did not get approved because of lack of alignment with the Ethnic Studies core competencies, and CSU must see at least three of the five competencies clearly met especially in light of any possible future legislative audit. CSU reviewers did not look at cross listing nor faculty teaching the courses; they did look for prefixes.
- Credit for Prior Learning policies being rolled out.

CSU AS

- Working with ICAS to discuss concerns with proposed legislation such as AB 928, course numbering, and a faculty higher ed workgroup—not needed since ICAS is such.

Discussion

- **IGETC Standards**—reviewed process: ICAS first read of the IGETC Standards document in April and second read in June. Waiting on UCOP regarding updates to IGETC changes for Ethnic Studies/Area 7.
- A request from CSU Sonoma for exemption/waiver to GE Area 3 (Critical Thinking) for Engineering degree.
- Reviewed items to list in GEAC Annual Report—concerns with curriculum and processes being legislated; I recommended being more intentional about collaborating—all three systems talking about alignment and reporting for student success. Van Selst reminded that GEAC only an advisory committee to CSUCO. Member also asked for next year to discuss clearer parameters for GE exemption requests.
- Discussed Exemption Request process—issues with ABET and Engineering programs having requests for lower division waivers. Concerns with exempting an entire area of GE. CSU Exemption Process—concern about double-counting in major actually water downs the GE philosophy.
- **CSU Office Hours for Area F Resubmissions on May 12. Resubmission window is June 1–June 10 for tech resubmission and Area F only. Who are the GE Reviewers?** Per Melissa: cadre of folks from CSUCO admin who used to be faculty. No formal call out for faculty. Some CORs reviewed by up to six people—especially when inter-review and reconciliation process needed for clarification. CSUCO wants to approve as many as possible.

RP Group Liaison Report

Meeting Dates: 14 May 2021

Submitted By: Michelle Velasquez Bean

Special Meeting with CCCCC

Highlights:

- Executive Vice Chancellor Marty Alvarado and Stacy Fisher from Foundation of CCC demonstrated pilot platform
- Topic: Report Streamlining Project
- 15 colleges piloted
- Rationale: Need to streamline reporting to eliminate the over 60 reporting elements and 186 different metrics used to provide data to the CO each year by colleges; would help align reporting per SCFF, Guided Pathways, SEA program, and Vision for Success (Core Commitment #2)
- Screen shot from meeting:

