



Friday, February 3, 2017 – El Camino College

16007 Crenshaw Boulevard, Torrance, CA 90506

Meeting Room: Distance Education Conference Room (Attached to Library)

Parking Lot: A

Campus Map

11:30 a.m. to 12:00 p.m. Lunch

12:00 p.m. to 5:30 p.m. Meeting

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

Fuego – Hotel Maya

700 Queensway Drive, Long Beach, CA 90802

Saturday, February 4, 2017 – Hotel Maya

700 Queensway Drive, Long Beach, CA 90802

Meeting Room: Luna Solstice

8:00 a.m. to 8:30a.m. Breakfast

8:30 a.m. to 12:00 p.m. Meeting

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

12:30 p.m. to 1:30 p.m. Meeting

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at agendaitem@asccc.org or contacting Annie Wilcox-Barlettani at (916) 445-4753 x103 no less than five working days prior to the meeting. Providing your request at least five business days before the meeting will help ensure availability of the requested accommodation.

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

I. ORDER OF BUSINESS

A. Roll Call

B. Approval of the Agenda

C. Public Comment

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

D. Calendar

E. Action Tracking

F. Local Senate Visits

G. One-minute Accomplishment

H. Dinner Arrangements

II. CONSENT CALENDAR

- A. **January 6-7, 2017, Meeting Minutes, Davison**
- B. **FAQ for the IEPI Process, Beach**
- C. **Disciplines List Revision Proposals, Freitas**
- D. **Accounting Procedures, Adams**
- E. **Three-dates Executive Committee Orientation, Adams**
- F. **ASCCC Election Withdrawal Procedures, Freitas**
- G. **Hayward Award Process Change, Freitas**

III. REPORTS

- A. **President's/Executive Director's Report – 30 mins., Bruno/Adams**
- B. **Foundation President's Report – 10 mins., May**
- C. **Chief Instructional Officer Liaison Report – 10 mins.**
A liaison from the CCC Chief Instructional Officers organization will provide the Executive Committee members with an update of system-wide issues and projects.
- D. **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, CCA, CCCI, CFT, FACCC, and the Student Senate.

IV. ACTION ITEMS

- A. **Legislative Update – 30 mins., Stankas**
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
- B. **Periodic Review Report and Process Evaluation, 45 mins., Stankas**
[Time Certain: 3:00 p.m. Presenter: Laura Alarcon, Chair]
The Executive Committee will consider for approval the Periodic Review as written, or accept the report and endeavor to write a response prior to the March meeting of the Executive Committee.
- C. **Rostrum Compilation Publication – 10 mins., Adams/Morse**
The Executive Committee will consider for approval the *Rostrum* compilation publication.
- D. **Proposed Changes to the Resolutions Process – 20 mins., Beach**
The Executive Committee will consider for approval proposed changes to the resolution process.
- E. **ASCCC Foundation Research Project on Disaggregating Student Learning Outcomes – 20 mins., Beach**
The Executive Committee will consider for approval endorsing the research findings of a joint work group between the ASCCC Accreditation and Assessment Committee and the RP Group for California Community Colleges.
- F. **IDI Institute Program – 15 mins., Stankas/Adams**
The Executive Committee will consider for approval the final program for the March 2017 Instructional Design and Innovation Institute.

- G. Minimum Qualifications and Equivalency Through IEPI Spring 2017 Agenda – 15 mins., Freitas/Slattery-Farrell/Adams**
The Executive Committee will consider for approval the agenda for the Spring 2017 Minimum Qualifications and Equivalency regional meetings.
- H. ASCCC Event Dates for 2017 – 2018 – 20 mins., Adams**
The Executive Committee will consider for approval the proposed ASCCC event dates for 2017 – 2018.
- I. Academic Senate Foundation – 20 mins., May**
The Executive Committee will consider for approval the ASFCCC November minutes, the Policy on ASFCCC Research Projects, and ASCCC Support of ASFCCC.
- J. Part-Time Faculty Committee Charge – 10 mins., Goold**
The Executive Committee will consider for approval the proposed Part-Time Faculty Committee charge.
- K. 2017 Spring Session Plenary Planning – 60 mins., Bruno/Adams**
The Executive Committee will consider for approval the 2017 Spring Session preliminary program and discuss keynote presentations.
- L. Career Technical Education (CTE) Program – 30 mins., Slattery-Farrell**
The Executive Committee will consider for approval the program for the May 2017 CTE Leadership Institute.
- M. Course Outline of Record Paper – 20 mins., Davison**
The Executive Committee will review the revised Course Outline of Record paper and provide feedback to the Curriculum Committee.
- N. Local Senate Survey – 10 mins., Adams**
The Executive Committee will consider for approval revising the local senate survey.
- O. CSU Quantitative Reasoning Task Force Report Survey – 15 mins., May**
The Executive Committee will consider for approval a survey inviting feedback on the CSU Quantitative Reasoning Task Force Report.

V. DISCUSSION

- A. Chancellor’s Office Liaison Report – 45 minutes [Time Certain: 1:00 p.m.]**
A liaison from the Chancellor’s Office will provide Executive Committee members with an update of system-wide issues and projects.
- B. Board of Governors/Consultation Council Update – 15 mins., Bruno/Stankas**
The Executive Committee will be updated on the Board of Governors and Consultation Meetings.
- C. Executive Committee Discussion – 45 mins., Bruno**
The Executive Committee will discuss current workload challenges and determine priorities.

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

- A. Standing Committee Minutes**
 - i. Accreditation and Assessment Committee, Rutan

- ii. Curriculum Committee Minutes 12.06.16 & 1.17.17, Davison
- iii. Educational Policies Committee Minutes, May
- iv. Equity and Diversity Action Committee Minutes, Beach
- v. Resolutions Committee Minutes, Beach
- vi. Legislative and Advocacy Minutes, Stanskas

B. Liaison Reports

- i. IEPI P1 Report, Stanskas
- ii. IEPI P3 Report, May
- iii. Integrated Planning ASK, North

C. Local Senate Visit Report

- i. West Valley College Visit Report, Davison

VII. ADJOURNMENT



Executive Committee Agenda Item

SUBJECT: Calendar		Month: February	Year: 2017
•Upcoming 2016-2017 Events		Item No: I D.	
•Reminders/Due Dates		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will review upcoming 2016 -2017 event dates and dues dates.	Urgent: NO	
CATEGORY:	Order of Business	Time Requested: 5 minutes	
REQUESTED BY:	Annie Wilcox-Barlettani	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Upcoming Meetings

- **Executive Committee Meeting** – Foothill College/Hotel De Anza - March 3 – 4, 2017
- **Executive Committee Meeting/Session** – San Mateo Marriott – April 19, 2017

Upcoming Events

- **Accreditation Institute** – Napa Valley Marriott – February 17 - 18, 2017
- **Instructional Design and Innovation** – San Jose Marriott – March 17 - 18, 2017
- **Spring Plenary Session** – San Mateo Marriott – April 20 – 22, 2017
- **Career Technical Education Institute** – San Jose Marriott – May 5 - 6, 2017

Reminders/Due Dates

February 15, 2017

- Agenda items due for March 3 – 4, 2017 meeting.
- Resolutions due, email to resolutions@asccc.org.

March 6, 2017

- Rostrum articles due.

April 3, 2017

- Agenda items due for April 19, 2017 meeting.

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

Action Item	Month Assigned	Year Assigned	ORCA Agenda Item #	Assigned To	Date Due	Complete in Community	Month Complete	ORCA Agenda Item #	Assigned To	Date Due	Complete in Community	Month Complete	Strategic Notes
Committee Communication	3 October	2014	IV. L.	Adams	January	In progress				January	In progress		Communication flowchart was approved by Exec at its May meeting and will be modified to include more connections. This item will be included in the Executive Committee LiveBinder.
SB 987 Student Safety; Sexual Assault	4. November	2014	V. E.	Beach	December	TBA				December	TBA		EDAC will discuss this discussion in the spring plenary but it was undecided if those are appropriate venues. More discussion is needed. The committee will meet again on December 12, 2016 and discuss next steps.
The Best of the Rostrum	5. January	2015	II. F.	Adams	December	In progress				December	In progress		Each standing committee reviews the Rostrum articles for inclusion in the Rostrum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period. The Executive Director will work on how best to display this information.
Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Conan/Rutan	December	TBA				December	TBA		The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
TASSC Survey on Services for Disfranchised Students	8. August	2015	V. M.	A. Foster	December	In Progress				December	In Progress		TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System. Survey distributed and summary developed. TASSC will discuss next steps.
PDC Modules	January	2016	II. D.	Smith/Adams	Fall/Spring	In progress				Fall/Spring	In progress		The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module is in progress and will also be available in Fall. The Incarcerated student module outline is in process and should be available in Spring. SLO Symposium in progress. Noncredit 101 outline/script is in progress.
Academic Senate Foundation Research	May	2016	IV. B.	May	December	In progress				December	In progress		ASFOCC to include description of the literature review on its website with a disclaimer. Standards & Practices to develop a process for how long the ASCCC/ASFOCC partners with other organizations on research
Part Time Faculty Committee Recommendations of Priorities	May	2016	IV. D.	Adams/Goold	November	In progress				November	In progress		Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge.
Outline for Revision of the 2009 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	February & March	In progress				February & March	In progress		Once modifications have been made to the outline a resolution for adoption of the paper is expected to be presented at the 2016 Spring Plenary. Paper will return to a future meeting for first reading. Paper is in progress with expected first review at February Exec Mtg, second review and approval at March Exec Mtg in preparation for 2017 Spring Plenary.
Institutional Effectiveness Partnership Initiative Professional Development Part-Summit	Sept/Oct	2016	IV. H.	Rutan	October/November	In progress				October/November	In progress		Members will send their suggestions for areas that the Academic Senate needs to be leading to Rutan, Bruno, and Adams.
Proposed Regional Curriculum Processes Workshop.	September/Oct	2016	IV. I.	Adams	January	In progress				January	In progress		Adams to create survey for Part-time Faculty to take before the summit.
Draft Program for Accreditation Institute	November	2016	IV. C.	Rutan	January	In progress				January	In progress		Agenda for regional curriculum workshops coming to January 2017 Executive Committee meeting.
Mentoring Program for New Senate Presidents	November	2016	IV. D.	S. Foster	January/February	In progress				January/February	In progress		Draft program will come back on the January agenda for consideration.
CTE Regional Events	30-Nov	2016	II. D.	Stietery-Farral/Freitas	January	In progress				January	In progress		The Executive Committee will provide the chair of the Relations with Local Senates Committee with names of local senate president who might provide feedback on a mentoring program for new local senate presidents.
Legislative Update	30-Nov	2016	IV. A.	Stanskas	Spring	In progress				Spring	In progress		CTE Regional event dates will be brought back to the January meeting for approval and a draft agenda will be reviewed.
Noncredit Summit Event System-wide Faculty Development Survey	30-Nov	2016	IV. C.	Aschenbach	April	In progress				April	In progress		ASCCC staff will work on plans to secure a location for the pre-session legislative day and advertise the event.
Guidelines for Local Senate Visits	30-Nov	2016	IV. E.	Smith	January	In progress				January	In progress		The Legislative and Advocacy Committee will work on an agenda for the legislative and advocacy day and bring back to the Executive Committee for consideration for approval.
Diversity in Faculty Hiring Regional Meeting	30-Nov	2016	IV. G	S. Foster	January/February	In progress				January/February	In progress		Aschenbach is working in collaboration with ACCE, IEFPI, CLP, 3CSN, and CO Academic Affairs to plan the Noncredit Summit planned for April 2017.
													A revised survey will return to the January meeting for consideration for approval.
													The local senate visiting form, cover letter, and topics will be updated.
													Executive Committee members will send to S. Foster and Adams topics for inclusion in the guidelines for local senate visits.
													RwLS will develop a menu of topics available to local senates.
													The RwLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
													Adams will contact AC-HRO to see if they would like to partner with the ASCCC on the regional meetings.
													A date the date will go out immediately.
													This item will return to a future meeting for consideration for approval.

LOCAL SENATE CAMPUS VISITS

2016 – 17

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

COLLEGE	VISITOR	DATE OF VISIT	VISITOR	DATE OF VISIT	NOTES
AREA A					
American River					
Bakersfield					
Butte	Goold/Davison/ Aschenbach/ Freitas	10/13/16			Butte Chico Center/ curriculum
Cerro Coso					
Clovis					
Columbia					
Cosumnes River					
Feather River					
Folsom Lake	May/Goold/ Aschenbach Goold	10/14/16 11/22/16			Area A meeting Discipline Conversation
Fresno					
Lake Tahoe					
Lassen					
Merced					
Modesto					
Porterville					
Redwoods, College of the					
Reedley					
Sacramento City					
San Joaquin Delta	Smith	11/18/16			Formerly Incarcerated Regional Mtg.
Sequoias, College of the					
Shasta					
Sierra					
Siskiyou, College of the					

Taft							
West Hills Coalinga							
West Hills Lemoore							
Woodland College	Freitas/Rutan/Foster/A dams	10/28/16					MQ North Regional
Yuba							
AREA B							
Alameda, College of	Bruno	11/21/16					Collegiality in Action
Berkeley City							
Cabrillo							
Cañada							
Chabot							
Contra Costa							
DeAnza							
Diablo Valley							
Evergreen Valley							
Foothill							
Gavilan							
Hartnell							
Laney							
Las Positas	May	9/16/16					SLO vs. Objectives
Los Medanos							
Marin, College of							
Mendocino							
Merritt							
Mission	Davison/Freitas	12/08/16					Local Visit
Monterey Peninsula	Freitas/Bruno	11/10/16					Local Visit
Napa Valley	Beach	11/14/16					IEPI RPT Team Member
Ohlone							
San Francisco, City College of							
San José City							
San Mateo, College of							
Santa Rosa Junior	Beach	12/21/16					EDAC Strategic Plan

Skyline	Davison/Beach/LSF/ McKay/Crump	10/21/16		Meeting Curriculum Regional Meeting
Solano	Stankas/McKay/Smith /Davison	10/14/16		Area B Meeting
West Valley	Davison Aschenbach	11/8/16 12/07/16		Local Senate Visit Noncredit Asst. (Zoom w/WVC Noncredit TaskForce

AREA C				
Allan Hancock				
Antelope Valley				
Canyons, College of the	Freitas/Stankas	10/21/16		MQ & Equivalencies Presentations
Cerritos				
Citrus				
Cuesta				
East LA				
El Camino				
El Camino Compton Center				
Glendale	Rutan/Foster Aschenbach	9/24/16 12/08/16		Accreditation Committee Noncredit Committee Mtg.
LA District				
LA City				
LA Harbor				
LA Mission				
LA Pierce				
LA Southwest				
LA Trade-Technical	Smith	10/21/16		Formerly Incarcerated Regional Meeting
LA Valley Moorpark				

Mt. San Antonio	Davison/LSF/ Aschenbach/Beach/ Rutan	10/22/16			Curriculum Regionals
Oxnard					
Pasadena City	Foster/Freitas	11/15/16			Area C Meeting
Rio Hondo					
Santa Barbara City					
Santa Monica					
Ventura					
West LA					

AREA D					
Barstow					
Chaffey					
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress					
Desert, College of the					
Fullerton	Beach	9/20- 21/16			SLO Presentation
Golden West					
Grossmont					
Imperial Valley					
Irvine Valley					
Long Beach City					
MiraCosta					
Moreno Valley					
Mt. San Jacinto					
Noro					
North Orange - Noncredit					
Orange Coast					
Palo Verde					
Palomar	Aschenbach/McKay	12/03/16			Noncredit South

Riverside City	Freitas/Stanskas/ Slattery-Farrell	10/29/16			Regional Meeting MQ South Regional Meeting
Saddleback					
San Bernardino Valley					
San Diego City					
San Diego Cont. Ed.	Rutan/Slattery-Farrell Smith	10/15/16 11/19/16			Area D Meeting Top Code Allignment
San Diego Mesa					
San Diego Miramar					
Santa Ana					
Santiago Canyon					
Southwestern					
Victor Valley					



Friday, January 6 – 7, 2017

I. ORDER OF BUSINESS

A. Roll Call

President Bruno called the meeting to order at 12:45 p.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, D. Davison, A. Foster, S. Foster, J. Freitas, G. Goold, G. May, C. McKay, C. Rutan, L. Slattery-Farrell (Saturday only), and J. Stanskas.

Liaisons present: Jackie Escajeda, Dean, Chancellor's Office; and Shaaron Vogel, President, FACCC.

Board of Governors Faculty Nominations interviewees: Jeff Burdick, Clovis College; Jolena Grande, Cypress College; Daniel Keller, Los Angeles Harbor College; Man Phan, Cosumnes River College; and James Woolum, Citrus College

B. Approval of the Agenda

Item IV. G. Periodic Review Process Evaluation was added to the agenda.

MSC (McKay/Aschenbach) to approve the agenda as amended.

C. Public Comment

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

No public comment.

D. Calendar

Members discussed the calendar.

E. Action Tracking

Adams informed members that she will contact members individually regarding status of items in an effort to update the Action Tracking sheet.

F. Local Senate Visits

Members updated the Local Senate Visits spreadsheet.

G. Dinner Arrangements

Members discussed dinner arrangements.

II. CONSENT CALENDAR

- A. November 30, 2016, Meeting Minutes**
- B. Resolution Assignments**
- C. Curriculum Regional Workshops Agenda**
- D. Accreditation Institute Program**
- E. Diversity in Faculty Hiring Regional Meeting, February 10 and 11, 2017**
- F. Legislation and Advocacy Pre-Session to Leadership Institute**
- G. ACCJC Conference in April 2017**

MSC (Goold/Aschenbach) to remove Items E and G from the Consent Agenda.

Item II. E. Diversity in Faculty Hiring Regional Meeting

Members discussed the regional meetings.

MSC (May/Davison) to approve the Regional Meeting agenda.

Item II. G. ACCJC Conference in April

A question was raised regarding the specificity of the agenda item and its requirement that either the president and/or the Accreditation Chair should attend the conference. It was suggested that in the future, agenda items should make recommendations but allow the president to have final approval of who should participate.

MSC (Stanskas/Goold) to participate in this conference with the president determining who should attend the event and approve the proposals.

ACTION:

- A. Finalize minutes and post to the website.**
- B. Resolution assignments will be posted to the website and included on each committee's spreadsheet.**
- C. The Curriculum Workshop Regional Meeting agenda will be posted to the ASCCC regional workshop webpage.**
- D. The Accreditation Institute Program will be posted on the website, formatted for publications, and shared with the field to garner more participation.**
- E. The Diversity in Hiring Regional Meeting agenda will be posted to the ASCCC regional workshop webpage.**
- F. The Legislative and Advocacy Committee will work on developing the program for the pre-session and bring back to the Executive Committee for consideration for approval.**
- G. The president will work with the Accreditation Committee Chair to determine the presentations for the ACCJC Conference including approval of the presenters.**

III. REPORTS

A. President's/Executive Director's Report

Bruno attended the IEPI Executive Committee, Advisory Committee, and IEPI Pathways Summit. IEPI is working on developing mini Partnership Resource Teams (PRTs) for the Strong Workforce Program (SWP) to assist colleges in plan development and implementation as well as connecting the SWP plans to integrated planning efforts. Executive Committee members raised concern with the development of numerous focused PRTs. Since the PRT structure is in place, colleges could request a PRT on specific topics without the need to create specialized PRTs.

Members asked how the PRTs fit with the work that other organizations are doing, such as the ASCCC Technical Assistance on Governance (Collegiality in Action) in partnership the League and Curriculum Technical Assistance in partnership with the CIOs, the Association of Community and Continuing Education (ACCE) noncredit technical assistance, and the ASCCC Minimum Qualification training. Bruno stated that the IEPI Executive Committee continues to discuss the need to maintain branding for organizations by clearly designating the content providers, particularly those who provide support and deliver content. IEPI should facilitate the work of other organizations rather than duplicate efforts, which undermines the work of the organization. Bruno noted that the difficulty is when the audience includes not just faculty but CIOs, CSSOs, and other college community individuals; IEPI views their role as facilitating the collaboration. ASCCC should and will take the lead when the topic is clearly within the faculty purview.

The ASCCC did not receive funding for its proposal submitted for the IEPI Leadership grant. There will be another opportunity to submit a proposal for IEPI Leadership grants in March. Along with other organizations, the ASCCC raised concerns about the grant process. Little to no information was provided explaining why specific proposals did not receive funding. Initially, IEPI communication regarding the grants suggested that the process was not a competitive process, however, when the grants were awarded, it appeared that the process was indeed competitive. Had communication clearly noted that the grants were competitive, the proposals may have faired differently.

IEPI P3 workgroup met and discussed the Applied Solution Kit (ASK), specifically the vetting of the ASK content. The ASKs are promoted as effective practices but data is not yet available which demonstrates their effectiveness. This is problematic since it is misleading to colleges. During the P3 meeting, it was requested that the vetting process be publicize so that users of the ASKs may be confident in their efficacy. The ASCCC has also been in contact with the Professional Learning Network (PLN) regarding the vetting of the ASKs and other content. The faculty working with the PLN stated that there were not as many submissions to the PLN as desired. The ASCCC will work with the PLN to help structure the vetting process. Additionally, the ASCCC is working with the

PLN to submit some of the Senate's resources – papers, presentation, etc. – that are effective practices. It was discovered that the PLN utilizes a creative commons license that would allow anyone to modify the resources without attribution to the original author or keeping with the original intent of the resource. The ASCCC does not support having changes made without consent so the officers determined that it is in the best interest of ASCCC to use a creative commons license that would protect the resources of the ASCCC while contributing to the PLN. The creative commons would allow the commercial and non-commercial use of ASCCC resources with attribution and in its original publication.

ACTION:

Adams will work with the PLN to implement the creative commons license that will protect ASCCC resources on the PLN.

Bruno also participated in the IEPI Pathways presentation, met with Chancellor Eloy Oakley, attended ICAS, ICC, and chaired the recent ICAS meeting.

Adams reported on operational issues including the need for Hayward Award winners, staff retreat, new staff hire, and staff maternity leave.

B. Foundation President's Report

The Foundation is holding its first orientation this month. The current directors determined that an orientation would be beneficial to the new Foundation directors elected during Fall Plenary. After the orientation meeting, the Foundation Board will hold a regular meeting to plan future events, including Spring Fling.

C. Chief Instructional Officer Liaison Report

The CCC Chief Instructional Officers Liaison provided a written report.

D. 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, CCA, CCCI, CFT, FACCC, and the Student Senate.

FACCC President Vogel updated members on a number of FACCC activities including an upcoming conference for counselors.

IV. ACTION ITEMS

A. Legislative Update

The Legislative and Advocacy Committee Chair briefly updated members on recent legislative activities. Most of the bills introduced to date are spot bills while some are urgent bills.

B. Board of Governors Interviews

The Executive Committee serves as a screening committee to recommend candidates to the governor for the faculty representative positions on the Board of Governors. The Executive Committee interviews applicants to determine their suitability in serving on the Board of Governors. While interviewing applicants, members should focus on the faculty member's knowledge and their regard for the faculty perspective in California community colleges. As a reminder, the faculty is not a representative of the ASCCC, but instead will bring the faculty perspective to the Board of Governors. Thus, the candidates sent to the governor for consideration should be knowledgeable about the mission of the California Community College System, understand how the system operates, be familiar with the ASCCC, its role within the system, have some experience with the ASCCC, and understand how the ASCCC functions. The Executive Committee went into closed session to conduct the Board of Governors interviews.

President Bruno reported out of closed session on the following candidates to forward to the governor:

Jeff Burdick, English, Clovis College
Jolena Grande, Mortuary Science, Cypress College
Man Phan, Business, Cosumnes River College

MSC (Stanskas/Davison) to forward the above candidates to the governor.

ACTION:

- All interviewees will be notified and provided feedback based on conversations in closed session.
- A letter will be sent to the governor informing him of the ASCCC recommendations.

C. Instructional Design and Innovation Draft Program

The Executive Committee discussed the program for Instructional Design and Innovation Institute (IDII). There are four themes to the program: 1) Faculty Development; 2) Campus Culture of Innovation and Leadership Development; 3) Cultural Competency and Curricular Design; and 4) "wildcard", which includes proposals that may not fit the other three themes but are worthy of inclusion in the program. Currently, eight proposals were received. Executive Committee members were encouraged to identify additional topics by reaching out to the Basic Skills Innovation grantees, IEPI, ACCE (noncredit), Educational Planning Initiative (EPI), Online Education Initiative, Exemplary Award winners, as well as considering innovations in counseling and Strong Workforce Programs, etc.

Last year's institute was the first to use the call for proposals process. Executive Committee members were assigned facilitation duties but were not given any instructions about what the task of facilitation included, which resulted in some

breakouts that were not well developed or countered ASCCC positions. This year, facilitators (Executive Committee members or committee members) will be provided instructions for how to coordinate the breakout sessions to ensure the quality of the sessions.

MSC (Slattery-Farrell/Aschenbach) to approve the direction of the program as discussed.

ACTION:

- Executive Committee members will reach out for additional presentations.
- Program will come to the next meeting for consideration for approval.

D. CTE Regional Meeting Agenda

The Chancellor's Office funded CCCAOE to host 30 spring regional meetings across the state to discuss how colleges are developing their CTE programs. CCCAOE has identified this effort as "More and Better CTE." The audience for the regional meetings are CIOs, CSSOs, deans, faculty, and others and includes topics such as pathways, curriculum, and Strong Workforce Program recommendations. The ASCCC CTE LC chair is consulting with the planning group and will be assisting in determining the agenda for the events. Concern was raised regarding how much the ASCCC should engage in the work given the workload requirement the regional meetings would include. It may be best if the ASCCC help shape the agenda and then allow CCCAOE to execute the events. The ASCCC and CTE LC could attend and encourage CTE Liaisons to attend the regional meetings. It was also noted that canceling the ASCCC's regional meetings makes sense, so as to not duplicate efforts.

ACTION:

- Slattery-Farrell will continue to consult in shaping the agenda with the understanding that this is a CCCAOE activity funded through the Chancellor's Office and not an ASCCC function.
- Communication to the field about the events will be developed to ensure that there is no misunderstanding regarding the role of the ASCCC in this event.

E. 2017 Spring Plenary Session Theme

Members discussed the theme for the upcoming 2017 Spring Plenary Session and agreed to the following theme "Creating Space for Collective Voice: Dialogue and Discourse".

MSC (Smith/Beach) to approve the theme "Creating Space for Collective Voice: Dialogue and Discourse".

F. Course Outline of Record Paper Update

The Executive Committee provided feedback to the Curriculum Committee chair on the revised Course Outline of Record (COR) paper. It was noted that although related to course outlines, the breadth and depth of information now required on

student learning outcomes is outside the scope of the COR paper. Members discussed the need to provide specific resources, including a paper, on student learning outcomes. The COR paper will return to the next agenda for consideration and approval.

G. Periodic Review Evaluation

The process for the ASCCC Periodic Review was approved by the body but the related documents contained little guidance on how the evaluation should be conducted. The Periodic Review Committee is submitting its final report to the Executive Committee during the February meeting. The officers determined that it would be helpful to have the Periodic Review Committee members complete a survey to evaluate the process prior to the presentation of their final report. With the process being new, it is important to evaluate its efficacy and provide feedback on strengths and weaknesses. The intention is not to evaluate the committee, but rather to assess the process as a whole and make the needed improvements.

MSC (Goold/McKay) to approve the survey with the Executive Committee, pending any additional changes in the next few days.

ACTION:

The survey will be sent to the Periodic Review Committee prior to the receipt of their report.

V. DISCUSSION

A. Chancellor's Office Liaison Report

Dean Jackie Escajeda provided members with an update on Chancellor's Office activities.

There are currently 2,097 active ADTs; however, the Chancellor's Office review and approval remains backlogged. Academic Affairs is working on hiring a retired annuitant – Ken Nather, who previously worked with the division on ADTs – to assist with the backlog. The Chancellor's Office staff is discussing streamlining the ADT approval process, particularly from the local college perspective. Nather has both local college and Chancellor's Office experience and would be helpful in informing the improvement of the ADT approval process. Escajeda noted that the ASCCC including the lead for C-ID and the Chancellor's Office staff would have an initial conversation about the current process and possible improvements.

The Chancellor's Office negotiated with Mt. San Antonio College to continue as the fiscal agent for the C-ID grant until June 2017. In May, the Chancellor's Office plans to release an RFA to seek a new fiscal agent for C-ID. Adams noted that the ASCCC is currently developing a business plan for C-ID that would provide the vision of sustaining and growing the C-ID system.

The 5C Curriculum workgroup is making significant progress in streamlining the curriculum process. The group, comprised of ASCCC, CEOs, CIOs, deans, local curriculum committee chairs, curriculum specialists, and Chancellor Office staff, will make recommendations to the Board of Governors at its January meeting regarding revisions to the Chancellor's Office curriculum process. The current focus of the workgroup is on credit courses and awards including degrees and certificates. Additionally, recommendations for Title 5 changes will be made by March. The next work for this group will be noncredit and ADTs.

The Baccalaureate Degree Pilot Program held a meeting in December that focused on financial aid; Financial Aid Directors and Admissions and Records Officers were invited. The meeting was well attended and the outcome was positive. The next workshop will be in January and will focus on articulation. In March, the National Baccalaureate Conference is taking place in San Francisco. Stankas, Walker, and Escajeda are on the opening panel.

Phase I of the technology for the Curriculum Inventory has begun and was planned to be available by January. However, because of significant delays, there is some doubt that Phase I will be ready and available in January. There are 25 pilot colleges anxious to begin using the system. The Chancellor's Office will begin meeting weekly with the technology team.

The Executive Committee discussed the Chancellor's Office staffing and possible future changes and hires.

The Chancellor's Office just awarded the Z-Degree grants. Twenty six colleges applied and 22 were awarded. The original intent of the task force was to set aside a certain portion of the \$4.5 million for the next round; however, the group ended up awarding much less than anticipated, therefore additional funds are anticipated for the 2018 – 19 grants. The reading group was comprised of faculty representatives including Distance Education Coordinators. It was noted that the legislation requires a report to the legislature of how many successful students have completed a Z degree by 2018, which would prove to be difficult, as data will not be available by that time. For example, the college that is furthest along will implement their Z-degree in Fall 2017 – only one year prior to the 2018 report. Students cannot retroactively join the degree if they have taken any course in which they purchased a textbook.

The effort to integrate SSSP, student equity and basic skills reporting is moving forward. A group of faculty, CSSOs, CIOs, CEOs, Chancellor's Office solicited input on a new template. The group had a philosophical discussion about what the Chancellor's Office needs to collect to report to the legislature and public versus what the colleges feel like the Chancellor's Office should collect. A subgroup is working on crafting recommendations to bring back to the larger group.

B. Strong Workforce Recommendations: Progress and Next Steps

The Executive Committee discussed the Strong Workforce Program (SWP) Recommendations and how best to track the progress. Currently, the recommendations are listed on each committee's resolution worksheet. Bruno noted that she will need to provide updates on what the ASCCC has done to accomplish the recommendations.

ACTION:

- Adams will review the spreadsheets for accuracy and create a folder for members to update status – ensuring access by all;
- Adams will develop written directions on how to access the drive and update the file and send an email to members;
- Executive Committee members will update the spreadsheet with status upon receiving the email from Adams and then each month by the Executive Committee deadline;
- Executive Committee will review the Doing What Matters spreadsheet (<http://doingwhatmatters.cccco.edu/StrongWorkforce/ProjectPlan.aspx>) to be informed on the progress made by the Chancellor's Office in areas each member is responsible for and update the spreadsheet as appropriate.
- A reminder will be included on the calendar agenda item each month.

C. Executive Committee Members Discussion

The Executive Committee discussed current workload challenges. Members were asked to respond to a questionnaire about workload priorities prior to the meeting however, not all questionnaires were submitted. Members will submit the completed questionnaires to be reviewed and consider adjustments.

D. Update on Common Assessment Initiative

The Executive Committee was updated on current conversations with the Chancellor's Office regarding the Common Assessment Initiative. There is a meeting in January to discuss next steps in the process. Once more information is known, the Executive Committee will be updated.

E. AB 1985: Advanced Placement Examination Course Credit Policy for the California Community Colleges

The Executive Committee discussed AB 1985 (Williams, 2016) which requires the Chancellor's Office, in collaboration with the ASCCC, to create, adopt, and implement a policy on Advanced Placement Examination general education course credit (not for the majors) for the California community colleges.

F. Budget Performance

The Executive Committee was updated on the budget performance for the second quarter. Adams noted that there are some items that might exceed the budget because of external factors. For example, the Executive Committee and Standing Committee budget line items are over the projected six-month amount because of

higher than anticipated hotel and travel costs. Sacramento room rates are well over \$200 compared to the past rate of \$135. Members discussed the budget performance.

A question was raised regarding how the ASCCC dues are structured. The ASCCC dues are based on the Chancellor's Office staffing report – currently 2015 – 16. This year's dues equate to \$9.73 per faculty, which is lower than most membership organizations. It was stated that about 10 years ago, the Executive Committee at the time agreed to raise the dues by 5% each year to address the cost of living; this year that would amount to an increase of roughly \$13,000 in total. It was noted that the ASCCC dues structure has not been modified since the recommendation to raise the dues by 5%. Currently, the ASCCC receives a total of \$350,000 in dues. Comparatively, the CCLLeague members (CEOs) pay dues of more than \$1.7 million. Members recommended that the Budget and Finance Committee review the dues structure.

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

A. Standing Committee Minutes

1. Accreditation and Assessment Committee, Rutan
2. Curriculum Committee Minutes, Davison
3. Educational Policies Committee Minutes,
4. Standards and Practices Committee, Freitas

B. Liaison Reports

1. CalPass Advisory Minutes 12.07.16, Freitas
2. Faculty Association of California Community Colleges Minutes 11.18.16, Freitas
3. NSSSPAC Minutes 11.11.16, Quiaoit
4. SSSPAC Minutes 11.08.16, Jamshidnejad

C. Senate and Grant Reports

1. GEAC, May

VII. ADJOURNMENT

Respectfully submitted by
Julie Adams, Executive Director
Dolores Davison, Secretary



Executive Committee Agenda Item

SUBJECT: FAQ for the IEPI PRT Process		Month: February	Year: 2017
		Item No. II B.	
DESIRED OUTCOME: The Executive Committee will consider for approval an FAQ for faculty regarding the IEPI PRT process		Attachment: Yes	
		Urgent: No	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

At a previous Executive Committee meeting, a suggestion was made for a work group to compile a FAQ regarding the Institutional Effectiveness Partnership Initiative (IEPI) for faculty interested in serving on Partnership Resource Teams (PRTs) and for faculty whose college will be receiving a team.

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

FAQs on Faculty Participation on Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Teams (PRTs)

The following list of Frequently Asked Questions (FAQs) has been compiled to assist faculty who are considering serving on a Partnership Resource Team (PRT) or whose institution will be visited by a PRT as part of the CCCC's Institutional Effectiveness Partnership Initiative (IEPI). These FAQs focus on the process and expectations of participation on a team and the expectations for faculty when a PRT visits their college or district. The FAQs were collaboratively developed with members of the ASCCC Executive Committee and staff involved in the IEPI project through the California Community Colleges Chancellor's Office.

FOR FACULTY SERVING ON A PRT

Serving on a PRT can be rewarding and enlightening but will require some work. Below are a few things to keep in mind as you consider participating.

How are faculty chosen for PRTs?

Faculty who wish to serve on PRTs complete an online application at <http://iepi.cccc.edu/prt>. In assembling each PRT, IEPI seeks to include at least one faculty member with more than just a few years of experience as a fulltime faculty member with teaching and/or faculty leadership responsibilities. Matching the PRT members' areas of expertise with the institution's Areas of Focus is the primary consideration, in order to meet the institution's needs. After that match is made, other characteristics of potential faculty members on a PRT, such as geographic region, size, urban/rural location, multi-campus versus single-campus district, and longevity, are considered.

How will I benefit from participating on a PRT?

Faculty participating on a PRT benefit from interaction with faculty, administrators, and classified staff at colleges and districts across the state as they work collaboratively to share their experiences in order to assist institutions improve their effectiveness. Faculty on PRTs develop relationships with others at the host college, district, or other institution that requests a visit and pick up new and interesting approaches for solving dilemmas.

How is it different from an accreditation visiting team?

PRTs are not accreditation visiting teams, though there may seem to be overlap in their purviews. PRTs use an appreciative inquiry approach to help colleges and districts identify solutions for self-identified issues, while accreditation teams are focused primarily on verifying compliance and do not work with colleges to assist them as they develop their own solutions.

What kind of permission do I need from my college?

Faculty serving on PRTs are recommended by the Academic Senate for California Community Colleges (ASCCC) prior to being named to a team. After they have been vetted by the ASCCC, they are added to the volunteer pool. Faculty members assigned to a specific PRT are asked to complete a District Participation and Certification form, which includes a signature from an authorized representative of the district, in order to serve.

What is the PRT training like?

PRT members participate in or view a one-hour webinar covering PRT fundamentals. They also undergo a day of training, typically in Sacramento, conducted by the IEPI Project Director with the collaboration of experienced PRT members and IEPI partners. The team is trained to use an appreciative inquiry model that emphasizes positive, constructive, and solution-oriented interactions with institutional staff. PRT members are trained to help institutions find their own solutions, not to impose strategies or methods they believe are appropriate.

What should I do to prepare for the visit?

The best preparation for participation on a PRT is to learn as much as you can about the institution prior to the visit. You will be provided many documents, including the institution's "letter of interest," which outlines the applicable areas of concern.

Who will I be talking to and interacting with on my team and at the district or college on a PRT visit?

Each team is led by a college president or district chancellor and includes faculty, administrators, and often classified professionals, each with varying degrees of experience. PRT Leads are trained to treat all team members as equally integral to the success of the team and as valuable resources to the collective goal of assisting the institution to create and identify solutions.

After the first meeting with the team, the team Lead will sometimes assign members to areas identified in the letter of interest based on PRT members' skills, experience, and strengths. You may interact primarily with administrators, faculty, staff, or a combination during your visits. It is very common for faculty serving on PRTs to interact with high-level administration, including college presidents or district chancellors. Some faculty with limited experience working with high-level administrators may feel intimidated, but faculty on PRTs should remember that the institution has asked for you to come and your input is welcomed.

What should I do if someone from the institution contacts me before the initial visit or between visits?

Faculty from the institution you are supporting may reach out with questions or to express concerns privately. While this is completely appropriate, it's important to remember that as part of a collaborative team you should share the information with your PRT chair and members for the good of the entire process and should not promise otherwise.

How much time will this take?

In general, serving on a PRT does not require a significant commitment of time in the course of a semester or a year. 10 hours or less prior to the first visit. Teams will typically meet by phone three or four times and communicate via email occasionally. Almost always, teams will meet over dinner the night before the initial visit, and spend the visit day in meetings with key personnel. PRT members may be required to review certain planning, process, or accreditation documents of an institution. Brief reports are completed by each PRT using simple templates after the initial visit, and future visits are based on identified strategies and may or may not include the entire team. Team members should be prepared, however, to complete at least three visits and read important documents before each visit, including accreditation materials.

Will I be reimbursed for travel or get paid to do this?

PRT members will be reimbursed for all covered travel costs associated with the visits by completing the necessary paperwork, which will include a “College Participation Certification Form” with the signature of your authorized college representative. Stipends are available for those PRT members who are eligible based on local policies at your institution.

FOR FACULTY EXPECTING A VISIT FROM A PARTNERSHIP RESOURCE TEAM

In the IEPI PRT process, faculty at institutions that are visited have an opportunity to raise issues and concerns in a collaborative environment that may lead to real change. Some questions to consider when you are going to be visited are below.

Should faculty be involved in the preparation of the letter of interest (LOI)?

Since spring 2015, the PRT process has been conducted at institutions across the system. In that time, faculty have been involved in varying degrees in the preparation of the initial letter of interest (LOI), if at all. Currently, only the college president or district chancellor signs an LOI. In order for faculty to be engaged in preparing an LOI, local senate leaders should be proactive and ask if the institution is planning to submit an LOI and, if so, offer input and faculty perspective. In addition, being proactive could include encouraging local senate leaders and other faculty to participate on PRTs.

Well before the initial visit, each client institution prepares a somewhat more detailed treatment of the areas of focus covered in its initial LOI. The CEO is asked to work with the local Academic Senate president in developing this treatment, and obtain her or his explicit approval on it before sending it in. The CEO is also encouraged to involve other members of the institutional community in the development of the treatment as appropriate.

How should faculty be involved in prepping for the visit?

When a team is coming for a visit, faculty, especially senate leadership, can prepare by discussing the letter of interest and treatment in the senate and their expectations for outcomes from the visit. It is appropriate to reach out to the team or individual team members prior to the visit; however your questions or comments will be shared amongst team members and become part of the collaborative process for helping your institution identify solutions.

The team is coming to the district rather than my college. What should I do differently? As the PRT process has evolved, teams sometimes have visited a district office rather than a specific college in the district. On these occasions district senate leadership, if your district has a senate, or individual college senate presidents should be involved and provide input in the same way a college senate would. Also, faculty who are already involved in areas identified in the LOI because of your district or individual college governance structures should be involved.

Is it okay to ask for a meeting of faculty only?

Yes, occasionally faculty at institutions receiving a team may request a “faculty-only” meeting with the entire PRT or the faculty on the team. These meetings are often requested to provide faculty an environment in which they feel more comfortable providing input that may be perceived as critical of the administration. This is an appropriate step to take and, depending on time, PRTs will usually honor these requests; however, keep in mind that any information or

input given will be shared with all members of the PRT.

Will replies be kept confidential? What kind of protection do I have? Will my administration be informed of my comments?

Comments you make during any meetings with a PRT are not confidential and may be shared with members of the PRT; however, IEPI does not require individual PRT members to share their internal notes with anyone outside the PRT. The Chancellor's Office will be able to see a PRT's completed "Summary of Initial Visit" (SIV), which summarizes the main points heard by the PRT during the initial visit, but without any specific attributions. The results of the institution's work with a PRT are reflected in its "Innovation and Effectiveness Plan," which the Chancellor's Office may review.

May I contact the faculty on the team before or after the visit?

Yes, you are free to contact members of the PRT prior to or after the visit. The PRT members will share your comments, information, or concerns with the PRT Lead and other members to determine how best to include that input in the process.

Can any faculty member attend the meetings or is it just the senate president?

The PRT will make specific requests regarding who should attend a meeting based on the LOI and other documents provided. If there is a particular area where a faculty member has input, that faculty member should work with Senate leadership to identify ways to provide comments or to be engaged.

More information on IEPI Partnership Resource Teams is available at the Chancellor's website on IEPI, <http://iepi.cccco.edu>



Executive Committee Agenda Item

SUBJECT: Disciplines List Revision Proposals		Month: February	Year: 2017
		Item No. II. C	
DESIRED OUTCOME: The Executive Committee will take action on the recommendations from the Standards and Practices Committee on proposals to change the disciplines list.		Attachment: YES	
		Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Freitas	Consent/Routine	
STAFF REVIEW ¹	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In Fall 2016 two proposals to revise the Disciplines List were submitted. One proposal was to revise the Communications Studies discipline on the master’s list, and the other was to create a new discipline of Public Safety on the non-master’s list and not requiring a degree in a specific field of study. Both proposals were deemed the Standards and Practices Committee as complete and sufficiently appropriate to be forwarded to the Disciplines List hearing at the Fall 2016 Plenary Session and possible consideration for approval at the Spring 2017 Plenary Session pending testimony. Testimony for and against each proposal was recorded at the fall hearing. The summary report is attached. Based on the testimony provided at the fall hearing, the Standards and Practices Committee recommends the following actions to the Executive Committee:

1. Communications Studies – Do not forward to Spring Plenary for action. Rationale: Insufficient support was recorded at the Disciplines List hearing. Four individuals registered opposition to the proposed revision, while two registered support.

2. Public Safety – Forward to Spring Plenary for action. Rationale: Sufficient support was recorded at the Disciplines List hearing. Six individuals registered support for the proposed revision, while two registered opposition.

Executive Committee Role in the Disciplines List Process

(from the *Disciplines List Revision Handbook*)

The Executive Committee is responsible for forwarding proposals to the body for deliberation. Hence, it is their responsibility to understand the process, procedures, expectations, and their

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

role. This may require that the S&P Committee Chair provide Executive Committee members with training about the process and information about specific proposals. The duty of the Executive Committee is not to approve revisions to the Disciplines List but instead to confirm that the process has been followed and that sufficient evidence exists for the proposal to be debated by the body. Once they have confirmed that the process has been followed and sufficient evidence exists, the Executive Committee will approve sending a resolution forward to the body for deliberation.

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS**

October 4, 2016

Information for Proposed Disciplines List Changes

Italics indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

PROPOSAL #1:

Proposed Revision Discipline: Communication Studies

Organization: El Camino College Academic Senate

Current Minimum Qualifications:

Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication

OR

bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English

OR

the equivalent.

Proposed Change:

Master's degree in ~~speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, or speech communication, or organizational communication~~

OR

~~bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English~~

OR

the equivalent.

Rationale:

Communication Studies faculty believe that to ensure the integrity of our programs and the reputation for academic rigor we have, there needs to be established qualifications beyond the current minimum qualifications for Communications Studies.

Communication Studies (Speech Communication) has evolved from the time of the original Minimum Qualifications and is now a well-established and unique discipline, and that some of the disciplines listed in the current Minimum Qualifications are no longer "reasonably related." Therefore, it is now time to reevaluate the Minimum Qualifications and to align them with the current state of the discipline.

Consultation with Professional Organization

This proposal has been presented to the Community College Interest Group of the Western States Communication Association and sent to the list serve of key

Communication Studies Faculty of all the California Community Colleges. It has been slightly revised from the original proposal because there are some degrees from Communication Studies Departments that may have different titles than Communication Studies. It has received overwhelming support.

Acknowledging the Changes to Communication Studies

There have been many changes to the discipline since the last update of the Minimum Qualifications. This was acknowledged in a document “Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2006” by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division, System Office, California Community Colleges. Which says in part:

Technical Changes: Change Speech Communication to Communication Studies (Speech Communication) on the master’s list.

Four-year universities have changed their department title of “Speech” or “Speech Communication” to “Communication” or “Communication Studies” in order to better represent the full field of study. The discipline description is broader and includes courses in behavioral sciences, critical thinking, theory, and other areas. The previous title is retained in parentheses for information, because it is presently still used by a majority of community colleges. Therefore, the Minimum Qualifications for Communication Studies should be changed to be consistent with the current full field of study.

The only degrees that we are confident qualifies faculty to teach in California Community Colleges Communication Studies Departments are those granted by Communication, Communication Studies and Speech Communication Departments in those disciplines.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Amanda Badgett	Napa Valley	Oppose	Department
Emily Berg	Reedley	Support	Department
Priscilla Butler	Santa Barbara City	Oppose	Individual
April Griffin	Cerritos	Oppose	Department
Eric Narveson	Evergreen	Support	Department
Mark Staller	Bakersfield	Oppose	Department

SECTION 2: REVISIONS TO DISCIPLINES (NON-MASTER’S)

PROPOSAL #A:
Proposed Revision Discipline: Public Safety
Organization: Crafton Hills College Academic Senate

Current Minimum Qualifications:
 Add new discipline.

Proposed Change:

Any bachelor's degree and two years of professional experience, or an associate's degree and six years of professional experience.

Rationale:

In May 2016 Crafton Hills College and Moreno Valley College provided a workshop where emergency medical services personnel, fire-fighters, and law enforcement officers came together for an intensive week long facilitator workshop provided by the International Public Safety Leadership and Ethics Institute. As a result of the workshop, four courses were proposed to provide the materials to emergency personnel in the region. As these courses were not exclusive to any individual discipline, it was agreed that these courses would be offered under the discipline Public Safety at Crafton Hills College. At the final drafting stage for the curriculum it was discovered that the discipline Public Safety does not exist within official documents.

The term "Public Safety" is commonly used to collectively identify the distinct disciplines of Emergency Medical Services, Fire Technology, Law Enforcement, Disaster Management, and other high risk providers. Public Safety is the fusion of those activities and functional synthesis of these groups which must come together to adapt to unstable time compressed environments with reliable structures and processes. This interoperability is critical for the responders and event.

Varied definitions of public safety and functional aspects were identified during the discovery process. The definitions generally ranged from the personnel who provided Public Safety, whether these were firefighters, emergency medical personnel or law enforcement to some process, activity, or outcome. There were as well instructional activities which had some overtone of these ideas or providers. The Public Safety dispatcher courses across California Community Colleges were the most telling.

There is a value that public safety exists. There seems to be a group of people and processes that provide public safety. However, this value, the personnel, and the functions do not have a recognized discipline for exploration, education, or evaluation. Therefore, the purpose of this proposal is to create the discipline PUBLIC SAFETY with all of the surrounding scientific activities.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2016 Plenary Session.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Denise Allen	Crafton Hills	Support	Senate
Amanda Badget	Napa Valley	Support	Program
Robert Brode	College of the Canyons	Oppose	Individual
Don Hopkins	Folsom Lake	Oppose	Individual
Mark McConnell	Crafton Hills	Support	Individual

Patricia Menchaca
Eric Narveson
Richard Resurreccion

Crafton Hills
Evergreen Valley
International Public Safety
Leadership and Ethics
Institute

Support
Support
Support

Individual
Individual
Board of Directors

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
DISCIPLINES LIST REVISION PROPOSALS**

January 7, 2017

Information for Proposed Disciplines List Changes

Italics indicate a proposed addition -- ~~Strikeout~~ indicates a proposed deletion

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SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)

PROPOSAL #1:

Proposed Revision Discipline: Communication Studies

Organization: El Camino College Academic Senate

S&P Recommendation: Not to forward to the delegate in current form.

Current Minimum Qualifications:

Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication, or organizational communication

OR

bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English

OR

the equivalent.

Proposed Change:

Master's degree in ~~speech, speech broadcasting, telecommunications, rhetoric,~~ communication, communication studies, or speech communication, ~~or organizational communication~~

OR

~~bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication, or English~~

OR

the equivalent.

Rationale:

Communication Studies faculty believe that to ensure the integrity of our programs and the reputation for academic rigor we have, there needs to be established qualifications beyond the current minimum qualifications for Communications Studies.

Communication Studies (Speech Communication) has evolved from the time of the original Minimum Qualifications and is now a well-established and unique discipline, and that some of the disciplines listed in the current Minimum Qualifications are no longer "reasonably related." Therefore, it is now time to reevaluate the Minimum Qualifications and to align them with the current state of the discipline.

Consultation with Professional Organization

This proposal has been presented to the Community College Interest Group of the Western States Communication Association and sent to the list serve of key Communication Studies Faculty of all the California Community Colleges. It has been slightly revised from the original proposal because there are some degrees from Communication Studies Departments that may have different titles than Communication Studies. It has received overwhelming support.

Acknowledging the Changes to Communication Studies

There have been many changes to the discipline since the last update of the Minimum Qualifications. This was acknowledged in a document "Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2006" by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division, System Office, California Community Colleges. Which says in part:

Technical Changes: Change Speech Communication to Communication Studies (Speech Communication) on the master's list.

Four-year universities have changed their department title of "Speech" or "Speech Communication" to "Communication" or "Communication Studies" in order to better represent the full field of study. The discipline description is broader and includes courses in behavioral sciences, critical thinking, theory, and other areas. The previous title is retained in parentheses for information, because it is presently still used by a majority of community colleges. Therefore, the Minimum Qualifications for Communication Studies should be changed to be consistent with the current full field of study.

The only degrees that we are confident qualifies faculty to teach in California Community Colleges Communication Studies Departments are those granted by Communication, Communication Studies and Speech Communication Departments in those disciplines.

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Emily Berg	Reedley	Support	Department
Priscilla Butler	Santa Barbara City	Oppose	Individual
April Griffin	Cerritos	Oppose	Department
Eric Narveson	Evergreen	Support	Department
Mark Staller	Bakersfield	Oppose	Department

SECTION 2: REVISIONS TO DISCIPLINES (NON-MASTER'S)

PROPOSAL #A:

Proposed Revision Discipline: Public Safety

Organization: Crafton Hills College Academic Senate

S&P Recommendation: Forward to the delegates for consideration for approval.

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

Any bachelor's degree and two years of professional experience, or an associate's degree and six years of professional experience.

Rationale:

In May 2016 Crafton Hills College and Moreno Valley College provided a workshop where emergency medical services personnel, fire-fighters, and law enforcement officers came together for an intensive week long facilitator workshop provided by the International Public Safety Leadership and Ethics Institute. As a result of the workshop, four courses were proposed to provide the materials to emergency personnel in the region. As these courses were not exclusive to any individual discipline, it was agreed that these courses would be offered under the discipline Public Safety at Crafton Hills College. At the final drafting stage for the curriculum it was discovered that the discipline Public Safety does not exist within official documents.

The term "Public Safety" is commonly used to collectively identify the distinct disciplines of Emergency Medical Services, Fire Technology, Law Enforcement, Disaster Management, and other high risk providers. Public Safety is the fusion of those activities and functional synthesis of these groups which must come together to adapt to unstable time compressed environments with reliable structures and processes. This inter-operability is critical for the responders and event.

Varied definitions of public safety and functional aspects were identified during the discovery process. The definitions generally ranged from the personnel who provided Public Safety, whether these were firefighters, emergency medical personnel or law enforcement to some process, activity, or outcome. There were as well instructional activities which had some overtone of these ideas or providers. The Public Safety dispatcher courses across California Community Colleges were the most telling.

There is a value that public safety exists. There seems to be a group of people and processes that provide public safety. However, this value, the personnel, and the functions do not have a recognized discipline for exploration, education, or evaluation. Therefore, the purpose of this proposal is to create the discipline PUBLIC SAFETY with all of the surrounding scientific activities.

Testimonies:

Testimonies can be in the form of written email, letters sent to the ASCCC Office, or oral testimonies made by individuals at the Fall 2016 Plenary Session.

<u>Name</u>	<u>College/Organization</u>	<u>Testimony</u>	<u>Position</u>
Denise Allen	Crafton Hills	Support	Senate
Amanda Badget	Napa Valley	Support	Program
Robert Brode	College of the Canyons	Oppose	Individual
Don Hopkins	Folsom Lake	Oppose	Individual
Mark McConnell	Crafton Hills	Support	Individual
Patricia Menchaca	Crafton Hills	Support	Individual
Eric Narveson	Evergreen Valley	Support	Individual
Richard Resurreccion	International Public Safety Leadership and Ethics Institute	Support	Board of Directors



Executive Committee Agenda Item

SUBJECT: Accounting Procedures		Month: February	Year: 2017
		Item No. II D.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the ASCCC Accounting procedures.	Urgent: NO	
CATEGORY:		Time Requested: 0	
REQUESTED BY:	Consent	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹ :	Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The ASCCC Accounting Policies were updated and approved on October 2, 2015; however, the procedures were not updated to reflect the changes in the policies. The attached document reflects the procedures for the current accounting policies. The Executive Committee will consider for approval these procedures.

***You can find the most current ASCCC Accounting Policies on the [ASCCC website](#).

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

**The Academic Senate for
California Community Colleges**

Accounting Procedures

**Prepared by:
Julie Adams, Executive Director
Katrina Salazar, CFO**

**Dated October 18, 2012
Updated Spring 2013
Spring 2014
Spring 2017**

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1.0 General Accounting Procedures

1.10 Accounting Method

The Academic Senate uses the accrual basis of accounting. Revenues are recognized when they have been earned and expenses when they have been incurred.

Salaries and Fringe Benefits Accruals

As part of the June 30-year end close, accrue unpaid salaries, vested annual leave, and fringe benefits in the financial statements of the Academic Senate, according to function. Salaries and fringe benefits accruals within the fiscal year are considered immaterial and will be expensed when paid the following month.

Accounts Payable Accruals

As part of the June 30-year end close, accrue all unpaid expenses on the financial records. Accounts payable accruals within the fiscal year are considered immaterial and will be expensed when paid the following month.

1.20 Fiscal Year

The Academic Senate has adopted a fiscal year ending June 30.

1.30 Chart of Accounts

Outsourced CFO Solutions, Inc. (CFO Solutions) will maintain the chart of accounts. All employees involved with account coding responsibilities or budgetary responsibilities will be issued a chart of accounts. The chart of accounts must be reviewed and updated as necessary at least every six months.

1.40 Clearing Accounts

In certain instances, additional research may be required to properly identify the appropriate general ledger account to which an item should properly be coded. Such items should be immediately posted to the clearing account. Once the proper account or allocation is determined, CFO Solutions will prepare a journal entry to move the item to the proper general ledger account(s). All items posted to a clearing account will be re-allocated to the appropriate account before the close of the fiscal year.

1.50 Prepaid Expenses

All payments of expenses that have a time-sensitive future benefit will be recorded as prepaid expenses on the financial records. CFO Solutions will then expense them in the proper period via a journal entry to debit expense and credit prepaid expense. Prepayment of any expense in the amount of \$500 or less will not qualify as a prepaid expense. Records of prepaid expenses will be maintained and budgets will be established accordingly.

1.60 Deferred Revenues

When cash is received for revenues that have not been earned, an invoice will be created to code the receipt of deferred revenue and the cash will be deposited. The cash received will be included with deferred revenues on the financial statements and recorded as revenue when earned.

1.70 Capitalization and Depreciation

Capitalization Cut-off Point

If an asset is purchased that costs less than \$5,000 individually, it will be expensed in the period in which the asset is purchased. Assets costing in excess of \$5,000 individually will be capitalized (recorded as an asset rather than an expense) and depreciated in accordance with the Academic Senate's depreciation policies.

Improvements to real property and leasehold improvements will be capitalized if they individually cost in excess of \$5,000. Repairs which cost in excess of \$5,000 and increase the useful life of the asset will be capitalized. All other repairs will be recorded as an expense.

The Academic Senate maintains a fixed asset listing in Excel that contains the fixed asset number, description, purchase date, location, basis, current year depreciation and accumulated depreciation for each asset. This asset listing will be updated to include all assets that meet the capitalization requirements.

Depreciation

All capitalized items will be depreciated over the useful life of the asset using the straight-line method. For assets purchased in the middle of a fiscal year, first year depreciation will be derived from the month of purchase. The useful life of the asset will be determined based on the useful life set forth in the depreciation policy as follows:

- Computer Software 3 years
- Computers and Equipment 5 years
- Office Furniture 7 years

Capitalized repairs and improvements will be depreciated using the straight line method based on an analysis of the time the repair or improvement is expected to improve the property.

Fully depreciated fixed assets will remain on the Academic Senate's statement of financial position until they are disposed of or otherwise deemed worthless.

Items

that are disposed of will remain on the fixed asset listing maintained in Excel but will be moved to the disposals worksheet where they will be maintained in perpetuity.

Leases

When the Academic Senate enters into a new lease, CFO Solutions will determine if the lease is to be recorded as either a capital lease or operating lease in the financial records. Leases will qualify as capital leases and will be recorded on the Statement of Financial Position if the lease meets any one of the following qualifications:

- 1) Ownership transfers to the Senate at the end of the lease.
- 2) The Senate has an option to purchase the asset at the end of the lease term at a bargain rate.
- 3) The length of the lease is at least 3/4 as long as the length of the life of the asset.
- 4) The present value of the total minimum lease payments is at least 90% of the fair market value of the asset.

Operating leases are recorded as an expense in the period paid.

1.80 Financial Statement Presentation of Net Assets

The Academic Senate presents the net assets on the statement of financial position in the following categories: unrestricted, temporarily restricted or permanently restricted.

Board-Designated Funds

The Academic Senate will treat board-designated funds as unrestricted net assets on the statement of financial position. A statement of activity for board-designated funds will be included with footnotes to the financial statements as supplemental information, if applicable.

Temporarily Restricted Net Assets

The Academic Senate will add together all temporarily restricted net assets for statement of financial position presentation. A separate Statement of Activity for Temporarily Restricted Net Assets will be included with the financial statements.

Permanently Restricted Net Assets

The Academic Senate will add together all permanently restricted net assets for statement of financial position presentation. A separate statement of activity for permanently restricted net assets will be included with the financial statements.

2.0 Expenditure and Accounts Payable Procedures

2.10 Procurement Procedures

Bid Requirements and Vendor Approval

Bids are not currently required. If the Academic Senate enters into a grant agreement with an agency which requires the use of bids, the Executive Director will draft and the Budget and Finance Committee will approve a bid policy.

All new vendors must be approved by the Executive Director.

Purchase Orders

The Academic Senate does not require a purchase order system.

2.20 Expenditure Authorization

All Senate expenditures require completion and approval of an Expense Authorization Form. The Expense Authorization Form is filled out by the Administrative Assistant for expenses such as bills, conference requests, etc. The Administrative Assistant will initiate the form when bills are received or when a request is made by the Office Manager, Associate Director, or Executive Director. The Form will follow the same approval process as the Travel Expenses below.

2.30 Office Supply Purchases

Office supplies are to be maintained and ordered on a periodic basis as directed by management. Employees are to submit supply requests to the Office Manager either formally via e-mail or written correspondence or informally via verbal request. The Office Manager will then approve the requests, compile a listing of office supply purchases will submit the listing of office supply purchases. The Office Manager will:

- Receive authorized supplies order requests
- Periodically prepare a combined office supply order
- Submit order
- Receive and distribute orders
- Document receipt of orders on the packing slip
- Submit packing slip to the Administrative Assistant
- Track supplies according to funding source (grant)

The Office Manager shall monitor the supply budget to ensure that there is funding for supplies.

2.40 Vendor Review and Approval

Since the Administrative Assistant enters new vendors into the accounting system (Bill.com) and also provides back-up for the 1099s, the Office Manager performs a quarterly review of payments by vendor and reviews the list of vendors. The Office Manager review is specifically designed to aid in the identification of payments to fictitious or unauthorized vendors. The Office Manager also reviews and approves the 1099s issued for the calendar year. 1099s are issued annually by CFO Solutions.

2.50 Cash Disbursements Procedures

All accounts payable checks are issued through Bill.com as described in section 6.20. All manual unused check supplies are safeguarded under lock and key in the Office Manager's desk and a log shall be maintained. When a manual check is needed, CFO Solutions will prepare the check and the Office Manager will print the check.

All check disbursements will require approved invoices or expense vouchers and will have a completed **Expenditure Authorization Form or Expense Reimbursement Form** attached. Account Codes will be assigned by the Administrative Assistant, reviewed by the Office Manager, and verified by the Executive Director.

Bills received directly from vendors are stamped, logged into the payables tracking, and expense authorization created by the Administrative Assistant. Then the item is forwarded to the Office Manager to review, Associate Director to approve, and CFO Solutions to process.

2.60 Travel and Expense Reimbursement Procedures

Expense forms are received by the Administrative Assistant who processes (date stamps and verifies that a signature is included), confirms the expenses are based on Senate policies and sufficient documentation is attached to the request. Processing of payment includes including account coding designation and review. All expenses are processed when received including expense reimbursements and bills.

Once all expense and authorization forms are processed, they are given to the Office Manager who reviews all the supporting information. Each form is reviewed and initialed as acceptance in compliance to Senate policies. The Office Manager confirms that the payment is within the policies and that the account codes are accurate. The expenses are then given to the Associate Director for final review and approval. Once approved by the Executive Director, the bills are scanned to Bill.com by the Administrative Assistant and processed by CFO Solutions. Once processed, the Executive Director reviews the bills one

last time in Bill.com, approves, and issues payments. Note: The President and the Executive Director cannot approve his/her own expenses. These expenses are sent to the appropriate Executive Committee member for approval.

If the Executive Director is unavailable for an extended period of time, the President will approve expenditures.

2.70 Accrual of Accounts Payables

The Academic Senate accrues unpaid expenses on its financial records at year end if such expenses are in excess of \$250 individually. The Administrative Assistant evaluates the invoices and expense reimbursement requests to determine if the expense should be accrued at year end. The Office Manager reviews the accruals for proper inclusion in the financial records for final approval by the Executive Director.

2.80 Photocopy Expenses

The Senate's copy machine will be programmed each year to determine the actual use of the machine and allocated to the appropriate grant. Photocopy expenses such as the maintenance agreement and toner will be allocated each month based on the actual use of the machine.

Out-of-house photocopying expenses will be charged to the function responsible for incurring the expense.

The Academic Senate currently has an agreement with the Chancellor's Office to supply copying and postage up to \$20,000. The charges associated with this agreement will be allocated by function. Any excess will be reimbursed to the Chancellors Office.

2.90 Postage and Overnight Expenses

A postage log is maintained and the report is utilized to charge each respective function for actual postage used. This applies to both in-house and out-of-house postage that is mailed from the Chancellor's Office.

The Academic Senate does not make a practice of sending things for overnight delivery unless it is the most cost-effective manner in which to disseminate information. When overnight delivery is necessary, the Senate does require the use of approved vendors to maintain the lowest cost.

2.100 Telephone Expenses

The Academic Senate will maintain records of phone line usage. Telephone, modem, calling card, and fax expenses will be allocated in accordance with the percentage of employees assigned to a particular function.

2.110 Check Preparation and Distribution Procedures

Once the Executive Director approves the expenses, the Administrative Assistant scans to Bill.com. CFO Solutions processes the bills which are reviewed one final time by the Executive Director who then submits bills for payment through Bill.com. Checks or electronic payments are then generated from Bill.com.

3.0 Voided / Lost Checks

The Executive Director shall void all checks. If a check issued through Bill.com is lost, the Executive Director shall void the check in Bill.com, note the reason the check is voided, and issue another check. In the event a manual check is lost, the Office Manager shall alert the bank to stop payment. The recipient must reimburse the Academic Senate for the cost to issue a stop-payment on the lost manual check. A replacement manual check will be issued for the amount less the stop payment cost.

4.0 Stale-Dated Checks

Checks that have been outstanding in excess of three months will be declared stale-dated and Bill.com will automatically expire the check. Attempts to contact the payee will ensue. If the attempts are unsuccessful, outstanding checks will be handled in accordance with applicable state escheat or unclaimed property law.

5.0 Revenue Recognition

Invoices are created in the Bill.com and revenue is recognized at the date of the invoice. However, each year there is an institute for which the Academic Senate receives registration fees in advance before the fiscal year end but the institute is not held until after the fiscal year end. The invoices created for all fees received in advance of the institute are recorded as deferred revenue.

5.10 Invoicing of Revenues

The Academic Senate will create an invoice for all grant revenue, dues, services, and products in order to properly track payments by source. All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be coded against the appropriate accounts receivable account.

5.20 In-Kind Donations Revenue

There are certain instances when an agency providing the service for which the expenditure was accrued never generates a bill to the Academic Senate. The Senate will make every attempt possible to contact the provider of the service that has failed to invoice the Academic Senate for services provided. If an invoice for services rendered is not received one year after the invoice was accrued, the Academic Senate will recognize an in-kind contribution. For example, an expenditure which accrued June 30, xxx1 will be recognized as in-

kind revenue June 30, xxx2 if no invoice is received. A log of in-kind contributions will be maintained and the log, along with supporting documentation, will be made available for the annual audit.

The Academic Senate will not recognize in-kind contributions on any portion of a transaction that was charged to and reported as an expenditure of a grant. Accordingly, each potential in-kind contribution will be reviewed to determine if any portion of the transaction was charged to and reported as the expenditure of a grant. The Academic Senate will generate the appropriate expense form and supporting documentation for any unpaid grant expenditures; a check will be generated and mailed to the provider of the service for any and all grant expenditures. The remaining balance of the transaction will be recognized as in-kind contribution.

5.30 Recognition of Chancellor's Office Allowance for Postage and Copies

The Chancellor's Office provides the Academic Senate with postage and copy services. The Office Manager receives a billing slip from the State printer's office for each transaction. She enters the cost, what activity it serves, and a brief description of the services rendered into a spreadsheet that clearly segregates each grant from the basic Senate activities. CFO Solutions extracts the information from this spreadsheet and recognizes the postage and copy expenditures and the related revenue to the accounting system via journal entry.

6.0 Cash Receipts and Cash Handling Procedures

6.10 Cash Receipts Procedures

The Administrative Assistant, or other designated staff member as assigned by the Office Manager, opens the mail, logs the checks in an Access Database, and restrictively endorses the checks. Depending on the timing and size of the deposit, the checks are either given to the Office Manager for immediate deposit or locked in the Office Manager's desk until the deposit is prepared. Check deposits will occur each Friday.

CFO Solutions enters the cash receipts into Bill.com. A secondary staff member runs a verifying calculator tape and initials the documentation. The entire packet is provided to the Associate Director for review and approval.

In monitoring the long-term outstanding accounts receivables, quarterly CFO Solutions prints out an accounts receivable report for review by the Executive Director. Given the limited funding sources of the Senate, all accounts receivables are aggressively pursued.

6.20 Off-Site Collection Procedures

The Office Manager and Events Planner will account for the financial activities

related to each event. An Accounting Roster, which lists all registrants and their respective payment status, a pre-printed receipt for each registered attendee, and a prenumbered receipt book will be used to track and account for all funds associated with the event.

When an attendee checks into event registration, the Office Manager or Event Planner will verify their name on the Accounting Roster and find their pre-printed receipt. If the attendee prepaid, the receipt will be issued to the attendee and their attendance will be logged on the Accounting Roster. If the attendee did not prepay, the payment will be collected and notate the check number or cash received on the pre-printed receipt and the Accounting Roster. Checks received shall be restrictively endorsed upon receipt. Cash received will be safeguarded in a locked box in dual custody of both the Office Manager and the Event Planner. If an attendee has not pre-registered, a pre-numbered receipt indicating the date, the payer, the amount, and the composition of the amount will be issued immediately with each collection and given to the attendee. The attendee will be added to the Accounting Roster and the receipt number and amount and form of payment will be noted on the Accounting Roster. The receipt number and amount received will also be indicated on the event registration document. Another Senate staff member will verify the receipt of funds, that a receipt was given, and that the registrant and receipt number was properly recorded on the Accounting Roster.

After each event, the Office Manager prepares the deposit. Both parties count the cash and initial the deposit slip, which is attached to the deposit slip.

Collection receipts will be reconciled with the Accounting Roster. The Accounting Roster will be reconciled with the off-site registration forms and the receipts in the receipt book. Any differences must be investigated and resolved. Any overages or shortages are to be documented on the Accounting Roster. The deposits must be properly safeguarded and taken to the bank immediately upon return to the Senate Office.

6.30 Bank Reconciliation Procedures

CFO Solutions will do an initial review of checks that cleared and were voided during the prior month and pose any questions to the Administrative Assistant.

When incoming checks are received, the Administrative Assistant will date stamp, restrictively endorse the checks, and records them on the Check Detail log. The Office Manager verifies its accuracy and completeness by reconciling the checks to the Access Check Detail log and runs a tape to verify. The Office Manager then prepares and makes the deposit. The Administrative Assistant reconciles the deposits recorded on the Check Detail Log to the deposits received by the bank. This will be done by comparing the deposits listed on

Bill.com to the deposits listed on the Check Detail Log. Any differences will be investigated and resolved jointly by the Office Manager and Administrative Assistant. CFO Solutions Bank Reconciliation Report is then forwarded to the Executive Director for review. (See Cash Receipts Procedures and Credit Card Deposits Procedures for more detailed procedural process.)

CFO Solutions prepares the monthly bank reconciliation and forwards the bank reconciliation and all supporting documentation to the Treasurer and Executive Director for review. The Treasurer and Executive Director matches the Bank Reconciliation Reports and reviews for accuracy and completeness.

The Treasurer will receive a copy of the bank statements monthly via email. Once the bank statements are reconciled, the Treasurer will receive the original bank statements, emailed statements and the Intacct Reconciliation Report. The Treasurer will verify that the account is properly reconciled and will review the bank statements for payroll deductions, deposits, transfers and reasonableness of transactions. When the Treasurer is satisfied that the Bank Reconciliation Report is complete and accurate, the Treasurer will sign and date the report and return it to the Senate Office where it will be scanned into Bill.com.

The Treasurer at no time will have access to Intacct, Bill.com, or the checks. The Treasurer does not have a key to the Senate Office.

The bank reconciliation will be distributed with the internal financial statements and will include documentation of voided checks.

6.40 Credit Card Receipts

Each month, the Executive Director will print the credit card bills and give to the Administrative Assistant to code each item and match up receipts to the appropriate expenditures. Once credit card bills are coded and matched, the Office Manager will review, initial, and give to the Associate Director for final approval. The Executive Director will pay the credit card bills online and give the Administrative Assistant the bills to scan to Bill.com.

7.0 Accounts Receivable and Invoicing Procedures

7.10 Invoicing Procedures

An invoice is created in Bill.com for all grant revenue, dues, services, and products in order to properly track payments by source. All invoices will be charged to accounts receivable and the appropriate revenue account will be credited. Subsequent cash receipts will be coded against the appropriate accounts receivable account.

Substantiating documentation will be scanned to Bill.com and be digitally attached to the invoice. Hard copies of documentation supporting the invoice will be stapled to the invoice copy and mailed to grantor as required.

7.20 Accounts Receivable Write-Off Procedures and Authority (Bad Debts)

The Academic Senate makes every effort to collect past due accounts receivables. Accordingly, every month invoices are emailed to individuals with past-due balances.

In monitoring the accounts receivable for long-outstanding items, every three months CFO Solutions generates an accounts receivable report for the Executive Director. The Director reviews the report and instructs CFO Solutions on which receivables to write off. If an invoice is written-off, the accounting treatment outlined in accounts receivable Write-Off Policy applies. The invoice is added to the invoice write off tracking sheet and collection efforts are continued by the Office Manager until the Executive Director determines that the item is absolutely not collectible.

7.30 Tracking Procedures for Accounts Receivable Write-Offs

When directed to write-off an invoice for non-payment, the Office Manager will place the invoice information on the A/R Collections Tracking Sheet. The Uncollected Invoices Tracking Sheet is a spreadsheet maintained by the Administrative Assistant to continue tracking invoices that are selected for write off. When checks are received for these written off payments, the Administrative Assistant will update the A/R Collections Spreadsheet. Every 90 days, statements will be emailed to remind individuals of unpaid invoices. Every quarter the Executive Director will be presented a report listing the invoices shown as outstanding on the Uncollected Invoices Tracking Sheet as well as invoices that were collected subsequent to the prior quarter's report. Annually, the Director will review the report to determine which invoices, if any, should be removed from the Uncollected Invoices Tracking Sheet. Once an invoice is removed from the Uncollected Invoices Tracking Sheet, statements will no longer be emailed and collection efforts will be terminated. The District/College/member will not be allowed to register for any future events unless they pay in advance.

7.40 Non-sufficient Funds Checks Procedures

The Academic Senate records checks returned by the bank because of non-sufficient funds in the accounting records as an accounts receivable due from the individual who wrote the check. The individual is also liable for any bank charges associated with the non-sufficient funds checks.

If the check in question is eligible for redeposit, the subsequent deposit will reduce the receivable account accordingly and an invoice will be generated for

the bank charges only. If the check in question is prohibited from redeposit, an invoice will be generated to the individual for bank charges plus the initial amount of the invoice.

7.50 Refund Procedures

Refunds issued will reduce the corresponding revenue account accordingly. No refunds will be given if notification is received beyond the cut off date for session enrollment unless approved by the Executive Director. Cancellations made prior to the deadline and paid by personal check or credit card will be refunded as requested. Payments made by schools will be refunded after the event, to allow the campus the opportunity to find a replacement participant. Provided the campus has no outstanding membership dues owed, any cancelled event registrations will be refunded within two weeks of the date of the event.

7.60 Allowance for Doubtful Accounts

Each fiscal year end, the allowance for doubtful accounts will be adjusted via journal entry to reflect the total uncollected accounts receivable balance for invoices more than one year past due.

8.0 Payroll and Pay Period Record Keeping Procedures

8.10 Payroll Controls & Procedures

When interviewed, employees provide a resume and references. References are verified for potential hires. Once hired, the Office Manager prepares a hire letter, creates the personnel file, and provides the hire packet. The Executive Director signs the letter and reviews the file. The file contains a salary history that is updated when raises are received. The Budget and Finance Committee sets the staff salary budget. All pay rates other than the Executive Director salary and benefits are approved by the Executive Director and documented in the personnel file. The Executive Director salary and benefits are determined by the Executive Committee.

Personnel files are maintained in the Executive Director's Office. Only the Executive Director has access to the files. The Executive Director's personnel file is kept with Mark Alcorn, Esq.

8.10 Timesheets

Timesheets are submitted every other Friday to the Office Manager who verifies and approves the time worked. The Office Manager reviews and approves all over-time, vacation, holiday or vacation time used (if any). The Associate Director works with the employees as needed regarding any timesheet corrections and then re-submits timesheets to the Executive Director for approval.

8.20 Pay Periods and Payroll

All payroll is processed through Secure Payroll, LLC (Secure Payroll) every other Friday. The Executive Director enters the time into the Secure Payroll timesheet system. Secure Payroll processes the payroll and posts to the general ledger. Payroll data is input into the CalPERS retirement system by Secure Payroll and reviewed by the Executive Director. Payroll reports and CalPERS reports are reviewed by the Executive Director. As noted earlier, the Executive Director and Treasurer review the budget performance, bank statements and reconciliations and financial statements regularly. The Executive Committee reviews the budget performance periodically. CFO Solutions performs the monthly reconciliation of bank accounts, which are reviewed and approved by the Executive Director and provided to the Treasurer upon request.

8.30 Vacation/Leave Procedures

All staff, except for the Executive Director, is required to take vacation annually. The Office Manager will monitor staff vacation time to ensure that vacation time is taken appropriately.

8.40 Salary and Benefit Allocations

Allocations of salaries and benefit amounts to the appropriate grants are calculated on a monthly basis. These allocations are based on the hours worked on each grant, with the employee's timesheet being the source document. See Overhead Allocation.

8.50 Flexible Benefits Account

Employees who receive benefits from other sources, may request to have eligible benefits budgeted for that employee in a Flexible Benefits Account. Benefits eligible for reimbursement under the Flexible Benefits Account include, but are not limited to, medical, dental, and other healthcare expenses; childcare; and education costs for the employee or the employee's children. The Flexible Benefits Account will not be paid to the employee as cash-in-lieu of benefits; it may only be used for approved flexible benefits. All requests for reimbursement of eligible benefit expenses shall be made in writing, supported by receipts, and shall be approved by the Executive Director. The Flexible Benefits Account shall be closed out at the end of each fiscal year and amounts not used by the employee shall revert to fund balance. The funds received from this account will be taxable to the employee.

9.0 Miscellaneous Accounting and Management Procedures

9.10 Financial Statement Preparation and Distribution

Each quarter the Executive Director includes a Budget Performance to the Executive Committee via the Executive Committee Agenda.

9.20 Overhead Allocation

CFO Solutions allocates overhead expenses to the various functions of the Academic Senate based on the allocation of time per the work assignments and/or employee timesheets on a monthly basis. See Salary and Benefits Allocations.

9.25 Senate Revenues

Each quarter, the Executive Director will monitor the budget on a monthly basis.

9.30 Rent

CFO Solutions allocates rent expense to the various functions of the Academic Senate based on the percentage of employees assigned to that function in relation to the total number of employees of the Academic Senate on a monthly basis.

9.40 Computer File Back-Up Procedure

Intacct accounting system is a SaaS product with completed SSAE 16 SOC1 Type II audits. PCI DSS Level 1 certified. Minimum 128-bit encryption for all data transmission. Intacct provides full daily backups to multiple locations, continuous backups of transaction data, and secure streaming of transaction data to remote disaster recovery center.

Bill.com bill payment and receivable tracking system is a SaaS product with completed SOC1, Type II audits. Verisign Secured website and application. All funds are FDIC insured. Data is secured and protected with the same encryption that banks use. Data and documents are stored on redundant servers which immediately make two copies. Data is backed up to separate media and a copy is regularly moved to a second secure facility.

9.50 Computer Passwords

The Office Manager maintains a master record of employee Windows and network passwords including Gmail, travel software, etc., with a copy given to the Executive Director. A master record of employee accounting system passwords

will be maintained by the Executive Director. Passwords of terminated employees will be canceled immediately. All passwords will be changed quarterly.

9.60 Budget and Finance Committee

The Budget and Finance Committee consists of the Treasurer, President, Vice President, Secretary, Executive Director. The Treasurer will chair the committee, prepare the agenda, ensure corrective action is taken when necessary, and report on budget committee action to the Executive Committee.

The Budget and Finance Committee has the authority to adjust the budget line item within category total and/or up to 10% between categories based on budget performance and need.

The Budget and Finance Committee, excluding the Executive Director, will also function as the Audit Committee, as required by the Non-Profit Integrity Act of 2004.

9.70 Bartering Prohibited

Transactions will be reviewed to ensure they are not bartering arrangements.

9.80 Credit Cards

The Academic Senate issues credit cards to the President, Vice President, Treasurer and Executive Director. The credit card bills are reconciled monthly to the supporting documentation. The Office Manager reviews the supporting documentation to verify that transactions did not result in the issuance of any cash to the credit card user and that each and every transaction charged to the account was for a valid and reimbursable expense. If a prohibited charge is found, the Office Manager will notify the Executive Director. If the Executive Director is involved, then the Treasurer will be notified. The underlying transactions are reviewed and coded to ensure they are expensed to the appropriate account and function. An Expense Authorization Form is completed and reviewed in the normal manner. The credit card bills are paid monthly via bank transfer.

9.90 Loans Prohibited

Loans to any Board of Director member, staff, or others are prohibited.

9.100 Bonding of Employees

The Office Manager reviews the insurance policies annually to ensure all employees involved in the financial functions of the Academic Senate are bonded.

9.110 Contract Signing Authority

All contracts must be signed by the President, Treasurer or Executive Director and the financial implications of the contract must be included in the Academic Senate's budget.

If the financial implication of signing a contract is not included in the Academic Senate's budget, the Budget and Finance Committee must approve the contract and bring the necessary budget revisions to the Executive Committee for approval and ratification before authority to sign the contract is granted.

9.120 Journal Entries

All Journal entries are maintained in Intacct accounting system. CFO Solutions prepares all Journal entries. All Journal entries are then reviewed and approved by the Executive Director and back-up documents filed in Bill.com for retention and reference.

10.0 Tax, Audit, and Records Management Procedures

10.10 Access to Records by Individuals, Members and the Public

Individuals, members and the public may inspect the following records of the Academic Senate:

- Form 990
- Original applications for tax-exempt status
- Academic Senate By-Laws
- Executive Committee Policies
- Executive Committee Minutes
- Audited financial statements

10.20 Federal Identification Number

The Senate will identify documents which may trigger a customer's request for the Academic Senate's Federal Identification Number and evaluate the need to place this information on of the document to circumvent future questions.

10.30 Independent Contractors

The Academic Senate will use the criteria established by the IRS to assess if an individual is placed in an employee or independent contractor status. All persons qualifying as independent contractors will sign an Independent Contractor Agreement. Stipends paid to committee members and payments to independent contractors are subject to reporting on IRS Form 1099 miscellaneous income. A 1099 will be issued to each qualifying person whose annual compensation exceeds the federal exemption limit.

10.40 IRS Form 1099

In compliance with federal guidelines, the Academic Senate will complete an IRS Form 1099 for all individuals and vendors receiving \$600 or more in eligible compensation from the Academic Senate. A Log of Vendor Federal Identification Numbers will be maintained in Bill.com.

10.50 Record Retention and Destruction

The Senate will retain records as required by law and destroy them when appropriate. Records will be maintained in the Senate Office or in a suitable storage area until they are eligible for disposal. They may be stored in either paper or digital form.

10.60 Selection of CPA Firm

During a period when an audit is required, at the end of the audit contract period, the Academic Senate's Treasurer, with the assistance of the Executive Director, will solicit proposals from a minimum of five CPA firms specializing in auditing not-for-profit organizations; a recommendation will be made to the Budget and Finance Committee for final selection. Re-awarding the contract for auditing services to the existing auditing firm is acceptable as long as the interview and selection criteria clearly indicate the firm is the most qualified and cost effective.

Additionally, the contract awarding the audit to the CPA firm for the extended period will have a clause allowing the Academic Senate to contract with another firm before the end of the contract period if the current firm provides unsatisfactory service or if the financial condition of the Academic Senate prohibits the expense of a full audit.

10.70 Annual Information Return

The Academic Senate will engage a tax preparer to complete the federal Form 990, Return of Organization Exempt From Income Tax, and the state Form 199, California Exempt Organization Annual Information Return each year. Both annual information returns are due November 15th. The Executive Director will review the 990 prior to mailing.

10.80 Unrelated Business Income Tax (UBIT)

The Academic Senate avoids activities which will generate UBIT. If an exception to this policy is approved in advance by the Executive Committee, it is understood that the excess of revenues over expenses on such taxable activity would require clear classification and designation in the financial records to provide adequate documentation in the event of an IRS audit and to provide support for the preparation of IRS Form 990-T.

10.90 Accounting and Support Services Provided to the Foundation

The ASCCC policies and procedures are used by the Foundation.



Executive Committee Agenda Item

SUBJECT: Executive Committee Orientation		Month: February	Year: 2017
		Item No. II, E	
DESIRED OUTCOME: The Executive Committee to consider for approval extending the Executive Committee Orientation to a three-day event.		Attachment: NO	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	X
STAFF REVIEW:	Julie Adams	First Reading	
		Action	
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the Executive Committee holds an orientation on the Sunday after the May/June Executive Committee meeting. This orientation is generally about 4 – 5 hours. In recent conversations with the officers and other Executive Committee members, it has become apparent that 4 – 5 hours is not enough time to orient new Executive Committee members, particularly when more than ½ of the members are elected. The Executive Committee will consider for approval extending the Executive Committee orientation as follows:

- The Executive Committee meeting will begin on Thursday, June 1st and conclude on Friday, June 2nd.
- The Executive Committee orientation will then begin on Saturday morning and conclude on Sunday about noon.

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



Executive Committee Agenda Item

SUBJECT: Amend Election Procedures to Include Process for Withdrawing Candidacy for ASCCC Executive Committee		Month: February	Year: 2017
		Item No. II F.	
		Attachment: NO	
DESIRED OUTCOME:	Approve the recommended amendment to the elections procedures	Urgent: YES	
CATEGORY:	Action Items	Time Requested:	
REQUESTED BY:	Freitas	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW¹:	Julie Adams	Consent/Routine	X
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Standards and Practices Committee was tasked with drafting formal procedures for withdrawing from ASCCC elections and bringing a recommendation to the Executive Committee to amend the elections procedures accordingly. The Standards and Practices Committee drafted a set of procedures for withdrawing one’s candidacy. While distinct processes for withdrawing before the Saturday general session and during the Saturday general session (both of which have occurred in the past) are being recommended, the overarching principle is that a decision to withdraw as a candidate is deemed final. The procedures are provided below. The Standards and Practices Committee recommends that the elections procedures be amended to include the processes for withdrawing from ASCCC elections.

Withdrawing from Candidacy for ASCCC Executive Committee Positions

1. Except in cases where a withdrawal from candidacy is announced from the parliamentary microphone, withdrawals from candidacy prior to the start of the Saturday general session must be submitted in writing to the Elections Chair prior to the session being called to order.
2. Candidates who announce their withdrawals at any time prior to the start of the Saturday general session shall also submit a notice of withdrawal in writing to the Elections Chair.
3. Written notices of withdrawal from candidacy shall be final, and the names of candidates who have withdrawn shall not appear on any ballot, including any trickle-down positions identified on the candidacy form.

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

4. The Elections Chair shall announce all withdrawn candidacies after the President has called the Saturday general session to order.
5. A candidate may announce his or her withdrawal from candidacy during the Saturday general session at the parliamentary microphone at any time prior to the start of distribution of ballots for the election to that position. Upon such a notice to withdraw made from the parliamentary microphone, the chair shall rule that the candidate has withdrawn from the election and shall not appear on any ballot. If necessary, new ballots will be printed.
6. Should a withdrawal from candidacy result in no candidate standing for election to a position, including through trickle-down, then the process for special elections shall be followed, with the Elections Chair calling for nominations and speeches given during lunch.
7. Nothing in these procedures shall prevent a qualified individual from running as a write-in candidate. However, write-in candidates shall not have the right to give an election speech nor have candidacy statements distributed by ASCCC staff.



Executive Committee Agenda Item

SUBJECT: Hayward Award Process Change		Month: February	Year: 2017
		Item No. II G	
DESIRED OUTCOME: The Executive Committee will take action on the recommendation from the Standards and Practices Committee to revise the Hayward Award process.		Attachment: NO	
		Urgent: YES	
		Time Requested:	
CATEGORY:	Action Items	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Freitas	Consent/Routine	X
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Hayward Award is awarded annually to four faculty, one from each Area, to recognize excellence in education. Currently, the Hayward Award is awarded to two part-time and two full-time faculty each year, with one award given for each Area. For example, for 2017, awards will be given to full-time faculty from Areas A and D and to part-time faculty from Areas B and C. At its January 9 meeting, the Standards and Practices Committee discussed Resolution 13.01 S16, which called for exploring the feasibility of expanding the Hayward Award to allow annual awards to be given to both full-time and part-time faculty from each Area. However, the number of awards is established by the Board of Governors and thus the ASCCC cannot increase the number of awards given. This does not mean that the pool of applicants cannot be expanded by allowing local senates to nominate a full-time and part-time faculty member for the award each year while continuing to recognize two full-time and two part-time faculty annually. Furthermore, since the number of applications from each area is often uneven, with insufficient applications having been submitted from some Areas in the past to allow an honoree from that Area, the committee discussed eliminating the requirement to give one award from each Area. This would bring the Hayward Award in line with the other awards. Finally, the committee recommended continuing to honor two full-time and two part-time faculty annually so that part-time faculty would not be in competition with full-time faculty.

The recommendations from the Standards and Practices Committee are:

1. Continue to honor two full-time and two part-time faculty annually.
2. Allow each local senate to nominate one full-time and one part-time faculty each year.
3. There can only be one honoree from a given college.
4. Eliminate the requirement that there be one honoree from each Area. (This will require S&P to recommend a change to how applications are reviewed.)

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



Executive Committee Agenda Item

SUBJECT: Legislation and Government Update		Month: February	Year: 2017
		Item No. IV A.	
DESIRED OUTCOME: Discussion and Action		Attachment: Yes (5)	
		Urgent: Yes	
CATEGORY: Action		Time Requested: 30 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: John Stanskas	STAFF REVIEW ¹ : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

1. Both chambers of the California legislature convened in December and a number of bills were introduced. Little action has been taken aside from referral to appropriate committees. On January 10, the Governor released his budget proposal.

Action of note:

Jose Medina was named the chair of the Higher Education Committee in the California Assembly.

Kevin McCarthy was named the chair of the California Assembly subcommittee on Education and Finance.

2. The Legislative Advocacy Pre-Session to the Leadership Institute is attached for review and possible approval by the Executive Committee. The concept was approved by the Executive Committee at the November 2016 meeting.

3. FACCC has proposed possible legislation and seeks the input of the ASCCC.

DESIRED OUTCOME:

The attached report may generate discussion and action by the Executive Committee.

Approval of the pre-session program to the Leadership Institute.

Consider proposed legislation sponsored by FACCC.

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

**ASCCC Legislative Report
January 18, 2017**

***Legislation with implications for academic and professional matters
Assembly Bills***

***AB19 (Santiago) Enrollment Fee Waiver – California Affordability Promise**

Existing law provides for the waiver of the \$46 per unit fee under certain circumstances, including, among others, that the student either (1) at the time of enrollment is a recipient under the Temporary Assistance for Needy Families program, the Supplemental Security Income/State Supplementary Payment Program, or a general assistance program, (2) demonstrates eligibility according to income standards established by regulation of the board of governors, or (3) demonstrates financial need in accordance with methodology set forth in federal law or regulation for determining the expected family contribution of students seeking aid. Currently, 60% of community college students qualify for a fee waiver. To qualify for provision (3) above, a student must demonstrate financial need of at least \$1,104.

This bill would lower the amount of unmet financial need a student needs to demonstrate to qualify for a fee waiver to at least \$1

Status: First Reading 12/5/16

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01.

AB21 (Kalra) Access to Higher Education for Every Student - *Urgent

Requires of the CCCs and CSUs, and requests of the UCs, that commencing with the 2017-2018 fiscal year to: refrain from releasing certain information regarding the immigration status of students and other members of the communities served by these campuses; refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses of their respective segments on official business of that agency unless they provide specified information and at least 10 business days' advance notice; provide stipends for health care for all students who are not eligible for Medicaid and who cannot afford health insurance provided through the institution; offer on-campus housing, or a stipend to cover the cost of off-campus housing, during the periods between academic terms to students who face a significant risk of being unable to return to their respective campuses, as specified; provide for access to legal services without cost to students who face a significant risk of being unable to complete their studies because of possible actions by federal agencies or authorities; and ensure that certain benefits and services provided to students are continued in the event that a specified federal policy is reversed.

Status: First Reading 12/5/16

ASCCC Position/Resolutions: The ASCCC has long held that access to education should not be limited by financial constraints as evidenced by many resolutions including SP11 6.01, FA03 6.01, and SP03 20.01. That said, colleges may not be in a position to fulfill all of the proposed measures even when mandated costs are claimed.

Senate Bills

SB12 (Beall) Foster Youth and Financial Assistance

This bill would require the Student Aid Commission to work cooperatively with the State Department of Social Services to develop an automated system to verify a student's status as a foster youth to aid in the processing of applications for federal Pell Grants. In addition, existing law, the Cooperating Agencies Foster Youth Educational Support Program, authorizes the Office of the Chancellor of the California Community Colleges to enter into agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. Existing law provides that these services include, when appropriate, but are not necessarily limited to, outreach and recruitment, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services. This bill would expand that authorization from up to 10 community college districts to up to 20 community college districts, and would make conforming changes to other provisions of the program.

Status: Referred to Committees on Higher Ed. and Human Services (1/12/17)

ASCCC Position/Resolutions: The ASCCC does not have a specific resolution regarding the CAFYES program, but has numerous resolutions in support of access.

***SB15 (Leyva) Cal Grant C Awards – Urgent**

Existing law requires that a Cal Grant C award be utilized only for occupational or technical training in a course of not less than 4 months. Existing law also requires that the maximum award amount and the total amount of funding for the Cal Grant C awards be determined each year in the annual Budget Act.

This bill would instead, commencing with the 2017–18 award year and each award year thereafter, set maximum amounts for annual Cal Grant C awards for tuition and fees, and for access costs, respectively. The bill would also provide that, notwithstanding the maximum amounts specified in the bill, the maximum amount of a Cal Grant C award could be adjusted in the annual Budget Act for that award year. The maximum award amount for tuition and fees would be \$2,462 and the maximum amount for access costs would be \$3,000.

Status: Referred to Ed. Committee (1/12/17)

ASCCC Position/Resolutions: The ASCCC is very supportive of financial aid programs that improve access including reforms to the Cal Grant program – SP16 6.01.

***SB25 (Portantino) Integrated K-14 System**

This bill would require the Legislative Analyst to conduct an assessment and make recommendations for the complete integration of the state's elementary schools, secondary schools, and the California Community Colleges. The bill would require the Legislative Analyst, in preparing this assessment, to take specified actions, including recommending the expansion of concurrent enrollment programs and projects conducted pursuant to the California Academic Partnership Program and consulting with the University of California, the California State University, the Office of the Chancellor of the California Community Colleges, the Department of Education, and the Department of Finance to determine the cost of providing free access to the California Community Colleges and to create a plan for the complete integration of the state's elementary schools, secondary schools, and the California Community Colleges. The bill would also require the Legislative Analyst to submit a report of its findings and recommendations to the Legislature.

Status: Referred to the RLS Committee (1/12/17)

ASCCC Position/Resolutions: !!!x*@!!!

Bills of Interest

AB3 (Bonta) Public Immigration Defenders – Urgent

This bill creates a fund to pay for legal council in matters of immigration.

Status: No Action (1/17/17)

AB17 (Holden) Transit Passes

Creates a transit pass program that provides free or reduced cost transit passes to Title 1 middle school and high school students and community college students eligible for Pell Grants, Cal Grants or BoG fee waivers.

Status: Introduced (1/17/17)

AB95 (Jones-Sawyer) Public Post Secondary Education: CSU: Baccalaureate Degree Pilot

Requires CSU to establish a BA degree pilot program to create a model among K-12 schools, community colleges, and CSU campuses to allow a student to earn a BA degree for \$10,000. This bill authorizes up to seven pilot programs among institutions that request to participate. Degrees are limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). Requires community colleges to grant priority enrollment to these students.

Status: Introduced (1/17/17)

SB6 (Hueso) Legal Services for Immigrants – Urgent

Similar to AB3 (Bonta), this bill requires legal representation in matters of immigration removal processes.

Status: Referred to Commission on Judiciary and Human Services Committees
(1/12/17)

SB32 (Moorlach) Public Employee Retirement

The California Public Employees’ Pension Reform Act of 2013, on and after January 1, 2013, established various limits on retirement benefits generally applicable to a public employee retirement system in the state, with specified exceptions.

This bill would state the intent of the Legislature to enact legislation to resume the public employee pension reform begun in the California Public Employees’ Pension Reform Act of 2013.

Status: Referred to Rules Committee, RLS (1/12/17)

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

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**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 1/13/2017**

BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1																
AB 17	Hoiden	Transit Pass Program: Free or Reduced-Fare Passes	N											Introduced		
AB 19	Santiago	College Affordability	N											Introduced		
AB 21	Kalra	Public Postsecondary Education: Student Access	N											Introduced		
AB 38	Stone	Student Loan Servicers: Licensing and Regulation	N											Introduced		
AB 52	Cooper	Public Employees: Orientation Programs: Exclusive Representative	N											Introduced		
AB 95	Jones-Sawyer	California State University: Baccalaureate Degree Pilot	N											Introduced		
SB 7	Moorlach	School District and Community College District Bonds	N											Introduced		
SB 12	Beall	Foster Youth: Postsecondary Education: Financial Aid	N											Introduced		
SB 15	Leyva	Student Financial Aid: Cal Grant C Awards	N											Introduced		
SB 25	Portantino	Education: Integrated K-14 System	N											Introduced		
SB 54	De Leon	Law Enforcement: Sharing Data	N											Introduced		
SB 68	Lara	Exemption from Nonresident Tuition (transfer students)	N											Introduced		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2																
AB 10	Garcia	Feminine Hygiene Products: Supply: School Bathrooms	N											Introduced		
AB 12	Cooley	State Government: Administrative Regulations: Review	N											Introduced		
AB 34	Nazarian	Student Financial Aid: Children's Savings Program (spot)	N											Introduced		
SB 16	Wieckowski	Wage Garnishment Restrictions: Student Loans	N											Introduced		
SB 22	Hill	Firearms: Law Enforcement Agencies: Firearm Accounting	N											Introduced		
SB 31	Lara	State Agencies: Disclosure of Religious Affiliation	N											Introduced		
SB 63	Jackson	Unlawful Employment Practice: Parental Leave.	N											Introduced		
SB 64	Wieckowski	Postsecondary Education: Student Financial Aid (spot)	N											Introduced		
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3																
AB 3	Bonta	Public defenders: legal counsel: immigration grants	N											Introduced		
AB 23	Ridley-Thomas	K-12 Education: Single Gender Academies and Instructional Programs.	N											Introduced		
AB 41	Chiu	Law Enforcement Agencies: Rape Kits	N											Introduced		
AB 44	Reyes	Workers' Compensation: Medical Treatment: Terrorist Attacks: Workplace Violence.	N											Introduced		
AB 57	Brough	National Guard: Enlistment Bonuses: Financial Relief	N											Introduced		

**California Community Colleges Chancellor's Office Legislative Tracking Matrix
2017-2018 Legislative Session: 1/13/2017**

BILL	AUTHOR	SUBJECT	First House / Second House										STATUS	
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 70	Allen	California National Guard: Improper Payments	N											Introduced
SB 6	Hueso	Immigrants: Removal Proceedings: Legal Services	N											Introduced
SB 18	Pan	Bill of Rights for Children and Youth in California (spot)	N											Introduced
SB 27	Morrell	Professions & Vocations: License Fee Waivers: Military and Veterans	N											Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Assembly/Senate Resolutions														
HR 4	Rendon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
SR 7	De Leon	Relative to Immigration	N	n/a	n/a	X	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Adopted
SJR 2	Nielsen	Veteran Bonus Repayment	N											Introduced
BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget														
AB 96	Ting	Budget Act of 2017	N											Introduced
SB 72	Mitchell	Budget Act of 2017	N											Introduced
Status														
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated														
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.														
Contact: Justin Salenik, Governmental Relations - jsalenik@ccccon.edu, (916) 324-2547														
Copies of these bills and legislative committee analyses can be found at www.leginfo.ca.gov														

January 13, 2017

OVERVIEW

Members of the California State Legislature that were elected on November 8, 2016, were sworn in on December 5, 2016, for the 2017-2018 session. Legislative Rules provide members from December 5, 2016 through February 17, 2017 to introduce new legislation. To date, just under 300 measures have been introduced in the Senate and Assembly; of those, about 34 may be of interest to community colleges. If history is our guide, we will see between 130 and 250 measures affecting our system by the deadline. Of the bills introduced thus far, staff have reviewed these measures and summaries of high priority bills are below.

The summaries that follow are for our top priority, or “Tier 1” bills, and reflect the information that was available when this update was drafted. For details and copies of any bill, please contact the Governmental Relations Division of the Chancellor’s Office or visit the Legislative Counsel’s website at: <http://leginfo.legislature.ca.gov/>.

BILLS OF INTEREST

ACADEMIC PROGRAMS

- **AB 95 (Jones-Sawyer) Public Postsecondary Education: California State University: Baccalaureate Degree Pilot Program.** AB 95 requires CSU to establish a BA Degree Pilot Program to create a model among K-12 schools, community colleges, and CSU campuses to allow students to earn a BA degree for \$10,000. The bill would authorize up to seven pilot programs to be established, but would only include institutions which request to participate. The BA degrees awarded in this program shall be limited to the fields of Science, Technology, Engineering, and Mathematics (STEM). AB 95 requires participating community colleges to grant priority enrollment to students in this pilot program.
 - Status: Introduced

CAMPUS CLIMATE/CAMPUS SAFETY

- **AB 21 (Kalra) Public Postsecondary Education: Access to Higher Education for Every Student.** AB 21 would require the governing boards of community college districts and CSU trustees, and would request UC regents, to refrain from releasing certain information regarding the immigration status of students served by these campuses. Additionally, the bill calls for public colleges and universities to refuse to allow officers or employees of United States Immigration and Customs Enforcement to enter campuses on official business unless they provide a 10 business days’ advance notice.
 - Status: Introduced.
- **SB 54 (de León) Law Enforcement: Sharing Data.** SB 54 prohibits state and local law enforcement agencies, school police and community college police from using resources to investigate, detain, detect, report, or arrest persons for immigration enforcement purpose.
 - Status: Introduced

- **HR 4 (Rendon) and SR 7 (de León) Relative to Immigration.** HR 4 and SR 7 convey strong support for “Dreamer” students by members of the California State Senate and Assembly. Both measures contain language condemning bigoted, racist, or misinformed descriptions of the immigrant community. The two resolutions contain three primary requests to the President-elect and Congress: 1) continue President Obama’s Deferred Action for Childhood Arrivals program commonly known as DACA, 2) reject any expansion of the “expedited removal” process which operates without administrative oversight and limits due process for individuals, and 3) develop rational immigration policies that recognize the contributions of immigrants to the nation, protects the economy, and are just and humane to immigrant families and children.
 - Status: Both measures passed out of their respective houses as introduced.

FACILITIES

- **SB 7 (Moorlach) School District and Community College District Bonds.** SB 7 requires K-12 school districts and community college districts to specify each project for a local bond in facilities master plans.
 - Status: Introduced

GOVERNANCE

- **SB 25 (Portantino) Integrated K-14 System.** SB 25 requires the Legislative Analyst to conduct an assessment and make recommendations for the integration of the state’s elementary schools, secondary schools and the California Community Colleges into one coordinated education system. In preparing the assessment, the LAO shall consider the expansion of concurrent enrollment programs, determine the cost of providing free access to the California Community Colleges, and determine what, if any, curriculum changes are needed to better facilitate transfer and employment.
 - Status: Introduced

MISCELLANEOUS

- **AB 52 (Cooper) Public Employee: Orientation and Informational Programs.** AB 52 requires public agencies (including community college districts) to provide all employees an orientation. The bill would also require these public agencies to permit the exclusive representative, if applicable, to participate.
 - Status: Introduced

STUDENT SERVICES

- **SB 12 (Beall) Foster Youth in Higher Education.** SB 12 is intended to improve post-secondary achievement among foster youth. The bill requires every county child welfare agency to assist foster youth in the financial aid application process; requires the Student Aid Commission to work with the State Department of Social Services to develop an automated system to verify a student’s foster youth status for applying for federal Pell Grants; and expands Cooperating Agencies Foster Youth Educational Support (CAFYES) program from the current level of 10 community college districts to 20 districts.
 - Status: Introduced

TUITION, FEES, FINANCIAL AID

- **AB 17 (Holden) Transit Passes.** AB 17 would create a Transit Pass Program that provides free and reduced-cost transit passes to middle school and high school students eligible for funding under Title 1 of the federal No Child Left Behind Act, community college recipients of the Board of Governors fee waiver, and Cal Grant and/or Pell Grant recipients at UC and CSU campuses. The bill identifies the California Department of Transportation as the program administrator, and the department would be required to report on whether the program increases transit ridership among students.
 - Status: Introduced

- **AB 19 (Santiago) Community Colleges: Enrollment Fee Waiver.** AB 19 changes the financial need threshold to one dollar for determining the expected family contribution of students seeking a Board of Governors fee waiver.
 - Status: Introduced

- **AB 34 (Nazarian) Student Financial Aid: Children’s Savings Account Program.** AB 34 declares the Legislature’s intent to enact legislation that would establish a universal, at-birth, and statewide 529 Children’s Savings Account Program to ensure California’s children and families foster a college-bound identity and practice education-related financial planning.
 - Status: Introduced

- **AB 38 (Stone) Student Loan Servicers: Licensing and Regulation.** AB 38 declares the Legislature’s intent to build upon existing law to ensure that the Student Loan Servicing Act’s goals are met and to work with advocates, departments, and industry to create a smooth transition into the program.
 - Status: Introduced

- **SB 15 (Leyva) Student Financial Aid: Cal Grant C Awards.** SB 15 helps community college students cover the costs of attending college by increasing the amount of their Cal Grant C award for access costs from \$547 to \$3,000, commencing with the 2017–18 award year. Access costs include textbooks, supplies, transportation, rent, food, and other living expenses.
 - Status: Introduced

- **SB 68 (Lara) Public postsecondary education: exemption from nonresident tuition.** SB 68 enables two years at a California Community College to count towards eligibility for the nonresident tuition fee. Additionally, the bill would allow the completion of an Associate’s degree or satisfaction of the minimum requirements to transfer in lieu of a high school diploma for instate tuition and certain types of instate financial aid.
 - Status: Introduced

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January 13, 2017

BETSY DEVOS NOMINATED FOR SECRETARY OF EDUCATION

In December, President-Elect Donald Trump nominated Betsy DeVos for Secretary of Education. The Senate Health Education Labor and Pensions (HELP) Committee has scheduled a hearing for the week on January 17, 2017. Ms. DeVos is a businessperson, philanthropist and education policy advisor from Michigan. She is the founder of the *Dick and Betsy Family Foundation*, which has focused on advocating for school vouchers and charter schools in the K-12 system. She is actively involved with The Windquest Group, a Michigan-based, privately held investment management firm with diversified projects in technology, manufacturing, clean-tech industry, hospitality, and nonprofit solutions. The upcoming Senate HELP Committee hearing should provide an opportunity to hear her positions on and ideas for the U.S. Department of Education’s role in postsecondary education.

ROB GOAD, WHITE HOUSE DOMESTIC POLICY COUNCIL ADVISOR

In January, President-Elect Trump announced Rob Goad would serve as the Education Policy Advisor for the White House Domestic Policy Council. Mr. Goad currently serves on the Presidential Transition Team as the education lead for the implementation of the President-elect’s education policy agenda. Mr. Goad served as a Senior Policy Advisor to House Policy Committee Chair Luke Messer focusing on education issues. He also served as Director of the Congressional School Choice Caucus.

DINA HABIB POWELL, SENIOR ADVISOR FOR ECONOMIC INITIATIVES

On January 12, 2017, Dina Powell was named Assistant to President-Elect Trump and Senior Advisor for Economic Initiatives. Ms. Powell is currently the head of Goldman Sachs’ Impact Investing business, global head of corporate engagement and President of the Goldman Sachs Foundation. Powell previously served as Assistant Secretary of State for Educational and Cultural Affairs, Deputy Undersecretary of Public Affairs and Public Diplomacy for the United States, and as the Assistant to the President for Presidential Personnel, a senior staff member at the White House. In her role with the Trump Administration, Ms. Powell will focus on entrepreneurship, small business growth and the global economic empowerment of women.

SENATE AND HOUSE EDUCATION COMMITTEE MEMBERSHIP

The membership of the United States Senate Committee on Health, Education, Labor and Pensions (HELP) was announced for the 115th Congress. Lamar Alexander (R-Tennessee) remains the chair and Patty Murray (D-Washington) remains the ranking member. Senators Todd Young (R-Indiana), Tim Kaine (D-Virginia) and Maggie Hassan (D-New Hampshire) were added to the committee.

Republicans by Rank

Lamar Alexander (TN)
Michael B. Enzi (WY)
Richard Burr (NC)
Johnny Isakson (GA)
Rand Paul (KY)
Susan Collins (ME)

Bill Cassidy, M.D. (LA)
Todd Young (IN)
Orrin Hatch (UT)
Pat Roberts (KS)
Lisa Murkowski (AK)
Tim Scott (SC)

Democrats by Rank

Patty Murray (WA)
Bernie Sanders (VT)
Robert P. Casey, Jr (PA)
Al Franken (MN)
Michael F. Bennet (CO)
Sheldon Whitehouse (RI)

Tammy Baldwin (WI)
Christopher S. Murphy (CT)
Elizabeth Warren (MA)
Tim Kaine (VA)
Maggie Hassan (NH)

In the House, the Education and Workforce Committee has a new chair for the 115th Congress. Virginia Foxx (R-North Carolina) takes over for John Kline (R-Minnesota) who did not seek re-

election to the House in 2016. Foxx was the chair of the Subcommittee on Higher Education and Workforce Training in the 114th Congress. Bobby Scott (D-Virginia) will once again serve as the Ranking Member. The full House committee has yet to be announced.

BILLS OF INTEREST

With the inauguration of President-Elect Donald Trump just days away, there are a number of questions about the new administration's higher education policies as well as the measures that Congress will introduce and send on to the President. Just before the 115th Congress convened at noon on January 6, 2017, several bills were introduced near the close of the 114th Congress session that were intended to continue President Obama's policy known as the Deferred Action for Childhood Arrivals (DACA). These measures did not move forward before the end of the session; however, it was just announced, that a bipartisan group of senators will introduce a measure to offer legal protection for undocumented immigrants brought into the country as children to address the potential changes if President Obama's executive order is rescinded. Similar legislation was introduced in December and is again led by Senators Dick Durbin (D-Ill.) and Lindsey Graham (R-S.C.). Although language is not yet available, the legislation is expected to provide "provisional protected status" to DACA recipients and allow undocumented immigrants who are DACA-eligible to apply for the temporary protected status if they pay a fee and undergo a background check. As was the measure introduced in December, this legislation will be known as the Bar Removal of Individuals who Dream and Grow Our Economy Act, or BRIDGE Act, and would expire after three years. Sens. Lisa Murkowski (R-Alaska), Dianne Feinstein (D-Calif.), Jeff Flake (R-Ariz.), Chuck Schumer (N.Y.) and Kamala Harris (D-Calif.) are backing the Senate legislation.

Several other higher education bills have been announced and are focused on student veterans' issues. There are also measures on Pell grants, higher education employee's healthcare, and prohibiting a national registry. However, several of these bills were announced, but the full text is unavailable. These measures are summarized below.

HR 43 (Mullin R-Oklahoma)

HR 43 authorizes the use of Post-9/11 Educational Assistance to pursue independent study programs at certain educational institutions that are not institutions of higher learning. Veterans have been denied the use of their benefits for career and technical programs not under a college that has a distance-learning component.

HR 60 (Denham R- California) ENLIST Act

HR 60 authorizes the enlistment in the Armed Forces of aliens unlawfully present in the United States on December 31, 2012, who: (1) Have been continuously present in the United States since such date, (2) were younger than 15 years of age when they initially entered the United States, and (3) are otherwise eligible for original enlistment in a regular component of the Army, Navy, Air Force, Marine Corps, or Coast Guard.

HR 245 (Cook R-California) Veterans' Education Equity Act.

HR 245 changes the way the Department of Veteran's Affairs calculates the basic allowance for housing (BAH) stipend provided by the Post-9/11 GI Bill. Currently, the amount is based on the zip code where the department certified the college. This is not always the same zip code that a student attends classes in; creating a discrepancy between what a student needs to pay for housing and what they receive in their housing stipend. HR 245 changes the calculation to use the zip code where a student attends classes. Rep. Mark Takano (D-California) is a co-sponsor.

HR 254 (Davis D- Illinois)

HR 254 reinstates Federal Pell Grant eligibility for individuals incarcerated in Federal and State penal institutions. Barbara Lee (D-California) is a co-sponsor. While this measure has been announced, the full text of this bill is unavailable at this time.

HR 287 (Turner R- Ohio)

HR 287 would exempt student workers for purposes of determining a higher education institution's employer health care shared responsibility. While this measure has been announced, the full text of this bill is unavailable at this time.

S. 54 (Booker D- New Jersey) ENLIST Act

S. 54 prohibits the creation of an immigration-related registry program that classifies people on the basis of religion, race, age, gender, ethnicity, national origin, nationality, or citizenship. While this measure has been announced, the full text of this bill is unavailable at this time.



**ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES**

LEGISLATION AND ADVOCACY PRE-SESSION TO THE ASCCC LEADERSHIP INSTITUTE
June 14-15, 2017
Sacramento, Sheraton Grand Hotel

Wednesday, June 14

10:00AM Check-In

11:00 Brief Welcome

Legislative Cycle and the Need for Advocacy: Political Landscape and Power
Dynamics of Sacramento
Jonathan Lightman, Executive Director of FACCC

12:30 Lunch – Table Activity

Scenarios of Legislator Interaction
Each table will select two participants to represent their table
Exploring your Legislative Liaison Care Package (Handbook, Handouts, etc.)

1:30 Advocacy at the System Level: Connecting Local Advocacy to Statewide Politics

Mario Rodriguez, Vice Chancellor of Fiscal Affairs
Laura Metune, Vice Chancellor of Governmental Affairs

3:00 Break

3:15 Present Scenarios

Jonathan Lightman, Executive Director of FACCC

4:30 Advocacy Talking Points Review and Dinner Arrangements

5:00 Break/Check-in to the hotel

6:00 ASCCC Dinner with Legislators, Board of Governors, and Chancellor's Office

Thursday, June 15

8:15 Walk to the Capitol

9:00 Tour the Capitol

10:15 Walk to the Chancellor's Office

10:45 Meet Chancellor's Office Staff

11:30 Walk back to the Sheraton Grand

12:00 Begin Leadership Institute



Executive Committee Agenda Item

SUBJECT: <i>Periodic Review Report and Process Evaluation</i>		Month: February	Year: 2017
		Item No: IV B	
		Attachment: Yes (4)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 60 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stanskas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In August 2016, the Executive Committee authorized the ASCCC to engage in the periodic review process as outlined in the attached documents as directed by the body. At that time, concern was expressed about the process, but the decision was made to engage the process exactly as directed this first time and evaluate the process at the conclusion of the process.

By October the Periodic Review Committee was identified via the random process prescribed and met to review the charge of the committee. The charge and resources available to the committee were reviewed and the committee elected a chair. The committee was directed to compile a report for the February Executive Committee. The chair of the committee, Laura Alarcon, has been invited to present the findings of the committee.

At the last Executive Committee meeting, members approved a survey of the Periodic Review Committee process. A summary of the survey is attached to this item.

DESIRED OUTCOME:

The attached report was prepared by the Periodic Review Committee. Based on the current process, the Executive Committee must accept the report as written, or accept the report and endeavor to write a response prior to the March meeting of the Executive Committee.

In addition, the Executive Committee will review the process survey results and may propose changes to recommend to the body regarding the periodic review process.

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

Guidelines for the Periodic Review of Academic Senate for California Community Colleges

Introduction

The following guidelines shall be employed for the Periodic Review of the ASCCC. These guidelines accompany the Review Criteria to be used by the Periodic Review Task Force and by the ASCCC Executive Committee. The guidelines address the following areas: the composition of the Task Force, the selection process for the Task Force, the responsibilities of the Task Force chair and reviewers, resources to review, the responsibilities of the ASCCC Executive Committee, evaluation by the ASCCC Executive Committee, and the report document and presentation. The review process should culminate either in actions that can be taken by the ASCCC Executive Committee to strengthen the organization or in resolution driven recommendations which will be discussed and voted on at an ASCCC Plenary Session.

Composition of the Periodic Review Task Force

The Periodic Review Task Force will consist of 10 total members:

- 1 nonvoting chair
- 9 Reviewers

Selection Process for Reviewers

A Periodic Review Task Force consisting of ten faculty members will be identified at the Spring Plenary Session prior to the review year. To establish a representative group of faculty evaluators, the Academic Senate will employ a random selection process. A list of faculty participating in Academic Senate activities during the previous 12 months will form the pool of candidates, specifically including delegates, ASCCC committee and task force members, and faculty attendees at plenary sessions and all institutes. Current Executive Committee members will be excluded from the list.

During an open session of the Spring Plenary in which any attendee may oversee the randomization process, each faculty member on the list will be assigned a random number. The list of prospective reviewers will then be reordered from the smallest random number to the highest. The Academic Senate will ask the first ten individuals on the list if they are willing to serve as reviewers. If all ten faculty agree, the selection process will end and the Review Task Force for that review cycle can begin its work. If some individuals in the first ten slots on the list are unable to serve or are not interested in serving, the Academic Senate will ask the next individual on the ordered list until the Periodic Review Task Force consists of ten faculty who have agreed to serve.

The ten Task Force members will choose one individual from among themselves to be the non-voting chair. The ASCCC Elections Chair will oversee the selection process and announce the results to the body. ASCCC staff will conduct the process by compiling the list and assigning random numbers. A copy of the ordered list of names will be saved and made available on the ASCCC web site.

Responsibilities of the Periodic Review Task Force Chair and Reviewers

The non-voting chair of the Task Force will agree to the following responsibilities:

- Work with the Executive Director in managing the budget for the Task Force

- Develop the meeting schedule in consultation with the reviewers
- Attend both Fall and Spring Plenary Sessions (ASCCC will finance attendance)
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the Task Force
- Coordinate the completion of the Task Force report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, present a completed report to the body at the Spring Plenary Session

The nine voting reviewers of the Task Force will agree to the following responsibilities:

- Be available to attend both Fall Plenary to hold a breakout and Spring Plenary to present the report, though attendance at both events may not be required
- Determine in consultation with the chair which reviewers will attend and participate in each plenary session presentation,
- Coordinate the completion of the report and submit the report to the Executive Committee no later than the February Executive Committee meeting
- After consideration of the response and input of the Executive Committee, bring forward a completed report to the body at the Spring Plenary Session
- Sign a statement of responsibility to be fair, responsible, and professional and to have no conflicts of interest
- Attend all meetings of the task force unless prevented from attending a specific meeting by extenuating or emergency circumstances

Resources to Review

Periodic Review Task Force members will base their report on the following resources:

- <http://www.asccc.org/content/executive-committee-information>
- ASCCC Mission, Values, Bylaws, Policies, and Procedures
- ASCCC Program page
- ASCCC Resolutions page
- Interviews with Executive Committee members, ASCCC committee and task force members, and other individuals as appropriate
- ASCCC Annual Report
- Executive Committee Internal Evaluation
- Surveys
- Other resources as determined to be appropriate by the Review Task Force

Responsibilities of the ASCCC Executive Committee

Executive Committee members are required to participate in the Review Process by providing information when requested, being available for interviews by the reviewers, and striving for honesty, integrity, and professionalism in their interactions with the reviewers. The Executive Committee is responsible for approving the budget for the Periodic Review Task Force's work and providing any necessary resources in a timely manner to ensure that the reviewers are able to complete their work. Additionally, the Executive Committee shall complete an internal evaluation. Finally, the Executive

Committee may compose a response to the findings of the Task Force to address any factual errors or if the Executive Committee determines that a need to provide additional context or interpretation of events or actions.

Evaluation by the Executive Committee

The members of Executive Committee possess a unique perspective on the decision-making, planning, and advocacy efforts of the Academic Senate that is derived from their daily efforts representing the faculty of the California Community Colleges. To assist the Periodic Review Task Force, the members of the Executive Committee will prepare an internal evaluation of the Academic Senate based upon same Areas of Review being considered by the Task Force. The evaluation will consist of individual Executive Committee members' analysis of how effectively the Academic Senate is working in each of the Areas of Review. It should include specific details that support the statements made and information regarding resources through which the evaluation team can locate additional details. The Executive Committee will complete this internal evaluation prior to the beginning of the Spring Plenary session that initiates the review process.

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.

Review Cycle

The ASCCC Executive Committee will initiate this evaluation process every four academic years. The ASCCC will complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first Periodic Review of the ASCCC by the Spring 2016 Plenary Session.

Evaluation of the Periodic Review of the ASCCC Process

The ASCCC will assess the efficacy of the Periodic Review of the ASCCC process, including the *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session

Periodic Review of the Academic Senate for California Community Colleges

Review Criteria

Introduction

In spring 2013 the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures. This review shall be conducted by a Periodic Review Task Force, and the following criteria consisting of seven areas shall be used to conduct the assessment or review. Please see the review guidelines for additional information regarding the process for the review.

Review Criteria¹

The Periodic Review Task Force shall use the following criteria of seven areas to conduct the review. In examining each area, the Task Force shall factor in the policies, procedures, and programs which support these areas and how well they function. The Task Force shall record its overall assessment of each of the seven areas. As appropriate, the Task Force shall provide commendations and recommendations with a rationale for each one.

Mission

The Academic Senate has a clearly stated mission and purpose approved by the delegates. All of its programs support that mission, and all who work for or on behalf of the Senate 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.

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.

Responsible Fiscal Stewardship

The Academic Senate 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 in pursuance of 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 appropriately supports the mission of the organization.

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.

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.

Inclusivity and Diversity

The Academic Senate maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, with its Constitution and Bylaws, with its Code of Ethics, and with a high degree of professionalism, fairness, and equality. The Academic Senate takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

Grants, Programs, and Planning

The Academic Senate's programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which 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.

ⁱ Adapted from the eight areas of broad ethical principles outlined in the 10.00 Code of Ethics policy approved by the ASCCC Executive Committee on January 14, 2006 and revised on August 12, 2011

Periodic Review Committee Evaluation

Survey Summary

The Periodic Review Committee evaluation process is designed to provide the Academic Senate for California Community Colleges (ASCCC) with an opportunity to examine the effectiveness of the review process and to give the current committee members a chance to make suggestions for improvement to the process. As this is the first review conducted by the committee, the questionnaire's results are intended to be a tool that will engage the ASCCC Executive Committee in an open and constructive dialogue about the scope and work of the periodic review process, and allow the Executive Committee to identify areas of improvement for future reviews. All members (10) provided their responses to the survey. There were four specific areas that members were asked to evaluate: Goals and Purpose of the Committee, Support/Resources for the Committee, Meetings/Communications, and General Questions.

Goals and Purpose of the Committee

Respondents were asked a series of questions on a Likert scale regarding their opinion on whether they understood the committee's goals and purpose and if they agreed with the committee's goals and purpose. All 10 respondents (100%) indicated that they either strongly agreed or agreed that they understood and agreed with the committee's goals. When asked whether respondents believed there is alignment with the goals and purpose and the actions taken by the committee, seven respondents (70%) indicated that they agreed, while three respondents (30%) indicated they were neutral on the statement. Those who indicated neutral stated that they felt the committee could have used more interaction with the ASCCC officers and staff to get more information and that a self-study done by the ASCCC with feedback from the constituents would have provided useful information for the areas that were being evaluated.

When asked whether the committee was provided with enough guidance and direction, nine respondents (90%) indicated they either strongly agree or agree that they received enough guidance, while one respondent (10%) indicated that they felt neutral. Written responses to the question indicated that some felt that additional in-person meetings held at the ASCCC Office would have been beneficial, in addition to additional guidance on how extensive the review should be (audit quality or overview). It was also noted that the committee had several discussions on the direction of the committee and whether they were tasked with coming up with establishing a benchmark report that could be used for future evaluations.

Respondents were asked whether they believe that committee members appointed to the group had the skills and expertise needed to conduct the review. While eight responses (80%) indicated they agreed, two responses (20%) indicated they were neutral or slightly disagreed with the statement, and suggested that moving forward, the appointment process of committee members should use an established set of minimum qualifications to determine their eligibility to participate. The suggested qualifications were: two years of experience as senator with a local senate, one year of service on an academic senate related committee, college report writing experience, and technological capabilities to use different media to interact, such as the use of Dropbox, conference calls, Microsoft Office, etc.

Support/Resources for the Committee

Nine respondents (one person skipped) provided answers to the question on whether the committee was provided with adequate resources to support its functions. Of the nine, five responded that they either agreed or felt neutral to the statement, while four responded that they either slightly disagreed

or strongly disagreed that the committee was provided with adequate resources. Overwhelmingly, the written responses stated that additional time to conduct the review would have been useful and that a self-study conducted by the ASCCC prior to the review would have greatly enhanced the review process. One respondent did comment that they felt that the committee chose not to utilize the resources provided to them to their advantage. All ten (100%) of the respondents indicated that they either strongly agreed or agreed that they utilized the LiveBinder provided to them as a resource during the review.

When asked whether the committee members felt that they were provided with adequate access to information to conduct the review, six respondents (66%) agreed, while three respondents (34%) indicated they slightly disagreed with the statement (one person skipped the question). Written responses provided stated that while the ASCCC did provide responses upon request and that the ASCCC staff and Officers were responsive to questions, a self-study would have been helpful to have during the review. One response indicated that additional time to conduct the review would have been helpful. Respondents were also asked to evaluate whether they felt that the ASCCC website was useful, and of the nine responses, eight (88.9%) either strongly agreed or agreed with the statement, while one person indicated they were neutral. Comments provided stated that while they did find the ASCCC website to be useful, the ease of which they found information could be improved.

Overwhelmingly, nine respondents (one skipped the following questions) indicated that they either strongly agreed or agreed that they were provided with enough information on how to access either the ASCCC Executive Committee or the ASCCC staff. While they all agreed, the comments indicated that the committee decided that only the Periodic Review Committee chair would contact the ASCCC Executive Committee or staff on behalf of the committee. One commenter indicated that because of the single point of contact via the Chair, information requested was at times not received in a timely manner.

When asked whether committee members felt they were provided with enough staffing resources to conduct the meetings/calls, three respondents (33%) indicated they agreed, five respondents (56%) indicated they were neutral, and one person (11%) strongly disagreed (one skipped the question). Two written responses indicated that the question was better geared towards the committee chair, one responded that a liaison for each of the sub-committee would be helpful to have for the next review, one wrote that some committee members required assistance on how to use the technology (e.g. conference calling), and one stated that they felt that the committee chair's communication to the committee made it difficult to determine whether they were enough staffing for the committee (they couldn't determine if/when a request was sent to the ASCCC). Additionally, when asked whether they felt they were able to gain access in a timely manner, a total of eight respondents (two skipped the question) replied and indicated that six agreed (75%) they received information in a timely manner, one felt neutral (12.5%), and one strongly disagreed (12.5%). Responses mirrored the answers to the previous question, stating that this question was better directed to the committee chair, as she was the sole person in communication with the ASCCC, and that it was difficult to determine whether information was given in a timely manner. One commenter also suggested that additional time should be given to conduct the review.

Meetings/Communications

Eight responses were received for the question on whether the initial/orientation meeting held at the ASCCC office provided the committee with a foundational understanding of the goals and role of the committee; of the eight, seven (87.5%) either strongly agreed or agreed, while one responded they felt neutral (12.5%). Eight respondents also provided answers to the question on whether they felt that the

initial/orientation meeting gave the committee members the tools and resources needed to conduct the work of the committee. Five (65.5%) either strongly agreed or agreed with the statement, while three (37.5%) were either neutral or slightly disagreed with the statement. Again, written responses stated that a self-study would have been helpful information to have, along with additional time to conduct the review. The committee members were also asked to evaluate whether they were provided with enough information and support on how to structure follow up meetings. While five of the eight (65.5%) indicated either strong agreement or agreement with the statement, one indicated they were neutral (12.5%), and two (25%) slightly disagreed. The request for additional time was made, along with a note that stated that the committee was unclear of how records of their meetings should be maintained.

Respondents were asked two questions regarding the selection of the committee chair – the perceived effectiveness of the selection process and whether or not the chair was provided with enough flexibility and support to conduct their work. Eight total responses were received for each question; as it relates to the effectiveness of the selection process, five respondents (62.5%) agreed that the selection process was effective, one was neutral (12.5%), one slightly (12.5%) disagreed, and one (12.5%) strongly disagreed. Suggestions ranged from having two chairs for the committee, establishing minimum qualifications for the committee membership as a whole, one response stated that there were issues with selecting a committee chair during the initial orientation, while another responded that having backup members available and incorporating diversity into the committee makeup is ideal. On the question regarding support and flexibility provided to the committee chair, one person (12.5%) agreed with the statement, while seven (87.5%) were neutral. Two written comments indicated that the question is best answered by the chair, two provided feedback that indicated that the short timeline of the review may have hindered the flexibility of the committee's work, one wrote that while they were unsure how much support was given to the chair, they noted that there was abundant flexibility given to the chair on how to conduct the committee, and one stated that helping setup technology (Dropbox) for the committee during the initial meeting would have helped tremendously.

General Questions

Survey respondents were asked to provide information on which specific subarea they worked on during the review process. All but one subarea, Openness and Disclosure, had at least one respondent who stated that they worked on it specifically. Two survey takers indicated that they worked on Responsible Fiscal Stewardship. A follow up question was asked on whether they believed that the committee was able to effectively assess and evaluate the specific criteria they worked on; of the 10 committee members, only six responded, with an even split between answering yes or no. Comments provided indicated that more time was needed to conduct an effective review of the ASCCC. Respondents were also asked to provide an overall rating on their opinion of the overall performance of the Periodic Review Committee – while only six respondents answered the question, four (67%) of them indicated that they felt the overall performance was good, while two (33%) rated the overall performance as fair. A majority of the written comments and suggestions indicated that added time for future reviews would greatly increase the effectiveness of the review. A few indicated that they felt that the committee did the best it could and had dedicated committee members, while one expressed that they believed there was not enough time to complete the review and that the selected chair did not do a good job.

PERIODIC REVIEW REPORT
October 2016 – January 2017

DELIVERED TO ASCCC
EXECUTIVE COMMITTEE ON
JANUARY 24, 2017

INTRODUCTION

In Spring 2013 the members of the Academic Senate for California Community Colleges (ASCCC) determined that the ASCCC should be periodically reviewed in order to ensure the public good and accountability. The purpose of this review is to provide internal and external stakeholders assurance as to the ASCCC's quality and commitment to the standards it sets for itself, to assist in improving the effectiveness of its programs and operations in order to meet its stated goals, and to improve its policies and procedures.

The Periodic Review Committee (PRC) was selected randomly from a list of faculty who have participated in ASCCC events. The Committee is comprised of the following:

Laura Alarcón (chair)
Psychology-Counseling – Chabot College

Maria Clinton
Industrial Technology – Antelope Valley College

Roger Gerard
Hospitality Management – Shasta College

Berta Harris
Early Childhood Education – San Diego City College

Mary Margarita Legner
Mathematics – Riverside City College

Donna McGill-Cameron
Economics – Woodland Community College

Kathleen Reiland
Aviation – Cypress College

Cynthia Reiss
Art History - West Valley College

Rochelle Olive
Business – College of Alameda

Jim Woolum
Administration of Justice - Citrus College

ASCCC presented seven areas to be reviewed: Mission, Governance, Responsible Fiscal Stewardship, Professional Integrity, Openness and Disclosures, Inclusivity and Diversity, Grants, and Programs and Planning.

On October 25, 2016, the Committee met for the first time at the ASCCC's Sacramento office. During the first meeting, the ASCCC Vice-President John Stankas described PRC's scope of work and expectations. The ASCCC had collected a list of resources that were reviewed during the first meeting.

The PRC held a session at the Fall 2016 Plenary explaining the work of the committee and the rubric developed to evaluate each area. This document contains the evaluation of each area based on the rubric below:

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

This area refers to the conclusions about the quality of the ASCCC in each category. Conclusions are supported by findings in the section above.

The Periodic Review Committee report accurately reflects the findings in each area of review and it intends to be the template for future, more comprehensive review processes.

Area of Emphasis: Mission

Mission Statement

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 of 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.

I. General Observations

The strengths of the Mission are based on its representation in the philosophies and activities of the Academic Senate of the California Community Colleges.

1. The Mission Statement is posted on the organization's web page and displayed on a stand-up banner at functions for reflection and review by members and guests.
2. Fostering effective participation by community college faculty in all statewide and local academic and professional matters is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.
3. Aligned with the Mission, ASCCC develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. ASCCC hosts regional meetings to provide leadership professional development.
4. The Mission further guides the ASCCC to serve as the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan that is created by members of the Executive Committee.
5. The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute and the Academic Academy.

II. Findings and Evidence

The approach initiated for review of the Mission Statement was to take it apart and look for evidence that real activities had taken place to support it.

Evidence is listed in sections "a-e" below:

In terms of fostering an effective participation by community college faculty in all statewide and local academic and professional matters, it is represented in the bylaws, the Delegate selection process, plenary sessions, institutes, and area meetings.

- a. Bylaws- <http://asccc.org/about/bylaws>
 - b. Delegate selection- <http://asccc.org/about/bylaws>
 - c. Plenary- <http://asccc.org/content/information-power-abcs-plenary-and-brief-guide-first-time-attendees-and-delegates>
 - d. Institutes- <http://asccc.org/content/practical-leadership-connecting-local-senates-plenaries-and-institutes-0>
 - e. Area Meetings- <http://asccc.org/calendar/list/regional-meetings>
1. It develops, promotes, and acts upon policies responding to statewide concerns by acting as a resource for local accreditations, assisting in local curriculum processes, and assisting to assure effective participation in district and college governance. The ASCCC hosts regional meetings to provide leadership professional development.
 1. Accreditations- <http://asccc.org/resolutions/local-recruitment-and-nomination-processes-accreditation-teams> and <http://asccc.org/directory/accreditation-and-assessment-committee> and <http://asccc.org/content/surviving-and-accreditation-visit>
 2. Curriculum Assistance- <http://asccc.org/contact/request-services> ; <http://asccc.org/curriculum-technical-assistance-visits>
 3. Participation in District and College Governance- <http://asccc.org/services/technical-assistance>
 4. Leadership Professional Development- <http://asccc.org/directory/cte-leadership-committee>
 - c. It serves as the official voice of the faculty of the CCC system in academic and professional matters by partnering to improve success in Basic Skills instruction, adopting resolutions to identify the will of the academic senates of the California Community Colleges, and monitors a strategic plan that is created by members of the Executive Committee.
 1. Basic Skills Instruction- <http://asccc.org/directory/basic-skills-committee> ; <http://asccc.org/events/2016-01-21-160000-2016-01-23->

220000/2016-instructional-design-and-innovation

2. Resolutions- <http://asccc.org/papers/resolution-handbook>

3. Strategic Plan

[http://asccc.org/sites/default/files/ASCCC Implementation Plan.pdf](http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf);

<http://asccc.org/content/executive-committee-strategic-planning-meeting-2014-12-06-180000-2014-12-06-230000>

- c. The ASCCC provides visits by the Executive Committee, supports dual enrollment opportunities for high school students, endorses local authority for curriculum development, and offers activities such as the Curriculum Institute and the Academic Academy.
1. Dual Enrollment- <http://asccc.org/resolutions/support-expanding-dual-enrollment-opportunities-high-school-students>
 2. Curriculum Institute: <http://asccc.org/events/2016-07-07-150000-2016-07-09-190000/2016-curriculum-institute>
 3. Academic Academy- <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute>
- e. A survey of the Executive Committee members initiated in September 2016 indicated that there was strong consensus among Executive committee members that they were aware of the Mission Statement and that they adhere to the principles of the Mission and Values statements (76% completely agree and 23 % agree in each of these areas). There was a wider spread regarding monitoring external developments and pressures that could affect the direction (Mission) of the Senate (46% completely agree, 38% agree, 15% somewhat agree).
- f. While conducting research, contact with several local Senate members indicated a frustration with communications with Executive Committee members or the Senate Executive Office where phone messages and/or email communications were not responded to in a timely manner or in several cases, not at all. Representatives from four community colleges provided anecdotal examples of poor communication from ASCCC as this report was being written. The examples indicated that this is more common than an individual missed communication. This could affect the perception of members regarding the Mission Statement in areas of fostering effective communication and support of local Senates.

Evidence items "a-e" represent activities that support the Mission. Item "f" is a concern brought forth by several participants in leadership positions at local Senates.

III. Conclusions

The Mission Statement is clearly written and available on the organization website. The Executive Committee indicated in a 2016 survey that they are aware of and adhere to the principles of the Mission and Values Statements.

In terms of website material, reviewers can only see what the organization has chosen to list. There are more areas/examples that could have been chosen to support each section of the Mission Statement. The items listed support the statement. Other data may be present but was not located due to the structure of the website for an occasional user.

In terms of areas that may need improvement:

During her time as ASCCC President, Beth Smith wrote an opinion regarding Promoting "Academic Excellence" as part of the Mission. See: <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute> ; <http://asccc.org/content/future-asccc-mission-0> regarding a need for modification of the Mission Statement. It could not be determined by material posted if this concept was discussed, brought to the delegates, rejected, or tabled.

It is recognized that this is the first Periodic Review process undertaken by the Academic Senate and the process will be modified and improved in future reviews. With that in mind, in our opinion, improvements should include:

1. A clear timeline and process for review, affirmation, or modification of the Mission Statement should be identified, possibly with the timeline for periodic review; every four years.
2. While there is a clearly written Mission Statement, during review, it was difficult to identify the process for modifying or updating the statement other than researching a multitude of resolutions spread over several plenary sessions. The exact date of adoption of the current statement was not identified by a quick review. It is the opinion of the committee that extensive research should not be necessary.
3. The Mission Statement could be more prominently displayed at Senate conferences, workshops, as well as on posted and printed materials.
4. A self-study conducted by the Executive Committee and Executive Director to provide a base of data for review and validation by the committee.
5. Surveys of the Executive Committee relevant to the standards but also of Senate President's throughout the state, at a minimum, in regards to their experience and observations in the review areas.

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.

I. General Observations

The Executive Committee of the Academic Senate has developed criteria and processes to provide support and information to faculty senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC. To this effect, the Executive Committee developed a Strategic Implementation Plan and it provided an update about this plan at the Fall 2016 Plenary.

Based on the documents published on the website, the Executive Committee is actively involved in overseeing finances, operations and policies. Documents published on the ASCCC website clearly provide guidance (i.e. Orientation reference guide) and membership information for each area.

II. Findings and Evidence

Based on the documents found on the website and the involvement of the Executive Committee in the Fall 2016 Plenary, it is clear that the Executive Committee is actively striving to meet the ASCCC goals.

The Review Committee finds that information on the ASCCC website must be kept up to date in order to provide updated information to its constituency. For example the Orientation Reference Guide 2013 – 2014 published on the website is a draft and the Governance and Internal Policy Report needs update and clarity (document attached).

Lastly, there is a lack of clarity about the follow through and implementation of each resolution. For example the following resolution **Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges Mission Statement** Spring 2014 Resolution Number: 01.06 states that it is still in progress and that the Executive Committee needed to clarify the intent of the resolution but there is no evidence that the Executive Committee followed up on this resolution. <http://www.asccc.org/resolutions/insert-phrase-%E2%80%9Cpromotes-academic-excellence%E2%80%9D-academic-senate-california-community>

Since the Academic Senate is directed by the resolutions adopted at each Plenary, it is highly recommended that transparent, easily accessible follow through and communication about each resolution is implemented.

In order to further evaluate the Executive Committee's responsibilities as started in the review criteria more time is needed to conduct surveys among committee members and past presidents.

Findings for Oversight of Finances

After reviewing the Livebinder and conducting a SWOT analysis of current documentation, policies and guidelines support the findings that ASCCC delegates authority and manages the finances and accounting for the organization. In addition, ASCCC through resolutions continually evaluates and improves processes to ensure fiscal health, transparency, and integrity. In addition, despite the financial challenges during the state budget crisis, ASCCC has provided sufficient revenue to sustain and support the organization and its constituents. ASCCC has accomplished this through its developed policies "Accounting Policies" and "Expense Policy," these policies govern the fiscal management of ASCCC. The Accounting policy was last revised in 2014 and the Expense Policy was updated January 2015.

a. Accounting Policies -

http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor

b. Expense Policy -

<https://drive.google.com/file/d/0B69GTF8POjrvd0U0akRUUk92VnM/view?usp=sharing>

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Budget, Finance and Fund Raising questions. However, questions addressing fiscal stewardship as related to governance. However, the survey did contain a Fiscal Responsibility section which revealed that the committee overall supported the statements and that ASCCC and its executive members are fiscally responsible.

Findings for Oversight of Operations

After reviewing the Livebinder and analyzing current documentation, policies and guidelines, it seems that the evidence supports the finding that the core of the decision making and participation policies are derived principally from ASCCC's Bylaws which delegates both the authority and managing of the organization. In addition, the process of resolutions does include the voices of faculty from outside ASCCC through each college's Academic Senate processes. These Bylaws are posted on ASCCC webpage, and appear to have been updated in Spring 2015.

In reviewing the Survey Monkey results of the ASCCC Executive Committee Evaluation the PRC observed that the survey included questions regarding Leadership Development and Governing Body. However, 2 out of 14 respondents stated that it was

difficult to provide opposing views. Concerning the Governing Documents section there were not direct questions regarding operations as related to governance. However, the survey did contain a Strategic Governance section which revealed that the committee overall supported the statements and that ASCCC and its executive members are operating in good faith.

III. Conclusions

The practice of adopting a Strategic Implementation Plan per each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

The PRC concludes that more time to conduct Periodic Reviews would provide an opportunity to collect data from committee members, community college senates, senate presidents, survey plenary attendees, etc. In addition, ASCCC should provide a comprehensive self-evaluation report to the committee so a more thorough periodic evaluation could be conducted.

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 in pursuance of 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 appropriately supports the mission of the organization.

I. General Observations

1. The ASCCC updated their Accounting Policies and Expense Manual in 2014-2015. The committee found the following sample accounting policies clear and unambiguous: General Accounting, Expenditure and Accounts Payable, Revenue Recognition, Cash Receipts and Cash Handling Policies, Accounts Receivable and Invoicing, Payroll, and Miscellaneous Accounting and Management.
2. The ASCCC consolidated financial statements (2016 Consolidated Statement of Financial Position, 2016 year ended Consolidated Statement of Activity and Consolidated Statement of Cash Flows) were audited by John Waddell CPAs, an independent professional CPA accounting firm. The audit findings stated in their report: "In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the Academic Senate for California Community Colleges and affiliate as of June 30, 2016, and the changes in their net assets and their cash flows for the then year ended in accordance with accounting principles generally accepted in the United States of America."
3. The Executive Committee of the ASCCC developed a Strategic Implementation Plan that provides support and information to faculty Senate presidents and faculty involved in committees and tasks force associated with the mission of ASCCC. An updated plan was presented to attendees at the Fall 2016 Plenary.
4. The following objective and actions were not identified as priorities in the ASCCC

strategic plan, but, were accomplished in 2015-16.

- a. Professional development for the Common Assessment Initiative (CAI) was awarded to Saddleback College. The Academic Senate has worked closely with Saddleback to plan professional development events through Senate representation on the CAI professional development workgroup. Additionally, Senate appointments to CAI have participated in each of the professional development workshops provided by the initiative.
 - b. The ASCCC was written into the Bachelor Degree Professional Development grant application and has been part of the Baccalaureate Degree Summit in March and April 2016 and the Baccalaureate Degree Symposium held in July 2016.
 - c. The Academic Senate is a partner in the Institutional Effectiveness Partnership Initiative (IEPI) with representation on the IEPI executive committee, faculty representations on each workgroup, and a faculty co-chair for each of those groups. Senate representatives have been vital in the development of indicators, participation in - partnership resource teams (PRT), and in the development and presentation of IEPI sponsored workshops.
 - d. The Budget and Finance Committee recommended and the Executive Committee approved a budget for sending Executive Committee members to conferences related to their committee work and other assignments. Increasing professional development for Executive Committee members and staff will assist in building program development, communications capacity, and networking with like-minded organizations.
5. The ASCCC uses a committee structure to implement its strategic plan and meet its mission. It is significant that the ASCCC generates such a diverse number of committees and offers so many events, meetings, services and programs that supported its mission. The committees include: Accreditation, Basic Skills, CTE Leadership, Curriculum, Educational Policies, Equity and Diversity, Faculty Development, Legislation and Advocacy, Non-credit, Online Education, Part-time, Periodic Review, Relations with Local Senates, Standards and Practices, Transfer Articulation and Student Services. The programs include: Area Meetings and Plenaries twice a year, Faculty Hiring/Curriculum & Non-Credit north and south meetings, Accreditation, CTE Leadership, Curriculum, Faculty Leadership, Instructional Design & Innovation Institutes, and ASCCC Legislative Advocacy Day. Beyond the committees and programs there are a number of services available to local senates. These include Accreditation Resource Teams, Local Senate visits and Curriculum Technical Assistance.

II. Findings and Evidence

- Accounting Policies
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- Expenses Policy
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- Proposed 2016-17 Budget
http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- ASCCC Strategic Plan
<http://asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf>
- Independent Auditor's Report: Paper document from Fall 2016 Plenary

III. Conclusions

Based on the documents published on the ASCCC website, the Executive Committee, is actively involved in overseeing finances, operations and policies. The practice of adopting a Strategic Implementation Plan each year is a valuable tool for the Executive Committee. This practice ensures compliance, guidance and accountability of the ASCCC Executive Committee. The PRC observed that the last two annual audits were favorable.

ASCCC adoption, review and update of Accounting Policies, Expense Policy, and the Strategic Plan is at the core of the its sustainability. It is commendable that despite the financial challenges during the state budget crisis, the ASCCC managed revenue to sustain and support the organization and its constituents.

Upon reviewing the Livebinder, policies and guidelines pertaining to ASCC's Fiscal Stewardship, it is evident that the documentation supports the findings that ASCCC manages the finances and accounting for the organization in a responsible and prudent manner.

Recommendations:

- It is highly recommended that more time be allotted to conduct a periodic review. Allotting more time will enhance the committee's efforts to collect data from committee members, community college senates, plenary attendees, etc.
- It is recommended that ASCCC complete a comprehensive self-evaluation report prior to developing a review committee. This action will improve cross referencing data to goals, objectives and plans.
- The survey did not contain a Fiscal Responsibility section. Recommend to updating the survey to include this important section.

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.¹

I. General Observations

The Academic Senate of California Community Colleges provides many resources that address the Professional Integrity area of emphasis defined by the Academic Senate for the Periodic Review Committee. The readily accessible *Employee Handbook* and *Executive Committee Policies* can be found on the Academic Senate's main website. In general, the guidelines and policies appear comprehensive with minor recommendations provided below. The solicitation of feedback from the Academic Senate's constituents about any issues in this area is limited. There was no self-study to help guide the substantiation of evidence that there were no outstanding grievances, complaints, lawsuits, or issues related to professional integrity.

II. Findings and Evidence

- a. ***Employee Handbook***: The Academic Senate provides an *Employee Handbook*, which was last approved on January 8, 2016. The *Employee Handbook* can be found under the Executive Committee / Materials tab on the main ASCCC website. This handbook is 47 pages long and covers employment practices—including equal opportunity, general conduct guidelines, working hours, office policies, leaves of absence and disability accommodation, benefits of employment, terminations, and a drug-free work place acknowledgment statement. The handbook includes information about the consequences of legal and policy violations. In addition, the handbook includes whistleblower protections for employees, and the following notice: "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 Academic Senate to its shareholders, investors, or employees."
http://asccc.org/sites/default/files/Employee%20Handbook%20Approved%20January%208%202016_0.pdf

- b. ***Executive Committee Policies:*** In addition to the *Employee Handbook*, the Academic Senate provides *Executive Committee Policies*, under the Executive Committee / Policies tab on the main ASCCC website that pertain to professional integrity. The Academic Senate provided the professional integrity subcategories listed below for the Periodic Review Committee to address (in the Livebinders area). Public links to these categories can also be found in the Executive Committee Policies on the ASCCC website. <http://www.asccc.org/policies>

10.00 Code of Ethics (Revised: August 12, 2011): This code of ethics appears sufficiently comprehensive in identifying a set of values that includes a 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. No recommendations.
<http://www.asccc.org/policies/codeofethics>

12.00 Harassment (Approved August 13, 2010): The Academic Senate provides a policy prohibiting sexual harassment and harassment because of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sexual orientation, age or any other basis protected by federal, state or local law or ordinance or regulation. This policy applies to all persons involved in the operations of the Academic Senate and prohibits such harassment by any Executive Committee member or employee of the Academic Senate, including supervisors and co-workers. The policy provides definitions and explanations about what might constitute harassment. The policy also provides instructions for how complaints of unlawful sexual harassment can be filed with the California Department of Fair Employment and Housing and/or the federal Equal Employment Opportunity Commission.

It is recommended that the telephone number listed for the Sacramento Office of the Department of Fair Employment and Housing be updated, as (916) 445-9918 is not current. <http://www.asccc.org/policies/harassment>

13.00 Drug Free Environment (Approved August 13, 2010): The Academic Senate provides for a policy that applies to all employees and committee members and complies "with Senate Bill 1120, which established the Drug-Free Workplace Act of 1990." The Academic Senate explains that "this policy, which is consistent with Government Code Section 19572 and Governor's Executive Order D-58-86, states that no employee who is on duty shall (1) use, possess, or be under the influence of illegal or unauthorized drugs or other illegal mind-altering substances; or (2) use or be under the influence of alcohol to any extent that would impede the employee's ability to perform his or her duties safely and effectively." The Academic Senate's policy goes a step further and prohibits prescription medication that poses a threat to the health or safety

of others. The Academic Senate does not supply any counseling, rehabilitation, or employee assistance for substance abuse. No recommendation.

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

20.00 Conflict of Interest (Approved February 10, 2006): This policy applies to any officer, director, or committee member of the Academic Senate who has any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Academic Senate, including but not limited to transactions involving:

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 Senate;

The Academic Senate President and the Executive Committee are charged with investigating any complaint of conduct pertaining to employees or committee members. The President will investigate complaints involving the Executive Committee. When a potential violation concerns the Academic Senate President or Academic Senate Vice President, the responsibility for investigation and resolution will pass to the highest ranking officer of the Academic Senate not considered part of the complaint. No recommendation. <http://www.asccc.org/policies/conflict-interest>

22.00 Honoring Local Policies: This policy consists of one simple, yet clear statement: "Executive Committee members must comply with home college/district processes for travel and off-campus attendance at activities." No recommendation.

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

24.00 Receiving Honoraria: This policy is also relatively short, in stating that any Executive Committee member should not accept honoraria, and if compensation is offered it should be signed over to the Academic Senate to support its work.

This policy could benefit from a clarifying example about what constitutes an honorarium versus signing over compensation, and how the process should be managed. <http://www.asccc.org/policies/receiving-honoraria>

60.00 Removal of a Member of the Board of Directors (Adopted April 8, 2015): This policy states that "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." The provisions provide for the removal of a member of the Board of Directors who violates these tenets, using an investigation team of two Executive

Committee members and three faculty members appointed to serve as Academic Senate representatives on any statewide committee or taskforce. Any motion to remove the member of the Executive Committee, requires 2/3 of the Executive Committee members vote in support, and does include the faculty on the investigative committee.

This policy may need to be expanded to address serious cases where a law may have been violated that would compel the Academic Senate President (or alternate) to notify law enforcement authorities outside of the internal investigation team process to remove a board member.

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

III. Conclusions

The Academic Senate provides a clearly documented vision for their commitment to professional integrity throughout their *Employee Handbook* and *Executive Committee Policies*, both of which are readily accessible to employees and constituents. Whether that commitment is fully realized in practice is not clear. An ASCCC Executive Committee Evaluation was conducted in the form of a survey to its executive members that included thirteen responses with a date of October 6, 2016. Most of the respondents indicated that they somewhat agree to completely agree that they are aware of the information contained in the ASCCC Bylaws, rules, policies, and procedures. With only two people in attendance at the Fall Plenary session intended to capture feedback, anonymity could not be protected, so the feedback has not been identified here. To broaden the scope of feedback going forward, 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. It is also recommended 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.

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.

I. General Observations

The ASCCC website provides information to the public, the media, members senate and constituent groups. The information found on the website regarding the ASCCC president's updates and the documents associated with the Executive Committee meetings reflect the ASCCC's commitment to practice openness and to provide disclosure to its constituency groups.

II. Findings and Evidence

Based on the documents found on the website, the ASCCC president's update delivered during the Fall 2016 Plenary and the request and delivery of financial information to the Periodic Review Committee, it is clear that the Academic Senate strives to disseminate information to the public, the media, member senate and constituent groups. Having access to all presentation materials for the 2016 Fall Plenary' sessions material including the PPP for the President's address is evidence of ASCCC's commitment to openness <http://www.asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>. Moreover, the Executive Committee minutes and agenda found on the website http://www.asccc.org/executive_committee/meetings provide evidence of disclosure and openness

III. Conclusions

The Academic Senate provides information to the public, media, members senates and

constituent groups through its website, ASCCC Plenary and e-mail. While the ASCCC website appears to provide accessibility, openness, and disclosure, it is recommended that a survey, or similar mechanism, be provided to local senate presidents and member senates to verify accessibility and validate these findings.

The Review Committee recommends that a round table and/or survey to local senate presidents and member senates should be conducted to evaluate that ASCCC consistently delivers information timely to local senates and constituent groups.

The Review Committee finds that further research must be conducted in order to assess if the information provided via website and plenary events fully and honestly reflects ASCCC's policies and practices.

Area of Emphasis: Inclusivity and Diversity

The Academic Senate California Community Colleges (ASCCC) maintains a policy of promoting diversity and inclusion and actively pursues that policy in a manner that is consistent with its mission, with its Constitution and Bylaws, with its Code of Ethics, and with a high degree of professionalism, fairness, and equality. The ASCCC takes an active, meaningful, and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment, and constituencies served.

I. General Observations

The Executive Committee of the ASCCC has developed a Strategic Implementation Plan to provide support and information to faculty Senate presidents and faculty involved in committees and tasks force associated to the mission of ASCCC.

In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services.

The Executive Committee appointed three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session.

The ASCCC has developed an Equity and Diversity Committee Strategic Plan. Two objectives were identified:

- Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.
- Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Based on the documents published on the website the Executive Committee is actively involved in the duties of planning, promoting, and recruiting diversity and inclusivity in faculty appointments to serve on State committees and taskforces.

II. Findings and Evidence

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

- a. A Glance Behind and a Look Ahead: A Progress Report on the Structure and Goals of the ASCCC <http://asccc.org/content/glance-behind-and-look-ahead-progress-report-structure-and-goals-asccc#>
- b. ASCCC Strategic Plan Update 2016 <http://www.asccc.org/sites/default/files/strategic%20report2016%20%281%29.pdf>
- c. Livebinders website http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play_view=play&utf8=%E2%9C%93#anchor
- d. Inclusivity Statement <http://asccc.org/inclusivity-statement>
- e. Equity and Diversity Strategic Plan <http://asccc.org/directory/equity-and-diversity-action-committee>
- f. December 3, 2015, President's Updates-- Special Executive Committee Elections <http://createsend.com/t/y-7F1451C2F31EB60D>

III. Conclusions

The practice of adopting a Strategic Implementation Plan that includes Diversity and Inclusivity each year is a valuable tool for the Executive Committee as it seems to be aligned with the charge of the Governance criteria and it provides guidance to the committee.

In reviewing the recent Survey Monkey results of the ASCCC Executive Committee Evaluation, the Governing Documents section did not address inclusivity and diversity. The PRC recommends that a question/statement regarding this area is included in a self-study. The committee also recommends that the ASCCC review and update the inclusivity statement. In particular, the last word in the statement ("the need to remove barriers to the recruitment and participation of talented faculty from historically excluded populations in *society*") to be changed to "serving students in the California community colleges".

Area of Emphasis: Grants, Programs and Planning

The Academic Senate's programs and initiatives, including grant projects, are driven by its mission to empower faculty to better advocate regarding issues and interests involving academic and professional matters. The Academic Senate engages in deliberative and thoughtful planning activities in order to further the mission of the organization. These activities include not only long-range strategic planning but also careful consideration of more immediate activities and shorter-term projects and the ways in which 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.

GRANTS

I. General Observations

The Academic Senate has ensured that any funds obtained through grants this year adequately support the short and long-range goals for leadership, instruction, and learning. The funds acquired for the Strategic Implementation Plan were ensured a seamless execution of operations and follow through of the policies established by the Executive Committee of the Academic Senate. Below is an outline of the various targets and references of the grant sources acquired and utilized to date.

II. Findings and Evidence

Below is an enumeration of the grant monies allocated by the Executive Committee of the Academic Senate. In order to fulfill the mission, awarded grants allowed the various stakeholders to target significant issues which California Community Colleges are grappling with today.

According to the November 1, 2016 Independent Auditor's Report, the ASCCC has received the following "grants". All are unrestricted.

- A. State of California Academic Senate grant \$468,000**
- B. Chancellor's Office Course ID \$377,971**
 - 1. Approval of Associate Degree for Transfer that Include Courses Pending C-ID Approval
Fall 2016 Resolution Number: 15.02. *Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to implement an approval process for Associate Degrees for Transfer in which courses pending C-ID approval may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System (e.g., submitted,*

in progress, conditional and/or approved); Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to regularly assess the effectiveness and efficiency of program requirements for Associate Degrees for Transfer (ADT) including, but not limited to, any revision to the application process to provide flexibility in ADT submission and approval anytime there is clear evidence that responses to C-ID submissions take more than 45 days.

2. C-ID: Discipline Input Group Meeting

The Course Identification Numbering (C-ID) System hosted two discipline input group (DIG) meetings for faculty to consider the development of C-ID descriptors and model curriculum (MC) for Engineering Technology. The development of the C-ID course descriptors will support local associate degrees and certificates, specific to Engineering Technology. For additional information on the work of the C-ID system, visit www.c-id.net.

The meetings are designed to be “come one, come all” to encourage wide participation and perspectives. Travel costs will not be reimbursed, but a light breakfast and lunch will be provided. Later, faculty will be appointed by their respective state senate to serve on the Faculty Discipline Review Group that will prepare draft documents for statewide vetting.

- a. <http://asccc.org/resolutions/approval-associate-degrees-transfer-include-courses-pending-c-id-approval>
- b. <http://asccc.org/events/2016-09-23-160000/c-id-fall-discipline-input-group-dig-meeting-south>
- c. <http://asccc.org/events/2016-10-07-070000/c-id-fall-discipline-input-group-dig-meeting-north>
- d. <http://asccc.org/events/2016-11-18-180000-2016-11-18-230000/c-id-discipline-input-group-dig-meeting>
- e. <http://asccc.org/events/2016-12-09-180000-2016-12-09-230000/c-id-discipline-input-group-dig-meeting>

3. Curriculum 101: Introduction and Types of Courses

This is the first course in a five-course series that focuses on the curriculum development process. This course is an offering of the Professional Development College of the Academic Senate for California Community Colleges. This course provides an overview of curriculum in the California community colleges, highlighting the role of faculty, the different types of curriculum the colleges can offer, and providing an introduction to various curriculum-related resources. This course consists of multiple units. There is a quiz associated with each unit and a comprehensive final exam.

Successful completion requires earning 100% on all quizzes and at least an 80% on the final exam for each course. All assessments are multiple-choice. While quizzes may be taken more than once, the final exam can only be taken once.

- a. <http://asccc.org/content/curriculum-101-introduction-and-types-courses>

4. 2016 Curriculum Regional North & South

Updates on the latest news on from both the Chancellor's Office and the Academic Senate on statewide curriculum issues, including the PCAH, C-ID/ADTs, the Curriculum Inventory, and the UC Transfer Pathways.

- a. <http://asccc.org/events/2016-10-22-160000-2016-10-22-220000/2016-curriculum-regional-south>
- b. <http://asccc.org/events/2016-10-21-160000-2016-10-21-220000/2016-curriculum-regional-north>

5. Associate Degrees for Transfer and C-ID: The Latest 2016 Curriculum Institute

Twenty-five of California's 113 community colleges have been able to meet the legislative mandate to develop Associate Degrees for Transfer as required by California Education Code §66746(b), and the California Community Colleges Chancellor's Office requires that courses submitted for the Associate Degree for Transfer demonstrate approval from the California Course Identification Numbering (C-ID) System

- a. <http://asccc.org/content/associate-degrees-transfer-and-c-id-latest>

6. UC Transfer Pathways and UC Participation in C-ID 2016 Curriculum Institute

This goal is to provide a seamless pathway to California community college students who are interested in transferring to a University of California campus in a particular major.

- a. <http://asccc.org/content/uc-transfer-pathways-and-uc-participation-c-id>

7. Effective and Efficient Local Curriculum Approval Processes at Fall 2016 Plenary

At the Academic Senate for California Community Colleges Spring 2016 Plenary Session, the delegates approved the paper Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates.

- a. <http://asccc.org/content/effective-and-efficient-local-curriculum-approval-processes>

8. “Canned” Courses and Faculty Responsibilities

For years, many faculty members have relied on proprietary materials provided by publishers. Ancillaries in the form of overhead maps, test banks, homework labs, and other supporting documents have been crucial for faculty in disciplines ranging from anthropology to women’s studies. Recently, however, questions have begun to arise regarding the use of proprietary and publisher materials, especially those that seem to supplant the role of the faculty member in the creation of course content. This issue became a topic of discussion for the Academic Senate for California Community Colleges’ Online Education Committee, which presented on the subject as part of its “Hot Topics” breakouts at the Fall 2015 plenary session and at its regional meetings in the Spring of 2016

- a. <http://asccc.org/content/%E2%80%9Ccanned%E2%80%9D-courses-and-faculty-responsibilities>

9. CTE C-ID Update at 2016 CTE Leadership Academy 2016 CTE Leadership Academy

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval. This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs. Registration is open now and is limited.

- a. <http://asccc.org/content/cte-c-id-update>

C. Chancellor’s Office – SB 1070 \$251,625

1. Idea/Exploration at 2016 CTE Curriculum Academy

This event will build on the 2015 CTE Curriculum Academy and is geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval. This event is only for Sector/Deputy Navigators, CTE faculty, and curriculum chairs. Registration is open now and is limited.

- a. <http://asccc.org/events/2016-01-14-160000-2016-01-16-010000/2016-cte-curriculum-academy>

2. C-ID: Discipline Input Group Meeting emphasis on CTE

The Course Identification Numbering (C-ID) System hosted four discipline input group (DIG) meetings for faculty to consider the development of C-ID descriptors and model curriculum (MC) for Engineering Technology and other CTE curriculum. The development of the C-ID course descriptors will support local associate degrees and certificates, specific to CTE curriculum.

- a. <http://asccc.org/events/2016-09-23-160000/c-id-fall-discipline-input-group-dig-meeting-south>
- b. <http://asccc.org/events/2016-10-07-070000/c-id-fall-discipline-input-group-dig-meeting-north>
- c. <http://asccc.org/events/2016-11-18-180000-2016-11-18-230000/c-id-discipline-input-group-dig-meeting>
- d. <http://asccc.org/events/2016-12-09-180000-2016-12-09-230000/c-id-discipline-input-group-dig-meeting>

D. Other State grants \$248,206

1. **ICAS = \$8,396** Intersegmental Involvement in Postsecondary Accreditation
2. **EPI = \$86,500** Education Planning Initiative
 - a. State Initiative Update – The Education Planning Initiative 2016 Curriculum Institute
 1. <http://asccc.org/content/state-initiative-update-%E2%80%93-education-planning-initiative>
 - b. What's Next for the Education Planning Initiative and Zero-cost Textbook Degrees [Educational Pathways Track at the 2016 Academic Academy October Institute
 1. <http://asccc.org/events/2016-10-07-160000-2016-10-08-220000/2016-academic-academy-october-institute>
3. **CAI Initiative – Butte = \$153,310** Common Assessment Initiative
 - a. Writing Assessment for the Common Assessment System
 - i. <http://asccc.org/resolutions/writing-assessment-common-assessment-system>
 - b. Validation of Statewide Multiple Measures
 - i. <http://asccc.org/resolutions/validation-statewide-multiple-measures>
 - c. The Continuing Path Towards the Common Assess at Fall 2016 Plenary
 - i. <http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>
 - d. CCC Assessment and CCCAssess: Understanding the Assessment Approval Process

- i. <http://asccc.org/content/ccc-assessment-and-cccassess-understanding-assessment-approval-process>

E. Foundation Income \$73,395

1. Foundation - \$43,959

- a. Foundation Presentation at 2016 Fall Plenary Session
 - i. <http://asccc.org/events/2016-11-03-150000-2016-11-06-000000/2016-fall-plenary-session>
- b. Foundation Scholarships
 - i. <http://asccc.org/content/foundation-scholarships>
- c. Foundation Update at the 2016 Curriculum Institute
 - i. <http://asccc.org/content/foundation-update>

2. Irvine Foundation \$30,000

According to the ASCCC Strategic Implementation Plan there are three objectives related to grants

(http://asccc.org/sites/default/files/ASCCC_Implementation_Plan.pdf)

Goal 3. *Lead faculty professional development for the California Community College System*

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

B. When grant opportunities for system initiatives are released, immediately contact applicants and urge inclusion of the ASCCC in grant applications

a. Strong Workforce Funding: A \$200M Infusion for CTE and the Academic Senate's Role

- i. <http://asccc.org/content/strong-workforce-funding-200m-infusion-cte-and-academic-senate%E2%80%99s-role>

b. Open Educational Resources and AB 798 Grants

- i. <http://asccc.org/content/open-educational-resources-and-ab-798-grants>

Goal 5: *Secure resources to sustain and support the mission and the work of the ASCCC.*

Objective 5.1. Realize a minimum increase in ASFCCL funding of \$25,000 per year.

A. Increase applications for appropriate short-term and long term grants.

B. Enter into conversations with the Chancellor's Office about ways to increase ASCCC funding

C. Expand fundraising of ASCCC Foundation at events.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

A. Maintain current grants

III. Conclusions

The Academic Senate is doing an admirable job of acquiring, managing, and allocating grant funds to meet the financial needs of the short and long-range goals. The Academic Senate made a concerted effort to reach out and support all stakeholders. Overall, the evidence above suggests a strong effort to identify and address significant needs throughout the California Community College system. With that being said, a self-study would be helpful in seeing how the grants align with short and long-term goals of the Strategic Plan. Furthermore, a self-study could also demonstrate how the funds were allocated and how successful the grant initiatives were.

PROGRAMS

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.
(<http://www.asccc.org/services>)

Services provided by ASCCC are categorized into the following areas:

- Accreditation
- Local Senate Visits
- Technical Assistance - Curriculum
- Technical Assistance - Governance

I. General Observations

Accreditation:

The Accreditation Resource Committee is a resource team that provides a direct and custom-made response to the needs of local academic senates concerning issues around the 10+1. The Accreditation Committee advises the local 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 accreditation and institutional evaluation matters. The

committee also plans the annual Accreditation Institute that offers accreditation issues, policies, and effective practices.” (<http://www.asccc.org/node/186788>)

Local Senate Visits:

“As part of its commitment to supporting local senates, the Academic Senate for California Community Colleges provides the opportunities for local senates to have visits from members of the Executive Committee and the Relations with Local Senates Committee. The purpose of such a visit is for the committee member to serve as a liaison between the Senate and the local senate. (<http://www.asccc.org/services/local-senate-visits>)

The ASCCC has developed “Procedures on Requests for Information” as well as “Procedures for Requesting College Visits.”

Although all faculty can submit requests for information, the ASCCC officially recognizes the local Academic Senate President as the local senate representative. Therefore, senate presidents are included in all responses to all inquiries submitted to the ASCCC. Additionally, as part of the mission of ASCCC to strengthen professional development and technical assistance, any requests for College visits regarding professional development and technical assistance require confirmation from the local Academic Senate President.

An online form may be submitted and specification of services requested includes:

- Accreditation Resource Team
- Budget Process
- Curriculum
- Disciplines List
- Equivalence
- Local Senate Visit
- Minimum Qualifications
- Participatory Governance
- Technical Assistance
- Other

Technical Assistance - Curriculum

The Technical Assistance – Curriculum Committee provides assistance to assure effective participation in district and college curriculum approval processes that is described as:

“A Joint Program of the Academic Senate and California Community College Chief Instructional Officers (CCCCIOs)) The Academic Senate for California Community Colleges and the California Community College Chief Instructional Officers have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations involving curriculum. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any of the parties involved in the local curriculum processes. The jointly-sponsored program does not replace the individual services offered by the CCCCIO to chief

instructional officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve curriculum processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the CCCCIO and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CIOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial.”

(<http://www.asccc.org/curriculum-technical-assistance-visits>)

The four distinct areas that are available are:

- **Information Presentation**
 - The informational presentation service is intended to provide a basic overview of the state law, state regulations, and guidelines concerning curriculum.
- **Advisory Assistance**
 - The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.
- **Issue Resolution**
 - The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.
- **Special Workshops and Presentations**
 - The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective curriculum processes.

ASCCC has developed a very strong resource program for Curriculum Assistance purposes. There is also a ASCCC Curriculum Committee that also is instrumental in provides resources regarding Curriculum, whose members also assist with the planning of the Curriculum Institute.

“The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, implementation, and assessment of all aspects of curriculum both at the college and state level. The committee distributes information through institutes and other forms of professional development, the website, and listservs, as well as senate publications. Under the direction of the president, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general. Note: Resolution 15.03 S94 charged the Senate with appointing a library science member and noted past recommendations to the Senate to appoint a counselor, articulation officer, vocational education and basic skills faculty.”

(<http://www.asccc.org/directory/curriculum-committee>)

The Curriculum Committee regularly holds meetings regarding curriculum and advises

local Academic Senates and faculty regarding curriculum and continuous quality improvement.

Technical Assistance – Governance

The Technical Assistance – Governance Committee provides assistance to assure effective participation in district and college governance that is described as: “A Joint Program of the Academic Senate and Community College League) The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process. The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance. The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial.” (<http://www.asccc.org/services/technical-assistance>)

The four distinct areas of information that are available are: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

Collegiality in Action: Effective Participation Fundamentals

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate

Collegiality in Action: Effective Participation Focused Study

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

Issue Resolution

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue.

Special Workshops and Presentations

The fourth service involves special workshops and presentations on topics that help

local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

II. Findings and Evidence

Accreditation

ASCCC meets the Periodic Review criteria regarding Accreditation.

Team members contribute suggestions for improvement through participation within their group, as well as through involvement in a variety of meetings, resolutions, presentations, trainings, development of training materials or workbooks and other methods to assist local colleges in successful accreditation.

The Accreditation Committee meets quarterly and consists of former and current executive board members, former and current members of Academic Senate committees, faculty members who have actively participated in the area of practice that the requesting college identifies; such as faculty who co-chaired accreditation studies, were on ACCJC visiting teams, contributed to the development of program review, program discontinuance, or budgeting policies.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue (such as Accreditation), and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.
<http://www.asccc.org/services/accreditation-resource-teams>
- The ASCCC Accreditation Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Accreditation Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:
 - Current and past committee members
 - Current and past agendas and minutes
 - Resolutions
 - Rostrums
 - Publications <http://www.asccc.org/node/186788>
- Since 2007, the Academic Senate for California Community Colleges has adopted numerous resolutions expressing concerns about accreditation processes. ASCCC contributed valuable input into the 2015 Accreditation Task Force Report which was convened by the California Community College Chancellor's Office.
<http://www.asccc.org/sites/default/files/2015%20CCCCO%20Accreditation>

[%20Task%20Force%20Report.pdf](#)

- In Fall 2015, the Accreditation Committee published a paper that focuses on accreditation processes and meeting the needs of accrediting commissions for local Academic Senates and colleges.

http://www.asccc.org/sites/default/files/Accreditation_paper.pdf

Local Visits

Based on the information provided on the website, the ASCCC seems to offer an array of services that could be a valuable resource for local Academic Senates.

Evidence is provided through the following sources:

ASCCC Local Senate Visit web page:

<http://www.asccc.org/services/local-senate-visits>

Technical Assistance - Governance

ASCCC meets the Periodic Review criteria regarding Curriculum.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.

<http://www.asccc.org/services/accreditation-resource-teams>

- The ASCCC Curriculum Committee communicates the clarity of information by assuring that accurate and accessible data are readily available and accessible to the local Academic Senates and public. Information is provided primarily through the ASCCC website under "Curriculum Committee". Updates appear to be provided on a regular basis in order to keep the information current. Information provided consists of the following:

- Current and past committee members
- Current and past agendas and minutes
- Resolutions
- Rostrums
- Publications (<http://www.asccc.org/directory/curriculum-committee>)

Technical Assistance - Governance

ASCCC meets the Periodic Review criteria regarding Governance.

Evidence is provided through the following sources:

- Resource teams consider the problem statement developed by the local

senate regarding an issue, and then create training and potential solution options adapted to the requesting college culture and student populations based upon Academic Senate positions and papers.

<http://www.asccc.org/services/accreditation-resource-teams>

- Information is provided primarily through the ASCCC web page under “Technical Assistance - Governance”.

(<http://www.asccc.org/services/technical-assistance>)

III. Conclusions

The ASCCC Accreditation Committee policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Accreditation information. Evidence of a strong involvement within the Accreditation process is not only available through the ASCCC website, but through the CCCC website as well.

The ASCCC Local Senate Visits is a resource that is available to the local college Academic Senates regarding information and assistance within a variety of areas. A self study and survey to local senates is suggested to evaluate the further this resource.

The ASCCC Technical Assistance – Curriculum and Curriculum Committees policies, publications, training materials, and communication processes are especially strong when providing information to the local college Academic Senates regarding Curriculum information. Evidence of a strong involvement within the Curriculum process is not only available through the ASCCC website, but through the CCCC website as well.

The ASCCC Technical Assistance – Governance is just one of the four areas of ASCCC services provided to local Academic Senates. Information regarding success is scant due to the lack of survey results or anecdotal evidence.

PLANNING

The Academic Senate strategic plan, proposed in 2015 as Resolution 1.03 S15, has the following goals for 2015-2018:

- a. Assert the faculty voice and leadership in local, state, and national policy conversations
- b. Engage and empower diverse groups of faculty at all levels of state and local leadership
- c. Lead faculty professional development for the California Community College System
- d. Enhance engagement, communication, and partnerships with local

- senates and system partners, and other constituent group
- e. Secure resources to sustain and support the mission and the work of the ASCCC.

I. General Observations

The Academic Senate has a clearly stated strategic plan approved by the delegates in Spring 2015. The strategic plan is consistent with the Academic Senate's mission statement and values statement. In May 2015, the Executive Committee connected those priorities to the organization's draft budget for 2015-16 to ensure the fiscal stability of the organization. The plan asserts the diversity of faculty voice at all levels by enhancing engagement and partnerships with local senates, system partners and other constituent groups. For transparency, the goals of the Strategic Plan are mapped on an implementation plan with the lead person, resource funding and due date accessible to the body. Each goal is divided into two objectives for implementation:

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

Objective 1.1: Develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy.

Objective 1.2: Establish multiple training opportunities in matters of advocacy and leadership for faculty and senates.

Goal 2: Engage and empower diverse groups of faculty at all levels of state and local leadership

Objective 2.1: Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations

Objective 2.2. Increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California.

Goal 3: Lead faculty professional development for the California Community College System

Objective 3.1. Ensure that all system-wide faculty professional development in California Community Colleges occurs in collaboration with the ASCCC.

Objective 3.2. Design and implement a comprehensive ASCCC professional development plan.

Goal 4: Enhance engagement, communication, and partnerships with local senates and system partners, and other constituent group

Objective 4.1. Increase the participation of official ASCCC representatives at events and meetings conducted by system partners

Objective 4.2. Improve methods of gathering input from faculty, local senates and system partners.

Objective 4.3. Visit all CCC colleges.

Goal 5: Secure resources to sustain and support the mission and the work of the ASCCC.

Objective 5.1. Realize a minimum increase in ASCCC funding of \$25,000 per year

Objective 5.2. Realize a minimum increase in the Governor's base funding to the ASCCC of \$XXX per year.

Objective 5.3. Maintain current grants, if appropriate, and seek additional grant monies to fund ASCCC activities.

II. Findings and Evidence

The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created with consideration of the Executive Committee members' perceptions of the wishes of faculty statewide as well as attention to the future health and growth of the ASCCC. The strategic plan for the ASCCC was presented in draft form for feedback at the Fall 2014 Plenary Session and was vetted electronically in Spring 2015, offering broad opportunity for the body to provide feedback and shape the plan.

1. The Legislative and Advocacy Committee is responsible for providing legislative alerts to the local senates, identifying liaison persons to contact legislators, and providing support to local senates regarding California's legislative process as it has bearing on academic and professional matters. The committee, through research and analysis, and representation on appropriate advocacy groups, the Committee provides the President and the Executive Committee with recommendations on legislation.

2. Creating partnerships and educating legislators on the Academic Senate and the role of the faculty has been an enacted priority by the Executive Committee. The first legislative advocacy day was in 2016, the second in 2017. <http://www.asccc.org/resolutions/establishing-local-legislative-liaison-position>

3. Legislative Updates are available at this link:

<http://www.asccc.org/legislative-updates> as is the Legislative Quarterly Update presented by the committee at the Fall plenary :

http://www.asccc.org/sites/default/files/Quarterly%20Legislative%20Update_1.pdf.

4. The Academic Senate was directed by Resolution 3.01 S14 to develop a plan regarding effective practices for infusing cultural competence into organizational culture as a model for local senates. In 2014-15, the 14 elected representatives of the Executive Committee included only two members from underrepresented ethnic groups, two CTE faculty members, and one counselor. Through a conscious effort on the part of the Executive community to be inclusive and diverse, the general call out was sent, the Executive Committee was able to appoint three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session

<http://asccc.org/content/glance-behind-and-look-ahead-progress-report-structure-and-goals-asccc>

5. In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services. This increased interest in service from candidates from a greater diversity in a number of areas can benefit the ASCCC and also demonstrates progress in goal #2 of the strategic plan.

6. Focus on diversity, LGBT, Gender equality has emerged as an intentional theme or breakout at Plenary sessions beginning 2014.

<http://www.asccc.org/events/2014/11/2014-fall-plenary-session>

<http://www.asccc.org/events/2015-11-05-153000-2015-11-08-000000/2015-fall-plenary-session>

<http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session>

7. The Academic Senate was directed by Resolution 12.01 FA14 to assert to statewide initiative leaders the importance of respecting the purview of the Academic Senate and local senates regarding faculty professional development and to work with the System office and partners to ensure that the Board of Governors' Standing Orders are respected and that all future assignments in the area of faculty professional development involve input and affirmation from the Academic Senate and local senates.

8. The Academic Senate has strengthened ties with other faculty groups, including both the Faculty Association of California Community Colleges (FACCC) and the statewide leadership for the unions CCA/CTA, CFT, and CCCI. In Spring 2016, an ASCCC/ CCLC/ SSSCC taskforce was launched. Further the Spring 2016 Plenary session was a collaborative plenary with Chief Instructional Officers (CCCCIOs), the California Community College Association of Occupational Educators (CCCAOE), Chief Student Services Officers (CSSOs), the Chancellor's Office. <http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session>

9. Another ASCCC partnership that has been strengthened, in the past two years, in addition to the System office partnership, is with the Community College League of California. The ASCCC President, Vice-President, and Executive Director, as well as other Executive Committee Members, have attended and made presentations at CCLC events including the 2014 and 2015 Annual Conferences, the 2015 and 2016 Legislative Conferences, the 2015 Equity Summit, the 2015 and 2016 Trustee Orientations, and the Spring 2016 Statewide CEO meeting. The ASCCC President and Vice-President have also been among the most prominent voices on the CCLC Advisory Committee on Legislation, where faculty input has been welcomed and encouraged. In this reciprocal relationship, multiple members of the CCLC staff attended various sessions of the Academic Senate's 2016 Spring Plenary Session, most of them for the first time.

10. Though increase in resources for ASCCC is outlined as both a short term and long term goal on the strategic plan, this is the area that has not yet been realized. Out of the six sub-goals in the implementation plan, only two have been completed—both the completions relate to grants, but there has been no progress on creating a stable allocation of funding from Chancellor's Office or through legislation.

III. Conclusions

As the strategic plan covers both short and long-term goals of 2015-2018, by the end of 2016 the Academic Senate has completed over half of those goals. Though there is more work to be done in the areas of professional development, communication with the body, and finding stable funding mechanisms aside from grants; the findings above show that following areas 1) emphasis on diversity in faculty body and executive representation; 2) relationships with system partners; and 3) asserting the faculty voice in state, regional and national circles, are demonstrably better than they were in 2014 and the years before.

PERIODIC REVIEW COMMITTEE SUMMARY

The Periodic Review Committee finds that the Academic Senate of the California Community Colleges (ASCCC) has developed mechanisms to assert the faculty voice in state, regional and national levels in academic and professional matters. The ASCCC is doing an admirable job of acquiring, managing and allocating grant funds to meet the financial needs of its short and long-range goals. The Periodic Review Committee has concluded that the Academic Senate Executive Committee continues to make a concerted effort to reach out and support all stakeholders.

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 fully evaluate the evidence.

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 period 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 freely and anonymously give feedback to ASCCC. This system should be accompanied by a mechanism to follow up on the feedback received and actions taken or not taken as a result of suggestions from its constituency.

The PRC recommends that the Executive Committee establish a timeframe for assuring the recommendations stated herein are addressed prior to the next periodic review.

In closing, the Periodic Review Committee wishes to thank the Executive Committee for being accessible and forthcoming in providing the requested information. The periodic review process is a worthwhile endeavor that will benefit faculty throughout the California Community Colleges.



Executive Committee Agenda Item

SUBJECT: Rostrum Compilation Publication		Month: February	Year: 2017
		Item No. IV.C	
		Attachment: YES	
DESIRED OUTCOME:	Guidance and potential approval of the <i>Rostrum</i> compilation	Urgent: NO	
CATEGORY:	Action	Time Requested: 10 minutes	
REQUESTED BY:	Julie Adams (Past President Morse)	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

In the 2015-2016 academic year, the ASCCC Executive Committee approved a project to create a “Best of the *Rostrum*” publication similar to the Red Book published by the American Association of University Professors (AAUP). The intent was to compile *Rostrum* articles that had lasting value beyond the immediate moment of their publication and to re-publish them in a collection that would call attention to them and be a more accessible resource for faculty and others.

The attached document offers a proposed list of contents for this collection. The proposal currently includes an even 100 articles on a variety of topics. Given that most *Rostrum* articles are only 1-2 pages in length, this number may be acceptable. However, the number could certainly be reduced if necessary.

After discussion, the Executive Committee may wish to approve the proposal or may provide feedback for further revision. Questions that the Executive Committee should answer through this discussion are as follows:

1. Do these articles have the correct focus to meet the intent of the project?
2. Is the number of articles acceptable? If the number needs to be reduced, does the Executive Committee wish to provide input on which should be eliminated?
3. Is the organization of the articles acceptable, or should they be organized in a different manner?
4. When the original proposal was discussed, a suggestion was made that the ASCCC Foundation might be the agent for publishing the collection. Is this suggestion still the proper way to proceed?

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

The Best of the Rostrum Collection: The Top 100

Introduction

The Academic Senate for California Community Colleges began publication of *The Rostrum* in 1989. For more than twenty-five years, *The Rostrum* has provided information and guidance on a multitude of issues to faculty and colleges throughout California. While the majority of articles have been written by members of the ASCCC Executive Committee, other contributors have ranged from faculty who serve as members of ASCCC committees to past presidents of the organization or former Executive Committee members to leaders of other statewide organizations as well as other interested and noteworthy individuals.

Rostrum articles have always served an immediate purpose: informing, educating, and advising faculty around the state regarding the important issues of the moment. However, many articles published in *The Rostrum* have also taken a broader approach, dealing with topics that arise on a recurring basis or sharing more philosophical or theoretical approach to matters that concern faculty at either the state or local level. Although such articles are generally inspired by issues confronting the ASCCC or local senates at the immediate moment, they contain information and advice that remains useful and interesting even after that moment has passed.

The articles contained in this collection are among the most enduring and enlightening that have been published in *The Rostrum*. They cover a timespan of nearly twenty years, ranging from the practical to the philosophical. They deal with a variety of topics that impact the many different areas of academic senate purview, including governance, statewide policy, local senate operations, equity and diversity, curriculum, and others. The thread that connects them is not their content but rather the lasting utility of their information and commentary for the faculty and indeed for all members of the California Community College System.

The ASCCC thanks all of the writers whose work is included in this collection. We hope that all readers find the articles both interesting and beneficial, whether for the effective operation of their local senates, colleges, or districts or for the sake of the reader's individual education and growth. As always, we thank you for your interest, for your support of the ASCCC, and for the work that you do to benefit the faculty, institutions, communities, and students that we serve.

*The Executive Committee of the Academic Senate for
California Community Colleges*

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- Smith, Beth. "The Course Outline of Record vs. Academic Freedom." (September 2011)
- Mahon, Richard, and Wheeler North. "Putting Students First: The Solution to the Challenge of Program Discontinuance." (April 2010)
- Morse, David, and Pamela Watkins. "Ethnic Studies Requirement: Understanding It and Fulfilling It." (January 2010)

Other Articles of Interest

- Braden, Kale. "There and Back Again: Serving on an ACCJC Accreditation Evaluation Team." (October 2014)
- Bruno, Julie, and David Morse. "Call Me Maybe? : When to Contact the Chancellor's Office and How to Find Information on Your Own." (June 2013)
- Clark, Kate. "Coronations and Assassinations: Finding the Appropriate Role for Faculty in the Evaluation of Administrators." (April 2001)
- Collins, Linda. "President's Message: Teaching: A Call for Renewal and Rededication." (October 1999)
- Gilbert, Greg. "Federalization of Higher Education and the Expanding Data Bubble." (December 2010)
- Gilbert, Greg. "The Value of Messiness" (December 2003)
- Mahon, Richard. "Faculty to Administration: The Leap of Faith." (September 2008)
- Mahon, Richard. "Things Fall Apart: The Centre Can Hold--Reflections on Accreditation and Faculty Leadership." (March 2009)
- Patton, Jane. "Faculty Are Progressive! (Despite What You May Hear)." (December 2010)



Executive Committee Agenda Item

SUBJECT: Proposed changes to resolutions process		Month: February	Year: 2017
		Item No. IV. D.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will consider for approval proposed changes to the resolution process.	Urgent: YES	
		Time Requested: 20 minute	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

After a review of the resolution submission process, the Resolutions Committee has made several recommendations intended to improve efficiencies within the resolutions process while clarifying and enforcing existing rules in the process. If approved, the changes would be implemented for Spring Plenary, unless otherwise indicated by the Executive Committee, and will be integrated into all training materials used by the committee in preparation for Area meetings and for plenary. In addition, the Resolutions Handbook will be updated. The attached documents include the proposed changes as well as a matrix that compares the current practice with proposed practice.

ASCCC Resolutions Committee Resolutions Process Updates

1. Resolutions and amendments may not be submitted between the area meetings and the Thursday of plenary session.
2. Resolutions and amendments are to be submitted as electronic copies only. Signature pages will be required. The names of the delegates who “second” or endorse new resolutions and amendments will be listed with the new resolution or amendment in the Resolutions Packet.
3. Resolutions submitted on Thursday of Plenary must be considered *Urgent* to be included in the Resolution Packet.
 - a. *Urgent* - A time critical issue has emerged which requires an established Academic Senate position before the next plenary session; the resolution has statewide impact; or the resolution was precipitated by related issues that result

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

~~from attending a break-out session has to have statewide impact; could be related issues that result from break-out sessions.~~

- b. Rationale is required and part of submission of the resolution.
 - c. The contact must be present at the afternoon Resolutions Committee's Certification session.
 - d. The Resolutions Committee will determine which resolutions are *Urgent* by using an expanded criteria. A rationale must be provided, and the contact must attend an afternoon session. The Resolutions Committee will determine which resolutions are Urgent If the Resolutions Committee cannot make a determination, consultation with the ASCCC President and Executive Director will take place and the ASCCC President may call an Executive Committee Meeting.
 - e. All resolutions determined to be not *Urgent* will follow current documented procedure.
4. Who can submit Resolutions at Plenary? An Eligible Faculty Attendee is a faculty member whose primary responsibilities are faculty duties (teaching duties, reassigned duties) at their college, district, or the ASCCC. If a faculty member is reassigned to an organization other than these for any part of their contract, they are ineligible to put forth a resolution or amendment. If they desire to put forward a resolution or amendment, they must collaborate with an Eligible Faculty Attendee to propose the item.
5. The Resolutions Committee will offer a Thursday morning break-out session on resolution writing. In place of the Thursday and Friday afternoon writing sessions, the committee will conduct a thirty-minute session on Thursday and another on Friday to explain the process after a resolution or amendment has been submitted. These are mandatory sessions on Thursday for contacts for new resolutions or amendments and on Friday for the contacts for new amendments.~~The committee will offer a Thursday morning break-out session on "How to write a resolution". This is in addition to the "certification-determining Urgent" sessions on Thursday and Friday for new resolutions/amendments and new amendments, respectively.~~
6. The ASCCC President may call an Executive Committee meeting Saturday morning prior to voting in order to inform Executive Committee members on potential issues of concern as well as provide any needed guidance to the Resolutions Committee.

Current	Proposed
<p>Resolutions and amendments may be submitted between the area meetings and the Thursday of plenary session.</p> <p>Resolutions and amendments may be submitted using a paper form and electronic submissions are encouraged. Signatures of four delegate "seconds" are required, but they are not listed in the packet of resolutions on voting day.</p>	<p>Resolutions and amendments may not be submitted between the area meetings and the Thursday of plenary session.</p> <p>Resolutions and amendments are to be submitted as electronic copies only. Signature pages will be required. The names of the delegates who "second" or endorse new resolutions and amendments will be listed with the new resolution or amendment in the Resolutions Packet.</p>
<p>Resolutions submitted on Thursday of plenary are included in the packet unless ruled out of order by the Resolutions Committee. A resolution submitted after Thursday may be considered as an Urgent resolution by the Executive Committee if it meets criteria¹ outlined in the handbook. No rationale is required. The contact must attend an afternoon session. The Executive Committee determines if a resolution is Urgent.</p>	<p>The Resolutions Committee will determine which resolutions are Urgent by using an expanded criteria². A rationale must be provided, and the contact must be present at the afternoon Resolutions Committee's Certification session. The Resolutions Committee will determine which resolutions are Urgent. If the Resolutions Committee cannot make a determination, consultation with the ASCCC President and Executive Director will take place and the ASCCC President may call an Executive Committee Meeting.</p>
<p>Any registered faculty attendee may submit a resolution or amendment. There is no qualification for this definition.</p>	<p>Only an eligible faculty attendee may submit a resolution or amendment. An Eligible Faculty Attendee is a faculty member whose primary responsibilities are faculty duties (teaching duties, reassigned duties) at their college, district, or the ASCCC. If a faculty member is reassigned to an organization other than these for any part of their contract, they are ineligible to put forth a resolution or amendment. If they desire to put forward a resolution or amendment, they must collaborate with an Eligible Faculty Attendee to propose the item.</p>

¹ A time critical issue has emerged which requires an established Academic Senate position before the next plenary session

² A time critical issue has emerged which requires an established Academic Senate position before the next plenary session; the resolution has statewide impact; or the resolution was precipitated by related issues that result from attending a break-out session.

Current	Proposed
<p>The Resolutions Committee conducts a new delegate breakout on the first morning of plenary. The committee provides resolution writing support at resolution and amendment writing sessions on Thursday and Friday afternoon respectively.</p>	<p>The Resolutions Committee will offer a Thursday morning break-out session on resolution writing. In place of the Thursday and Friday afternoon writing sessions, the committee will conduct a thirty-minute session on Thursday and another on Friday to explain the process after a resolution or amendment has been submitted. These are mandatory sessions on Thursday for contacts for new resolutions or amendments and on Friday for the contacts for new amendments.</p>
<p>The ASCCC President may call an Executive Committee on Friday evening to determine whether any resolutions put forth as urgent will be included in the packet. The Executive Committee makes the determination.</p>	<p>The ASCCC President may call an Executive Committee meeting Saturday morning prior to voting in order to inform Executive Committee members on potential issues of concern as well as provide any needed guidance to the Resolutions Committee.</p>



Executive Committee Agenda Item

SUBJECT: ASCCC Foundation Research Project on Disaggregating Student Learning Outcomes		Month: February	Year: 2017
		Item No. IV, E.	
DESIRED OUTCOME: The Executive Committee will consider for endorsement the research findings of a joint work group between the ASCCC Accreditation and Assessment Committee and the RP Group for California Community Colleges.		Attachment: Yes	
		Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Randy Beach	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

Resolution SP15 2.01 called for the Academic Senate for California Community Colleges to facilitate a conversation in the field, through breakout sessions, *Rostrum* articles, or other means deemed appropriate by the Executive Committee, regarding the disaggregation of learning outcomes data, the extent to which such disaggregation is feasible to yield meaningful data and the means by which colleges can meet or exceed the requirements of accreditation Standard I.B.6 adopted by the Accrediting Commission for Community and Junior Colleges in June of 2014. In Spring 2015, the Accreditation and Assessment Committee agreed to partner with the Research and Planning Group for California Community Colleges on a research proposal to the ASCCC Foundation. This proposal was approved by the Foundation and the Executive Committee and the work group began working on the project in Spring 2016.

The workgroup determined three deliverables:

- An annotated bibliography of literature on the subject of SLO data disaggregation
- A presentation on major findings at the RP Group’s 2016 Strengthening Student Success Conference
- A presentation at the ASCCC Fall 2016 plenary session

The work group has met one of its deliverables, the Strengthening Student Success conference presentation, by the timeline and hopes to finish the other two in the Spring 2017 semester. The Executive Committee will review the draft presentation for the plenary and determine if the ASCCC will endorse the findings of the workgroup.

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

SLOS REDEFINED

RED FINE

**SLOs: Validating Using Aggregate and
Disaggregated SLO Data to Improve
Teaching and Learning**

Randy Beach, Southwestern College

Kelly Cooper, West Hills College

Mike Howe, Executive Director, RP Group

Jarek Janio, Santa Ana College

Matt Wetstein, San Joaquin Delta College

Description

Based on a literature review of available studies on trends and practices in assessment of student learning outcomes and a review of accreditation reports from a sample of colleges doing outcomes assessment, this presentation dives into the question of the validity of student learning outcomes as an effective research method upon which to drive institutional and program change. Of particular focus will be the practice of disaggregating data, including student learning outcomes data, and the conversations surrounding this aspect of the research. This presentation is based on a joint project between the Research and Planning Group for California Community Colleges and members of the Academic Senate for California Community Colleges' Accreditation and Assessment Committee.

Objectives

For today's breakout...

Present preliminary conclusions from review of available research on student learning outcomes assessment and the use of data to make program change

Provide a general overview of recently reaffirmed colleges' approaches to SLO assessment

Present preliminary findings regarding I.B.6 and the value of disaggregating outcomes data

Background

- Resolution S15 2.01 “Disaggregation of Learning Outcomes Data”
- facilitate a conversation in the field “regarding disaggregation of learning outcomes data, the extent to which such disaggregation is feasible to yield meaningful data and the means by which colleges can meet or exceed the requirements of accreditation Standard I.B.6
- AAC partnered with the Research and Planning Group for California Community Colleges (RP) to review of available research on the topic.
- Also reviewed nine self-evaluation reports submitted to ACCJC by member colleges in spring 2015.

Background

The committee agreed upon three deliverables:

- an annotated bibliography with findings
- a presentation at the RP's "Strengthening Student Success" conference in October 2016
- a presentation at the ASCCC fall plenary in November 2016 (this date was later changed to the spring plenary to provide more time for research and analysis).

Background

- Initial research prompted work group to expand scope
- Group presented preliminary findings at RP Group's Strengthening Student Success Conference in October 2016

DRAFT

Outcomes Assessment Definitions

Student Learning Outcome: Observable, measurable results that are expected subsequent to a learning experience

Course Objective: Discrete course content that faculty cover within a discipline

Core Competencies: Intended results of student learning experiences across courses, programs, and degrees



What Does the Research Say?

Little research work is being done to validate the use of disaggregated SLO data to make program improvement.

Literature that is most readily available promotes outcomes assessment as a concept without evidence (case studies, exemplary programs, etc.) that assessment data analysis leads to significant program improvement.

Research is slowly emerging on the question of disaggregating SLO data.

Student Learning Outcomes assessment data disaggregation is focused at the Institutional Learning Outcomes level (problematic).

Observations and Preliminary Findings

SLOA data is being used to develop individualized approaches to a student's education.

There seems to be little consensus on what a subpopulation is when colleges choose to disaggregate data.

There is confusion over the terms “competencies” and “outcomes” which impacts faculty involvement.

There is an emerging use of Faculty Learning Communities.

Observations and Preliminary Findings

SLO assessment data disaggregation at the institutional level gives a vastly different data set than disaggregation at the course level due to variables and mapping.

Institutional-level SLO assessment is minimally meaningful to the improvement of teaching and learning.

Most institutional-level SLO disaggregation is focusing on demographic data and has little impact on individual faculty actions.

For SLO assessment data disaggregation to be meaningful it must happen at the course/program level.

What's Happening in the Field?

Reviewed nine colleges recently reaffirmed under the 2014 standards

Focus on college's responses to I.B.6

Field very concerned with how to comply

Questions of privacy, workload, data collection systems

Findings

Disaggregation of outcomes assessment data is inconsistent and remedial.

Most colleges respond to the standard by focusing on student equity activities.

Most college responses allude to being in a planning stage for disaggregating outcomes assessment data beyond the institutional-level if it's mentioned at all.

It would be useful to look at the follow-up reports for these colleges to see implementation of plans or follow-ups to recommendations regarding outcomes assessment when they are available.

It may be too early in the implementation of I.B.6 for colleges to have made any significant response.

What Do Your Data Tell You? SLO Quality:

Good data
tells a
story.

Outcome: Explain how organizational behavior research applies to current workplace objectives including increased employee morale, job satisfaction, motivation and productivity.

Describe key processes and approaches for effectively managing organizational leadership.

Assessment: Exam

Low-level analysis: What do you learn from this data?

What Do Your Data Tell You? Assess to Learn

Outcome: Students will be able to set up the welding machine with in the suggested parameters, based on material thickness, joint design and welding position. They will identify and explain the voltage and amperage for the material and electrode selected. They will produce a weld bead and critique their weld quality. If needed students will revise machine settings using critical thinking and problem solving in order to produce a quality weld bead.

Assessment: Rubric presented to students before assessment noting varying levels of technique and quality. Peer review of weld quality and technique.

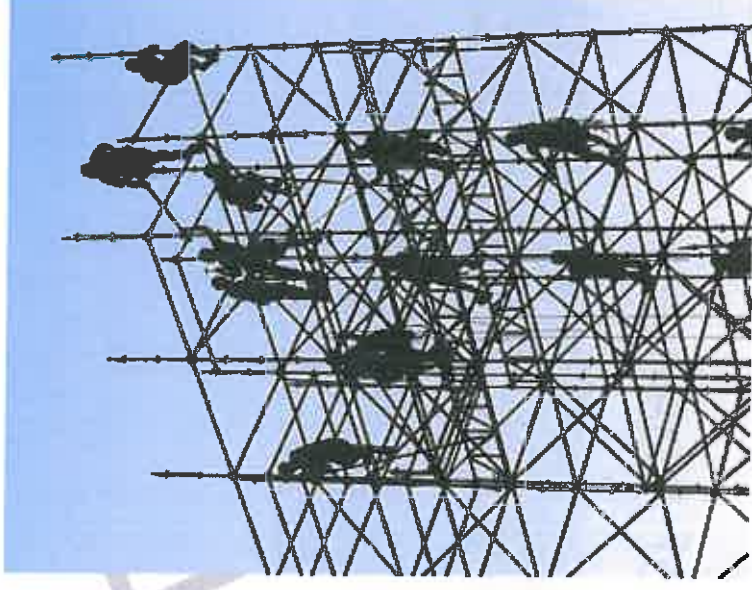
Mid-level data analysis: What more do you learn beyond assessment as exam?

A Framework for Re-Thinking SLOA

Colleges should determine what outcomes assessment data serves a useful purpose

Determine the level of engagement you want to achieve

Let those values drive discussions at your college



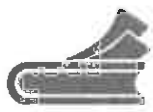
Disaggregation Quality & Levels of Analysis

Quality of Disaggregation of Data			
Level of Analysis	Low	Medium	High
Section			
Course			
Program			
Institutional			

Thinking from the Student & Faculty Perspective

Quality of Disaggregation of Data	
Level of Analysis	
	<p>Low</p> <p>No evidence that individual faculty are disaggregating data to track SLOs in their classes - there is little evidence of faculty change in teaching and learning flowing from the analysis</p>
	<p>Medium</p> <p>Some evidence that disaggregation of data at the section level is taking place - or across the sections taught by the same faculty member - disaggregation is usually at basic levels of demographic traits</p>
	<p>High</p> <p>Strong consistent evidence of disaggregation of data at the section level or across sections taught by the same faculty - multiple meaningful factors are considered, including online vs. face to face, evening vs. day, PT vs. FT Faculty, LC vs. Non-LC, Tutoring use vs. None, etc. - Faculty use the data to re-think their approach to teaching and learning in demonstrable ways</p>





Executive Committee Agenda Item

SUBJECT: <i>Instructional Design and Innovation Draft Program</i>		Month: February	Year: 2017
		Item No. IV F	
		Attachment: Yes	
DESIRED OUTCOME:	Approve the Draft Program for IDI	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The second ASCCC Instructional Design and Innovation Institute will take place March 17-18 in San Jose. Last year's institute was very successful in terms of outreach to populations of faculty not traditionally served by the ASCCC.

DESIRED OUTCOME:

The Executive Committee will discuss the proposed general sessions and themes, review the proposals submitted, and provide direction for the planning of the institute. To focus the discussion and narrow the themes of the institute, the Executive Committee is asked to consider the following overlapping strands:

- 1. New Faculty Development – encourage those responsible for faculty PD at colleges to attend*
- 2. Campus Culture of Innovation and Leadership Development – encourage college committee and department chairs to attend*
- 3. Cultural Competency – encourage discipline faculty and counselors*
- 4. Innovations in Teaching and Learning – encourage discipline faculty and counselors*

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



**ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES**

**INSTRUCTIONAL DESIGN AND INNOVATION INSTITUTE
March 17-18, 2017
San Jose**

Friday, March 17

9:00AM Continental Breakfast and Check-In

10:00 – 11:15 General Session 1
Brief Welcome

Guided Pathways

Darla Cooper, Director of Research and Planning, RP Group

11:30 – 12:45 Breakout Session 1

1. New Faculty Orientation
Julie Oliver, Los Rios District
Dan Crump, Los Rios District
2. Followup to Guided Pathways
Darla Cooper
3. Contextualized Learning within an Andragogical and Professional Setting
Hanna Kang, Orange Coast College
Rachel Ridnor, Orange Coast College
Tara Giblin, Dean of Science and Math, Orange Coast College
Michael Sutliff, Dean of Kinesiology and Athletics, Orange Coast College
4. Educational Success in DSPS Populations
Julie Land, DSPS, El Camino College

1:00 – 2:30 Lunch and General Session 2
Welcome (ASCCC President, Foundation President)

**Quantitative Reasoning and Basic Skills Instruction – Looking Forward
with an Example of Innovation and Inter-segmental Collaboration to
Serve All Students**

Kate Stevenson, Director of Developmental Mathematics, CSU Northridge
Steven Filling, Immediate Past President of the CSU Academic Senate
Ginni May, ASCCC Education Policy Chair
Cheryl Aschenbach, ASCCC Basic Skills Chair

2:45 – 4:00 Breakout Session 2

1. The Professional Learning Network
Michelle DuBreuil, Project Manager, PLN
Candace Robertson, Project Coordinator, PLN
2. Flipping the Classroom through Faculty Inquiry Groups
Donna Greene, College of the Desert
Sarah Gaete, College of the Desert
3. Civic Engagement
Karen Chow, De Anza College
Marc Coronado, De Anza College
Jim Nguyen, De Anza College
Alicia de Toro, De Anza College
4. Pre-Statistics: Student Perspectives
Hal Huntsman, City College of San Francisco

4:15 – 5:30 Breakout Session 3

1. Developing Culturally Competent Faculty
Tom DeWit, Chabot College
2. Working Together, Community Building on Campus
Howard Blumenthal, Las Positas College
Marsha Vernoga, Las Positas College
Marty Nash, Las Positas College
Steve Chiolis, Las Positas College
3. Filmmaking and Language Learning in Postsecondary Education
Rita Stafford, Los Angeles City College
4. Accelerated Time to Completion, A Path to Quantitative Reasoning
Toni Parsons, San Diego Mesa College
Gina Abbiate, San Diego Mesa College

6:00 ASCCC Foundation hosting *Critical Conversations with Alcohol*
or
Dinner Group Arrangements – look for recruitment for statewide service
(paper forms available at either event please)

Saturday, March 18

9:00 – 10:15 Breakout Session 4

1. Effective Professional Development
John Stanskas, ASCCC Vice President
2. Creating the Conditions for a Campus Culture of Innovation
Julie Bruno, ASCCC President

3. **Cultivating International Content in Curriculum**
Anne Argyriou, De Anza College
Clara Lam, De Anza College
Anthony Santa Ana, De Anza College
Monika Thomas, De Anza College
Susan Thomas, De Anza College
4. **Integrating Open Educational Resources to Support Student Success**
Dianne Bennett, Sacramento City College

10:30 – 11:45 General Session 3

Facilitating Safe Spaces for All Students and Resetting the Norms for the Civil Exchange of Ideas at our Colleges and in our Communities

Sylvia Dorsey-Robinson, CSSO West Hills College Lemoore, President
CCCCSSAA

Courtney Cooper, SSSCC President

Adrienne Foster, ASCCC Area C Representative

CIO Representative

11:45 Closing Remarks and Thank Yous



Executive Committee Agenda Item

SUBJECT: Agenda for Spring MQ/Equivalency Meetings Through IEPI		Month: February	Year: 2017
		Item No. IV. G	
DESIRED OUTCOME: Approval of the agenda for spring 2017 MQ/Equivalency regional meetings		Attachment: NO	
		Urgent: YES	
CATEGORY: Action		Time Requested: 15 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Freitas/Slattery-Farrell/Adams		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Strong Workforce Program has resulted in a focus on faculty minimum qualifications in the CTE disciplines. In Fall 2016, the Standards and Practices Committee presented regional meetings geared towards faculty on the basics of MQs and equivalencies. As a continuation that work, additional meetings will be held March 9 and 10, in partnership with IEPI. While the focus in fall was on faculty, in spring colleges will be asked to bring teams of faculty (including senate presidents, equivalency chairs, and CTE liaisons), CIOs, and HR professionals. The meetings will include an information presentation on MQs and equivalency, “birds of a feather” breakout discussions on local challenges with MQs and equivalencies, and small group work on equivalency scenarios. The draft program is given below, and review and approval by the Executive Committee is sought.

DRAFT Agenda for Spring MQ/Equivalency Regional Meetings

Partnership with IEPI

March 9/March 10

9:00 am -- Registration and continental breakfast

9:30 am to 10:30 am -- Information presentation on MQs and Equivalency

10:30 am to 11:30 am -- Small group conversation about equivalency (by position, e.g. HR, Administrators, Faculty)

11:30 am to 12:15 pm -- Group report out on challenges

12:15 pm to 12:45 pm -- Lunch

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

12:45 pm to 1:30 pm -- Small group activity (equivalency scenarios) -- mixed (with table facilitator)

1:30 pm to 2:00 pm -- Report out from small groups

2:00 pm to 3:00 pm -- Next steps/statewide recommendations

Suggested workshop materials:

Homework:

- Gather their processes from their own college (bring copies)
- Review ASCCC provided resources
- Reading: Overview of MQs and equivalency (basics)
- Answer pre-workshop questionnaire

Presentation materials

- PowerPoint presentation
- Equivalency scenarios with guiding questions for small groups
- Small group report out form (gathered at the end of the meeting)
- Copies of the ASCCC equivalency paper
- Copies of the January letter to the field from the MQ Task Force Group
- Hard copies of the MQ document if available (?)



Executive Committee Agenda Item

SUBJECT: Proposed Event Dates for 2017 - 2018		Month: February	Year: 2017
		Item No. IV. H.	
DESIRED OUTCOME: The Executive Committee will consider for approval the 2017-2018 ASCCC event dates.		Attachment: NO	
		Urgent: YES	
CATEGORY:	Action Item	Time Requested: 15 minutes	
REQUESTED BY:	Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information/Discussion	

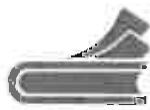
Please note: Staff will complete the grey areas.

BACKGROUND:

Each year the ASCCC holds a variety of institutes and regional meetings. This past year there has been an influx of professional development dollars which has resulted in too many trainings and low attendance at the ASCCC events as well as increased workload on the Executive Committee and staff. The Executive Committee will consider for approval events and regional meeting topics for next year. Additionally, the Executive Committee will discuss whether or not to hold an event online rather than in person.

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

EVENTS	Date	Hotel Location	Current Attendees/Registrations 2016-2017	2017-2018 Possible Dates	2017-2018 Locations
Academic Academy	October 7-8, 2016	Westin South Coast Plaza	(93)	October 6-7, 2017	Northern California TBD
Accreditation Institute	February 17 – 18, 2017	Napa Valley Marriott	(73)	February 16 – 17, 2018	Southern California TBD
Instructional Design and Innovation	March 17 – 18, 2017	San Jose Marriott	(4)	March 16 – 17, 2018	Northern California TBD
Spring Plenary Session	April 20 - 22, 2017	San Mateo Marriott	(34)	April 19 - 21, 2018	Northern California TBD
Career Technical Edu. Institute	May 5 – 6, 2017	San Jose Marriott	(0)	May 4 – 5, 2018	Southern California TBD
Faculty Leadership Institute	June 15 – 17. 2017	Sacramento Sheraton Grand	(2)	June 14 – 16, 2018	Southern California TBD
Curriculum Institute	July 12 – 15, 2017	Riverside Convention Center/Mission Inn and Marriott	(46)	July 11 – 14, 2018	Northern California TBD
Fall Plenary Session	November 2 – 4, 2017	Irvine Marriott	(0)	November 1 – 3, 2018	Southern California TBD



Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation for California Community Colleges		Month: February	Year: 2017
		Item No. IV.1.	
DESIRED OUTCOME: The Executive Committee will consider for approval several items from the Academic Senate Foundation for California Community Colleges: November minutes, Policy on ASFCCC Research Projects, and ASCCC Support of ASFCCC		Attachment: Yes	
		Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	May		
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Academic Senate Foundation for California Community Colleges (ASFCCC) held their orientation and meeting January 12-13, 2017 in Riverside. As the ASFCCC moves forward in developing the work of the ASFCCC, the Board of Directors acted to request that the ASCCC accept the ASFCCC minutes, consider a policy on ASFCCC Research Projects, and consider options for ASCCC support of the ASFCCC.

1. The President of the ASFCCC requests that the ASCCC Executive Committee take action to accept the minutes of the November 18, 2016, ASFCCC meeting. (attached)
2. At the request of the ASCCC President, Executive Director, and ASFCCC the Standards and Practices Committee has drafted a policy for approval of ASFCCC sponsored research proposals, and completed projects. The Executive Committee is requested to consider for approval this policy.
3. The ASFCCC is requesting that the Executive Committee consider for approval the following:
 - a. Continue to absorb the costs of supporting the Board of Directors – fund their travel and expenses for meetings;
 - b. Consider expanding vendor presentations in order for the ASFCCC to raise funds;
 - c. Recommendation on Director Responsibilities language regarding donations.
4. The Executive Committee will also be informed about a legal opinion regarding which Board of Directors are responsible for duty, loyalty, and care of the Foundation 501(c)3.

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

ASFCCC and ASCCC Policy on ASFCCC Research Projects

Draft

The ASFCCC entertains and recommends to the ASCCC Executive Committee proposals for research on issues related to academic and professional matters. The Executive Committee will review and consider for approval all Foundation research proposal recommendations. Time permitting, all research outcomes (papers--both draft and final, presentation materials, messaging, etc.) will be reviewed by the Foundation and the Executive Committee for appropriateness prior to public release. If time does not permit, then the presidents of the ASFCCC, ASCCC, and the Executive Director will review the material for appropriateness.

Options for ASCCC support of the ASFCCC

3.c. Recommendation on Director Responsibilities language regarding donations

The General Responsibilities for the Directors of the Academic Senate Foundation include the following language:

Directors will contribute annually through personal contributions of service and funds to the fundraising activities of the Foundation

Question 1:

Should this language be revised as follows?:

Directors will contribute annually through personal contributions of service ~~and~~ or funds to the fundraising activities of the Foundation

Question 2:

If yes, should all such requirements in board officer responsibilities be consistent with this language?

If no, how do we reconcile with the Executive Committee action at the May 2016 Executive Committee meeting?

At the May 2016 Executive Committee meeting, the ASCCC Executive Committee did not approve the following language to be added to the ASFCCC bylaws:

3.02 Donations to the Foundation: All members of the Foundation Board, as defined in section 4.02 of Article 4 of these Bylaws, are required to participate in the Foundation's monthly donation program and will contribute a minimum of \$11 each month.

From the May 2016 Executive Committee minutes:

Members reviewed the policy language for Executive Committee members ongoing contributions to the AS Foundation. The ASFCCC Board of Directors have explored options for increasing the number of donors through the Ongoing Giving program.

The Executive Committee discussed the bylaws change requiring Executive Committee members to give 10 + 1 to the Foundation. While members contribute to the silent auction and the Spring Fling, this support is not the same as making an ongoing donation. Adams contended that the contribution demonstrates to potential donors that the whole Executive Committee supports the mission of the Foundation. Concern was raised that this mandatory contribution would be a barrier to those who are willing to run for election because some faculty may not be able to afford the dues so they would not run for a position. One suggestion was to change shall to may donate, which Adams noted they already can decide if they want to donate or not.

By consensus, this item will return to a future meeting if the Foundation Directors determine that they have found a viable solution.

Message from Mark Alcorn re: the ASFCCC

Hi, Julie-

Anyway concerning your questions, I will reply after each of your questions in CAPITAL letters, but I am not shouting.

Relationship between the Academic Senate and the Academic Senate Foundation

1. The Foundation shall exist at the will of the Academic Senate Board of Directors. NOT REALLY. THE FOUNDATION IS A SEPARATE LEGAL ENTITY, AND IT MUST BE GOVERNED BY ITS OWN BOARD OF DIRECTORS. ASCCC DOES NOT DIRECTLY CONTROL THE FOUNDATION, THE FOUNDATION'S BOARD OF DIRECTORS DOES. ASCCC MAY EXERCISE INDIRECT CONTROL BY (1) DETERMINING WHO IS ON THE FOUNDATION BOARD, IF THAT IS PROVIDED IN THE FOUNDATION'S BYLAWS (IT IS, SEE 4.02 OF THE FOUNDATION BYLAWS IF THE SET I HAVE ARE STILL ACCURATE), AND (2) HAVING THE POWER TO APPROVE CHANGES TO THE FOUNDATION BYLAWS BEFORE THE CHANGES TAKE EFFECT, IF THAT IS PROVIDED IN THE FOUNDATION BYLAWS (IT IS; SEE SECTION 11.01 OF THE FOUNDATION BYLAWS).
2. The Academic Senate shall serve as the sponsoring association for the Foundation, and any action undertaken by Academic Senate Foundation may be reviewed and discussed by the Academic Senate Board of Directors. YES, THIS IS OKAY, ASCCC MAY REVIEW AND DISCUSS FOUNDATION ACTION,

AS ANYONE COULD, BUT IT CANNOT LAWFULLY DICTATE TO THAT BOARD.

3. The Foundation shall report at each regularly schedule meeting of the Academic Senate Board of Directors. FINE.
4. The Foundation shall submit an annual fiscal report to the Academic Senate Board of Directors. FINE.
5. The Foundation may seek and utilize administrative support from the Academic Senate. FINE.
6. No section of these rules shall be construed to authorize or acknowledge any control by the Academic Senate over actions taken by the Foundation or to impose any responsibilities or duties upon the Academic Senate of the actions taken by the Foundation or its members during their terms in office. FINE.
7. In the event that the Academic Senate terminates the Foundation, all the remaining assets and property of the Foundation, after payment of all liabilities and necessary expenses, shall be distributed to such organizations consistent with the purposes stated in its bylaws, and subject to statutory or other legal requirements of the State of California. Such final distribution shall be made by a majority vote of the Foundation Board. **ASCCC DOES NOT HAVE THE POWER TO TERMINATE THE FOUNDATION. CERTAINLY, IT MAY INFLUENCE IT, AND IT MAY (IF IT HAS THE POWER TO DO SO IN THE FOUNDATION'S BYLAWS) APPOINT PEOPLE TO THE FOUNDATION BOARD THAT WILL BE RESPONSIVE TO ASCCC WISHES. ONLY THE BOARD OF THE FOUNDATION, AND ITS MEMBERS (IF THE FOUNDATION HAS MEMBERS), THE ATTORNEY GENERAL, OR A COURT MAY TERMINATE THE FOUNDATION.**

Shall we discuss? What time works for you?



Academic Senate Foundation for California Community Colleges Meeting Minutes November 18, 2016 10:00 am- 3:00 pm. Mission Inn |Riverside, CA

Members in attendance: Virginia May, President; Adrienne Foster, Secretary; Craig Rutan, Treasurer; Lorraine Slattery-Farrell, Director; Julie Adams, Executive Director; Erika Prasad, Foundation Development Manager

I. Welcome and Approval of the Agenda

The agenda was approved as presented. Members requested that all future meetings be scheduled in advance to reduce any possible conflict.

Action items:

- Dates for future meetings will be discussed and set at the January orientation.
- In preparing the agenda, Prasad will call for agenda items from directors at least one week in advance of the meeting, prepare a draft agenda, and provide supporting materials to the president and executive director prior to disseminating to the board of directors.

II. Review of the Minutes

September's Meeting minutes were reviewed and approved.

III. Fall Plenary Session Foundation Debrief

- a. *What worked/what needed improvement?* Members were generally pleased with the event. Directors received feedback that faculty attendees preferred the Fall Plenary event over the 2016 Spring Plenary's joint conference.

Note:

- For Fall Plenary 2017, directors will consider ticketing for reception.
- There will be a single reception-- the president's reception sponsored by the Foundation.

b. *Crowdrise Area Competition*

Pros: Members were pleased with the platform and though the goal of \$7,000 was not met, the Foundation Area Competition was successful in raising \$ 4,875 in funds. It was an easy-to-use platform and members enjoyed seeing results in real time.

Cons: Because the competition was open before Fall Plenary Session, an area was able to get a jump start on the competition and continued a consistent lead throughout the plenary session. As a result, there wasn't a real competitive aspect for other areas to contend for the lead.

Action:

- To promote the Area Competition prior to the plenary session and increase the excitement of the competition, messaging will be developed; however, the Crowdrise page will not be open until the first day of plenary, which will elevate the advantage of one area from having a significant lead at the start of the plenary session.
- To maximize the impact of smaller donations, a second competition will be introduced for the area with the most donations made. The winning team would receive another prize to be determined by the directors.
- To elevate the competition, a Crowdrise homepage will be displayed via a projector in the general session so that members can see the progress of the competition along with listed donor names. The page can be displayed during any "down time" for the conference (i.e. when food is

being served before presentations) and just before the foundation president gives the annual report. It can also be included in a PowerPoint and during the reception if audio visual is present.

Note: Area Parties—directors affirmed that if an area party is provided, ASCCC is responsible for supplying a space for the party, but the funding, food, etc. is up to the area.

- c. *AmazonSmile:* This fundraising activity did not generate enough funds to create a donation check.

Action: Prasad will push out message for AmazonSmile Black Friday shopping via ASCCC social media platforms.

IV. Foundation Structure

- a. *Mission:* After reviewing the mission statement, directors agreed that there would not be any changes made to the content because the broader message allows more opportunities to seek out grant funding. Directors also discussed adding a section on website on “Purpose” to include research components.
- b. *Roles and Responsibilities:* The organizational chart was introduced and every section of the chart was reviewed in the meeting. There was consensus that the chart provided clarity on the roles and responsibilities including that the executive director and Foundation staff will be responsible for logistics and day-to-day operations. The priorities of directors are decision making and fundraising.

Note: The ASCCC Executive Director and Foundation staff will ensure that the directors are informed about any logistical changes that may affect their participation at events.

Action: Adams to provide more clarification on what documents the secretary role should have access to beyond the meeting minutes (i.e., articles of incorporation). Otherwise, the secretary position may also be edited to reflect current responsibility. Revisions to the Secretary job description will be brought to the January meeting for discussion and consideration for approval.

- c. *Budget:* Directors discussed the need to have a formal budget along with priorities that can be measured. After reviewing the expected budget, it was made clear that the Senate cannot continue to absorb the Foundation costs. Directors discussed the importance of ensuring the sustainability of the Foundation funding and considered other areas of fundraising including grants, individual giving, and sponsorships.

Action:

- Adams will provide a revised budget at January’s meeting.
 - Prasad will provide a brief statement regarding relationship building with vendors for the January Foundation meeting.
 - Directors will consider the possibility of partnering with allied organizations such as the Faculty Association of the California Community Colleges (FACCC) and the Foundation for California Community Colleges (FCCC).
 - Foundation staff will pursue the opportunity to partner with College Buys, a subsidiary of the FCCC that is requesting to have more exposure to local academic senate presidents. Foundation staff are in the process of negotiating a deal that currently is being offered by College Buys: for every CA Connects 12-month subscription sold (\$19.99/month value) a dollar will go to the Foundation.
- d. *Strategic Plan:* Directors agreed that the approved Foundation Strategic Plan will be a standing agenda item so that progress can be continuously tracked. Prasad noted that the Strategic Plan included updating Directors on the current progress of the marketing and fundraising plans and projected a completion date by January’s meeting.

Action Item: Adams will update Executive Committee in May on the progress of the Foundation Strategic Plan.

- e. Social Media: Directors agreed that the audience for social media is not the primary donor audience. Thus, there is no need to have a separate platform to disseminate messaging on behalf of the Foundation. Instead the Senate's social media platform will continue to disseminate messages on behalf of the Foundation.

Action item: There is a Foundation listserv that includes past donors that Prasad will update to reflect current donors (including Crowdrise contributors) and use the listserv as the primary tool for donor messaging. She will also evaluate whether or not this is the best venue for communicating with past and current donors.

- f. Website: Reviewed by directors.

Action item: Foundation staff to list names of Crowdrise and C-ID donors, remove sponsorship levels, upload current Annual Report, and add the Purpose of the Foundation under the Mission Statement. A request has been made to the site administrator.

- g. Fundraising (Grants): Was discussed briefly and moved to section VIII.

V. **Professional Development College (PDC)**

- a. Director Responsibilities: Directors discussed the role of the Foundation board in relation to the PDC. Adams explained that the Foundation functions as the brand for the PDC. The Foundation may also assist with funding support and research to further the programs.
- b. Leadership Academy: The same reasoning used for the PDC is applied here as well.
- c. Update on Courses: The ASCCC Executive Committee would oversee and discuss in more detail course development and all other programmatic aspects of the PDC and Leadership Academy.
- d. Website: Possible areas of improvement were discussed including adding a subsection to the ASCCC site, for example, move the PDC section and include it under events. Placement and consistency in branding/communication will be brought up to site administrator.

VI. **Spring Fling Planning**

- a. Dinner/dance: It was agreed that dinner would be provided, as was done the first two years, instead of hors d'oeuvres provided last year. It was recommended to have a buffet style dinner. A brief overview of location was discussed.
- b. Table Sponsorships: Will be pursued again at this year's Spring Plenary and has historically been favorable to members.
- c. Silent Auction: After reviewing the amount of staff time and resources that are spent on the silent auctions, it was suggested to discontinue this fundraising project. It will be discussed further at the January Orientation.
- d. Raffle: It was agreed that the raffle was successful and feasible to continue for this year's session. Participants enjoyed having raffle tickets to see how many more they purchased, again, introducing a similar competition. May suggested that instead of having one gift per item, that the winning ticket would allow members to select from a series of prizes without the bidding aspect of the silent auction.

Action item: Adams will present a budget for the Spring Fling at the January meeting and will check with the accounting team to confirm we are able to meet the guidelines for raffles/silent auction.

- e. *Other Fundraising Opportunities*: Prasad presented individual giving events such as the annual Big Day of Giving and #GivingTuesday. The Big Day of Giving is May 4th and will be included as a fundraising project in the fundraising plan that is currently being developed.

Action item: Prasad will send out a social media message for #GivingTuesday via Senate platforms.

VII. Legislative Event

The Senate is developing a legislative event for liaisons, approximately 150 people. The event would include a tour of the capital and a chance to meet with legislators and aides. It would also cover educational pieces such as how a bill is created and effective visits with legislators. This event is planned to take place the date before the Leadership Institute, June 2017.

The Foundation discussed sponsoring a reception where legislative members would be able to network and speak at the event. Possible funding ideas for the event were to reach out to Napa Valley/Santa Rosa tech program to sponsor the wine. Other vendors discussed were credit unions such as Schools and Golden 1.

Action item: May to provide contact information for Golden 1.

Requests were made from directors on talking points for seeking out funders.

Action Items: Adams to provide resource from designated Board Source member site. Prasad to include fundraising toolkit with talking points in fundraising plan.

VIII. Research Projects

- a. *Impact of Faculty*: Working with Rich Hansen from FACCC who will deliver paper.
- b. *Effective Practices for Hiring Diverse Faculty*: The proposal from EDAC was reviewed and discussed. The Foundation will continue to discuss and possibly research and seek grant funding to support the research.

Action item: Adams to discuss with Cleavon Smith and Randy Beach about the Foundation's role in funding the project and will follow up with representative, Theresa Tena from the Institutional Effectiveness Partnership Initiative (IEPI).

- c. *Student Learning Outcomes (SLO)*: Directors discussed this project and confirmed that it is not ready for the general faculty. Currently this project was presented in a PowerPoint from the Research Planning (RP) Group. Directors found that the RP group's presentation was problematic because the ASCCC Executive Committee was not consulted prior to presentation at the RP Conference.

Action item: Adams will raise concerns about RP group to the ASCCC Executive Committee. The Foundation will hold off on discussing further.

- d. *Holistic Approach to Professional Learning*: Rutan forwarded to IEPI.
- e. *Others*: Directors agreed to follow up with the ASCCC Executive Committee for more research opportunities.
- f. *Grant Priorities*: Directors discussed grant priorities in general.

IX. Foundation Orientation

Directors requested and agreed to have some down time during the two-day orientation to get to know the new directors and network.

Action item: Prasad to work with staff on securing a place for dinner on January 12th.

X. Next Meeting

January 12-13, 2017 at the Mission Inn| Riverside, CA.

XI. Future Agenda Items

No items were discussed.

XII. Adjournment

The Foundation meeting was adjourned at 3:00 p.m.

Respectfully Submitted,

Erika Prasad, Foundation Development Manager

Julie Adams, Executive Director



Executive Committee Agenda Item

SUBJECT: Part-Time Faculty Committee Charge		Month: February	Year: 2017
		Item No. IV. J.	
		Attachment: NO	
DESIRED OUTCOME:	Review and Provide feedback	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action Item	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Grant Goold	Consent/Routine	
		First Reading	X
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Part-Time Faculty Committee requests the ASCCC Executive Committee provide insight and eventual approval of the committee charge. Once final approval is provided, the committee will begin the completion of tasks aligned to the committee charge. The proposed committee charge is as follows:

The Part-Time Faculty Committee monitors, develops, and provides recommendations to the Executive Committee on academic and professional matters impacting part time faculty members. The committee works to engage stakeholders during the development and implementation of policy and practices influencing the work of part time faculty. The committee advocates for resources to ensure part time faculty maintain access to professional development offerings, shared governance opportunities, and leadership needs at the local and statewide level. The Part-Time Faculty Committee works collectively with the Executive Committee to develop and provide forums where part time faculty gain additional insight on issues germane to the unique needs of the part time faculty.

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



Executive Committee Agenda Item

SUBJECT: 2017 Spring Plenary Session Preliminary Program		Month: February	Year: 2017
		Item No: IV K	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2017 Spring Session preliminary program and discuss keynote presentations.	Urgent: YES	
		Time Requested: 60 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

The Executive Committee will discuss the preliminary schedule for the upcoming 2017 Spring Plenary Session being held at the San Mateo Marriott, April 20 – 22, 2017. The members will also consider potential keynote speakers.

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



Executive Committee Agenda Item

SUBJECT: CTE Leadership Institute Program outline		Month: February	Year: 2017
		Item No IV.1	
DESIRED OUTCOME: The Executive Committee will discuss and review the CTE Leadership Institute		Attachment: NO	
		Urgent: NO	
CATEGORY: ACTION		Time Requested:	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Lorraine Slattery-Farrell		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	X
		Discussion	X

Please note. Staff will complete the grey areas.

BACKGROUND:

The CTE Leadership Committee met on January 11, 2017 to discuss and plan the CTE Institute which will be held in San Jose on May 5 and 6, 2017. The CTELC is proposing to offer 4 main strands with 4 breakouts in each session. The institute will focus on the following areas:

1. Strong Workforce Program implementation
 - a. Data
 - b. DSN/SN
 - c. Funding
 - d. Recommendations: progress update
2. Curriculum
 - a. Streamlining process
 - b. Regional consortia
 - c. Advisory boards
 - d. Credit for prior learning
 - e. CID for CTE
 - f. Contextualized basic skills
 - g. Inmate Education
3. Counseling/student services
 - a. CTE-Counseling partnerships
 - b. Dual enrollment
 - c. Non-Credit/Credit
 - d. AA/AS requirements
4. Leadership and Governance
 - a. ASCCC 101
 - b. Liaison role
 - c. Alphabet soup!
 - d. Navigating MQ's and Equivalency case studies

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



Executive Committee Agenda Item

SUBJECT: Course Outline of Record Paper		Month: February	Year: 2017
		Item No. IV. M.	
DESIRED OUTCOME: The Executive Committee will review the revised Course Outline of Record paper and provide feedback to the Curriculum Committee		Attachment: YES	
		Urgent: YES	
CATEGORY: Discussion		Time Requested: 15 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Davison	STAFF REVIEW ¹ Julie Adams	Consent/Routine	
		First Reading	
		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

BACKGROUND:

Having received feedback from the Executive Committee at its January 2017 meeting, the Curriculum Committee has revised the initial draft of the Course Outline of Record paper and is presenting it to the Executive Committee for additional comments.

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

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30

INTRODUCTION

Central to the curricular processes in the California community colleges is the Course Outline of Record. The Course Outline of Record (COR) has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing that plays a central and critical role in the curriculum of the California community colleges. The course outline has both internal and external influences that impact all aspects of a COR, from outcomes to teaching methodology, which, by extension, impact program development and program evaluation.

Requirements and standards for the course outline of record COR appear in Title 5 Regulations (see Appendix xx), in the Chancellor's Office *Program and Course Approval Handbook* (PCAH), and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC respectively) may also place requirements upon the course outline, such as requiring specific content or requisites, or currency of learning materials to satisfy articulation agreements.

Since the COR is also used as the basis for articulation agreements, colleges pay great attention to providing a document with which to determine how a student's community college courses will be counted upon transfer to four-year baccalaureate granting institutions. Course outlines of record are also now used in the process of identifying courses that meet the requirements of the Course Identification Numbering System (C-ID). Additionally, course outlines are regularly reviewed as part of a college's Program Review process, a process of central importance to accrediting agencies, as well as to local planning and resource purposes. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the Chancellor's Office. The quality described in a COR is evidence of meeting these guidelines.

The COR plays a particularly important role in the California community colleges because it clearly lays out the expected content, objectives, and learning outcomes for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is common for community college courses to be taught by several, and sometimes dozens, of multiple full and part-time faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the COR to specify those elements that will be covered by all faculty members who teach the course.

One of the most significant portions of the update is the inclusion of Student Learning Outcomes (SLOs). SLOs can be a key driver of many, if not all, elements of a course outline of record. The current accrediting commission that accredits nearly all of California's community colleges mandates that institutions maintain "officially approved and current course outlines of record that include student learning outcomes" (ACCJC Standard IIA3). Due to this standard, there is disagreement in the field regarding the appropriate physical location of outcomes on a Course Outline of Record, and some colleges have opted to include course student learning outcomes on an addendum to a COR while others place the SLOs on the COR next to the objectives. Colleges are encouraged to work with their accrediting body to ensure appropriate compliance. A finer distinction between student learning outcomes and course objectives is provided in other sections of this paper.

5 While the state and local standards for a COR have been updated many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges (ASCCC) to provide guidance in the development of course outlines. This update to the original paper *The Course Outline of Record: A Curriculum Reference Guide* (2008), requested by resolution 9.06 (S14), is part of the effort to provide that guidance so that faculty might have direction and reasonable assurance that the internal and external course outline of record requirements for the college are met. This updated paper has incorporated the relevant portions of the original document as well as several Academic Senate papers, including 10 *Stylistic Considerations in Writing Course Outlines of Record* (1998), *Good Practices for Course Approvals* (1998), *Noncredit Challenges and Opportunities* (2009), and the *SLO Terminology Glossary* (2009).

15 We also recommend that this paper be used in the context of other documents, including ASCCC papers on *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (1996) and *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (2016). In addition, the current edition of the Chancellor's Office *Program and Course Approval Handbook* (2016), along with ancillaries to that document, will be relevant for portions of the paper. Finally, the *Accrediting Commission for Community and Junior College's Accreditation Standards* (2014) should be examined in the context of standards relevant to 20 teaching and learning at the course, program, and institutional level. The purpose of these documents is to support the development of a Course Outline of Record in light of the role of local curriculum committees and governing boards in approving them, and the role of the Chancellor's Office in approving certificates and programs to ensure compliance.

25 While this paper offers a model for the Course Outline of Record, this paper is NOT intended to force standardization of curriculum. Instead, the paper should serve as a guide to assist faculty in presenting their courses in a format that will accurately reflect the quality of instruction being provided. While the course outline of record is a blueprint of what instructional elements must be 30 included, teaching should always be a dynamic and adaptive process, constantly adjusting to accommodate the ever-changing, diverse learning needs of students in the California community colleges. The model presented is intended to clearly demonstrate that the course will stand up to the rigor established by Education Code and Title 5 regulations, transfer institutions, accrediting bodies, and other external entities.

35 HOW TO USE THIS PAPER

This paper is intended to serve the needs of both the new and experienced faculty member in writing a course outline of record. Credit and noncredit course outlines are treated separately, not because the differences between the two are significant, but because in all likelihood the faculty member writing a noncredit course outline needs ready access to other sections related to 40 noncredit courses more than related information for credit course outlines.

It is important to note that this paper is not focused on the development of programs leading to degrees and certificates. While the context of program development and evaluation is important in the development of Course Outlines of Record and is reflected in the discussion of the 45 elements of the course outline of record, for specific information about the requirements for

submitting programs for approval to the Chancellor's Office, one should refer to the *Program and Course Approval Handbook*, as well as the ASCCC paper on Course and Program Development (forthcoming).

5 For the new faculty member writing a course outline, or for those who need a refresher, the first section of the paper, "Planning the Course Outline of Record," discusses planning considerations for developing a course outline of record, including the need to consider how the course outline integrates with numerous curriculum processes, the course learning outcomes, and the resources that should be collected as one embarks on the writing or revision of a Course Outline of Record.

10 The second section of the paper, "Components of a Course Outline of Record," details each element required for a Course Outline of Record. The elements are presented in the order typically found in many Course Outlines of Record, which is similar to the order found in Title 5 §55002, Standards and Criteria for Courses.

15 The final section of the paper, "General Curriculum Considerations," contains further background and detailed information about curriculum requirements outlined within Title 5 that go beyond the Course Outline of Record.

20 The appendices include a glossary of the terms commonly used in curriculum development, a list of references organized by curriculum topic, references to Title 5 regulatory language, and examples of Course Outlines of Record.

25 PLANNING THE COURSE OUTLINE OF RECORD

Initial Considerations

30 Where does one start? What comes first? The development of curriculum is something that should be undertaken by faculty – while administrators or others might have ideas about courses or programs, the primary responsibility must always reside with the faculty. In most cases, the faculty member will initiate this effort based upon the question: "What do we need students to be able to do, and what do they need to know to be able to do it?" The idea for courses may also originate from some identified need or idea, such as a course needed to improve job readiness for a new or revised program or one that is needed for transfer into a particular major. Regardless of the motivation, the faculty member should begin with a holistic vision of the course to be proposed which, at its core, is aware of the skills or abilities that a student should be able to demonstrate as a result of successfully completing the course. Upon determining that there is a need and a rationale for a course, the next consideration is to determine what the course's role(s) will be. Is the course intended to be degree applicable? Will it transfer? Is it appropriate as a general education course? What articulation should be sought? These are just a few of the many questions to consider prior to beginning the development of any Course Outline of Record.

45 While each required course element must be written discretely, each element should also take into account other components to assure the final course outline is constructed as an integrated Course Outline of Record. For example, there is an interwoven relationship between the discrete

skills and content students should learn (course objectives), how proficiency in those objectives will be evaluated (methods of evaluation), and the measurable skills and abilities that students are able to demonstrate subsequent to completing the course (Student Learning Outcomes). Furthermore, the objectives and outcomes must have a clear relationship to the subject or content. The Course Outline of Record should reflect a quality in the course sufficient to attain the objectives and the resulting outcomes.

Central to the regulatory intent of collegial consultation is the faculty's primacy in their role of ensuring quality instruction through the development of integrated Course Outlines of Record. The outline must contain all the elements specified in Title 5 §§55002(a), (b), or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing/problem solving, college-level skills, and vocabulary throughout, if such skills are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws such as those related to access for students with disabilities. A COR also must address any requirements based in accreditation standards such as the inclusion of Student Learning Outcomes.

There are also stylistic concerns. Research on curriculum and instructional design suggest that the COR faculty author be very specific when articulating what the student will be able to accomplish by the end of the course and defining how one will evaluate the student's progress. The use of a taxonomy of learning, such as Bloom's Taxonomy, is recommended for consistency of language and rigor. After this development, the content items, learning materials, class enrollment maximums (if not a contractual issue), the units and contact hours, etc. can all be fleshed out with a specific focus on integrating each of these areas so that they validate the need for each component in multiple ways. Style issues also matter in the articulation process. Faculty developing transferable courses should be mindful of the language in course outlines at the receiving institutions to ensure articulation agreements are reached smoothly.

Irrespective of how the course outline is structured and written, the faculty member will generally produce a more robust product not by starting at one end and working towards the other, but by being creative where it is most easy or enjoyable to do so. Then he/she can build upon these initial areas to develop the other elements, or fill-in unanticipated gaps, as they become apparent. For many faculty, the initial drafting might be in the content areas. From there, a faculty member can expand into the writing of learning objectives, textbook selection, and the number of course hours needed to cover the material. In short, there is a constant and necessary interplay in the development of the elements of the course outline once the desired learning outcomes, as the primary driver of the COR, have been established.

Writing an Integrated Course Outline

A course outline of record needs to be integrated, as each element of the course outline of record should reinforce the purpose of the other elements in the course outline. There should be an obvious relationship between the objectives of the course, the methods of instruction,

assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives and outcomes.

5 At the onset, every course should be developed with a purpose or goal in mind. The course must have sufficient and appropriate learning objectives that create a framework for students to develop their knowledge and abilities to be able to demonstrate the overarching Student Learning Outcomes and the intended purpose of the course. The course content items then define the elements of information, behavior, or capabilities for each objective to be mastered. Each content item and objective is then reflected in comprehensive assignments or lessons, which are taught
10 using appropriate and effective methods. Finally, in the integrated course outline of record, the methods for evaluation of student performance validate the acquisition and mastery of each content item and the attainment of each objective. These methods of assessment may also serve to measure student achievement of the defined student learning outcomes, or additional methods may be useful. Also, note that content is the only subject-based element; the others specifically
15 focus on what the student will be doing and will be able to demonstrate by successfully completing the course.

Resources for the Faculty Writer

20 While all course outline development must comply with Title 5 §55002 (see Appendix xx), many colleges have developed a template for the course outline that includes the required elements as well as many local elements. A college may use a curriculum management system for tracking its curriculum approval process and as its repository for course outlines, as well as for submitting that information to the Chancellor's Office. An effective template will help the faculty member
25 pull all the required information together prior to submission. It is also important to note that the responsibility for completing every outline element may not fall upon the individual faculty member. For example, numerical course identifiers or transferability may be addressed much later in the approval process. However, in the "transferability" example, local practice may provide for the faculty member to indicate the intent for the course to eventually to be
30 transferable.

The following are useful documents for the faculty member to have at hand: the college catalog; some recently approved course outlines to serve as examples; any supplemental addenda/forms dictated by the instructional modality (e.g. a separate distance education form or content review
35 form); standards established by the discipline, either locally or by a professional organization, or external accreditors or regulatory bodies; and any special district policies that may apply. Often local curriculum committees have created their own curriculum development handbooks that contain much of this information.

40 Making use of human resources is also important. Consulting with other faculty in the discipline is essential. It is also highly recommended that the faculty writer identify other faculty members who are familiar with the local process to assist. The curriculum committee chair may be available to provide guidance, as well as members of the curriculum committee, curriculum specialists or technicians, and administrators involved in curricular practices (such as a dean or
45 Chief Instructional Officer.)

5 The final and equally critical tools are those references relevant to the subject matter being taught. From a planning perspective, the faculty should acquire these resources first and then examine what are the most effective and reliable methods to promote learning within the intended learning environments available for the delivery of this subject. For example, planning for allied health courses must take into consideration equipment needs and safety concerns to promote effective learning, as well as the pedagogy of the discipline.

10 With resources at hand, we now turn to the heart of the process, an examination of the elements of the Course Outline of Record.

Outcomes, Accreditation, and the Course Outline

15 For California's community colleges, several accreditation standards regarding Student Learning Outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been interpreted in different ways with most colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems. While there has not been an indication from the field that this interpretation is incorrect or leads to recommendations from visiting teams, colleges should continue to work with their accrediting agency to ensure compliance. In addition to outcomes appearing on the COR, Standard I.C. Institutional Integrity lists many areas where colleges must ensure that accurate information is provided for students in many areas, including learning outcomes and educational programs. Colleges would be wise to maintain their CORs as accurately as possible to fulfill the spirit of this standard, even if CORs are not named specifically.

25 As stated earlier in this paper, SLOs should act as a key driver for many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, it's imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

40 A similar situation exists for Institutional Student Learning Outcomes (ISLOs) and General Education Learning Outcomes (GELOs). All courses should support either the ISLOs of the college or the GELOs for students enrolled in programs that include a GE component. Standard II.A.12 states, "The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level." Similar mappings between CSLOs and ISLOs and/or GELOs are often the source for data reports used for annual accreditation reporting and for institution-wide discussion on student success. Given the potential widespread reach of ISLO and GELO data, faculty should discuss CSLOs with these implications in mind.

COMPONENTS OF A COURSE OUTLINE OF RECORD

ELEMENTS THAT APPLY TO CREDIT AND NONCREDIT COURSES

5 The following elements of a course outline of record are items that reflect requirements from Title 5 §55002, “Standards and Criteria for Courses”, other sections of Title 5, Chancellor’s Office guidelines, and/or accreditation standards. However, some of these elements may not apply to all types of courses.

10 Need/Justification/Goals

The purpose of this section is to provide guidance for faculty to meet the criteria spelled out in the *Program and Course Approval Handbook (PCAH)* regarding documenting what student need the course is intended to meet. According to the PCAH, “The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program” (8).

Mission

20 The mission of the college should drive all curriculum development and as well as potential revision when the mission of the college is changed or expanded. Currently in Education Code, the mission of the California community colleges is defined as focused on lower division transfer preparation, vocational education, and basic skills education. However, many colleges have additional parts of their mission which might also drive curriculum development, such as diversity of student population or interest in adult education. Local curriculum processes should include questions that prompt faculty to consider the mission when making new course proposals, revising existing courses, or adding new courses to programs. This is also an accreditation issue for many accrediting agencies with standards focused on the role of the college mission in institutional planning.

30 The Role of a Course

For transfer programs and courses, this need is more easily established by determining both student demand and transfer applicability for existing university majors. For career technical programs and courses, this need can be more challenging to establish and must rely on things as labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few. Additionally, some districts have research capabilities that can assist with this research and know where to access the data.

40 Once the need has been determined and documented, this statement should establish the role of the course in the major programs or general education areas for in which it is designed to serve. If it is a stand-alone course, which is a course that is not part of a program, then its role in the college’s curriculum should be explained as part of a proposal. In particular, this rationale should explain how existing courses do not meet this identified need and clearly distinguish the role of the proposed course from that of similar courses.

Examples of need statements:

- 5 • Medical Terminology I provides a basic introduction to students in all allied health majors. By combining portions of existing courses in those majors, this course allows those programs to provide more emphasis on content. An added advantage will be more flexibility in section offerings as well as emphasizing medical terminology across all specialties.
- 10 • This course has been proposed to meet a new requirement expected for students pursuing employment in the hazardous materials technology industry, which is now required for certification in fire science.
- 15 • This course in Jazz and Blues Music grew out of increasing student demand, as demonstrated by wait list data and student surveys, for more on this subject than is currently being covered in our Popular American Music course. This new course will be part of the restricted elective list for those majoring in music.

Differentiating Courses

20 Course Outlines of Record should be created with other courses in mind when there are similarities between them. When a course is part of a sequence of courses, great care should be taken in the development process to show the progression of rigor in a sequence of courses or the different objectives, content, or outcomes that make the course different from others and an essential part of a program. For non-sequential but similar courses, similar steps should be taken to ensure non-duplication of coursework that may confuse students and dilute student demand. Areas on a COR which provide opportunity for a clear distinction to be made between courses include the description, the objectives, core content, examples of assignments, and Student Learning Outcomes.

Course Description

30 When any course is developed, the course purpose or description sets the stage for all subsequent elements on the COR. Embedded within a course's description are the reasons why the course exists and a holistic overview of objectives, content, and outcomes. Without this defining statement, instructors teaching sections of a course may be unclear on the scope of the course, how content should be taught, or how discrete objectives or the overarching student learning outcomes statements should be assessed. A course without a description that is clearly distinct from another course should not exist, and all courses should include defined Student Learning Outcomes relevant to and supported by the course objectives.

External Research Requirements

40 Some fields of study stay similar over time, while others change and evolve comparatively quickly. For every course, there should be a periodic considerations of outside influences. When external research requirements are mandated or necessitated, faculty should consider these triggers as a prelude to the development of or revision of a COR. External accreditation bodies, career-technical education advisory committees, discipline professional organizations, local college-business partnerships, and agreements between the community college and any

baccalaureate-granting institutions with agreements are all examples of such requirements by external bodies which may necessitate development or revision.

CHANCELLOR'S OFFICE DATA ELEMENTS

5

Stand Alone Courses

The Chancellor's Office refers to courses that are not part of a program leading to an award as stand-alone courses. Stand-alone courses may be approved and offered locally without Chancellor's Office review. Stand-alone courses often meet a specific local need. This term also refers to credit courses required for a certificate of fewer than 18 semester units or 27 quarter units that has not been approved by the Chancellor's Office. In addition, courses such as learning skills or tutoring courses may be considered stand-alone. Like other courses, a stand-alone course must have a control number prior to being offered and claimed for apportionment, contain all required elements, and meet all standards of approval as required by Title 5. Additional guidance for creating stand-alone courses is available on the Chancellor's Office's website.

Title

All courses must have titles which should be considered from the perspective of students as well as potential employers and transfer institutions. While overly specific titles can be cumbersome, the title of the course should provide enough information that prospective students will easily identify the general purpose of the course. Course titles take on extra significance when reviewed by articulating institutions, C-ID reviewers, and potential employers who use college transcripts when considering students for employment.

25

Elements Related to Currency

Curriculum must be current to be relevant. While Title 5 requires review of all prerequisites and corequisites at least once each six years and prerequisites and corequisites for career-technical courses every two years, most colleges apply that timeline not only to requisite review but to review of the entire course. In addition, all accreditation and articulation processes also have currency requirements, as do many grants and other external agencies. Typically, the Course Outline of Record will have some method for tracking revision dates to meet these needs.

35

Course Control Numbers and Chaptering

Courses are submitted electronically to the Chancellor's Office Curriculum Inventory (COCI). Credit course proposals are certified by the Chief Instructional Officer and the curriculum chair at a college, and are then submitted to the Chancellor's Office for chaptering prior to being offered at the community college. The Chancellor's Office provides a unique control number for every course to ensure data accuracy which is critical to measuring student success indicators. The unique identifier should be included on the Course Outline of Record for easy reference and will likely be assigned as a part of the approval process.

40

Local curriculum approval processes may provide some of these data elements outside of the faculty's normal role. But local process development must reflect faculty primacy in all matters pertaining to the Course Outline of Record.

- 5 The Chancellor's Office reviews noncredit course submissions to ensure that the associated data elements for each course are correct and compliant with regulations. Credit courses are checked within the COCI to ensure that the data elements are correct. These course data elements will be reported to the Management Information System (MIS). While there is no regulatory requirement that these are listed in the Course Outline of Record, good practice suggests that
- 10 MIS elements should be included as part of the local curriculum review and submission process either within the COR or as attachments. Criteria for Data Elements include

DED NO	DATA ELEMENT NAME
CB01	Course Department and Number
CB02	Course Title
CB03	Course TOP Code
CB04	Course Credit Status
CB05	Course Transfer Status
CB06	Units of Credit – Maximum
CB07	Units of Credit – Minimum
CB08	Course Basic Skills Status
CB09	Course SAM Priority Code
CB10	Course Cooperative Work Experience Education Status
CB11	Course Classification Status
CB13	Educational Assistance Class Instruction (Approved Special Class)
CB21	Course Prior to Transfer Level
CB23	Funding Agency Category
CB24	Course Program Status

TITLE 5—STANDARDS FOR APPROVAL

- 15 There are seven standards for approval that apply to degree-applicable credit courses, four of which apply to nondegree-applicable credit courses. *Grading policy, units, intensity, and prerequisites* and *corequisites* apply to all credit courses. *Basic skills requirements, difficulty* and *level* apply to degree-applicable credit courses only. These standards are the criteria by which the faculty member's intention to ensure quality will be assessed for college or pre-college level instruction.

- 20 *Intensity, difficulty, and level* are not reflected as discrete elements in the Course Outline of Record but rather are met within the totality of the course outline.

Degree-Applicable Courses

- 25 For degree-applicable courses, *difficulty* calls for critical thinking, understanding and application of concepts at the college level and *intensity* sets a requirement that most students will need to study independently, possibly for periods beyond that of the total course time defined by the unit(s). The outline should build the case that students will be required to study independently

outside of the class time (*intensity*). Reading, writing and other outside assignments qualify to fulfill both “study” time as defined in the credit hour and the “independent study” required to demonstrate *intensity*. The faculty member who creates a course based solely upon laboratory/activity or lecture time with no designated outside study time (e.g. students are in the class all 48 hours per unit) will still need to demonstrate a depth and breadth of student learning that requires student effort beyond class time. The *level* standard requires college-level learning skills and vocabulary.

Nondegree-Applicable Courses

For nondegree-applicable credit courses, the *intensity* standard requires instruction in critical thinking and refers to the preparation of students for the independent work they will do in degree-applicable courses, including the development of self-direction and self-motivation. The *level* standard is not required for nondegree-applicable courses, but factors such as the *units* standard should reflect course workload variations appropriate to the developmental level of the students. And nothing prohibits a nondegree-applicable course from having elements that meet these two standards.

Standard of Approval for Noncredit

There is one standard for approval for noncredit courses, which is a broader standard that places the burden upon the curriculum committee for determining that the level, rigor and quality is appropriate for the enrolled students. Where appropriate these “Standards for Approval” are included in each element under the sub-heading “Regulatory Requirements—Title 5.”

Required Elements of a COR per §55002

The Chancellor’s Office review process requires the submission of a Course Outline of Record that meets the standards for courses established in §55002 of Title 5 and contains, at minimum, the following elements:

1. Unit Value
2. The expected required number of contact hours
3. Requisites
4. Catalog description
5. Objectives
6. Content
7. Required reading and writing assignments
8. Other outside-of-class assignments
9. Instructional methodology
10. Methods of evaluation

DISCIPLINE ASSIGNMENT

Assigning Courses to a Discipline

Each course must be assigned by the local committee to the appropriate discipline(s). This assignment helps describe the course by classifying it in a discipline and also indicates what academic and vocational (if it is for a discipline that does not require a master’s degree as a

minimum qualification) preparation is needed to teach the course. This is a discussion that should be part of the curriculum committee's regular meetings regarding placement of courses.

Minimum Qualifications

5 These assignable disciplines are those that appear in Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the "Disciplines List." Generally, a course is assigned to a single discipline. However, some courses are cross-listed, i.e. placed in two or more disciplines. For example, a course on the Sociology of Aging may be
10 appropriately assigned to either the discipline of sociology or the discipline of psychology, meaning a faculty member meeting the minimum qualifications of either discipline would be able to teach the course. In the case of a course assigned to the disciplines of sociology and psychology, the faculty member teaching the course would need to meet the minimum qualifications in both disciplines. Some courses can also be listed in the Interdisciplinary Studies
15 discipline, which is the combination of two or more disciplines—the faculty member must meet the minimum qualifications of one of the disciplines listed for that interdisciplinary discipline and have completed upper division or graduate courses in at least one of the other disciplines listed for the Interdisciplinary Studies discipline.

Minimum Qualifications for Noncredit Courses

20 Noncredit minimum qualifications are also discussed in the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*. However, the noncredit minimum qualifications are established in Title 5 section 53412 rather than in this list of disciplines. The assignment of noncredit courses to these areas should be approved by the curriculum committee just as it is done in credit instruction. Again, this is to ensure that faculty with the appropriate
25 expertise will teach the course; however, noncredit courses must be assigned according to the requirements of Title 5 section 53412.

It is not a Title 5 requirement that the discipline assignment designations be contained within the Course Outline of Record, but these assignments do need to be monitored somewhere and the
30 Course Outline of Record is a convenient location that will provide appropriate direction to those who would assign faculty to teach the course. The ASCCC has taken the position that discipline designation should be an element of the Course Outline of Record: "For clarity and as a convenient reference, discipline designations should appear on course outlines of record." as stated in the *Qualifications For Faculty Service In The California Community Colleges: Minimum Qualifications, Placement Of Courses Within Disciplines, And Faculty Service Areas*
35 (ASCCC, 2004).

ELEMENTS THAT APPLY TO CREDIT COURSES

UNIT VALUE AND CONTACT HOURS

40

Unit Value and Contact Hours

Units, Credit Hours and Learning

A Course Outline of Record that is well integrated will have built a solid case for the number of units granted for the learning achieved by the successful student. The definition of a Credit Hour requires a minimum of 48 semester or 33 quarter hours of lecture, laboratory/activity, study time, or any combination thereof. Faculty authors of courses designed for transfer and some highly regulated career-technical fields need to refer to applicable standards as they may require specific ratios of lecture, lab and study time. It is crucial that faculty be thoughtful about units and contact hours, taking into account elements including student need, potential effects on financial aid eligibility, enrollment priorities, and other concerns.

Variable Credit Hours

The regulations also provide for variable unit courses. Such courses include work experience, activity courses where the number of units can vary from term to term, and skill courses where a student registers for the number of units he/she anticipates completing. Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent the minimum threshold for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next minimum threshold.

Because of the unique nature of these courses, there are different approaches for how variable unit calculations are implemented locally. The faculty member who is unfamiliar with variable-unit courses should seek guidance from his/her curriculum committee chair, or other appropriate college personnel, especially when calculating variable hours for courses that are repeatable.

Standard Formula for Credit Hour Calculation

Standards for credit hour calculations are contained in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide the total of all student-learning hours (lecture, lab, activity, clinical, TBA, other + outside-of-class hours) by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible. The following definitions are used in the application of this formula. See appendix xx for the memo from the Chancellor's Office regarding the standard formula for credit hour calculations

Contact Hours

5 Total Contact Hours refers to the total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

10 Outside-of-class Hours are the hours a student is expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category. This ratio is reviewed by the accrediting commissions to ensure that it is in compliance with federal regulations regarding credit hours.

20 Typically, these ratios are expressed as follows:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

25 Variations or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of-class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation and should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours must be included in the total student learning hours for the calculation.

30 The Hours-per-unit Divisor is value, or value range, used by the college to define the number of hours required to award each unit of credit. This value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the 51 = 1 unit calculation to determine the hours of lecture and outside of class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48
40 - 54 should show that same range for the dividend in the equation and resulting unit calculation.

Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. Because California finance laws assume that primary terms average 17 weeks on the semester system and 11½ weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor’s Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. This means the use of 54 semester or 36 quarter hours. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation.

Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to “flex” activities will not result in the district not providing the minimum number of hours required by Title 5, §55002.5, to award a unit of credit. Colleges using the 48-hour minimum calculation for determining credit hours risk problems with apportionment calculations and audits. Colleges must be specifically authorized by the Chancellor’s Office to use a compressed calendar, which adds further caution to the use of the minimum end of the hour to unit range.

Likewise, the activity or laboratory with homework calculation should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields, can jeopardize programmatic accreditation where specific ratios or hours are required for program components or course acceptability in meeting major or general education requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices of higher education. The term “activity” as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term—and related credit calculations—interchangeably with laboratory.

The Course Outlines of Record for many districts do not specify the outside-of-class hours, relying instead on the assumption of traditional ratios for inside- to outside-of-class hours for lecture, laboratory, or other course formats. In instances where districts only record total contact hours for the course as a whole or in each instructional category on the Course Outline of Record, the course submission must include the expected hours of student work outside of class used to determine total student learning hours for the purposes of credit calculations as described above. The tables on the following pages provide guidance for the expected outside-of-class hours for a wide range of typical credit hour calculations.

Fractional Unit Awards and Minimum Thresholds

5 Title 5 §55002.5 requires colleges to award units of credit in .5 unit increments at a minimum. Calculations for each increment of credit awarded by the college represent a threshold of student learning hours for awarding that increment of credit. Students are awarded the next increment of credit only when they pass the next threshold of student learning hours.

10 For example, if a course is designed to require 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), the calculation of units works as follows:

$$180 / 54 = 3.33$$

3 units of credit

15 In this example, the college would not award 3.5 units until the total student learning hours reached the 189-hour minimum threshold for 3.5 units. However, if a college offers credit in .25 increments, this example would yield a 3.25 unit course. Another common example is a course offered for 40 contact hours, with no hours of homework, resulting in 40 total student learning hours. In a district that awards credit in .5 increments, 40 total student learning hours / 54 = .75, which meets the minimum threshold for .5 units of credit, but does not pass the minimum
20 threshold for 1 unit of credit. In this example, 40 total student learning hours (36 contact and 4 outside-of-class) would award .5 units of credit. This is similar to grading systems where, for example, a student earns a "B" for any percentage between 80 and 89. The student is only awarded an "A" when they reach the minimum threshold of 90 percent.

25 Cooperative Work Experience

Units for Cooperative Work Experience courses are calculated as follows in Title 5 §55256.5:

Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.
30 These minimum have been interpreted by the Chancellor's Office but are currently under review and may be subject to change.

Clock Hour Courses / Programs

35 The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the
40 authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit as outlined in 34 CFR §668.8(l).

Local Policy

Colleges are encouraged to develop local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit. The creation of a standing policy or formal calculation document helps districts fulfill the responsibility of local governing boards under Title 5 §55002 to establish the relationship between units and hours for the local curriculum development and approval process.

10 PREREQUISITE SKILLS AND LIMITATIONS ON ENROLLMENT PRE/CO-REQUISITES/ADVISORIES AND OTHER LIMITATIONS ON ENROLLMENT

Demonstrating and Documenting Need

Justification of prerequisites requires documentation, and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course outline, they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a)vii of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts “maintain documentation that the above steps were taken”, and additional guidelines were released by the CCCCCO for section §55003 in 2012. A simple method for achieving this record is to retain the content skills scrutiny documents for each requisite course.

Content Review

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. A content review process should document that pathway by showing how the skills achieved in the requisite course are fundamental to success for most students taking the “requiring” course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as “Upon entering this course the student should be able to:” with a list of those entry skills following, expressed using active learning verbs following Bloom’s taxonomy. In its simplest form, a content review consists of comparing the entry skills list with the objectives of one or more courses to identify courses that would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

Although it is not required, if a course has more than one requisite course, separate lists for each one may make it easier to track their validation. For example, if an advanced physics class has both a calculus and a pre-calculus physics prerequisite, this section would have two separate lists.

Content Review, Statistical Validation, and Communication/Computation Requisites

For programs specializing in communication and computation, requisites may be placed on courses using a content review process alone. In contrast, Title 5 §55003(b) and (e) require
5 requisites be based upon “data collected using sound research practices” (also referred to as statistical validation) for the skills of communication and computation when they are being required outside of those respective programs. However, since 2011 colleges have been allowed
10 by Title 5 to place communication and computation prerequisite courses on non-communication and non-computation courses through a content review process only, provided that the district meets specific criteria explained in Title 5 §55003(c). For example, an English course having a prerequisite of a lower-level English course must validate this need through content review, but a business course requiring that same lower-level English course is additionally required to base
15 this need upon “data collected using sound research practices” unless districts have met the requirements of Title 5 §55003(c).

Requisites and Articulation

When considering placing a requisite on a course, faculty should consider the impact that action may have on a proposed or existing articulation agreement. Receiving institutions, when
20 determining whether to grant articulation, will closely review any requisites on a course, or the lack of a requisite that it considers essential, as indicators of the scope and rigor of the course. Faculty should review parallel courses at primary institutions for transfer in their region to be aware of requisite expectations local CSUs and UCs have on comparable courses. In addition to reviewing university courses, faculty should consider any requisites identified in course
25 descriptors created through the Course Identification Number (C-ID) system.

Other Limitations on Enrollment

There are times when a course has enrollment limitations other than prerequisites, corequisites or advisories. Some common limitations on enrollment are: a requirement to pass a tryout prior to
30 being enrolled in an athletic course or team, or physical requirement where the student’s safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the Course Outline of Record, such should be well defined and be as measurably objective as possible. So, a sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the
35 limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. So “be able to swim ten laps in a standard competition pool in under eight minutes” would be reasonable for a water polo tryout, but requiring this be done in less than one minute would be extreme. Limitations on enrollment should be fair and reasonable and should produce consistent evaluation results.

CATALOG/COURSE DESCRIPTION

The purpose of the catalog description is to convey the content of the course in a concise manner. Because the catalog description is the primary way by which course information is disseminated,
45 it is important that it contains all essential information about the course and that it is written to meet the needs of varied audiences. Students need information to create their educational plans, as do counseling faculty advising them. Outside reviewers, such as accreditors and compliance

monitors, base their assessments on the information printed in the catalog. The heart of the catalog description is the summary of course content, also referred to as the course description. The catalog description should be thorough enough to establish the comparability of the course to those at other colleges, to distinguish it from other courses at the college, and to convey the role of the course in the curriculum a program, where applicable, in regards to progression of rigor or other characteristics that distinguish a course in the program. It is helpful to students to include a statement about the students for whom the course is intended to assist in educational planning. Examples of this type of information include “first course in the graphic arts major” or “intended for students in allied health majors.” To save space, many colleges use phrases rather than complete sentences in the catalog and/or the schedule. Course descriptions should also include the course’s C-ID number, if applicable.

Units, Hours Credit Status

In addition, the catalog description contains the units, hours, prerequisites, transferability and credit status of the course. Unit limitations should be specified such as “no credit for students who have completed Math 101A” and “UC transferable units limited.” Hours are typically reported listed on a COR on a weekly basis and are may be broken down by type: for example, “3 hours lecture, 3 hours lab, 1 hour discussion.” The types of hours may also be listed as activity or studio hours in appropriate courses.

Variable unit courses should show the hours as variable, for example: “1-3 hours lecture, 1-3 units.” However, some colleges’ COR show the total hours of instruction for the term rather than the weekly hours. This practice is particularly useful for courses offered in a variety of short-term formats as well as for work experience courses. However, for regularly scheduled courses, listing weekly hours more clearly and directly serves the primary audience.

In addition to listing the number of hours per week or total hours per term in a catalog description, courses regularly offered on a short-term basis may be specified in the description as well: “9-week course” or “Saturday course; see page xx for more information.” Some colleges find it useful to include the terms in which the course will be offered, for example. “summer only.” Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. For example, a COR may say “Variable Units - May be repeated, students may not exceed 16 units.” Be sure to follow unit and credit hour requirements of Title 5 §55002.5.

Courses may be offered on a credit (letter grade) basis only, on a Pass/No-Pass (P/PN) basis only (C or better equals Pass), or on a letter grade or Pass/No-Pass basis (at the option of the student in this latter case). Generally, course credit is assumed to be awarded on a letter grade basis unless indicated otherwise with catalog statements such as “pass/no pass only” or “pass/no pass option.” Courses are also assumed to be degree applicable unless otherwise noted as “nondegree-applicable credit course” or “noncredit course.” However some districts may separate catalogs into a credit and noncredit catalog due in part to their organizational structure and the relative size of their noncredit programs.

Requisites and Transferability

Prerequisites, corequisites, and advisories can be listed in conjunction with placement assessment alternatives, along with limitations on enrollment as well as any other skills required or recommended. The following are examples of ways in which requisites might be included on a COR.

- Prerequisite: Completion of French 1A with a 'C' or better
- Corequisite: Geology 10
- Prerequisite: Math 24 (with a 'C' or higher) or appropriate skills demonstrated through the math placement process
- Advisory on Recommended Preparation: eligibility for English 1A
- Advisory: high school biology with a "B" or better is recommended
- Advisory: Reading level 3 (see p. 17)
- Limitation: Enrollment limited by audition

Some courses may be taken multiple times if appropriate criteria are met. In the case of a repeatable variable unit course, it may be necessary to list total units that may be earned by repetition. "Variable Units - May be repeated, students may not exceed 16 units."

It is common practice for catalog descriptions to include the transferability of the course, usually indicated by including "UC, CSU" (as appropriate) to at the end of the catalog description. It is important to note that such a notation indicates general transferability, i.e. for elective credit, and does not guarantee articulation to meet a major or general education transfer requirement. The transferability status may take one or more years to establish so local practice may call for the faculty member to indicate this intent, but catalog descriptions should only be so modified when course transferability has been determined through formal articulation processes.

Field Trips, Required Materials, and Other Expenses

Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Per Title 5 §59400(b), it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book. While this listing can be fairly generic in the course description, it should be more specific in the overall course .

College Catalog Course Description Checklist

The following is a checklist of items that should appear on all Course Outlines of Record.

- Course number and title
- Status (degree-applicable/non-degree-applicable)
- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), contact hours and units
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- If course fulfills a major, area of emphasis, or GE requirement
- Transferability (intentions)
- Field trips or other potential requirements beyond normal class activities

- Required materials
- C-ID Number

Course Schedule

5 Note that the course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation. However, a Course Outline of Record is recognized as a contract between the college and the student containing the requirements and components of the course, whereas a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments. All faculty
10 should be aware of these distinctions and prepare both the COR and syllabus with those obligations in mind.

OBJECTIVES

15 The objectives of a course are the primary components and skills leading to student achievement and the course's intended purpose. The objectives should specify these components and skills to ensure that any faculty delivering the course causes students to achieve the intended Student Learning Outcomes. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class.

20 Related to the number of units and hours of a course is the need to demonstrate in the COR that the course meets the standards for level and intensity in both quantity and effort. The faculty member will need to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective.

25 **Course Objectives and Student Learning Outcomes**
Course objectives state the concepts or skills faculty introduce to students in a course or program to prepare students to meet a Student Learning Outcome. Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can do after successfully
30 completing the course objectives. SLOs must be written in measurable terms and written as actions that a student will perform in order to learn the skills necessary to meet a course SLO.

35 For example, for a Swimming 101 course, the course objectives may consist of all four competitive swimming strokes and several recreational swimming strokes; the course SLOs will measure the student's ability to perform all four strokes. The following is an example of a course objective that supports an SLO for a swimming course:

Course objective:

40 Learn proper breathing techniques and arm position for the backstroke.

SLO:

Swim the backstroke for at least ten yards.

45 In this example, a student can perform the SLO only after completing the objective.

Another example:

Course objectives:

- Learn proper breathing techniques and arm position for the backstroke.
- 5 Learn proper breathing techniques and arm position for the front crawl.
- Learn proper breathing techniques and arm position for the breaststroke.
- Learn proper breathing techniques and arm position for the butterfly.

SLO:

- 10 Swim all four strokes of the medley relay for 25 meters each within 3 minutes.

In this example, all four objectives culminate in a student being able to perform an SLO that synthesizes the content and skills learned by completing all the objectives.

- 15 The format for each objective typically begins with the phrase “Upon completion of this course, the student will be able to...”. These are sometimes referred to as “behavioral objectives.”

Writing Objectives and the COR

- 20 When writing objectives for a new course, begin with the end in mind. What is the purpose of the course in terms of what students should be able to do after completing the course? This is expressed in the course SLOs. Once you’ve determined the outcomes expected, determine what concepts or formative skills must be learned before students can perform the outcome.
- 25 Depending on the scope of the outcomes you’ve written, there are several considerations. First, there may be hundreds of specific learning objectives; however, not every objective must be listed. These can be distilled down to a manageable number, commonly no more than 20 for a typical one- to three-unit course, and often fewer than ten that are based on the major areas of content and most important skills a student should learn. The key is grouping individual items into sets which shared commonalities. For example, a sociology course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be “...compare and contrast traditions and behaviors in a variety of cultures.” Or a chemistry class might take two or three weeks to discuss the properties of states of matter (gas, liquid, solid) but the objective might be summarized as “research and diagram the properties of the states of matter, use appropriate equations to calculate their properties, and explain those properties on the molecular level.” Note that in the
- 30 last example, each statement is really a collection of objectives rather than a single objective, and may be a potential SLO for the course.
- 35

Critical Thinking in the Course Objectives

- 40 Degree-applicable credit courses require students to demonstrate critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Objectives, Methods of Instruction, and Methods of Evaluation elements. It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. The manner in which the Objectives section reflects critical thinking in the higher cognitive domains is by expressing the objectives using verb rubrics or a taxonomy of thinking and learning skills such as Bloom’s Taxonomy. Basically, critical thinking
- 45 involves active higher cognitive processes which analyze, synthesize and/or evaluate

information. This contrasts with the more passive activities such as recognizing, describing, or understanding information; however, not ALL objectives need to reflect critical thinking. Note also that it is not sufficient for such higher skills to be listed only in the Objectives. The course outline must demonstrate that students are taught how to acquire these skills and must master them to pass the class. (See the following sections on Methods of Instruction and Assignments and Methods of Evaluation.)

For nondegree-applicable credit courses the requirement for critical thinking is different, but it still exists, so the above section still applies. The difference is that in these courses students are initially being taught how to think critically. But in degree-applicable courses the expectation is that students are already able to think critically and are now learning how to become better at it. Because of this difference, the objectives in nondegree-applicable courses may need to cover a narrower scope because students are in the process of learning effective ways to effectively study and think critically.. But, like critical thinking, the objectives should prepare students for studying independently and must “include reading, writing assignments and homework”; (see Title 5 §55002(b)2(C) Intensity–below).

Regulatory Requirements Reflected in your Objectives

Each of the standards listed below should be reflected in the group of objectives chosen for the course, but each objective does not need to meet all or any of these standards. For example, every objective need not target the critical thinking requirement. So “list proper safety protocols for handling toxic fluids” may not meet the difficulty standard, but it is still an appropriate objective. However, the group of objectives as a whole should address all the standards. Additionally, the objectives should in some way pair in terms of need with the requisite entry skills if such are listed. A course objective that calls for a student to be able to work with differential equations should properly pair with the entry-level skills of Calculus I and Calculus II.

The following are regulatory standards, with their Title 5 citations, that must appear in the course objectives.

Prerequisites and Corequisites §55002(a)2D

When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article

Intensity §55002(a)2C (Degree-applicable credit)

The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

Difficulty §55002(a)2F

The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

Level §55002(a)2G

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

5 Intensity §55002(b)2C (Nondegree-applicable credit)

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course or sequence of
10 required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

CONTENT

15 The format used for the course content (also known as core content at some colleges) section is commonly that of an outline. The content topics are typically arranged with major headings and minor subheadings or bulleted lists of elements that further define the major heading. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

20 Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Major Headings and Sub Headings

25 Content is subject-based so need not be written in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval contained in Title 5 §55002, the major headings of content should be comparable in number and obviously relevant to the objectives. For example, if a content item major heading for an anthropology course were "Osteology" it
30 might be appropriate to expand upon this in your subheadings in the following way: such as

COURSE CONTENT

I. Osteology

- a. Major bones of the human skeleton and their correct positions
- b. Composition and shape classes of bone
- 35 c. Pathologies
- d. Skeletal differences between males and females
- e. Determining age from dental and skeletal cues
- f. Advantages and constraints of bipedalism

40 Repeatability and Core Content

Except in very limited circumstances, the content of a course may not be designated as repeatable for credit. Title 5 §55041 states that the content of a course may only be designated as repeatable if the course meets one of the following conditions: repetition of the course is necessary to meet the major requirements of CSU or UC for the completion of a bachelor's
45 degree; for the purposes of intercollegiate athletics, as defined in §55000; and for intercollegiate

academic or vocational competition, as defined in §55000, where enrollment in the course and courses that are related in content, as defined in §55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in §55045.

Course Families

Where repeatability is not applicable, local curriculum committees may designate course families for “active participatory courses” where appropriate. Active participatory courses are those courses where individual study or group assignments are the basic means by which learning objectives are obtained. Courses that are related in content—~~families~~—are courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation.

Because, with few exceptions, students can only take each of the specified active participatory courses once, colleges may establish course families. Title 5 allows for no more than four levels or experiences within a family such that each course may only be taken one time. Course families should provide students with an opportunity to build their knowledge, skills, abilities, and fitness levels in physical activity courses within a set or family of discrete individual courses. The need to develop leveled or distinct courses should be founded on these principles and should be done to ensure programmatic needs are met, where appropriate.

Course content for each course in a course family must be significantly different in *level*, *intensity*, and other standards, although the courses are related in content, including level-specific course objectives and outcomes.

A variation on leveling is to create courses with a more specific focus within an area of emphasis, which allows students to have similar learning experiences that develop key skills but do so using significantly different content. For example, some colleges may split a “Painting” area of emphasis into oil, acrylic, and watercolor courses or separate out relief printmaking from intaglio, lithography, or screen-printing. There are both curricular and pedagogical justifications for this approach. The primary concern with this approach is that receiving institutions (UC and CSU in particular) typically do not break up the curriculum in this way. Most schools in the CSU or UC systems only require one or two courses in any given medium for major transfer preparation. Local faculty should work closely with their articulation officers to assess the potential impact of this approach on students preparing to transfer.

In regards to using families of courses, local curriculum committees should be conservative in making such decisions. The definition of “courses that are related in content” is not intended to be so narrow that it becomes inhibiting or useless, but neither is it intended to allow colleges to proliferate levels and active participatory courses by turning every course in the curriculum into a family.

METHODS OF INSTRUCTION

The Title 5 sub-section defining the course outline does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the academic freedom to select instructional methods to best suit their teaching style. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. A faculty member may also consider using the course student learning outcomes to identify methods of instruction since those skills and abilities faculty will assess at the end of the course may be modeled through instructional methods.

In many cases, the environment in which the learning occurs may be described by listing potential methods of instruction the faculty have agreed are effective for the specific content, objectives and outcomes. While any course should be crafted to accommodate for differences in setting, many courses such as lab courses rely heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will conduct clinical patient evaluations in a hospital environment” versus “The student will evaluate live patients in the emergency room of St Mary’s Hospital.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing the activities the students will be doing and experiencing that lead to learning, not only with respect to the instructor, but in some cases with respect to each other and with their environment. What the communication student will do in an instructional component to interact as a presenter and as an active listener are both learning elements that are the methods of instruction, and this description clearly lays the groundwork for developing or refining the evaluation methods and criteria.

The requirement to “specify types or provide examples” has been incorporated into the course outline by some colleges as a list of options to select either by checking a box or choosing from a drop-down list. This approach does not meet all Title 5 requirements because the oversimplification of teaching methods to a menu of options does nothing to illustrate the methods for determining “whether the stated objectives have been met by students” and does not effectively cross validate (integrate) some of the other course outline elements.

When considering the writing style of this section, it is important to keep in mind that the examples of assignments and methods of instruction and evaluation must be appropriate to the stated objectives and are meaningful for assessing Student Learning Outcomes. In particular, because the learning experiences must either include critical thinking, or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students’ mastery of critical thinking. The themes established by the objectives must be integrated into methods of instruction and evaluation. The following table shows examples of methods of instruction that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Instruction
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Follow-up in-class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.
Observe and analyze the various components of a theatrical performance.	In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation.
Differentiate between the play as literature and the play as performance.	Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.
Evaluate the effectiveness of theatrical techniques in performance.	Project group meetings in class to develop play interpretation project and group presentation.
Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.	In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.
Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Lecture presentations on the organization of theatrical companies followed by in-rehearsal and backstage visits at required performances.

5 In these examples, it is clear that choosing a type or example of a method of instruction from a drop-down list misses an opportunity to provide more detailed expectations of instructional rigor for both faculty and students. Instead of a list of prescriptive options, the writing style is quite descriptive of each possible activity. Rather than just checking "lecture," the faculty member has described the complete interaction with the student in terms such as "In-class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis." 10 When written this way for degree-applicable credit courses, it is clear that critical thinking and scholarship is expected of students at a collegiate level, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class.

METHODS OF EVALUATION AND COURSE GRADING POLICIES

15 Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must "specify types or provide examples." The methods used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives.

20

Using Multiple Methods of Evaluation

Effective and accurate student evaluation is not a simple task, nor one to be treated as an afterthought to the other outline elements. Given the diverse populations community colleges serve, multiple methods of evaluation are usually preferred. While knowledge of required material constitutes a significant portion of the evaluation, as reflected in assignments and methods of evaluation, different types of courses as well as differing facilities lend themselves to various types of evaluation. For example, lab courses are often great environments for oral interviews or practical demonstrations of skills, whereas a large lecture hall with fixed seating is not, and the availability of both is impacted by available facilities and resources at the college.

Methods of Evaluation and Critical Thinking

Because the learning experiences must either include critical thinking or experiences leading to this capability, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate students' mastery of critical thinking. For this reason, the themes concepts and skills established by the objectives must be integrated into methods of instruction and evaluation, keeping in mind that *Difficulty* standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking.

The following table shows examples of methods of evaluation that support specific course objectives:

Examples of Course Objectives	Examples of Methods of Evaluation
Define and demonstrate an understanding of general theatre terminology.	Evaluation of written analyses for content, form, and application of dramatic performance review techniques.
Observe and analyze the various components of a theatrical performance.	Evaluation of contributions during class discussion.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).	Evaluation of participation in and contributions to group projects.
Differentiate between the play as literature and the play as performance.	Evaluation of written criticisms for content, form, and application of critique methodology.
Evaluate the effectiveness of theatrical techniques in performance.	Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.
Examine the organization of theatrical companies and compare and contrast the roles of theatre personnel, e.g., producer, director, dramaturge, technical director, actors, choreographer, critic, artistic director, development staff, scenographer and designers, and house manager.	Evaluation of interpretations of live performances and dramatic texts for cultural context, contrasts in live/textual impact, and performance techniques.

Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.	Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.
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Attendance and Evaluation

5 Some courses and programs, including programs with outside agency certifications, have very strict attendance requirements. Therefore students who fail to log a stipulated number of hours of attendance may be ineligible to receive certification for program completion. This requirement in turn obliges faculty to include attendance as a necessary component in evaluation.

10 On the whole, however, Title 5 emphasizes that attendance is not a substantive basis for student evaluation. Title 5 §55002 states, “The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency” and attendance is not a factor. And for most objectives, it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation.

15 Additionally, there may occasionally be topics, affects or attitudes which the instructor wants to be certain students learn, but feels cannot be evaluated by typical assessment practices out of class. An example is an aspect of professionalism, such as repeated tardiness or absences, which may need remediation through academic consequences. However, these should be given careful consideration and be well justified. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section of the syllabus.

ASSIGNMENTS

25 Title 5 §55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list nor does it mandate the way in which those assignments are written. Rather, the outline must “specify types or provide examples.” The assignments used by the instructor of record for a section of a course are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives, appropriate rigor for the level and difficulty of the course, and a likelihood that they will lead support to students achieving understanding of the those objectives and the ability to perform the Student Learning Outcomes.

Assignments: It’s in the Way That You Write It

35 Given the multiple audiences for a COR (students, instructors, articulation officers, university faculty), college faculty should discuss how assignments will be presented on a COR. Per Title 5 §55002(a)(3), assignments may be “types or examples” which should prompt curriculum committees to discuss whether a more simplistic list of types of assignments provides the various audiences of a COR with useful information, or if a more stringent standard for writing examples of assignments is appropriate. For example, examples of assignments could be written similarly to an actual assignment prompt with the intended rigor of the course evident in the sample. When

5 writing is required in a sample assignment, instructors should indicate the mode or type of writing and the length of the assignment. Also, assignments may be written to highlight skills and abilities listed in objectives. For example, a type of assignment could be “written assignments that show development of self-criticism.” In any case, the assignments should be written to show the level of rigor for the course, especially when the course requires college-level work or is a course in a family of courses which are distinguished by a progression of rigor.

10 When writing an assignment, faculty should include the purpose of each assignment, including articulation and applicability for C-ID.. For example, rather than just stating “group project” the faculty member could add “Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.”

15 **Other Considerations for Assignments**

In order to best suit the needs of the audiences of your COR, there are a variety of considerations to keep in mind. In some situations, optional and alternate assignment examples should be included to provide options that improve access to coursework for all students. (e.g., an alternate assignment may be allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets in order to ensure equitable access to learning experiences among all students.) In addition to examples of alternate assignments, CORs could contain examples of out-of-class assignments. If so, those examples must be sufficient to show independent work equal in rigor to the expected hours of independent study determined in the hours to units formula to meet the minimum study time hours of work per week beyond class time for each unit of credit. In addition, examples of assignments might also include any supplemental reading beyond the required texts if the faculty author of the course believes it is necessary to codify the material on the COR. Finally, while it is not required that the example assignments be so organized in the order they would be used in class within the course outline, giving some thought to this can promote an implementation strategy that leads to a more effective learning experience.

30 The following table shows examples of assignments that provide appropriate evaluation to support specific course objectives:

Objective	Assignments Written as Types	Assignments Written as Examples
Define and demonstrate an understanding of general theatre terminology.	Participation in class discussions about plays.	Working with several classmates in a group, review a list of theater terms and provide a two-to-three sentence definition of each.
Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which	Textual analysis in discussion and writing and required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and	Read August Wilson’s <i>Fences</i> and write a three-page essay on the themes of masculinity in the play.

represent the influence of diversity (such as of gender, cultural background, class, sexual orientation, and historical period).	global perspectives.	
Observe and analyze the various components of a theatrical performance.	Written analysis of several live performances of amateur and professional theatres presented during the academic term.	Write a three-page analysis of a local theater production which focuses on the elements of lighting and blocking.
Observe and analyze the various components of a theatrical performance.	Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.	The class will be divided up into groups of 4-6 people. As a group you will become a theatre and will perform a series of functions that every theatre must have including choosing a play to produce, and doing all that needs be done in order to produce it.
Differentiate between the play as literature and the play as performance.	Listening and viewing. Study of plays on videotape (DVD) and audiotape Preparation for participation in daily analysis of texts and performances by watching video performances of a play currently being read by the class.	Watch Hamlet's "To Be or Not To Be" soliloquy from the 2000 Ethan Hawke version of <i>Hamlet</i> and write a one-page essay describing how the stage direction found in Shakespeare's text is realized in the film.
Evaluate the effectiveness of theatrical techniques in performance	Interpretive analyses of published critical reviews of performances and plays.	Read the excerpt provided from the "Writing for the Stage" chapter of Vaclav Havel's <i>Disturbing the Peace</i> and discuss his opinions on his own technical achievements and failures.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials have evolved with technology, including required texts and other materials in the classroom to support the curriculum. It's important to base the process first on the Title 5 requirements for standards of approval and other sections relevant to educational materials. While Title 5 § 55002 does not require that materials be listed on a COR, it does indicate that "resource materials" are a criterion that must be considered by a curriculum committee prior to recommendation for approval. Other Title 5 sections §59400(b-c) specify

regulations for electronic materials that should be considered when placing required materials on a COR. Fully electronic materials should comply with all 508 compliance rules for disabled student access.

5 **Materials other than Books**

While Title 5 does not directly address other required learning materials beyond the reading assignments, this section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

10

Required Materials and Articulation

Primarily textbooks and resource materials specified on a COR plays a central role in the articulation of a course. Any required materials should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Required texts can also identify the rigor of a course, especially in courses within a program sequence or a family of courses.

15

The currency of textbooks is an important consideration for articulation and can vary greatly from subject to subject. Some courses may use reference manuals that are long standing icons of their respective fields. On the other end of the spectrum, UC and CSU generally require texts that are no more than five to seven years old. Some C-ID descriptor require certain types of materials or texts as well. Explanations should be provided when texts are more than five years old. In STEM disciplines or any course that uses a required lab manual created by faculty, faculty should include the manual on the COR and they should be encouraged to update it regularly.

20

25

Materials for Courses Offered via Distance Education

For courses that are available for distance education instruction, educational materials appropriate for that teaching modality should also be included on the official COR either as required or as options for instructors. In addition, in both face-to-face courses and distance education courses, faculty may choose to use digital materials that are available at no or low cost to students, often referred to as Open Education Resources (OER). OER are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. OER materials should be vetted by faculty in the discipline prior to adoption as required materials. Official statements from both the CSU and UC articulation officers are forthcoming regarding the acceptance of OER textbooks for articulation, but faculty should ensure that the materials they choose will allow for transferability.

30

35

DETERMINING LEVELS BELOW GRADUATION/TRANSFER AND CB 21 RUBRICS,

Basic skills status is an important discussion that must take place on your campus and among discipline faculty and administrators. Curriculum committees should work with discipline faculty members to consider the mission and the courses that make up the degrees. The courses must be compliant with Title 5 which indicates anything used for a degree or transfer cannot be coded as basic skills.

40

Basic Skills and Title 5

While Title 5 does not allow basic skills courses to be coded as degree-applicable, degree-applicable courses can be below transfer. Title 5 §55062, states that below-transfer courses may be degree-applicable if one of the following items applies when they fall into the following categories:

- All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.
- English composition or reading courses not more than one level below the first transfer-level course. Each student may count only one such course below transfer level for credit toward the associate degree, (reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit.) English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.”
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

Local curriculum committees should be involved with the determination of what constitutes a basic skills course and make recommendations regarding basic skills status. While colleges may approach this conversation differently all around the state depending on their reasoning, alignment with existing degrees and student populations, the decisions about what constitutes basic skills courses and their designation should be under the auspices of the curriculum committee . While there are no simple answers or formulas, a course cannot be considered basic skills if it is degree applicable, even if it is pre-transfer.

Pre-transfer Courses and Degree Applicability

Some colleges use pre-transfer courses for degrees and certificates that are part of career technical programs or curriculum where transfer-level math or English are not considered standard. In this case, even though a course is considered pre-transfer, it could not be coded as basic skills if it is used to complete degree requirements. Title 5 allows one course below transfer in English and Reading to be degree-applicable and two courses below transfer in math to be considered degree-applicable (Intermediate Algebra and Algebra). Courses outside of the major and general education pattern can also count towards the 60 semester units required for the degree.

Graduation requirements in English are transfer level. If a course in English is credit and one level below transfer, it can be degree-applicable, but it is not adequate for degree completion. The course units can count towards the degree, but a student must complete transfer-level English to meet graduation requirements.

Aligning Basic Skills Curriculum with the CB 21 Rubrics

5 In determining levels below transfer, whether pre-transfer or basic skills, curriculum committees should work with discipline faculty to align a course with the CB 21 rubrics. The CB 21 rubrics are credit rubrics adopted by California community colleges to provide a matrix for comparing
10 courses across the system and reporting student progress through basic skills. The rubrics are not comprehensive standards nor grading rubrics, but rather outcomes that should be evident at each level described that have been universally defined by community college experts based upon research and nation-wide scans. The noncredit rubrics are defined so as to align with credit outcomes at each level. Importantly, the data element dictionary from the Chancellor's Office for CB 21 does not refer to "basic skills". Courses coded with CB 21 are courses PRIOR to TRANSFER. Some courses prior to transfer are degree-applicable and others are basic skills. The new CB 21 identifies those courses in a sequence that lead to the transferable Reading, ESL, English and Math courses. Assigning a CB 21 level does not always indicate that the course is basic skills.

15 If there is on-going difficulty in determining the level of a course below transfer, the curriculum committee should work with discipline faculty to analyze existing prerequisites or advisories to aid in the determination of where a course falls on the CB 21 rubric levels. In addition, if the rubrics raise questions about existing prerequisites or advisories, discipline faculty may need to
20 examine data concerning student success along the pathway and re-evaluate the current curricular pathways.

Determining College Level Coursework

25 Finally, while Title 5 §55062 speaks directly to the courses below transfer that may be included as degree-applicable (one level below in Reading and English/writing and two levels below in math), colleges are permitted to decide what courses they feel are college level. Title 5 §55002(b)(1) lists other types of course that may be nondegree-applicable credit courses: These include the following:

- 30 • courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- 35 • precollegiate career-technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career-technical courses or programs;
- essential career-technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

40 ELEMENTS THAT APPLY TO NONCREDIT COURSES

General Notes

45 Unlike credit courses which may cover a wide array of disciplines and topics, Education Code Title 5 §84757 stipulates the areas in which noncredit instruction course outlines may be created.

Given these restrictions, a faculty member must ask at the onset of creating a course outline of record whether the credit or noncredit option best supports student access and success. One local question that needs to be ascertained is if the Course Outline of Record (COR) is the same for credit and noncredit courses. Some of the elements listed in the previous section “Elements That Apply to Credit Courses”, in part, are repeated in the following pages, although they are not identical. However, for the faculty member, it may be useful to review both sections for additional ideas and to develop a broader context of curriculum development.

There is only one standard for approval mandated by Title 5 for noncredit courses, (§55002(c)1). This standard places the burden of rigor upon the curriculum committee to determine that course elements detailed herein are appropriate for the intended students.

As stated earlier in this paper, SLOs should act as a key driver for many elements of both credit and noncredit courses. Per the standards, the assessment data collected by faculty on outcomes must then be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links Course Student Learning Outcomes (CSLOs) found on the COR to Program Student Learning Outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, it’s imperative that faculty begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

CONTACT HOURS

For noncredit curriculum, the expected total contact hours (as used in student attendance reporting) must be contained within the Course Outline of Record. While noncredit courses may provide for coursework outside of class time, it is not required; therefore, it is permissible that the contact hours listed on the COR will encompass all of the course activities and learning time.

CATALOG DESCRIPTION

The purpose of the catalog description is to convey the content of the course in a brief and concise manner. Because the catalog description is the primary way in which course information is disseminated, it is important that it contains all essential information about the course. Noncredit courses are designed to meet the needs of specific groups and/or to achieve a specified objective. While all community colleges courses are open to all students, it is appropriate that a course designed for a particular population be advertised with that population in mind. “Childcare Skills for Parents”, for example, would be open to all, but would be clearly described in the catalog as a course designed to meet the needs of this specific population.

Noncredit instruction courses can play a prominent role in programs to demonstrate competency and completion, therefore, students are more likely to need information for planning their

5 programs, as do counseling faculty for advising them. Faculty, staff, and students at other colleges use catalog descriptions to evaluate the content of the courses that incoming students have taken at the originating institution. Outside reviewers, who base their assessments on the information printed in the catalog, can include college accreditation visitation teams, matriculation site visits, individual program accreditation reviewers, or credit faculty considering the allowance of a credit-by-exam.

Important Course Content and Educational Planning

10 The heart of the catalog description is the summary of course content. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read and avoid confusing students with unnecessary detail. To save space in a catalog, many colleges use phrases rather than complete sentences. For noncredit courses that may act as development or prerequisites to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to clarify a logical pathway for students intending who pursue this route.

20 In the catalog description of a noncredit course, it is useful for student educational planning to include a statement about the students for which the course is intended. For examples, the description might include the language “first course in the auto collision repair program,” or “intended for students in health and safety education programs.” or “prepares students to successfully qualify for employment in the XYZ industry.” In addition, it is a useful practice to include the course’s ability to articulate or lead to credit coursework if such opportunity exists. In addition, one should list entry advisories and the courses for which this course provides preparation.

Schedule Flexibility in the Description

30 Noncredit courses are often offered in a short-term or flexible formats such as open entry/open exit. The catalog description should describe term lengths, and any attendance requirements that result from this scheduling. There may be pedagogical, logistical, or scheduling reasons why students would need to repeat a course or take two sections simultaneously. Since this can greatly benefit student success, the faculty member writing the course outline should consider illustrating those options in the catalog description. Finally, many colleges find it useful to include the scheduling parameters or terms in which the course is intended to be offered, for example, “Summer only,” or “Weekend Program.”

Course Expenses and Required Materials

40 Field trips, required materials for the course, and other probable expenses should be listed in the catalog description. This alerts students to possible expenses that may influence his/her decision to enroll in a course. Under current regulation, it is not permissible to charge a general materials fee where a student does not walk away with a physical object or permanent access to some body of knowledge as they would with a book, or to require online materials to which the student does not have access for a minimum period after the conclusion of the course.

45 Examples of Noncredit Course Descriptions

Several examples follow which illustrate some of the above elements of catalog descriptions.

Example #1: In this first example, there are two courses in a sequence, which are described, as are the intended students and what their expected entry-level skills already should be. It also includes a general note that the students will be using a computer as a part of the course.

5

Beginning Citizenship
Advisory ESL: Intermediate 1

10 This first class focuses on the development of spoken English skills and general knowledge of American History and United States Government. It prepares students for passing the written test to become a citizen of the United States. In this class, you will learn:

- U.S. History and government as they apply to the Citizenship examination process.
- Basic skills and techniques used in oral interview.
- 15 • The reading and writing skills required for testing to become a citizen.
- How to complete and submit the application for Citizenship.
- What additional documentation you will need.
- (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

20

Example #2

This second example of a catalog description makes it clear that this is an intermediate course, and describes a required book purchase as well as the basic objectives of the course. When developing a course, refer to the required reading element in the credit section above if a noncredit course includes any required materials or equipment. This catalog description also makes it clear that this is an intermediate course.

25

Citizenship Interview
Advisory ESL: Intermediate 2

30

This class follows the Beginning Citizenship class. It is designed to develop student interview skills for those who are waiting for their oral interview. Students should have at least an intermediate level of English reading, writing and speaking skills. In this class, you will attempt the following:

35

- Practice interview questions related to the required documentation and forms.
- Practice interview questions related to the history and government of the U.S.
- Develop English dialog skills specific to the testing process.
- 40 • (Note: students will be required to use computer-based testing to practice Citizenship testing in this class. All computers and testing materials will be provided.)

40

Example #3

This third example is very clear about the expectations on incoming students and what they should expect when taking this class. It specifically describes unusual logistical parameters while specifically encouraging those who might be impacted by this to enroll.

45

Basic Math Skills

5 This beginning course is intended to cover basic arithmetic concepts beginning with the basic operations of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percentages. This course may be used for five credits in the High School Diploma program under subject (E) Mathematics. Required textbook may be purchased at the campus bookstore.

Example #4

10 The following catalog directions are very clear about going to the preferred campus for placement and registration. This is particularly important in this case, because the intended student probably will not be the primary reader of this information.

English as a Second Language (ESL) Literacy

15 Advisory: Literate in native spoken language, semi-literate in native written language.

20 Students will be oriented to the classroom environment and the ESL learning processes. Class emphasis will be on oral English and development of introductory reading and writing skills. Class will take guided walks around campus to develop vocabulary and beginning conversational skills. Mobility challenged students welcome.

25 Note: For all ESL students: Please contact the campus counseling office at the following numbers or locations for each site. Plan to schedule an appointment to speak with a counseling representative for placement assessment and class registration. All students may speak directly to a counseling representative by "walking in" to the Counseling Office of any campus during the hours of 9:00 a.m.-4:00 p.m. Monday through Friday.

30 These examples above illustrate the ability to provide, in the briefest form, the necessary information for students to plan for and meet their educational needs. It is critically important that the catalog be up front about both fiscal and logistical impositions the course may have.

Requisites

35 It is also important to note the use of requisites and advisories. These should follow the same rules as those for credit courses, but Title 5 §55002 places no requirements around the establishment of them in noncredit instruction. However, the section on requisites and advisories, §55003, does not differentiate between credit and noncredit courses. The process and need for developing and implementing requisites applies to all courses. In general, the purpose should be to provide either a requisite, or some elementary guidance with a strong recommendation to seek counseling advisory services. The noncredit course faculty author should consult with the curriculum chair or other local resource to determine local policy. If local policy allows for this, 40 the faculty member should review the prerequisite, corequisites and advisories element in the credit segment above.

College Catalog Course Description Checklist for Noncredit

- 45
- Course number and title
 - Status (noncredit versus credit or others)

- A content/objective description, as per above
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Prerequisites, corequisites, advisories, and other enrollment limitation(s)
- Repeatability
- 5 • Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework
- Field trips or other potential requirements beyond normal class activities

10 Note that the course description in the class schedule is generally an abbreviated version of that in the catalog and has no specific requirements under Title 5 regulation.

OBJECTIVES

15 The purpose of the Objectives section on a noncredit course outline of record is to convey the primary components leading to student achievement of the course's intent and demonstration of the course's Student Learning Outcomes. The objectives should highlight these components to ensure that course delivery causes students to achieve the intended learning results, and bring to the forefront what must be focused upon by any faculty delivering the course. Please review the credit section of this paper for a definition of objectives and the distinction between objectives and Student Learning Outcomes.

20 The format for each objective typically begins with the phrase "Upon completion of this course, the student will be able to...". These are sometimes referred to as "behavioral objectives." There are several considerations to writing the Objectives section. First, the hundreds of specific learning objectives do not have to be so thoroughly documented such that each one is listed.

25 These can be distilled down to a manageable number, commonly no more than twenty and are often less than ten. The key is grouping individual items into sets which share commonalities. For example, a citizenship course might have many detailed items for students to learn in the area of cross-cultural comparisons, but the collective statement in the Objectives section might be "...become familiar with traditions and behaviors in a variety of cultures." Or an automotive

30 class might take two or three weeks to discuss the processes for servicing fluids on a vehicle, but the combined learning objective might be summarized as "...look up, print out and complete a 3,000 mile service checklist upon a late model automobile." Note that each statement is really a collection of objectives rather than a single objective. And the focus highlights a level of learning that is appropriate to the skills being developed.

35 Unlike in credit courses, students enrolled in noncredit courses are not required to demonstrate or be assessed on critical thinking or to prepare students for directly using skills in the cognitive levels normally associated with critical thinking. However, in some cases, course objectives and outcomes may require that students demonstrate higher cognitive levels if the students are to be

40 considered successful. While it would not be expected that a noncredit student would achieve a significant mastery of this skill in one course, the groundwork for future noncredit and credit courses should be laid out such that if they continue to practice, experiment, and learn, they will eventually become such a master. When reviewing the specific learning items and writing collective objective statements, keep in mind the cognitive levels expected of students in each

45 area.

CONTENT

5 The format used for the course content section is commonly that of an outline. The topics are typically arranged with major and minor headings. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical.

10 Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

15 Content is subject based, so need not be expressed in terms of student capabilities or behavior. However, as mentioned in the Standards for Approval in Title 5 § 55002, the content should be obviously relevant to the objectives. If, for example, a content item for an auto body and painting course were “Art forms and colors” it might be appropriate to expand upon this such as “Stylistic art forms and color considerations—relative to historical and current automobile designs” to help clarify the actual need for this.

20 Career Development and the College Preparation (CDCP)

The enactment of the Community College Funding Legislation established the Career Development and the College Preparation (CDCP) program. Changes to funding in 2014 has allowed for an expansion of this program. Certificates are offered in several areas of study.
25 Colleges may offer noncredit programs of two or more courses to prepare students for employment or to be successful in college-level credit coursework.

30 Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code §84760.5 governing Career Development and College Preparation (CDCP) programs.

35 METHODS OF INSTRUCTION

Similar to credit courses, Title 5 §55002(c)(2) sub-section requires defining the course outline to specify instructional methods, but does not mandate a comprehensive list of instructional methods. Rather, the outline must “specify types or provide examples.” Thus faculty have the freedom to select instructional methods to best suit their teaching style and support student
40 success. The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples of instructional activity included on a COR. In all cases, the methods of instruction should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and performing the Student Learning Outcomes. Additionally, since noncredit courses focus more on

skill building than the accumulation of units toward an award, they enjoy more flexibility in scheduling (variable unit hours of class, open-entry/open-exit scheduling, etc.), and instructional methods on a COR should be equally flexible. Methods of instruction should also reflect an awareness of the various levels of preparedness students bring to the class since many noncredit classes do not have prerequisites and are not part of a sequence of courses.

In many cases, the environment in which the learning occurs needs to be described. While any course should be crafted to be as flexible as possible to accommodate differences in setting, many courses such as lab courses rely very heavily upon their environment as a critical element of the learning experience. However, this should be framed in the context of types and examples such as “The student will learn by demonstration and repetition to select the proper tools needed to complete the assigned task” versus “The student will learn by demonstration and repetition to properly choose a #2 Phillips screwdriver, a 4 oz. ball peen hammer, and a pair of right-cutting tin snips to complete the assigned task.”

Describing the methods of instruction tends to imply a description of what the instructor will be doing to cause learning. While this may be included, the focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. For example, describing what the ESL student will do in an instructional component about verbal dialog, to interact as a presenter and as a listener, are both learning elements that are the methods of instruction, and this description clearly lays the groundwork for developing or refining the evaluation criteria.

The following are examples of instructional methods that might be included on a COR that are indicative of rigor and aware of the various levels of preparedness and the flexible scheduling of a course:

Objective	Method of Instruction
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Instructor will demonstrate the proper techniques of stretching and shrinking sheet metals, for annealing and cold-working sheet metals. Students will practice and develop these skills using common shop-hand tools.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students will review various in-class videos specific to this objective and will participate in in-class dicussions prior to reviewing and completing the course workbook un the segment pertaining to U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class lecture and videos defining in-home safety hazards for children after which students will complete in-class participation activities designed to promote a discussion about student experiences growing up around in-home hazards.
Develop a balanced and nutritious weekly menu and properly prepare and serve common	Lecture and reading assignments to develop a general understanding of basic human

nutritious meals in a safe and sanitary manner.	nutritional requirements, followed by a practical exercise in researching food costs among various food groups and across generic versus named-brand sources.
Develop a vocabulary of words commonly used in the field of child development along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Introductory lecture followed by unlimited self-paced use of audio and video recordings coupled with numerous in-class language development practice/participation sessions.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Introductory lecture coupled with workbook practice sessions to develop calculation skills, followed by review of scenario videos demonstrating proper customer communication and resolution practices.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	In-class review of several international documentaries of pandemic exposure of children to various unchecked health disasters, followed by in-class discussions and further lecture reading about symptomology of common childhood ailments.

METHODS OF EVALUATION AND ATTENDANCE

5 Title 5 does not mandate a comprehensive list of methods for evaluation. Rather, the outline must “specify types or provide examples.” The methodologies used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the methods of evaluation should be presented in a manner that reflects integration with the stated objectives and methods of instruction, and demonstrates a likelihood that they will lead to students achieving those objectives and successfully meeting the course Student Learning Outcomes.

10 Moreover, it is permissible to provide a grade or element of having satisfactorily completed the learning experience in noncredit courses. Title 5 allows for the awarding of grades in noncredit courses, including courses which are a part of a high school diploma or may be accepted for high school credit by high schools. The grading policy for noncredit courses is defined in Title 5, 15 §55021(c) and allows for grading if local policy allows it. However, in summer of 2016, the Board of Governors approved a change in Title 5, §55023 to allow for another grading option for noncredit courses. This change provides the “Satisfactory Progress” (SP) grade as an option for colleges with noncredit courses, but its use would not be mandatory. The options for grading then include Pass (P), No Pass (NP), and Satisfactory Progress (SP).

20 Like credit courses, the requirement for integrated objectives, methods of instruction, and methods of evaluation is no less challenging due to the constraints often perceived by many noncredit students about “not passing.” The fact of having failed is often used not as an excuse to dig in and try harder but rather as a justification for not proceeding any further. So, it could be

argued that a primary goal of evaluation in noncredit is to help the student learn how to be successful in spite of a single performance or sequence of performances that may be less than satisfactory.

- 5 The following table provides examples of course objectives in a noncredit course and appropriate methods of evaluation:

Objectives	Method of Evaluation
Repair various types and grades of damaged sheet metal back to paint grade quality using common shop-hand tools.	Evaluation of various practice pieces culminating in a color painting of the final project piece for subsequent evaluation and determination of flaws and their cause.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	Students review, re study and reattempt workbook questions until responding successfully to a certain percentage of the questions
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	In-class evaluations by instructor and student participation in feedback sessions to provide a diverse spectrum of safety examples, concerns, and solutions.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	Students implement the developed weekly menu for one week and self-evaluate using provided forms to report results in a class-reporting session.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Evaluation of in-class participation as discourse becomes more sophisticated throughout the term of the course coupled to scenario practice with audio recordings for feedback and guided self-evaluation.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Students successfully complete three differing types of estimate and invoice preparations and transact them with the instructor or aide acting as the customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Reviewing videos or scenarios of children in normal settings. Students will correctly identify at least four abnormal conditions.

Attendance

- 10 Since noncredit courses, by definition, do not carry unit amounts, attendance is crucial to determining methods of evaluation. Therefore student attendance requirements should be included in the COR. Title 5 §55002(e)(1)

- 15 The number of actual student contact hours must be indicated on a noncredit COR and recorded by the instructor. . In regards to attendance for Open Entry/Open Exit Courses, the maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined

by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course” and included on the COR. (Title 5, § 58164(e)).

5 While many programs with outside agency certifications have very strict attendance requirements, students who fail to log a stipulated number of hours of attendance are ineligible to receive certification for program completion, and this in turn obliges faculty to include attendance as a necessary component in evaluation. In these cases, it is very important that attendance requirements and the subsequent evaluation thereof be clearly laid out in this section.

10 For most objectives it would be difficult to demonstrate that attendance is evidence of proficiency. On the other hand, it could be reasonable to argue that non-attendance, particularly during periods of proficiency demonstration, is legitimate grounds for a reduced or failing evaluation. Additionally, there may occasionally be topics, affect or attitudes which the instructor wants to be certain students learn but feels cannot be evaluated by typical assessment practices. An example is an aspect of professionalism such as repeated tardiness or absences which may need remediation through academic consequences. However, these should be given careful consideration and be well justified.

20 ASSIGNMENTS AND/OR OTHER ACTIVITIES

Title 5 §55002 establishes the requirement for assignments in the course outline, but does not mandate a comprehensive list. Rather, the outline must “specify types or provide examples.” The assignments actually used by the instructor are to be consistent with, but not limited by, these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives and the course Student Learning Outcomes.

30 For many areas of study, the organization or sequence of learning is very important. While it is not required that the example assignments be so sequentially organized in the course outline, giving some thought to this can promote an implementation that leads to a more effective learning experience.

35 There are several key features regarding assignments in an integrated course outline. The purpose of each assignment is connected to one or more objectives. In some cases, particularly at the lower cognitive levels, the objective and assignment appear identical or very similar. For example, the integrated outline is one where the objective of being able to child-proof a house is in part learned by doing just that, i.e., making a house safe for children. It is clear that there are student performance expectations, and that these are emphasized in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

40

The following table provides examples of courses objectives and appropriate assignments:

Objectives	Assignments
Repair various types and grades of damaged	Using common shop-hand tools, the student

sheet metal back to paint grade quality using common shop-hand tools.	will repair at least three different types and/or grades of damaged sheet metal back to paint grade quality.
Define and demonstrate an understanding of U.S. History as it pertains to citizenship.	The student will read and properly respond to questions in a course workbook in the subject area of U.S. History.
Define and demonstrate an understanding of the proper methods to safely secure a household from potential dangers to children under the age of ten.	Using a simulation scenario, the student will properly secure a household from potential dangers to children under the age of ten.
Develop a balanced and nutritious weekly menu and properly prepare and serve common nutritious meals in a safe and sanitary manner.	The student will develop a balanced and nutritious weekly menu within a specific budget that will include predefined nutrition parameters as assigned.
Develop a vocabulary of words commonly used in the field of XXX along with a comprehensive understanding of the word usage and the ability to effectively pronounce and enunciate the learned vocabulary.	Using the XXX vocabulary workbook, the student will participate in in-class narrations of words, sentences and paragraphs contained within the lesson workbook.
Perform elementary arithmetic calculations within workplace scenarios such as properly counting back change or preparing a service order tabulation for a cost estimate.	Utilizing in-class scenarios, the students will prepare an invoice and estimate, properly tabulated, and will transact payment and correctly provide change to a customer.
Recognize and identify various types of normal and abnormal behavior or symptoms in children and determine a proper course of action, if such is warranted.	Utilizing online research materials, the student will produce written descriptions of the symptoms of five common childhood ailments to include the flu, mumps and the measles.

RELEVANT ADDITIONAL COURSE OUTLINE ELEMENTS AND CONSIDERATIONS

MODALITY OF INSTRUCTION DISTANCE EDUCATION

- 5 Per Title 5 § 55206, in order to offer a section of a course fully online or in a hybrid format, separate review process is required to ensure that a course taught at a distance is taught to the Course Outline of Record and to ensure quality through regular and effective instructor-student contact as established in Title 5 § 55204. Although this requirement exists, there is no requirement that documentation of the separate approval appear on the Course Outline of
- 10 Record. Typically, this separate review is achieved through the use of a “distance education addendum” which establishes local criteria for authorizing a course to be taught using a distance education modality. However, an option for a college that wishes to note approval of an addendum on the official Course Outline of Record may be to include distance education as an option among the methods of instruction on the COR. Including this note on a COR may be
- 15 important, as the Course Outline of Record is the basis for articulation, and it is imperative that all sections of a given course achieve the same objectives regardless of instructional modality.

COURSE CALENDAR AND MAXIMUM CLASS SIZE ENROLLMENTS

5 Title 5 is somewhat silent about both session or term lengths (calendar) and maximum class enrollments class sizes. Both are considered to be academic and professional matters; however, both are also commonly issues that are negotiated elements between faculty collective bargaining units and the college administration.

Areas for Discussion Between Senate and the Bargaining Unit

10 If bargaining language or district policy language on either the calendar and length of terms and maximum class enrollments is not satisfactory or is leading to scheduling or enrollment situations which do not seem pedagogically sound, it is critically important for the curriculum committee chair to initiate discussions between the local senate president and bargaining agent. In cases where district policy and contract language calls for a committee review and various
15 signatures, there needs to be clear policy for how to proceed when a disagreement occurs.

Determining Appropriateness of Short-Term Offerings

20 Discipline expertise is the single most qualified source to appropriately determine if offering a course in a shorter term or session is feasible. While in most bargaining agreements, the administration has the right of assignment and creates the schedule, faculty should take the time to make a determination if a course can be offered responsibly during a short session or term and make that determination known to the bargaining unit as academic calendars and terms/sessions are negotiated. Faculty are obligated to monitor these practices, and to be diligent in maintaining high standards of rigor and quality, one way to do so would be to create policies on short-term
25 course offerings at the college

30 If a course is to be offered in a five or fewer week format such as in a summer session, or an even shorter time frame in a winter intersession, faculty should determine if the course can be offered in a way to uphold standards and rigor, it can be mathematically worked out into terms of traditional semester or quarter loads for both faculty and students. Faculty can consider the impact on a typical term's workload or a student's course load to determine if teaching the course in a shortened time frame is feasible. For example, a five-unit course taught in a four-week format is equal to 133% of a faculty's full-time load in most districts where a full load equals 15 class time hours per week in a traditional semester, and would represent anywhere
35 from a 133% to 150% load for the student. Under those terms, faculty can ascertain if instructional quality is maintained for each and every student within that class, regardless of any delivery constraints, including the viability of the total number of student learning hours during the shortened term. When making the determination, faculty should ask if this affects the opportunity for student success irrespective of who teaches the course or what types of services
40 may or may not be available given the drastically shorter term.

45 It is also important to note that in many districts the calendar itself is a negotiated item. Given the impact of course quality and the parameters set in a COR to ensure that quality, the senate representatives and bargaining unit representatives leading into such negotiations should engage in discussions related to the length of terms that include sound pedagogical parameters. These

discussions should be based on legitimate research that demonstrates the fiscal or other pedagogical benefits of such adjustments.

Determining Appropriateness of Class Maximums

5 The presence of a maximum class enrollment number on the Course Outline of Record, though not required by Title 5, is also an area of shared purview between the senate and the collective bargaining unit. The extent to which the class' maximum enrollment is included on the Course
10 Outline of Record and the role of the curriculum committee in determining that class maximum varies with every bargaining agreement, and curriculum chairs and senate leaders should have wide-ranging and honest discussions with representatives of the bargaining unit to develop a process for setting class maximums that places the interests of students at the forefront. The
15 ASCCC paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*, adopted in spring 2012, provides more detailed information on criteria for setting class maximums and examples of effective practice from the field. Title 5 does make the recommendation in §55208 to consider curriculum committee review of class size for distance education courses. In some
20 districts the determination of class size by the curriculum committee has been negotiated by collective bargaining units in conjunction with local academic senates. However, before any discussion is held and decision is made for setting class maximums, proper documentation of that agreement for each course is crucial to maintaining the integrity of the standard during the life of the course outline.

OTHER LOCAL ELEMENTS

25 During the process used to develop or revise a Course Outline of Record, there may need to be review by other disciplines. Departments or colleges in a district may need to be aware of pending changes to mitigate unintended consequences. Many colleges have the practice of requesting discussion between disciplines or departments if a course might be seen as encroaching on more than one discipline (e.g. both the Theater Arts and Mass Communications
30 departments might be consulted before a Film Studies course is approved). Colleges in a multi-college district might have a process for discussion of courses that are common or similar between colleges in the district to provide broader academic opportunities for students.

35 In addition, it has been considered "good practice" by the Chancellor's Office for there to be discussion with the college library faculty and staff to check if appropriate and adequate library materials and services are available to support the course.

40 There may be some other locally required data elements that are needed for the local curriculum management/tracking system that aren't normally included in the outline itself, such as the course's active or inactive status, multi-college district curriculum approval elements, GE area requirements (CSU Breadth, IGETC, local patterns), and C-ID Numbering.

GENERAL CURRICULUM CONSIDERATIONS

Local Processes and Autonomy

Education Code §70902 authorizes academic senates as the primary recommending faculty body in the area of curriculum, while Title 5 §55002 requires the creation of local curriculum committees, which are charged with approving courses and programs. However, district governing boards are the final approving body, and the California Community College Chancellor's Office is tasked with ensuring compliance and charting locally approved credit curriculum.

Course and Program Approval

For individual credit course approvals, including stand alone courses, the Chancellor's Office can waive the requirement for statewide approval through a certification process which attests to the fact that college curriculum committees, and their parent senates and governing boards, are in compliance with standards set forth in the *Program and Course Approval Handbook*, (CCCCO, 6th edition). As a result, these courses can be locally approved.

Because the Chancellor's Office maintains the authority to approve new programs for degrees and certificates, Course Outlines of Record must be submitted with program approval requests. The Chancellor's Office is also required, according to Title 5 §55150 (a), to approve all noncredit courses.

For more information about the development of certificates and degrees, as well as the requirements for Chancellor's Office program approval, refer to the *Program and Course Approval Handbook*.

Program Review and the Course Outline

The course outline plays a critical role in the on-going process of program review, which is how a college keeps its curriculum relevant and allocates its resources appropriately. For the most part, when a college has an effective comprehensive planning process in place, the results of program reviews drive most other college decision-making. The Course Outline of Record is a critical element of any program review process because it lays the foundation for all learning needs such as facilities, equipment, supplies, and staff. Additional guidance on the broader subject of program review can be found in the ASCCC publications *Program Review: Developing a Faculty Driven Process* (ASCCC, 1996) and *Program Review: Setting a Standard* (2009). It is important to remember that the requirement for cyclical program and course assessment and review does not come solely from Title 5 or the Education Code. It is also a central requirement for remaining an accredited institution by the Accrediting Commission for Community and Junior Colleges. The presence of effective program review processes can ensure that Course Outlines of Record and other materials are kept up to date and relevant.

To streamline the course approval process, it should be recognized that not all changes in the Course Outline of Record are of equal impact. Full curriculum committee review should apply only to those changes which require re-evaluation of criteria to assure that standards in Title 5 and the *Program and Course Approval Handbook* continue to be met. To that end, the Academic Senate suggests the following guidelines for curriculum committee action on proposed course changes.

Full Review by the Curriculum Committee: Substantive Substantial Changes

Full review means a complete analysis of the entire Course Outline of Record by the complete curriculum committee and a motion for approval by the full committee. The following substantive substantial changes should trigger a full review:

- 5 • A major change in Catalog Description, Objectives, or Content which alters the need or justification for the course or calls into question the ability of the course to meet standards in Title 5 or the *Program and Course Approval Handbook*
- A change in units and hours
- A change in number of repetitions
- 10 • A change in credit/noncredit status
- A change in prerequisites, corequisites and advisories
- A change in modality, e.g. distance education (requires a separate review process)
- Course delivery in a highly compressed time frame
- Offering a course in experimental status
- 15 • Determination of imminent need to initiate expedited approval
- Placement of a course in a GE pattern
- Basic skills status

All proposals should be submitted with the written rationale for the change

20

Approved on the Consent Agenda: Minor Changes

Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, can be placed on the consent agenda for full committee vote. It is recommended that a prior review of these items should take place to ensure that the course changes are such that standards are not affected. At most colleges, this review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are expected to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.

25

30

It is recommended that the following minor changes to the Course Outline of Record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee, or whatever vetting process is agreed upon by the committee:

35

- A minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)
- A change in course number (within college policy)
- A change in course title
- 40 • Add/drop from an associate degree or certificate program (must continue to be of two year or less duration)

40

Again, a written rationale should accompany all proposed changes.

45 Information Item Only/No Action: Technical Changes

Some changes are technical in nature and require no review other than that of curriculum specialist and technicians who assist faculty to make the changes in the official Course Outline of Record. Others are within the areas of the course outline for which a variety of methods are permissible, provided that the course objectives are met and the course content covered.

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty or technical review committee. Revised course outlines should be transmitted so that the course file can be kept up to date.

- Non-substantial changes in term length (as long as the Carnegie relationship is maintained)
- Changes in the Text and/or Instructional Materials
- Changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully cover the stated content, and they would not trigger the need for a separate review re-evaluation such as is required for ensuring regular effective contact in distance education)
- Addition of a focus area to a special topics course

CALIFORNIA'S EDUCATION SEGMENTS, ROLES AND STUDENTS

Articulation between the segments is an important consideration in the development of curriculum and especially the Course Outline of Record, since this is the document most heavily relied on to establish articulation agreements. The process of articulation means to transition, or step from one rung of the learning ladder to another in what is hoped to be an organized manner. This can be from high school directly to a university or it can be a many-staged process such as high school – work – noncredit – community college – four-year university – post-graduate university..

Course Identification Numbering (C-ID) System and Associate Degrees for Transfer

With the mandate established by AB 1440 in 2010 for associate degrees for transfer (AA-T and AS-T degrees), the Course Identification Numbering system (C-ID) has provided course descriptors and numbers for all of the courses that currently are used in the Transfer Model Curricula (TMC). C-ID identifies comparable courses and provides an independent number, different from the control number assigned by the CCCC, to those community college courses that are commonly transferred to universities. That number is based on a course description called a "descriptor" developed by faculty from the discipline in the CSU and community college system. Colleges are required to submit their Course Outlines of Record for approval if a course is to be included in an Associate Degree for Transfer. Faculty should consider this system when developing courses or revising them, and should review the course descriptor to ensure that the course meets the requirements to qualify as a C-ID course.

CSU/GE Breadth and IGETC

The California State University General Education-Breadth and the Intersegmental General Education Transfer Curriculum are general education standards by which community college students can fulfill the lower division general education requirements of these segments prior to transfer. Individual courses are submitted for consideration by community colleges and reviewed by committees consisting primarily of CSU and UC faculty. Faculty must be aware of which features of this outline can assist in conveying the essential depth, breadth, quality, and appropriateness of a course as they relate to these general education standards. Communication with the college's articulation officer is crucial in these areas.

Courses can fail to receive approval for certification in a general education area in both systems for a variety of reasons. These include a failure to meet subject matter requirements, a narrowness of focus, or simply a failure to demonstrate sufficient quality, currency, and completeness.

Detailed explanations for qualifying courses for CSU-GE or IGETC along with the IGETC Standards can be found on the ASSIST website (www.assist.org). In addition, the college articulation officer will be familiar with these requirements and will be able to assist the faculty member writing or updating the Course Outline of Record.

Conclusion

Matters of curriculum are defined in statute as being under the purview of the academic senate and, through the senate, the curriculum committee. Course outlines of record are central to what is being taught in the classroom, regardless of modality or discipline, and it is imperative that the creation and vetting of course outlines of record be done by faculty members. While others may be involved in the process, including curriculum specialists and administrators, it is the faculty that must take the professional responsibility as well as primary leadership to ensure that course outlines of record are pedagogically sound. Ultimately, the creation and approval of course outlines of record must be for the benefit of students, must be a collaborative process involving faculty and staff, and must ensure that the highest standards for curricular quality and rigor are met.

APPENDIX 1: GLOSSARY

Advisories

A course, courses, or skill that a student ought to have taken or possess (but which is not required) prior to taking the course with the advisory.

Articulation

A process of establishing pathways for students to connect courses or programs from one learning segment to another, usually higher, segment.

Assignment

A structured set of tasks or accomplishments, usually with a defined work product to be turned in for review or grading.

Associate Degree for Transfer (ADT)

A degree which guarantees students admission into the California State University system upon completion of the degree at a California community college.

Career Technical Education (CTE)

Formerly known as vocational or occupational education. CTE courses and programs are designed to provide students an pathway to immediate employment. Programs within CTE can vary but are coded as CTE at the Chancellor's Office.

Catalog Description

A Title 5 requirement that should contain all the relevant information about a course that students, counselors, and reviewers will need for planning and review. (See Course Description)\

CDCP or Enhanced Funding

A special tier of funding for noncredit courses designed to attain short term occupational goals or to prepare a student for the workforce, workforce education or college education.

Certificate of Achievement

A reserved name for specific types of certificates granted to students and entered onto their transcripts for credit programs.

Certificate of Completion or Competency

A reserved name for specific types of certificates granted to students in some noncredit programs.

Chancellor's Office (CO)

Formerly known as the System Office. The California Community Colleges Chancellor's Office oversees the implementation of Title 5 and Education Code, as well as provides support and training to colleges in the CCC system.

Course Identification Numbering System (C-ID)

A supra-numbering system developed to allow for greater ease of transfer and articulation, both between California community college campuses and between the CCCs and California State University system schools.

Class time

A legal definition of time actually in the classroom, lab, activity area, or engaged in synchronous and asynchronous activities in a distance education course.

Community Service Offering

A course offering where the full cost of the course is paid for by the students taking the course. Such courses cannot be offered for credit and are not required to go through local curriculum processes.

Contact Hours

The actual hours a student is engaged in class time activities.

Content

Detailed items of a course outline that are focused on the subject area. They are typically organized in a taxonomy of groups and sub groups. They should be relevant to one or more of the course objectives.

Contract Education Courses

Courses offered by a college through a contract with another entity. Generally, the courses are funded by that entity and may or may not result in the awarding of college credit.

Cooperative Work Experience Courses

Courses with variable units designed to get students into the workplace while earning college credit. Students earn units based upon hours of work.

Corequisites

A course, or courses, that must be taken in conjunction with the course containing the corequisite. One example is a lab course to be taken with a corequisite lecture course. In the case of a corequisite the two must be taken together if the lab is to be taken. If it is to be allowed that the lecture can be taken prior or concurrently with the lab, then the lab should have both a corequisite and prerequisite on the lecture.

Course Description

Information about a course that is to be contained within the catalog description, the course outline of record, and the syllabus. (See Catalog Description)

Course Outline of Record

A document that districts must keep, per Title 5, describing the elements of a course. It is also considered to be the binding contract among faculty, students, and a district defining the terms and conditions for learning and evaluating performance.

Credit Courses

Courses that districts are authorized to deliver which, when taken by a student, will cause a permanent record of credit to be made in the student's transcript of record. Course credit status can also affect financial aid and fees.

Critical Thinking

A quality and intensity of thinking that is commonly described in terms of the taxonomy of verbs developed by Benjamin Bloom in 1956. It is commonly associated with the top three levels—analysis, synthesis, and evaluation. Title 5 §55002(a) and (b) require learning components of critical thinking in their respective standards for approval.

(CSU/GE) Breadth

The common general education courses and coursework required by the California State Universities.

Degree-applicable Credit Courses

A type of credit course that is transcribed in the student's record and can be counted towards transfer, a degree, or certificate.

Delivery

The method by which a course is conducted.

Discipline

A discipline, or subject area, of courses, which is usually as broad as or broader than a program area. For example the discipline of English could include the program areas of reading, writing, communication, English as a second language, etc.

Distance Learning (Distance Education)

Learning that is designed to have the regular face-to-face class time replaced by learning time where the student and instructor are separated.

Educational Program

A sequence of courses that leads to a defined goal which meets the mission criteria for California community colleges, as established in the Education Code.

Evaluation (Student Evaluation)

The act of determining that student learning has occurred for an individual student. It can be formative (to inform for the purposes of tailoring the learning experience) or summative (for the purpose of a final determination of the student's mastery of the subject materials).

Experimental Course

A course that is being delivered, usually for the first time, to determine a host of course factors, including student interest in the subject matter. Experimental courses must be approved through the regular curriculum process are given temporary latitude in one or more

areas where course outline of record components are not fully discernable, such as student interest.

Field Trip

A planned learning experience that requires students to relocate to a place appropriate to the learning experience being implemented. Field trips are generally expected to require travel beyond typical walking distances and can be out of state. There are regulatory requirements and Districts will have notification forms and may have insurance or other local requirements.

General Education

A designed compilation of courses that broaden the student's thinking capacity and capabilities beyond the major's area of focus. Such coursework should inspire in students curiosity in the wider world, self-reflection, and an increased engagement in the civic and social structures in which they live. Multiple general education pathways exist, including CSU Breadth, IGETC, and local patterns.

Homework

Coursework designed into the course to be accomplished outside of class time.

Independent study course

A course packaging option that is designed to offer one-on-one instruction with one or a few students to achieve specific goals beyond the current scope of existing courses. Such a course should be fairly specific, can collect apportionment, and has clear rules about faculty and student activities and interaction required.

Intensity

A quality or characteristic that defines the level of thinking being sought by the curriculum. With respect to the Standards for Approval in Title 5 §55002, intensity also refers to the student's capacity to study independently.

Intersegmental General Education Transfer Curriculum (IGETC).

A pattern of courses which, if completed by a student in community colleges,

allows that student to transfer to a CSU or UC campus and fulfills lower division general education requirements.

Lower Division

Generally understood as the first two years of a four-year degree. Community college degree-applicable courses are generally considered lower division courses.

Matriculation

The intentional processes or pathways by which students move from course to course or program to program and/or service within one college.

Methods of Instruction

An element in the course outline of record that describes the techniques that may be used to cause learning. These include lecture, group discussion, and synchronous or asynchronous interaction.

Mission

The mission for California's community colleges as defined in Education Code. The current mission focuses on transfer education, Career Technical Education, and basic skills education,

Modality

The primary instructional delivery method which describes the general relationship that exists between the students and the learning environment (which includes the faculty). Several modality examples are: face-to-face in a lecture, lab or activity; field trips, work experience, internships, or other real time emersion experiences; at a distance using real time interconnectivity such as the Internet or telephones; or, at a distance using one way interconnectivity such as recorded television, audio, or correspondence. The regulations differentiate the modalities into two groups—in-person and at-a-distance—with respect to the instructor and student, so the common usage of the term is to differentiate between these two groups (face-to-face (F2F) and distance education (DE)).

Noncredit

Courses that districts are authorized to deliver, which when taken by a student do not result

in a permanent record of credit to be made in the student's transcript of record. Noncredit courses are delimited in regulation and can only be offered in specified areas, some of which overlap with credit instruction.

Nondegree-applicable Credit Courses

A type of credit course that is transcribed in the student's record, but does not count towards a degree. These courses commonly address pre-collegiate level basic skills and workforce preparation.

Not-for-credit Courses

Another term for both "community service offerings" and those "contract education courses" that do not earn credit. These courses are often confused with noncredit courses, however the term "noncredit" is specifically reserved for use as defined in Title 5 §55002(c).

Objectives

The key elements that must be taught every time the course is delivered.

Open-entry/Open-exit Courses

Courses that allow for students to enroll in or drop out of a course at any time without penalty.

Open Educational Resources (OER)

Materials that are available to students at little or no cost for anyone to use.

Prerequisites

Coursework or skills that have been demonstrated to be necessary for most students to be successful in a course.

Program Review

A process of review, assessment, analysis and planning at the program level that, when integrated effectively into institutional decision-making, drives most institutional decisions.

Scope

In Title 5 under Standards for Approval. “Scope”, along with “intensity”, describes the breadth of domain a college level course should cover.

Special Topics Course

A course that is designed to change an auxiliary focus each time it is offered such that it allows for students to retake it because it is offering new and unique learning.

Study (Independently)

Implies that most students would not be able to master the material without additional effort outside of the normal course activities, whether in or outside of class time. It also implies that the student is capable of self-directed study and research, meaning the student must be able to operate at some higher cognitive l

Syllabus

A document that faculty distribute to every student at the beginning of a course which includes the relevant information about the course necessary for the student to develop an understanding of the requirements needed for them to be successful in the course. Syllabi usually also include required textbooks and a schedule of assignments. Such a document often contains many elements from the course outline of record, the college catalog, references to student codes of conduct, student learning outcomes, and course objectives.

Textbooks/Instructional Materials

Materials used in a course. A specific textbook used can be a factor in the ability for a course to articulate to other colleges or to receive C-ID designation. Materials other than textbooks are typically known as “other instructional materials.”

Title 5 Regulations

A part of the California Code of Regulations that specifically covers the K-12, the California Community Colleges, and the CSU sectors.

Transferability

Refers to a whether or not a course is accepted for credit towards an educational goal at the receiving institution.

Units

A “unit” is a credit per hour scale. California Community Colleges use two scales, the quarter and the semester, where the former is $2/3$ of the latter. Forty eight semester hours generally equals one semester unit of credit being transcribed in a student’s record. Thirty-three quarter hours generally equals one quarter unit of credit. Since noncredit does not record any credit in a student’s record, this does not apply to noncredit courses.

Upper Division

Generally advanced undergraduate coursework that is taken in the last two years of a four-year Bachelor’s degree.

Variable Unit Courses

A course with the units earned by the student based upon their capacity to complete time on task. This is commonly used for work experience courses and independent study courses.

APPENDIX 2: COURSE OUTLINE OF RECORD TITLE 5 REQUIREMENTS

Title 5 §55002 does much to establish many elements of a course outline of record, but it does not paint the complete picture of what the course outline of record must accommodate. The following list is meant to provide a broader snapshot of these additional factors.

Alternative Course Formats

- Cooperative Work Experience Education §55250-
- §55257 Independent Study
- §55230-§55240
- Open Entry/Open Exit..... §58164
- Special Topics/Activity Courses §55041, §58161
- Supplemental Instruction §58168-§58172
- Certificates of Achievement §55070
- Degrees/Area of Emphasis §55063
- Distance Education..... §55200-§55210
- Excursions and Field Trips §55220, §58166
- Grading policies §55021-§55023

Noncredit Programs
§55150-§55155

Enhanced funding §55151-

§55154 Requisites

..... §55003

APPENDIX 3: RELEVANT PUBLICATION SOURCES

(All ASCCC publications can be found at: <http://asccc.org/publications>)

ACCREDITATION

Accreditation Standards (Accrediting Commission for Community and Junior Colleges - ACCJC, 2014) <http://www.accjc.org/>

Effective Practices in Accreditation: A Guide for Faculty (ASCCC, 2015)

SLO Terminology Glossary – A Resource for Local Senates (ASCCC, 2009)

ARTICULATION

A Transfer Discussion Document (Intersegmental Committee of the Academic Senates - ICAS, 2006)
<http://www.asccc.org/icas.html>

California Articulation Policies and Procedures Handbook (California Intersegmental Articulation Council - CIAC, 2013) <http://ciac.csusb.edu/ciac/>

CHANCELLOR’S OFFICE GUIDELINES

Budget and Accounting Manual

[http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/
tabid/331/Default.aspx](http://www.cccco.edu/AboutUs/Divisions/FinanceFacilities/FiscalServices/ManualsPublications/tabid/331/Default.aspx)

California Community Colleges Taxonomy of Programs

[http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/
ReferenceMaterials/tabid/412/Default.aspx](http://www.cccco.edu/AboutUs/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ReferenceMaterials/tabid/412/Default.aspx) (see “Taxonomy of Programs”)

Distance Education Guidelines

[http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelo
pment/DistanceEducation.aspx](http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/DistanceEducation.aspx)

Program and Course Approval Handbook

[http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.a
spx](http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.a
spx)

Student Attendance Accounting Manual

<http://extranet.cccco.edu/Divisions/FinanceFacilities.aspx>

CURRICULUM AND CURRICULUM GUIDELINES

Critical Thinking Skills in the College Curriculum (ASCCC, 1988)

Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates
(ASCCC, 2016)

Information Competency in the California Community Colleges (ASCCC,
1998) and *Information Competency: Challenges and Strategies for
Development* (ASCCC, 2002)

MISCELLANEOUS

*Minimum Qualifications for Faculty and Administrators in the California
Community Colleges* (California Community Colleges Chancellor's Office -
CCCCO, 2014)

Program Review: Setting A Standard (ASCCC, 2009)

Promoting and Sustaining an Institutional Climate of Academic Integrity (ASCCC, 2007)

Setting Course Enrollment Maximums: Process, Roles, and Principles (ASCCC, 2012)

Standards of Practice for California Community College Library Faculty and Programs
(ASCCC, 2012)

PREREQUISITES, COREQUISITES, AND ADVISORIES

Good Practices for the Implementation of Prerequisites (ASCCC, 1997)

*Implementing Content Review for Communication and Computation
Prerequisites* (ASCCC, 2011)

*Student Success: The Case for Establishing Prerequisites through Content
Review* (ASCCC, 2010)

APPENDIX 4: RESOURCES LINKS

Academic Senate for California Community Colleges (ASCCC)

www.asccc.org

Accrediting Commission for Community and Junior Colleges (ACCJC)

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

California Department of Education (K-12)

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

California Community Colleges Chancellor's Office (CCCCO)

<http://www.cccco.edu>

**California State University
(CSU)**

<http://www.calstate.edu/>

Intersegmental Committee of the Academic Senates (ICAS)

<http://www.asccc.org/icas.html>

United States Department of Education (USDE)

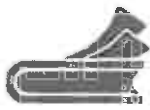
<http://www.ed.gov/index.jhtml>

University of California (UC)

<http://www.universityofcalifornia.edu>

Western Association of Schools and Colleges (WASC)

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



Executive Committee Agenda Item

SUBJECT: Local Senate Survey		Month: February	Year: 2017
		Item No. IV N.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval revising the local senate survey.	Urgent: NO	
CATEGORY:		Action	Time Requested: 10
REQUESTED BY:	Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

BACKGROUND:

Since 2004, the ASCCC Executive Committee has surveyed local senates regarding their senate structure including reassigned time associated with specific positions, whether or not part-time faculty are included on their senate, and does the college support their senate beyond reassigned time. In the past, local senates have been able to use the survey to negotiate with their administration for more funds for their college. With the increased workload for local senates, questions have again been raised about how much reassigned time faculty receive, how local senates receive funding, whether or not the senate administration pays their ASCCC dues, and others. The Executive Committee will consider for approval updating the local senate survey to be administered this spring. Members are encouraged to consider questions raised on the unofficial listserv to inform the survey.

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

Please provide your demographic information.

Name:

College:

Title:

Email Address:

Phone Number:

Note: The Academic Senate strives to preserve anonymity in the survey data and findings that we report; however, the names and colleges of respondents are collected in the event that further information or clarification is needed.

Does your board of trustees or designee rely primarily or mutually agree on the following 10+1 areas?

	Rely Primarily	Mutually Agree
Curriculum	<input type="radio"/>	<input type="radio"/>
Degree and Certificate Requirements	<input type="radio"/>	<input type="radio"/>
Grading Policies	<input type="radio"/>	<input type="radio"/>
Educational Program Development	<input type="radio"/>	<input type="radio"/>
Student Preparation and Success	<input type="radio"/>	<input type="radio"/>
Governance Structures	<input type="radio"/>	<input type="radio"/>
Accreditation Processes	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>
Program Review Processes	<input type="radio"/>	<input type="radio"/>
Budget and Planning Process	<input type="radio"/>	<input type="radio"/>

Other (please specify):

* Do you have part time faculty serving as senators?

- Yes
- No

* Do part-time faculty receive a stipend?

- Yes
- No

* How is it determined?

Hours Worked

Number of Committees

Other (please specify)

* Does a part-time faculty senator vote equal the value of a full-time faculty senate vote?

Yes

No

What is the value of a part-time faculty vote?

Reassigned time and stipends are the typical ways that faculty leaders are supported to do senate work. We want to know about the distribution of these resources to senates as well as to individuals.

* Is the senate allocated a block of reassigned time from which it distributes amounts of reassigned time to various faculty leaders for the regular academic year?

Yes

No

Please choose the amount that best matches the total allotted to the senate for the year.

- 20% FTE (6 units) annually
- 40% FTE (12 units) annually
- 60% FTE (18 units) annually
- 80% FTE (24 units) annually
- 100% FTE (30 units) annually
- Other (please specify)

Which senate positions are funded by this allotment?

- President
- Past President
- President Elect
- Vice-President
- Secretary
- Treasurer
- Senate (please specify position)
- Curriculum (please specify position)
- SLO Coordinator
- Program Review
- Accreditation
- Faculty Co-Leader
- Strand Leader
- Editor
- Professional Development
- Other (please specify):



Are certain amounts of reassigned time allocated for certain positions (senate president, vice president, curriculum chair, SLO coordinator, professional development, other "10 + 1" responsibilities, etc.) for the regular academic year?

Yes

No

Please match the amount of time that best matches the reassigned time (received by the Senate) by position for the year.

	20%	40%	60%	80%	100%	Other
Executive Officer: President	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
Executive Officer: Vice-President	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
Executive Officer: Secretary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
Executive Office: Treasurer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
Senate (please specify position)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
Curriculum (please specify position)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					
SLO Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					

20% 40% 60% 80% 100% Other

Other (please specify)

SLO Coordinator

Other (please specify)

Program Review

Other (please specify)

Accreditation

Other (please specify)

Faculty Co-Leader

Other (please specify)

Strand Leader

Other (please specify)

Editor

Other (please specify)

Professional Development

Other (please specify)



Who determines the amount of reassigned time for each position (check all that apply)?

	Senate President	Senate	College President or designee	Negotiated and included in the contract	Board
President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive Officers (Vice-President, Secretary, Treasurer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senate (please specify position)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum (please specify position)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SLO Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Co-Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strand Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

* Do faculty leaders receive a stipend for other related activities or work during the academic year?

- Yes
- No

Please give the position title (senate officer, part time senator, etc.) and the amount of stipend received.

Who determines the amount of the stipend(s)? (Check all that apply.)

- Senate President
- Senate
- College President
- Negotiated and included in the contract
- Board
- Other (please explain):

* Does the senate have a college supported budget beyond reassigned time?

- Yes
- No

How is this budget used? Please complete the amounts where appropriate:

Clerical support (number of hours per week)

Travel funds (dollar amount or number of events attended)

Supplies (typical budget amount per year)

Pay ASCCC dues (annual contribution from each college to the ASCCC)

Yes

No

Other (please specify)

Does your senate have other means to support the senate and related work?

Yes

No

If yes, please describe.

Can faculty with reassigned time for senate or related work also teach an overload assignment?

Yes

No

If Yes, how much?

* While on sabbatical, are faculty prohibited from participating in senate or related work?

Yes

No

Is the prohibition established by the:

- Senate
- Contract
- College
- Board
- Other (please explain):

Do any faculty leaders performing senate or related work receive reassigned time, an hourly wage or a stipend for work during the *summer*?

- Yes
- No

Please check whether the position receives summer load, an hourly wage, or a stipend.

	Summer Load	Hourly Wage	Stipend
Senate President	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senate Vice President	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLO Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Review Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* Are you in a multi-college district?

Yes

No

Do you have a district senate?

Yes

No

If no, why not?

Does each college in the district have the same allotment of reassigned time, hourly wage, and/or stipends available for senate or related work?

Yes

No

Thank you for taking the time to complete this survey.



Executive Committee Agenda Item

SUBJECT: CSU Quantitative Reasoning Task Force Report Survey		Month: February	Year: 2017
		Item No. N. O.	
		Attachment: Yes (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a survey inviting feedback on the CSU Quantitative Reasoning Task Force Report in order to fulfill the requirements of Resolution 15.01 F16.	Urgent:	
		Time Requested: 15 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	May		
STAFF REVIEW ¹	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

BACKGROUND:

This resolution was passed by the ASCCC at the fall 2016 plenary session. In order to fulfill the requirements of the Executive Committee is asked to consider and approve a survey to be sent to local academic senates, discipline faculty, and appropriate constituencies inviting feedback on the QRTF Report. (Julie, Survey to follow, attached are the QRTF Report and Report summary)

Resolution 15.01
Fall 2016

California State University Quantitative Reasoning Task Force Report

Whereas, The Academic Senate of the California State University appointed a Quantitative Reasoning Task Force with broad representation from the California State University, the Academic Senate for California Community Colleges (ASCCC), the California Acceleration Project (CAP), and the University of California Office of the President to address fundamental questions regarding the prerequisite content of the California State University General Education B4 (CSU GE B4) and potential pre-requisite or co-requisite content for quantitative reasoning and mathematical competency (CSU GE B4);

Whereas, The Academic Senate of California State University Quantitative Reasoning Task Force convened in February 2016 and finalized their report in August 2016;

Whereas, The Academic Senate of California State University Quantitative Reasoning Task Force Report contains four recommendations regarding student proficiency in quantitative reasoning; and

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

Whereas, ASCCC has provided numerous breakout presentations and a Rostrum article to inform the body of the ASCCC about current issues surrounding quantitative reasoning requirements in California;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to disseminate the Academic Senate of California State University Quantitative Reasoning Task Force Report and to respond in ways they deem appropriate; and

Resolved, That the Academic Senate for California Community Colleges consult with local senates, discipline faculty, and other appropriate constituencies to determine an appropriate response to the Academic Senate of California State University Quantitative Reasoning Task Force Report and bring that response back to the Spring 2017 Plenary Session.

Quantitative Reasoning Task Force

Final Report

20 October 2016

Guiding Principle:

*Educational Policy must balance access and opportunity to
achieve equity. (Page 1)*

Quantitative Reasoning

Task Force (QRTF)

- In Spring 2016, the QRTF was formed to review CSU policies and practices related to quantitative reasoning
- QRTF membership was representative of CSU faculty from several disciplines and external partners including K-12 teachers, UC, CCC, and CDE
- The QRTF submitted a final report to the ASCSU in Fall 2016 with four recommendations on the future direction of CSU quantitative reasoning

Recommendation I

Define Quantitative Reasoning

The Task Force proposes this general definition for quantitative reasoning:

The ability to reason quantitatively is a stable combination of skills and practices involving:

- (i)** the ability to read, comprehend, interpret, and communicate quantitative information in various contexts in a variety of formats;
- (ii)** the ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts;
- (iii)** the ability to use quantitative methods to assess the reasonableness of proposed solutions to quantitative problems; and
- (iv)** the ability to recognize the limits of quantitative methods.

Quantitative reasoning depends on the methods of computation, logic, mathematics, and statistics.

(Page 9)

Recommendation II

Revise quantitative reasoning requirements

“Task Force took the view that quantitative reasoning is more than just a single course taken to satisfy a general education requirement. It is the sum total of quantitative work necessary to support a student’s major, interests, career and civic responsibilities.” (Page 8)

Recommendation IIA

Separate foundational and baccalaureate quantitative reasoning requirements. The Task Force recommends ending the use of prerequisite language to impose a de facto foundational quantitative reasoning requirement. Instead it recommends defining separate foundational and baccalaureate requirements that are reasonable and equitable. (Page 11)

Recommendation IIB

Define baccalaureate quantitative reasoning. To earn a baccalaureate degree from the California State University, students shall:

- (i)** develop and demonstrate a proficient and fluent ability to reason quantitatively in a broad spectrum of the contexts defined by California State Standards for High School;
- (ii)** develop and demonstrate a general understanding of how practitioners and scholars solve problems quantitatively in a range of disciplines;
- (iii)** develop and demonstrate an in-depth understanding of how practitioners and scholars solve problems quantitatively in a specialized area (e.g., the major); and
- (iv)** be prepared to develop their ability to reason quantitatively after graduation in the various contexts defined by personal, civic, and professional responsibilities.

(Page 12-13)

Recommendation IIC

Upon entering the California State University in pursuit of a baccalaureate degree, students will be prepared to develop their ability to reason quantitatively in the broad spectrum of courses involving quantitative reasoning offered within the CSU (including, but not limited to, B4 courses). In particular, a student who has satisfied the foundational quantitative reasoning requirement shall have:

- Demonstrated proficiency and fluency in the combined skills found in the California State Standards for K– 8, Algebra 1, and Integrated Math 1;
- Practiced the skills in the K-12 California State Standards for Mathematics in a variety of contexts that broaden, deepen or extend K-8, Algebra 1 and Integrated Math 1 skills,

Continued

Recommendation IIC continued

- Developed the eight Common Core mathematical practices, which are the abilities to:
 - ✧ Make sense of problems and persevere in solving them
 - ✧ Reason abstractly and quantitatively
 - ✧ Construct viable arguments and critique the reasoning of others
 - ✧ Model with mathematics
 - ✧ Use appropriate tools strategically
 - ✧ Attend to precision
 - ✧ Look for and make use of structure
 - ✧ Look for and express regularity in repeated reasoning.

(Page 14)

Recommendation III

Ensure equitable access and opportunity to all CSU students

Recommendation IIIA:

The Task Force recommends that equitable policies be established to provide transfer and developmental math students with increased access to quantitative reasoning courses that can open up opportunities in these students' majors, interests, careers, and civic lives.

(Page 17)

Recommendation IIIB

Require four years of high school quantitative reasoning. The Quantitative Reasoning Task Force recommends that four years of high school quantitative reasoning coursework be required as part of the CSU admissions criteria (per ASCSU Resolution AS-3244-16/APEP).

(Page 18)

Recommendation IIC

Ensure early and appropriate quantitative reasoning courses for CSU first-time freshmen. The Task Force recommends reevaluating quantitative reasoning requirements in the context of the student's educational goals and proficiency at entry. For first-time freshmen in the CSU, it therefore recommends:

- Foundational quantitative reasoning proficient students shall take a baccalaureate quantitative reasoning class within the first two terms at the CSU. Options shall exist in the context of the student's major and interests.
- Foundational quantitative reasoning not proficient students shall demonstrate proficiency within two terms of enrollment via a CSU-approved method. They shall take a baccalaureate quantitative reasoning class within two semesters of demonstrating proficiency. Options shall exist in the context of the student's major and interests. This recommendation is intended to accommodate corequisite remediation, at the option of the institution providing the instruction.

Recommendation IIID

Establish equitable articulation of quantitative reasoning credit for **transfer students**. Community college students should be assessed by the community colleges as **proficient or not proficient in foundational quantitative** reasoning in alignment with the standards above. Prior to transfer, they should demonstrate foundational quantitative reasoning proficiency and earn the **appropriate minimum grade in a course that transfers for B4 credit**.

Such students will not necessarily be considered proficient in baccalaureate quantitative reasoning, as certain campuses may require upper division work for this designation. Articulation for foundational quantitative reasoning proficiency will follow the existing approval process for B4 transfer approval. The Task Force supports the creation of options for both foundational and baccalaureate quantitative reasoning that teach skills and practices in the context of the student's major and interests.

(Page 22)

Recommendation IV

Create a CSU “Center for the advancement of instruction in quantitative reasoning” .

As soon as possible, the CSU should create a Center for Advancement of Instruction in Quantitative Reasoning to act on the Task Force’s current and subsequent findings, and to support the high-quality instruction in high schools, community colleges, and public universities that will better serve the state.

Academic Senate of the California State University

Quantitative Reasoning Task Force

Final Report, September 1, 2016

Guiding Principle: Educational policy should balance access and opportunity to achieve equity.

Upon its acceptance by the Academic Senate of the California State University in September 2016, this report and its appendices will be posted under "Student Preparedness/Success" at calstate.edu/AcadSen/Records/Reports/index.shtml.

ASCSU QUANTITATIVE REASONING TASK FORCE FINAL REPORT

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EXECUTIVE SUMMARY

In its 2015–16 term the Academic Senate of the California State University (CSU) convened a Quantitative Reasoning Task Force to review the CSU's expectations for student proficiency in quantitative reasoning upon high school and college graduation, and to recommend changes to existing policies and practices. (See Appendix A, Academic Senate CSU Resolution 3230-15.)

The CSU's existing standards for statewide curricula in quantitative reasoning have been in place for many years, and this suggests they may lag behind current thinking and best practices in the field. But there is also evidence indicating that these dated policies may be acting as barriers to some students, particularly those from traditionally underserved populations and in the California Community Colleges.

The work of the Task Force was guided by the principle that *any educational policy enacted by the CSU must balance access and opportunity to achieve equity*. That is, genuine equity lies in providing students from all backgrounds with equitable prospects not only for admission and graduation (access), but also for meaningful degrees that prepare them for high-value careers after graduation (opportunity).

The Task Force included faculty and administration representing the CSU, the University of California, the California Community Colleges, the California Department of Education, employers, and the Office of the Lieutenant Governor. Its final recommendations were prepared by a subset of the Task Force holding offices in the Academic Senate CSU, and designated "drafting members." (See the Task Force membership given in Appendix B.)

Members of the Task Force conducted an extensive literature review, met with invited advisors, and participated in a national forum programmed by the U.S. Department of Education and hosted at the CSU Office of the Chancellor.

This report details the final recommendations of the Quantitative Reasoning Task Force, and they are summarized here.

Recommendation I: Formulate an updated quantitative reasoning definition based on CSU best practices and reflecting national standards.

Current policy relies on the phrase "intermediate algebra" as shorthand for full college preparation through high school, and defines baccalaureate-level quantitative reasoning as the math that builds on this level. The Task Force recommends updating this definition to include other kinds of quantitative reasoning.

Recommendation II: Revise CSU quantitative reasoning requirements and adopt equitable, feasible requirements that articulate with the other segments.

The Task Force found that CSU policies with respect to admission, transfer, and graduation are unduly constrained by treating foundational quantitative reasoning as necessary for success in all kinds of baccalaureate-level quantitative reasoning. Better policies would recognize that quantitative reasoning is valuable at both levels in ways that aren't always sequential. The Task Force proposes flexible and appropriately rigorous definitions of quantitative reasoning at the foundational and baccalaureate levels to inform separate requirements at entry and at graduation. The general expectation is that California's current State Standards in Mathematics, which follow closely the national Common Core Standards, will improve quantitative reasoning proficiency in students entering CSU, the University of California (UC) and the California Community

Colleges (CCC) system. It is the hope of the Task Force that in future most students will easily surpass the Foundational Quantitative Reasoning threshold.

Recommendation III: Ensure equitable access and opportunity to all CSU students.

The Task Force recommends policy revisions to provide equitable treatment of community college transfer and native CSU students; improve access to quantitative reasoning classes relevant to a student's major, interests and career; and raise the CSU system-wide expectation for quantitative reasoning in high school from three to four years of coursework.

In each of its recommendations, the Task Force has sought equity through a balance of access and opportunity. For example, the recommendation to raise the CSU's system-wide expectation of quantitative reasoning in high school to four years of coursework stipulates that the fourth year of instruction could reinforce practice and application of prior learning in quantitative reasoning rather than broach new topics in math. (In operational terms this means the fourth year of high school quantitative reasoning might not be in Area c of the UC a–g curriculum of college preparatory courses.)

Recommendation IV: Create a CSU “Center for Advancement of Instruction in Quantitative Reasoning”

The Task Force appreciates the rapidly changing contexts of high school instruction, best practices in postsecondary education, and the skills in quantitative reasoning that CSU students will rely on after graduation. This report supports a recent resolution of the Academic Senate of the CSU calling for creation of a dedicated Center, whose task it would be to implement these and subsequent findings and to support much-needed development of high-quality instruction and curricula in quantitative reasoning throughout the state's high school, community college and public university systems.

Although presented separately here, the four recommendations are interdependent. The policy proposals in Recommendation III depend on the definitions and distinctions of Recommendations I and II. The Center for Advancement of Instruction in Quantitative Reasoning (Recommendation IV) would provide a venue for the consultation and collaboration necessary for success in Recommendations I–III. Members of the Task Force expressed reservations about reducing the emphasis on algebra unless rigor could be assured in other ways. The Center, to be modeled on the CSU's successful Center for the Advancement of Reading, would provide the sustained system-level attention to pedagogy, evidence of learning at entry for both freshmen and transfer students, and support for high schools offering 12th grade courses in quantitative reasoning.

INTRODUCTION TO CSU QUANTITATIVE REASONING

Current policies.

Before admission. As part of the Early Assessment Program (EAP), California 11th grade students take the *California Assessment of Student Performance and Progress in English and Mathematics*, which provides an early indication of their readiness for college, while still allowing for time to schedule additional classes in the senior year if necessary. The Early Assessment Program (EAP) is a collaborative effort among the California State University, the California Department of Education, and the State Board of Education. Currently the program uses the *Smarter Balanced Summative Assessment* in mathematics to measure student proficiency.

Upon admission. Pursuant to Title 5 of the California Code of Regulations,¹ the CSU requires that all admitted students “possess basic competence in . . . mathematical computation to a degree reasonably expected of entering college students.” Further, the CSU must promptly identify students who “cannot meet such competence” and require that they remediate any entry-level “deficiencies”. To these ends, the CSU Chancellor issued Executive Order 665 [EO 1997] to establish the Entry-Level Mathematics (ELM) examination and a committee for its maintenance. EO 665 Addendum A articulates entry-level expectations:

The ELM examination tests for entry-level mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (normally Algebra I, Algebra II, and Geometry).

Addendum A also provides ELM test proxies (e.g., SAT, ACT, and Advanced Placement exam scores) for establishing basic competence. In the twenty years since the creation of the ELM test, there has been a decreased emphasis on second-year algebra and an increased focus on deeper mastery of the skills developed in Algebra I and Geometry, as evidenced in the list of topics on the ELM test published at ets.org/csu/about/elm/elm_topics. In 2002 developers revised the test to include more text-based and contextualized problems to assess quantitative reasoning in different situations and for different purposes. Of great concern to the Quantitative Reasoning Task Force is the fact that corresponding scores on the ELM test proxies (such as the SAT) were not adjusted to match the new ELM test content.

Summer before freshman year. The Early Assessment Program has been nationally recognized for raising high school students’ awareness of their readiness, and contributing to increased enrollment in 12th grade math and English. But in its first decade of implementation, rates of student readiness at college entry remained flat, as documented by the proficiency reports at calstate.edu. In response the Trustees created the Early Start Program in 2010, subsequently codified in Executive Order 1048 [EO 2010], which states:

[I]ncoming freshmen who have not demonstrated proficiency in English and/or mathematics will be required to begin remediation prior to the term for which they have been admitted, e.g., summer prior to fall.

Implementation was phased in over several years, with the final phase completed summer of 2014. As of this writing, a record share of the CSU’s incoming freshmen are placed at college level, a success that the system attributes in part to the combined benefits of the Early Assessment Program and Early Start. A March 2015 report to the Board of Trustees states:

The Early Start program has successfully enhanced pre-existing campus and system efforts to improve the number of freshmen prepared for college-level mathematics and English when they begin their first term. In summer 2010, existing CSU programs improved proficiency in both English and mathematics by one percentage point resulting in 44 percent of the 2010 freshmen class starting their first term at the CSU college-ready in English and mathematics. Comparatively, summer 2014 Early Start courses improved proficiency in both English and mathematics by five percentage points resulting in 59 percent of the

¹See law.resource.org/pub/us/ccr/gov.ca.oal.title05.html.

entering freshmen class being prepared for college-level English and mathematics [Smith and Sullivan 2015].

Prior to graduation. As part of the General Education Breadth Requirements, Title 5 specifies that all graduating CSU students must complete at least 12 semester units (or 18 quarter units) that

[...]include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications [Title 5 §40405.1].

CSU Executive Order 1100 mandates that courses in subarea B4 (mathematics/quantitative reasoning) of the GE breadth curriculum

shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

To comply with Executive Order 1100 and to qualify for the B4 designation, a course should include an intermediate algebra prerequisite. However, a review of system-wide approved B4 courses suggests that practices supporting the CSU Area B4 graduation requirement—like the Entry-Level Math examination—have evolved away from reliance on intermediate algebra. The Task Force examined system-level data and used course titles to group courses and enrollments into four kinds of curriculum:

- Algebra Not Calculus: Courses that rely on some algebra concepts without explicitly preparing the student for eventual study of calculus. Business math is one example.
- Calculus and/or Algebra: Courses in traditional math sequences culminating in calculus or coming after calculus, and which are recommended preparation for the majority of STEM majors.
- Statistics: Courses that emphasize statistical reasoning and don't necessarily prepare students for calculus. These are prevalent in some social science majors, and in some newer cases may not carry an explicit prerequisite of intermediate algebra.
- Ideas in Quantitative Reasoning: Courses that emphasize quantitative reasoning for everyday life, and which are typically directed at non-STEM majors.

Fall 2013–2015	Number of courses	Number of enrollments
Algebra Not Calculus	17	18,963
Calculus and/or Algebra	111	143,012
Statistics	66	85,585
Ideas in Quantitative Reasoning	56	32,334

TABLE 1. Mathematics/quantitative reasoning in the CSU B4 courses (see also Appendix C).

CSU campuses had an opportunity to correct these categorizations, and around a third offered minor adjustments. Table 1 displays the results and shows that from fall 2013 to fall 2015, the CSU campuses offered a total of 250 courses that satisfied the Area B4 mathematics/quantitative reasoning requirement. Of these, 122—or nearly half—have titles such as “Statistics” or “Ideas in Math”, which suggest that students will not be expected to use intermediate algebra. Approximately 42% of the students who enter the CSU as freshmen take these non-algebra-intensive courses to meet their GE requirements. (However, some CSU campuses require students taking such classes to pass an intermediate algebra test prior to enrolling, possibly to comply with the above mentioned executive orders.)

Issues of inequity.

Inequity in access for developmental math CSU first-time freshmen. The intermediate algebra threshold does not reflect current CSU practice for entering freshmen. CSU freshmen may be deemed ready for B4 courses if they get a scaled score of 50 or better on the ELM exam. As the ELM exam tests for proficiency in Algebra I and some Geometry but very little Algebra II (generally understood to be synonymous with “intermediate algebra”), students who enter the CSU as “proficient” as measured by the ELM exam are not necessarily proficient in intermediate algebra.

Those who enter the CSU as “not proficient” as measured by the ELM exam are required to complete developmental math work within their first year. This coursework may or may not be held to the intermediate algebra standard (rather than the ELM exam standard) depending on which CSU campus the student attends. This variability can result in disparities of standards as applied to “proficient at entry” students versus those deemed “not proficient at entry”.

Since EO 665 prescribes that “not proficient at entry” students must complete developmental math coursework in a timely way or risk being “stopped out” from the CSU system, this disparity raises legitimate equity concerns.

Inequity in access for transfer students. In order to gain transfer admission to the CSU, community college students must provide evidence of satisfactory completion of an approved quantitative reasoning course with an explicit intermediate algebra prerequisite. Community college students have historically been placed into or out of college-level math by a variety of placement tests (depending on the campus), whose purpose is to determine whether students are proficient in intermediate algebra. (The placement methods within the California Community College System are currently under revision and new placement tools using multiple measures are being implemented system-wide. The Task Force took the currently available details on these tools into account while making their recommendations.)

Community college students are thus held to a stricter standard of math proficiency than are entering CSU freshmen. The placement process results in up to 85% of the student population taking sequences of developmental math courses. It is well documented that such course sequences—which may span as many as 3–4 courses—result in very few students ever completing a college-level math class. In fact, students who place into the lowest level of developmental math have only a 1-in-10 chance of ever doing so. (For an account of current placement policies, see [Burdman 2015].) This raises a second equity concern.

Each year, member institutions of the California Community Colleges (CCC) system submit more than 1000 course outlines to the CSU for recognition in the GE Breadth

and in the Intersegmental General Education Transfer Curriculum (IGETC) transfer patterns. Courses proposed for quantitative reasoning must demonstrate both an explicit intermediate algebra prerequisite and evidence that the course will build on algebra proficiency. (California's articulation records are stored online in the ASSIST database and can be accessed at info.assist.org.)

A query of community college courses currently approved for transfer credit in Area B4 Quantitative Reasoning returned records for 1,616 separate courses. As it did with the B4 courses offered on CSU campuses, the Task Force grouped community college courses into four kinds of curriculum, and then invited the colleges to make any corrections. Nearly a quarter of the state's 113 community colleges replied, some with minor corrections and others to say the groupings were accurate as proposed.

The results in Table 2 indicate that transferable college-level quantitative reasoning classes in the community college system are less varied than those in the CSU. Approximately a quarter of the courses offered in community colleges are in "statistics" or "ideas in quantitative reasoning", compared to around half in the CSU. Although this finding doesn't take community college enrollment into account, it suggests that community colleges apply CSU Executive Order 1100 more literally than do CSU campuses. Since most graduates of the CSU initially enroll as transfer students, and since transfer students are a vital source of diversity and access to the baccalaureate, it follows that these differences in expectations and practices undermine the principle of equitable access to the CSU.

Inequity in opportunity for developmental math students. In response to the equity challenges above, some members of the California Community Colleges and a few CSU campuses have been piloting statistics pathways for students in non-math intensive majors. Under temporary approvals from the CSU General Education Advisory Committee (GEAC), these pathways counted for lower division CSU quantitative reasoning credit. At its meeting of September 2015, the GEAC heard reports of improved passage rates for students in the statistics pathways, both in GE quantitative reasoning courses and in some cases in subsequent lower division GE coursework that relies on quantitative reasoning (see [GEAC 2015] for the meeting minutes). These pathways also significantly narrowed or closed racial equity gaps in completion of baccalaureate-level quantitative reasoning courses. Such studies suggest that a pathways approach is a potential solution to the inequities of access mentioned above.

However, the GEAC and several faculty organizations have raised concerns about the effect of such pathways on the flip side of equity: opportunity. The absence of specific algebra requirements in these pathway programs raised concerns on the part of the CSU Council of Math Chairs and the GEAC about a possible erosion of the value

	Number of courses
Algebra Not Calculus	149
Calculus and/or Algebra	999
Statistics	272
Ideas in Quantitative Reasoning	196

TABLE 2. Mathematics/quantitative reasoning in the CCC's B4 courses. (See Appendix C.)

of a CSU bachelor's degree. The promising early evidence of success was considered noteworthy but on its own not definitive, and prompted the creation of this Task Force. Worries about the erosion of the degree tended to take two forms:

1. At a general level, CSU faculty expressed flexibility about moving away from the intermediate algebra threshold but wished to do so in a way that ensured that future students are prepared to apply quantitative reasoning skills as educated and responsible lifelong learners in fields such as personal finance (e.g., compound interest rates), in topics found in general education classes such as environmental science or geology; or in the science, technology, engineering, and math (STEM) courses taken by a broad range of majors.
2. A second, more specific concern was that a revised threshold could result in channeling students from underserved communities into careers that are less lucrative and less secure. This concern arises from the conscious design of statistics pathways, intended as they are for students placed into remediation who plan to major in non-algebra-intensive fields. A statistics pathway is not appropriate for students in STEM or business programs since it doesn't prepare students for careers in these fields, and most Task Force members were comfortable with this level of tracking students.

However, there was pointed concern that the level of quantitative reasoning preparation in the temporarily approved statistics pathways curricula could leave students unprepared for even non-algebra-intensive careers that require some algebra proficiency. For example, nursing programs that require physics would call for more algebra than a statistics pathway would provide. The Task Force also heard concerns from experts in math education about the appropriateness of statistics pathways for elementary school teachers. Since teaching and nursing are two common careers that provide an entrée into the middle class, many Task Force members felt that these concerns should be weighed carefully against the opportunity that statistics pathways offer for access to a baccalaureate degree for students in other programs.

All agreed that if students are to make meaningful choices among math pathways, they must be properly advised regarding career exploration opportunities, and have access to curricular maps and meta-major groupings to ensure that their choices reflect their own aspirations rather than an avoidance of mathematics.

The Task Force did not reach complete agreement on the merit of arguments for and against these specific concerns. However, it did acknowledge the importance of analyzing the equity implications of its recommendations, and it supported the premise that genuine equity demands both access to the baccalaureate and conservation of the degree's essential value for the *opportunities* it confers to recipients.

Inequitable outcomes in CSU baccalaureate-level courses in quantitative reasoning. The CSU Office of the Chancellor provided the Task Force with detailed enrollment data from the fall 2013 term through fall 2015, including pass rates for each of the courses tabulated in Table 1. Student outcomes were disaggregated by ethnic and racial groups following national practice: African-American, Latino, and American Indian students are grouped together as so-called under-represented minority (URM) populations, while all other students are grouped separately, sometimes called non-URM, as a way of identifying inequitable outcomes. The findings (see Table 3) are consistent with national research, indicating passage rates for students from under-represented minority groups lag behind those of non-URM students (the achievement gap) and that this gap is

	Pass Rates by Population		Difference
	Latinos, African-Americans, American Indians	Other	
Algebra Not Calculus	70.77%	81.27%	10.50 pts
Calculus and/or Algebra	67.21%	76.89%	9.67 pts
Statistics	75.26%	84.74%	9.48 pts
Ideas in Quantitative Reasoning	79.94%	87.13%	7.20 pts

TABLE 3. CSU student outcomes in B4 courses, F13 through F15.
(See Appendix C.)

larger in algebra-intensive courses than it is in quantitative reasoning courses that are not algebra intensive.

Goal of the Quantitative Reasoning Task Force The Task Force sought to address the inequities it identified in both access and opportunity, while creating an up-to-date, transparent set of published criteria within which all public education systems (i.e., the range of institutions spanning high schools, community colleges, the California State University and the University of California) can innovate.

To attend to equity issues related to *opportunity*, the Task Force took the view that quantitative reasoning is more than just a single course taken to satisfy a general education requirement. It is the sum total of quantitative work necessary to support a student's major, interests, career and civic responsibilities.

Out of concern for equity issues related to *access*, the Task Force was careful to propose only those standards justified by their demonstrable value for learning. We also recognized that any evolving standard must integrate well with the curricula of our sister institutions, and so borrowed liberally from the high school segment as we drafted our recommendations, using the California State Standards language. Our recommendations were also informed by innovations in quantitative reasoning education in community colleges in California and nationwide.

Crucially, the Task Force recommends that the CSU shift from defining quantitative reasoning via prerequisites to a strategy of a clearly defining quantitative reasoning goals for both entering and graduating students. Such a paradigm leaves the responsibility of demonstrating that these goals are met to the different campuses and systems in collaboration with one another. This is a new focus of shared responsibility and brings us face-to-face with a range of new concerns, detailed in the rationales and implementation notes for the recommendations below. This collaboration between the systems to define quantitative reasoning will continue to develop as the national discussion on this topic evolves.

QUANTITATIVE REASONING TASK FORCE RECOMMENDATIONS

Recommendation I: Define quantitative reasoning. The Task Force proposes this general definition for quantitative reasoning:

The ability to reason quantitatively is a stable combination of skills and practices involving:

- (i) the ability to read, comprehend, interpret, and communicate quantitative information in various contexts in a variety of formats;
- (ii) the ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts;
- (iii) the ability to use quantitative methods to assess the reasonableness of proposed solutions to quantitative problems; and
- (iv) the ability to recognize the limits of quantitative methods.

Quantitative reasoning depends on the methods of computation, logic, mathematics, and statistics.

Rationale for Recommendation I. The CSU does not currently have a definition of quantitative reasoning to guide planning and practice. This definition involves three important concepts: reasoning quantitatively, demonstrating general quantitative reasoning ability, and preparation for ongoing development of quantitative reasoning abilities. It is based on, though it differs from, those found in [MAA 1994, Dwyer et al. 2003, AACU 2013, Roohr et al. 2014].

The next section applies this definition to the different contexts in which students shall be required to demonstrate their ability to reason quantitatively.

Recommendation II: Revise quantitative reasoning requirements. Assessing the ability of students to reason quantitatively depends on their educational context. The quantitative reasoning definition proposed in Recommendation I is intended to inform revised policy that (1) evaluates the general quantitative reasoning ability of students entering and graduating from the CSU, (2) articulates well with the CSU's sister segments (California public high schools, California Community Colleges, and the University of California), and (3) specifies clearly stated and achievable procedures for evaluating and improving general quantitative reasoning ability.

Such requirements must acknowledge that the world is changing and mathematics is changing along with it. The National Academies Report *Mathematical Sciences in 2025* [NAR 2016] made it clear that mathematics is broader than arithmetic, algebra, and calculus at the service of research mathematics, engineering and science:

The ongoing trend for the mathematical sciences to play an essential role in the physical and biological sciences, engineering, medicine, economics, finance, and social science has expanded dramatically. The mathematical sciences have become integral to many emerging industries, and the increasing technological sophistication of our armed forces has made the mathematical sciences central to national defense. A striking feature of this expansion in the uses of the mathematical sciences has been a parallel expansion in the kinds of mathematical science ideas that are being used [NAR 2016].

The current debate among mathematicians and the general public is whether a common quantitative reasoning set of skills and practices exists, and if so whether algebra has any part of it. Math requirements that prescribe intermediate algebra for everyone at

the foundational level or college algebra for everyone at the college level have been described as “the single-file death march that leads towards calculus” [Holm 2015]. Nationally they are being replaced by pathways that are tailored to a student’s major or career.

At the same time, algebra has also been called a “civil right” by Robert P. Moses. Similarly, Linda Rosen, CEO of Change the Equation, has stressed the importance of algebra in the workplace [Rosen 2012]:

Corporate America understands that on-the-job-training will always be needed. Cutting-edge products and ideas inevitably require employees to learn new things. But, corporate America understandably balks at on-the-job-training that covers content that should have been learned—like algebra—before joining the workforce.

Let’s not throw the baby out with the bathwater. Instead, let’s ensure that all students master algebraic thinking and problem-solving, the essence of algebra, regardless of their eventual career goals.

These remarks speak to a more practical view of the role of algebra in a student’s development, and it supports the defense of algebra as part of a liberal arts education brought by Nicholas Warner (Professor of Physics, Mathematics and Astronomy, University of Southern California) [Warner 2012]:

One of the less obvious goals in algebra is to get people to think more abstractly. Very elementary mathematics is all about “real things” and initially employs realia to help us add, subtract and multiply. From this experience we learn the language and some of the basic rules of mathematics. We abstract and generalize the experience and learn that, when we manipulate one side of an equals sign then the equality is only true if we do the same thing to the other side. Algebra makes a major intellectual leap: It names and labels things that we do not immediately know and that sometimes lie outside our direct experience. There are certainly other studies that involve abstractions like love, empathy and ethics, but in algebra we learn to handle abstractions that are not part of visceral human experience. We learn not only to be comfortable with such external unknowns but how to master them.

Such strong and seemingly divergent views of algebra’s role in quantitative reasoning point to the urgency of the task to reconsider quantitative reasoning requirements and the role of algebra in them. They suggest moreover the need for a more subtle analysis of which quantitative skills and practices are truly necessary for a given purpose.

In making that evaluation, the Quantitative Reasoning Task Force referred back to its guiding principle: the need to balance access and opportunity to achieve equity. Each time a mandatory skill is added to the “baseline,” we risk excluding students from the academy, and yet each time one is removed, we risk limiting the value of the degree pursued. The task is to define which quantitative skills practices give enough value that they are worth the risk of limiting access, and this must be done in a dynamic and changing world.

The Quantitative Reasoning Task Force sought to establish a reasonable quantitative reasoning foundation on which additional specialized quantitative skills and practices could be built in the context of a student’s interests, major, and intended career. The Task Force started with a logistical recommendation to separate the entry and exit level of quantitative reasoning.

Recommendation IIA: Separate foundational and baccalaureate quantitative reasoning requirements. The Task Force recommends ending the use of prerequisite language to impose a de facto foundational quantitative reasoning requirement. Instead it recommends defining separate foundational and baccalaureate requirements that are reasonable and equitable.

Rationale for Recommendation IIA. The Quantitative Reasoning Task Force used the definition of quantitative reasoning in Recommendation I to guide its recommendations for quantitative reasoning policy. In doing so, the Task Force identified two weaknesses of the current CSU quantitative reasoning policies:

- (1) Current policy relies on “intermediate algebra as an explicit prerequisite” as the main identifier of a course that meets the B4 requirement. To move beyond this definition a well-articulated quantitative reasoning requirement is needed to provide a reasonable level of consistency between different CSU campuses, while maintaining principles of academic freedom.
- (2) Serious inconsistencies exist between the quantitative reasoning requirements of native CSU freshmen and those of transfer students from community colleges. The inconsistencies may disproportionately and negatively impact historically underserved populations.

This rationale describes how the Task Force’s efforts to developed a well-articulated, equitable quantitative reasoning requirement led to the proposed separation of the entry and exit requirements for quantitative reasoning.

As stated in the codified expectation section, current policy requires that any B4 (mathematics/quantitative reasoning) course transferable to the CSU or UC “have intermediate algebra as a prerequisite.” Note: for the sake of concision, we use the term “quantitative reasoning” hereafter as shorthand for “mathematics/quantitative reasoning”. In doing so, we intend no devaluation of the role of mathematics in quantitative reasoning.

This statement is natural for a quantitative reasoning course taken by a student majoring in STEM (Science, Technology, Engineering and Mathematics) for whom the calculus pathway is mandatory. However, it does not make sense for the majority of students in the CSU who are taking statistics or quantitative reasoning courses to satisfy their general education requirement in quantitative reasoning (See Table 1.) Such courses have greatly expanded in enrollment and content over the last 20 years, and the curriculum tends to be less algebraically intensive but in many respects significantly more conceptually challenging than intermediate or college algebra.

The Task Force members acknowledge that in the same 20 years the intermediate algebra threshold has served a secondary purpose as the de facto standard of “foundational quantitative reasoning proficiency.” This standard has offered a shared base on which baccalaureate quantitative reasoning courses, as well as other general education courses, can be built. Removing that criterion or changing it may have serious consequences for students and programs. Many general education courses assume the content of intermediate algebra or the “mathematical maturity” that proficiency in intermediate algebra implies. Thus, changing the status quo must be done with care. We note, moreover, that the growth in statistics and quantitative “life skills” in general education courses appears to have been encouraged by reliance on the de facto standard because CSU faculty have felt confident that students completing a general education quantitative reasoning course will possess demonstrated proficiency not only

in the skills of that particular course but also in the more general skills of the informal foundational threshold.

It is interesting to note that in [Roohr et al. 2014] the authors' proposed framework for assessing quantitative literacy in higher education is based on math content similar to the ELM. This suggests that deepening, extending, and contextualizing these skills is at the heart of college-level quantitative reasoning. This does not presuppose that students have mastery of these skills prior to college or should be denied access to college based on this list of skills, but rather that these skills should grow and deepen over time.

The Quantitative Reasoning Task force researched national best practices, interviewed colleagues from STEM and non-STEM fields, and listened to presentations from policy makers and experts in the field, including:

- Ted Mitchell, Under Secretary, U.S. Department of Education
- Catherine Lhamon, Assistant Secretary, Office for Civil Rights, U.S. Department of Education
- Philip Daro, mathematics educator and coauthor of the national Common Core Standards for Mathematics
- Bill McCallum, University of Arizona math professor and coauthor of the national Common Core Standards for Mathematics
- Robert Green, UCLA Math professor and founding member of Transforming Post Secondary Education in Math
- Tristan Denley, Vice Chancellor for Academic Affairs, Tennessee Board of Regents
- Estela Bensimon, USC Higher Education Professor & Founder of The Center for Urban Education
- Christopher Edley, Berkeley Law professor and President of The Opportunity Institute

The Task Force concluded that because the current quantitative reasoning GE requirement defines a quantitative reasoning course as one with "intermediate algebra as an explicit prerequisite", it involves misuse of the word "prerequisite" and a misrepresentation of current practice within the CSU, and does not even reflect current best practices for undergraduate curriculum in mathematics and quantitative reasoning.²

The Task Force believes that separating foundational and baccalaureate quantitative reasoning benchmarks will create a more constructive environment within which requirements for both levels can be discussed. This separation allowed the Task Force to develop consensus definitions of quantitative reasoning requirements that balance access and opportunity.

Recommendation IIB proposes a definition of quantitative reasoning for the baccalaureate level, while Recommendation IIC proposes a definition of the foundational quantitative reasoning the CSU would expect of all students at entry.

Recommendation IIB: Define baccalaureate quantitative reasoning. To earn a baccalaureate degree from the California State University, students shall:

²*De facto* as reflected in the various GE curricula used across the CSU system. Campus implementation of the current CSU quantitative reasoning requirement for graduation conforms to many of the suggested best practices for undergraduate students pursuing baccalaureate degrees in the U.S. As GE curricula vary across the 23 campuses within the CSU, the quantitative reasoning graduation requirements are implemented differently on different campuses.

- (i) develop and demonstrate a proficient and fluent ability to reason quantitatively in a broad spectrum of the contexts defined by California State Standards for High School;
- (ii) develop and demonstrate a general understanding of how practitioners and scholars solve problems quantitatively in a range of disciplines;
- (iii) develop and demonstrate an in-depth understanding of how practitioners and scholars solve problems quantitatively in a specialized area (e.g., the major), and
- (iv) be prepared to develop their ability to reason quantitatively after graduation in the various contexts defined by personal, civic, and professional responsibilities.

Rationale for Recommendation IIB. This definition reflects the existing good practice within the CSU in which students take quantitative reasoning B4 courses appropriate to their majors, general education interests, and careers. It also acknowledges that students develop quantitative reasoning outside of their B4 courses. Students have always reasoned quantitatively in general education classes in science, business, or technology, and are increasingly asked to do so as part of critical thinking on issues of equity, sustainability, and politics.

Recommendation IIB encourages system-wide conformity in the expected quantitative reasoning ability of students graduating from the CSU without infringing on academic freedom or being so prescriptive as to stifle the distinct campus cultures that thrive in the CSU. It is framed in the language of the California State Standards and thus articulates well with our sister segments (California high schools, California Community Colleges, and the University of California). Finally, it specifies a clearly enunciated framework within which procedures for evaluating and improving general quantitative reasoning can be assessed.

Notes on implementing Recommendation IIB. The above requirement shall be managed through the existing processes that determine whether courses meet general education requirements. The B4 courses would provide the backbone of the quantitative reasoning skills while other general education classes that require quantitative reasoning (e.g., science) would deepen and broaden the student's practice. The Task Force noted that the Western Association of Schools and Colleges (WASC) has asked for upper division critical thinking or quantitative reasoning measures and Recommendation IIB lends itself to such development.

Within the CSU, courses that deepen or broaden students' quantitative reasoning significantly beyond that of the California State Standards for high school shall be deemed college-level. For example, the typical course in statistics would be college-level whereas an intermediate algebra course would not be, since the content of intermediate algebra is completely contained within the California State Standards. Moreover, a course in statistics would qualify not only as college-level, but also as a B4 course.

In contrast, a history class may use quantitative reasoning at the college level; however, it will be unlikely to develop student proficiency to the extent that the course would meet the B4 criteria. The Task Force supports the development of a general rubric which can be adapted by CSU and community college campuses to evaluate courses against B4 criteria. The delicacy of these boundaries and the inevitable controversy they will cause emphasize the need for continued dialogue and development, ideally to include faculty, evaluators, and articulation officers with guidance from a CSU Center. (See Recommendation IV.)

Recommendation IIC: Define foundational quantitative reasoning. Upon entering the California State University in pursuit of a baccalaureate degree, students will be prepared to develop their ability to reason quantitatively in the broad spectrum of courses involving quantitative reasoning offered within the CSU (including, but not limited to, B4 courses). In particular, a student who has satisfied the foundational quantitative reasoning requirement shall have:

- *Demonstrated* proficiency and fluency in the combined skills found in the California State Standards for K–8, Algebra 1, and Integrated Math 1;
- *Practiced* the skills in the K-12 California State Standards for Mathematics in a variety of contexts that broaden, deepen or extend K-8, Algebra 1 and Integrated Math 1 skills;³
- *Developed* the eight Common Core mathematical practices, which are the abilities to:
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique the reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make use of structure
 - Look for and express regularity in repeated reasoning.

Rationale for Recommendation IIC. While the Quantitative Reasoning Task Force found consensus fairly easily around the definition of the baccalaureate quantitative reasoning requirement, the boundaries of the foundational quantitative reasoning requirement were more problematic, as their identification required looking at what quantitative reasoning preparation a student would need in a broad range of majors, general education interests, and careers, as well as in civic life.

Moreover, this definition relates the CSU to all segments of California's public education system, as illustrated in a number of possible scenarios:

- James is a high school junior whose test results indicate he is only “conditionally proficient” in foundational quantitative reasoning. To satisfy the condition for full readiness, he would benefit from senior year course options to reach full proficiency for quantitative reasoning in the CSU.
- Samantha is a community college student hoping for an Associate Degree in Psychology. She did not graduate from high school. She needs a well-designed pathway or series of courses to achieve foundational and baccalaureate proficiency before transferring to the CSU. As much as possible this coursework should relate to her major and interests.
- Maura is a CSU entering biology major who is not proficient in foundational quantitative reasoning. She needs some developmental math coursework to prepare her for pre-calculus.
- José is an entering sociology major who is not proficient in foundational quantitative reasoning. He needs some developmental math coursework to prepare him for statistics.

³Including quantitative reasoning skills as practiced in high school curricula outside of mathematics.

The foundational quantitative reasoning requirement needs to address this full spectrum of students and to support a broad range of non-algebra intensive majors, general education interests, and careers, while preparing students for civic life.

In trying to identify the correct threshold for the foundational quantitative reasoning requirement, the Quantitative Reasoning Task Force relied on multiple sources, including the report [ICAS 2013] of California's Intersegmental Committee of Academic Senates (ICAS), the California State University Council of Math Chairs' *Statement on Entry Level Mathematics and Statway* [CSUCMC 2015], and evaluations of the California State Standards.

Initially the Task Force found the language of "mastered" and "practiced" (commonly used in secondary math standards) was helpful in defining the foundational quantitative reasoning threshold. It allowed the group to focus on what skills and practices were foundational and subsequently to discuss the necessary depth and breadth of student learning. In these discussions the group used "mastered" to describe internalized learning that students are prepared to apply confidently in a range of settings. The Task Force does not intend to recommend individual test instruments or any threshold scores (e.g., 80% or 90%) that may be implied by the word "mastery" in other sectors of education. For this reason "mastered" was replaced by "proficient and fluent" in item (i) of Recommendation IIB.

To get a broad and national view, Task Force members looked at reports from professional mathematics and statistics organizations, national studies, and leaders in STEM and non-STEM professions. (See Appendix D for a full bibliography.) The Quantitative Reasoning Task Force paid particular attention to majors that lead to careers in nursing, teaching, law enforcement, and business, as these non-STEM careers typically attract students who hope to move into the middle class. It also compared the quantitative skills students would need for such majors to the California State Standards for mathematical skills and practice.

The Standards of Mathematical Practice, spelled out in the California State Standards, provide a broad framework of habits of mind that, when practiced in contexts requiring mathematical skills, are *quantitative reasoning*. The mathematical skills set forth in these Standards grow upon one another in the K-12 curriculum, forming a tall, narrow tree of knowledge. In fact, this construct is central to the national Common Core Standards (on which California's are based), where skills are developed through just a few "progressions": number systems, expressions and equations, functions, geometry, and statistics and probability.

In general, the Common Core's progressions resist the idea of mathematics as a list of topics because lists quickly become too long for students to keep in their active memories. Rather the progressions invite students to recognize underlying principles. This recognition "shrinks" the mental real estate required for memorization while deepening mathematical understanding [Stevenson 2015].

Because the mathematical knowledge tree is narrow, defining foundational quantitative reasoning means deciding which branches of the curriculum are fundamental to our purpose of buttressing student opportunity while maintaining maximal access to higher education.

The Task Force looked for a foundational quantitative reasoning threshold that would guarantee the mathematical skills necessary for non-algebra intensive majors, quantitative reasoning skills for life (typically taught in an "ideas in math" class), and a very

narrow list of skills and knowledge that members considered necessary for a liberal arts education.

Statistics is a non-algebra-intensive baccalaureate quantitative reasoning course. Recent work suggests that in the context of the California State Standards, to be successful in Statistics a student would need to be proficient in most of the K–8 curriculum as well as in several topics from the Algebra 1 or Integrated Math 1 curriculum. For example, a student needs to be able to evaluate algebraic expressions in order to calculate numerical summary statistics, test statistics, confidence intervals, z-scores and regression coefficients in statistics [Peck et al. 2015].

Additionally, CSU graduates in any major will likely need to manage a business budget or choose among mortgage options. Thus, they should have the necessary skills to be ready to learn about personal and business financial models: simple and compound interest, as well as the fundamentals of cost, revenue, and profit. This future learning might happen in a quantitative reasoning class, a GE elective on sustainability, or even on the student's own after graduation, but the foundations are necessary. Readiness to learn financial models requires the skills found in Algebra 1 or Integrated Math 1, such as the ability to “interpret functions that arise in applications in terms of the context” or “construct and compare linear and exponential models and solve problems”.

In the course of its analysis, the Quantitative Reasoning Task Force found that the correct foundational quantitative reasoning requirement for mastered skills lies quite close to the combination of the K–8 plus the Algebra/Math 1 curriculum. This standard concurs with those of Georgia, Texas, Indiana, and Maryland and is close to the Entry-Level Mathematics threshold supported by the CSU Council of Math Chairs. In particular, the ELM threshold does not require exponential models at all, but it does require students to manipulate expressions involving ratios. The Quantitative Reasoning Task Force feels that such distinctions can be readily reconciled via broad consultation over the 2016–2017 academic year. In many cases, it may be a matter of defining more specifically what level and depth is intended by the standards.

The Task Force strongly recommends that the CSU operationalize this definition of foundational quantitative reasoning by drawing wherever possible from the California State Standards.

At the same time, the Task Force advises the CSU to monitor the impacts of this recommendation on student attainment and equity, and to continuously evaluate the connections between skill requirements and their rationales. For example, it is reasonable to say that students should be able to “evaluate algebraic expressions,” “compute compound interest,” or “be able to solve a linear equation in one variable” in a simple interest formula. However, it was the consensus of the Task Force that it would be unreasonable to require a student in a non-algebra-intensive field to solve for time in a compound interest formula, $A = P(1 + r/m)^{mt}$, by using logarithms. The Task Force acknowledges that the proposed recommendation is just one iteration in a series of refinements and alterations.

Implementation notes for Recommendation IIC. Just as with the current policies related to the ELM test, a standard for foundational quantitative reasoning is not intended as a CSU admissions requirement for first-time freshmen. Rather it is an expectation for entering students, which if not met at entry must be satisfied through developmental math coursework under existing guidelines.

Any measure of foundational quantitative reasoning proficiency should include as part of its criteria a proctored assessment of the skills in question.

In the short term, the foundational quantitative reasoning requirement could be implemented using the existing Smarter Balanced/SAT/ACT/ELM structure, although the thresholds of the SAT and ACT should be revised, since they are based on the old intermediate algebra standards. The Quantitative Reasoning Task Force recommends that an implementation team review this foundational quantitative reasoning recommendation in fall 2016, with particular attention to feasibility, relevance, and equity. The team should recommend any necessary changes to the Smarter Balanced/SAT/ACT thresholds and possibly to the ELM content as determined by the CSU.

The Quantitative Reasoning Task Force recognizes that quantitative reasoning as applied to a consideration of majors, careers, and civic life is an evolving construct, and that its meaning in the context of foundational and baccalaureate requirements will need to be revisited regularly. The Task Force calls on the CSU to develop a streamlined process for periodic refinement of these requirements, using evidence-based methods that take into account national trends in addition to the realities of the California public education system.

To that end, the Task Force calls upon the professional societies from both STEM and non-STEM fields to work with the Transforming Post Secondary Education in Mathematics organization (TPSE Math) to conduct an in-depth study of the logical progression in math pedagogy between the skills of Common Core Math and those of baccalaureate quantitative reasoning. Such a study has already been done [Peck et al. 2015] in the context of statistics classes for sociology and psychology, and it should also be done for “quantitative reasoning” classes and for meta-majors (see [Lumina 2014]), more broadly. Doing this in piecemeal fashion, campus by campus will merely produce inconsistent results or replicate work that should be shared. Instead, such an in-depth study is an endeavor that should engage a broad range of national experts and practitioners. Once the work is done broadly, individual departments, campuses and systems can tailor the results to their own environments based on their students, resources, and academic goals. In particular, such work could be used at the time of the next review of the foundational quantitative reasoning requirement.

Recommendation III: Ensure equitable access and opportunity to all CSU students.

Recommendation IIIA: Promote equity, access and opportunity. The Task Force recommends that equitable policies be established to provide transfer and developmental math students with increased access to quantitative reasoning courses that can open up opportunities in these students' majors, interests, careers, and civic lives.

Rationale for Recommendation IIIA. This recommendation addresses the circumstances described in “Issues of inequity” by calling on the CSU to change its policies so that transfer students and CSU first-time freshmen requiring developmental math coursework are held to the same foundational and baccalaureate quantitative reasoning proficiency standards.

Along with these changes, the Task Force encourages the CSU to ensure that

- all CSU campuses provide students with at least one B4 course that has no prerequisites beyond the foundational quantitative reasoning requirement, and that such courses be relevant to a broad range of majors and interests (e.g. statistics, ideas in quantitative reasoning, or mathematics for life);
- students with algebra intensive majors, interests, and career goals be required to take additional mathematics at either the baccalaureate or developmental

level prior to taking the appropriate B4 course as necessary. (For example, a student may need intermediate algebra or college algebra prior to taking pre-calculus or mathematical methods in business.)

Implementation notes for Recommendation IIIA. The CSU needs to develop rubrics or other means to determine whether successful completion of a course, pathway, or sequence of courses should be sufficient to demonstrate foundational quantitative reasoning proficiency.

The implementation of Recommendation IIIA will also require consideration of how students may experience these policy changes in the different contexts of high school, community college and university. In the case of high school, we make the following, additional recommendation in support of a recent resolution on the part of the Academic Senate CSU (ASCSU).

Recommendation IIIB: Require four years of high school quantitative reasoning. The Quantitative Reasoning Task Force recommends that four years of high school quantitative reasoning coursework be required as part of the CSU admissions criteria (per ASCSU Resolution AS-3244-16/APEP).

Rationale for Recommendation IIIB. As the ASCSU noted in the rationale for Resolution AS-3244-16/APEP, the success of incoming students is maximized when students maintain their exposure to mathematics/quantitative reasoning. As is the case with a second language, mathematical skills decline from lack of use, and it is important that students continue practicing and developing quantitative abilities throughout their academic careers. In a number of settings, including the CSU Admission Handbook and through CSU Mentor, the CSU already recommends four years of mathematics,⁴ even though only three years are required. The standing ICAS recommendation in the "Statement on competencies in mathematics expected of entering college students" similarly states [ICAS 2013]:

For proper preparation for baccalaureate level coursework, all students should be enrolled in a mathematics course in every semester of high school. It is particularly important that students take mathematics courses in their senior year of high school, even if they have completed three years of college preparatory mathematics by the end of their junior year. Experience has shown that students who take a hiatus from the study of mathematics in high school are very often unprepared for courses of a quantitative nature in college and are unable to continue in these courses without remediation in mathematics.

It is important to note that the fourth-year mathematics course called for by the CSU resolution would not necessarily be a fourth course in Area c; it must be a-g compliant, but it could be a course approved in Area g.

Other states in the U.S. already require a fourth year of mathematics for admission to their state university systems. For example, effective with the class entering in the fall of 2015, students in Maryland are required not only to complete four years of mathematics for entry to any of the state's public universities, but those who complete Algebra II prior to their final year must complete the four-year mathematics requirement

⁴See csumentor.edu/planning/high_school/subjects.asp.

by taking a course or courses that utilize non-trivial algebra [St. George 2014].⁵ The Maryland policy was based in part on the report “*Coming to our senses: Education and the American future*” [Kirwan et al. 2008], which found that the academic intensity of the high school curriculum was the most important predictor of college success, and so recommended four years of college preparatory mathematics.

These findings and prescriptions are not new. Kirst argued in “*Overcoming the high school senior slump: New education policies*” that high schools should redesign their senior year courses to serve as gateways to general education requirements students would likely encounter in their first year of college and emphasize the importance of taking senior-year math courses [Kirst 2001]. He also recommended that colleges should include a senior-year math course in their admissions requirements.

There is a strong correlation between taking more mathematics in high school and being college-ready upon arrival at the university. Studies have documented that

1. SAT-Math and ACT-Math scores improve as the number of years of high school mathematics increases (see [SAT 2013]–[SAT 2015]);
2. the likelihood of needing remediation decreases and the likelihood of completing general education quantitative reasoning requirements increases as students take more high school mathematics (see, e.g., [USHE 2015]).

Finally, many former high school students, with the clarity of 20/20 hindsight, recognize that they should have taken more (or more difficult) mathematics courses in high school. A “one year later” survey of 1,507 high school graduates found that 44% of those students wish they had taken different courses in high school. The most frequently expressed regret (40% of this group, or more than one in every six students surveyed) was that they hadn’t taken more or higher-level mathematics courses [Hart 2011]. (For further background on the subject of mathematics courses in the senior year of high school, see Appendix E.)

Implementation notes for Recommendation IIIB. If the CSU adopts this admission requirement, there will be a natural implementation phase of at least three to four years. The CSU cannot impose this requirement on students already enrolled in high school; it will be operational only as the next 8th grade class enters the 9th grade. With this in mind, the CSU needs to move forward by communicating its intention to all stakeholders and interested parties as soon as possible.

The CSU will be in a better position to assist high schools in meeting the new requirement with existing Area c and other appropriate courses as well opportunities for professional development if the system supports creation of a Center for the Advancement of Instruction in Quantitative Reasoning. The Center would be charged with developing a modular course patterned after the Expository Reading and Writing Course, which was designed to reduce remediation needs in English.

More than 60 percent of students advancing to the CSU from high school already complete four years of math. Moreover, many California high schools already offer such a 12th grade course in quantitative reasoning. The goal is to fill in the gap and overcome what might otherwise be a one- or two-year hiatus in students’ use of acquired quantitative skills.

⁵For admissions requirements to the University System of Maryland, see: usmd.edu/newsroom/news/1021; admissions.umd.edu/requirements/Freshmen.php; undergraduate.umbc.edu/apply/freshmen.php.

How students satisfy the requirement for 12th grade quantitative reasoning would depend on individual proficiency upon entering the senior year. It could be an a–g course that introduces new material, or a course that reinforces learning from earlier years.

High school quantitative reasoning course definition. If the a–g required coursework in math is being completed in the senior year with a course such as Algebra II or Integrated Math III, then this course will count as the student's fourth year of quantitative reasoning. If the a–g required coursework in math is being completed in the junior year, then the student must complete math-based quantitative coursework in the senior year. This requirement may be met in one of several ways:

- by completing an advanced level math course (pre-calculus, math analysis, calculus);
- by completing an Area c or g course in statistics, quantitative reasoning, mathematics or computer science or any other approved math-based quantitative Area c or g course; or
- by completing an algebra-based Area d science course (e.g., chemistry or physics).

In California, the State Standards determine what students in grades K–12 should know and be able to do in mathematics, and the Smarter Balanced Assessment is used to assess attainment of the standards. Any CSU-admissible student must have completed the full California State Standards for K–12, and so will have fulfilled the parts of the foundational quantitative reasoning requirement that oblige students to have “practiced the skills in the K–12 California State Standards” and to have “developed the eight Common Core mathematical practices”.

What remains is to determine whether a student has “demonstrated proficiency and fluency in the combined skills found in the California State Standard curriculum for K–8, Algebra 1, and Integrated Math 1.” As stated earlier, Title 5 requires that the CSU identify “as quickly as possible” those admitted students “who cannot demonstrate . . . such basic competence” and require them to engage in what is commonly called remediation.

The junior year Early Assessment Program and Smarter Balanced Assessment results are the means for informing CSU-bound students of their quantitative reasoning status “as quickly as possible” (Title 5). The CSU designates entering students as proficient, conditionally proficient, or not proficient in quantitative reasoning for purposes of preparation for the CSU baccalaureate. By learning their proficiency status a year before they graduate from high school, CSU-bound students can proactively use their senior year to engage in quantitative reasoning coursework to help them attain proficiency prior to admission.

Below are three statements of proficiency designations and recommendations. (Note that we use the term “CSU math-eligible” to mean that a student has not only met the mathematics admission requirements to the CSU but is also ready for college-level work.)

For purposes of the recommendations below, the assumption is that Recommendation IIIA will be implemented. That is, in their senior year, students should enroll in a quantitative reasoning course as determined by their junior year Smarter Balanced Assessment proficiency status in order to reduce or eliminate the need for developmental math coursework in the CSU and at participating California Community Colleges.

- Foundational quantitative reasoning *proficient* students:
 - These students shall take any high school quantitative reasoning class as a senior.
 - They will be CSU math-eligible and will not require developmental math at the CSU or at any of the participating California Community Colleges.
- Foundational quantitative reasoning *conditionally proficient* students:
 - These students shall take an Area c or an appropriate high school quantitative reasoning course.⁶ Alternatively, such students may take any quantitative reasoning high school course in conjunction with a CSU-approved method for determining foundational quantitative reasoning proficiency.
 - Students who pass the Area c high school quantitative reasoning course or an approved equivalent high school course shall not be required to enroll in developmental math at the CSU or at any participating California Community Colleges.
- Foundational quantitative reasoning *not proficient* students:
 - These students shall take any high school quantitative reasoning course (however, Area c or g is recommended) in conjunction with a CSU-approved method for determining foundational quantitative reasoning proficiency.
 - Students deemed foundational quantitative reasoning proficient via any CSU-approved method shall not be required to enroll in developmental math at the CSU or at any participating California Community Colleges.

As discussed above, the implementation of fourth-year math classes and the attendant proficiency protocol is an ambitious endeavor—one that will take time, collaboration, resources, and most importantly an attention to equity. The Task Force recommends that the time frame to implement this requirement be extended far enough to allow high schools the time needed to develop capacity. It further recommends that the CSU and CCC partner with high schools and create a Center charged with developing appropriate curricula, assessing the outcomes of that curricula, and using the evidence to inform revisions of the curricula.

Recommendation IIIC: Ensure early and appropriate quantitative reasoning courses for CSU first-time freshmen. The Task Force recommends reevaluating quantitative reasoning requirements in the context of the student’s educational goals and proficiency at entry. For first-time freshmen in the CSU, it therefore recommends:

- *Foundational quantitative reasoning proficient* students shall take a baccalaureate quantitative reasoning class within the first two terms at the CSU. Options shall exist in the context of the student’s major and interests.
- *Foundational quantitative reasoning not proficient* students shall demonstrate proficiency within two terms of enrollment via a CSU-approved method. They shall take a baccalaureate quantitative reasoning class within two semesters of demonstrating proficiency. Options shall exist in the context of the student’s major and interests. This recommendation is intended to accommodate co-requisite remediation, at the option of the institution providing the instruction.

⁶This represents an expansion of the options for students to fulfill the conditional exemption with appropriate high school courses instead of only Area c courses. An AP computer science course could qualify in this category. Courses without Area c status would have to go through existing CSU and UC approval processes.

Rationale for Recommendation IIIC. As pointed out in Recommendation IIIB, students in algebra intensive fields like STEM or business may be required to take additional mathematics at either the college or developmental math level. This presents an interesting challenge for developmental math grades, as illustrated in the following scenarios:

- Maura is a CSU entering biology major who is not proficient in foundational quantitative reasoning. In fact she requires two semesters of developmental math work.
 - In her summer Early Start math class she is not able to apply herself fully because she is working 40 hours per week as a pharmacy checkout clerk. She makes sufficient progress to fulfill the Early Start requirement but does not improve her fall math placement.
 - In fall, she receives credit in Developmental Math 1 For Algebra-Intensive Majors. (This is a new category of developmental math course, proposed as part of Recommendation IIIC. Maura would be enrolled in it because biology is considered an algebra-intensive major.)
 - In spring, she makes progress but not enough to earn credit in Intermediate Algebra. However, her average over the course of the semester does indicate that she is proficient in foundational quantitative reasoning.
- James is a CSU entering sociology major who is not proficient in foundational quantitative reasoning. In fact, he too requires two semesters of developmental math work.
 - In his summer Early Start math class, he is not able to apply himself fully because he working 40 hours per week as a receptionist in a health clinic. He makes sufficient progress to fulfill the Early Start requirement but does not improve his fall math placement.
 - In fall, he receives credit in Developmental Math 1 For Non-Algebra-Intensive Majors.
 - In spring, he earns credit in Developmental Math 2 For Non-Algebra-Intensive Majors, a class that teaches no more content than is necessary for proficiency in foundational quantitative reasoning.

James and Maura may be comparable in their foundational quantitative reasoning abilities. Neither one should be stopped out. However, a grade of "credit" in Maura's spring intermediate algebra class would falsely depict her as ready for pre-calculus or college algebra. For such a student, an alternative to the traditional "credit" versus "no credit" grade is surely preferable. One model might be to use the grade "P" to denote that a student has demonstrated proficiency in foundational quantitative reasoning. Such a grade would leave Maura, the biology major, with a choice: either switch to a major requiring a non-algebra intensive coursework, or remain a biology major and repeat Intermediate Algebra.

Recommendation IIID: Establish equitable articulation of quantitative reasoning credit for transfer students. Community college students should be assessed by the community colleges as proficient or not proficient in foundational quantitative reasoning in alignment with the standards above. Prior to transfer, they should demonstrate foundational quantitative reasoning proficiency and earn the appropriate minimum grade in a course that transfers for B4 credit.

Such students will not necessarily be considered proficient in baccalaureate quantitative reasoning, as certain campuses may require upper division work for this designation.

Articulation for foundational quantitative reasoning proficiency will follow the existing approval process for B4 transfer approval. The Task Force supports the creation of options for both foundational and baccalaureate quantitative reasoning that teach skills and practices in the context of the student's major and interests.

Implementation notes for Recommendation IIID. To provide more equitable access to the CSU and to ensure that students are ready for the rigors of baccalaureate work, the Task Force has replaced intermediate algebra requirements with a foundational quantitative reasoning requirement. To meet the needs of all community college students who plan to transfer to the CSU, these new standards may require new approaches.

Students who are not deemed proficient in foundational quantitative reasoning by the community college assessment process will need opportunities to obtain these skills prior to transferring to the CSU. These opportunities may be embedded in, or taught as a co-requisite for, a B4 transfer level quantitative reasoning course, or they may be achieved in separate coursework. Coursework designed to address the foundational quantitative reasoning requirement should provide opportunities for students to deepen and broaden quantitative reasoning skills in a wide variety of contexts from the K–12 curriculum, as well as frequent opportunities to engage in learning experiences that promote the Common Core's mathematical practices.

The Task Force supports initiatives to ensure more equitable ways to bring postsecondary education to California's students by creating new quantitative reasoning pathways (such as those developed by the Carnegie Foundation for the Advancement of Teaching and the California Acceleration Project). The revised quantitative reasoning requirements, which bring the official position of the CSU much closer to the curricula developed in many pathways, are intended to give guidance for developing such innovations and therefore to eliminate the need for further exceptions and waivers.

Recommendation IV: Create a CSU "Center for the advancement of instruction in quantitative reasoning". As soon as possible, the CSU should create a Center for Advancement of Instruction in Quantitative Reasoning to act on the Task Force's current and subsequent findings, and to support the high-quality instruction in high schools, community colleges, and public universities that will better serve the state.

Rationale for Recommendation IV. The Task Force appreciates the rapidly changing contexts of high school instruction, best practices in postsecondary education, and the skills in quantitative reasoning that CSU students will rely on after graduation. There is a need for ongoing, consistent and coherent oversight of statewide efforts to make progress in mathematics education.

Recommendations IIIA–IIID propose profound changes to policy whose implementation will depend on deeper and more sustained partnerships with CSU colleagues in California's public schools, community colleges, and the University of California. We remark that the all-purpose label "intermediate algebra" has almost certainly conveyed a false sense of sequential learning in quantitative reasoning, while exacerbating disturbing inequities across the state. But historically it had the virtue of being unambiguous. Moreover, once faculty had set the ground rules, day-to-day operation could potentially be relegated to other segments.

By contrast, a more equitable, sophisticated and responsive expectation for quantitative reasoning at entry and graduation will be harder to "outsource". In fact, the CSU will need to take action to reconsider the notion of "intermediate algebra" and replace it with meaningful determinations of readiness at entry and transfer.

The Task Force believes that its recommendations are an important step toward such committed participation. The CSU has the capacity to bring to scale a more defensible set of benchmarks for student attainment that are informed by the California State Standards, bolstered by a universal expectation for quantitative reasoning in the 12th grade, and developed at the baccalaureate level in ways that are fair for CSU and community college students of all backgrounds.

The Center could also be an important source of intersegmental professional development and research into student flow across California's educational sectors, giving faculty the means to monitor and adjust the definitions of foundational and baccalaureate quantitative reasoning proposed here.

Implementation notes for Recommendation IV. The model for the proposed Center is the CSU Center for the Advancement of Reading, which for ten years has led development and deployment of a 12th grade Expository Reading and Writing and Course (ERWC) across the state. The ERWC has been nationally recognized for its success in improving college readiness in English, a track record that most observers ascribe to three factors in particular:

1. stable, central administration of courses that nonetheless benefit from local innovation and customization;
2. continuous development and refinement of curriculum, not just at the 12th grade level but also leading up to it, with scaffolded modules that begin as early as middle school;
3. built-in professional development for high school teachers.

The CSU Center for Advancement of Instruction in Quantitative Reasoning would be designed along similar principles, with the belief that student proficiency will be improved not by more exposure to advanced or esoteric topics in math, but by deeper and more varied practice in the concepts already learned.

The Center for the Advancement of Instruction in Quantitative Reasoning would also encompass an additional mandate to add critical oversight and guidance for CSU and community college educators seeking to teach quantitative reasoning at the baccalaureate level. The Task Force believes the CSU's own Colleges of Education and Math Council could provide the necessary follow-through for this work as they educate the next generation of math teachers.

Over the course of its literature review and in conversations with every one of its advisors, the Task Force repeatedly encountered this message: CSU students don't need more math at entry, nor should they necessarily be expected to fulfill more requirements for many of the CSU majors. Instead, students need more proficiency in the math they already have. Requiring a fourth year of quantitative reasoning in high school and calling on our colleges and universities to broaden their conception of quantitative reasoning are important steps in the right direction. These strategies would be greatly enhanced, moreover, by the founding of a Center whose specific focus would be depth and mastery in learning.

TOPICS FOR FURTHER STUDY

A The Task Force urges the CSU to conduct further studies on the use of "multiple measures" of college readiness in quantitative reasoning (for example, using proficiency as measured by high school grades in addition to single-administration test measures such as the SAT or ACT). It also wishes to call attention to a significant finding: by

treating all quantitative reasoning as sequential and relying on standardized testing as the main measure of readiness, current policy may have disparate impacts on students from diverse backgrounds or on those who begin at community colleges. In particular, an updated reliability and efficacy study should be done on the ELM test. Also, data should be analyzed to determine correct SAT and ACT threshold scores for foundational quantitative reasoning proficiency.

B. Soon after its formation the Center should bring together (1) faculty in math and other quantitative disciplines and (2) representative staff in admissions, testing, evaluation, and articulation, and (3) educators at the high school level, who can develop rubrics for the determination of proficiency at entry and transfer.

C. The Center should lead development of a quantitative reasoning course in the 12th grade analogous to the Expository Reading and Writing Course for high school seniors in Area c or g (calstate.edu/eap/englishcourse). The development should be informed by the numerous, very encouraging local examples of such courses in high school and postsecondary partnerships around the state.

The new, state-level course should be made available to high school teachers in modules that apply the skills to be mastered in Algebra/Math I and others that are introduced in the full California State Standards K–12 curriculum. Importantly, the course should have a strong focus on preparing students to engage in quantitative reasoning across a wide range of majors, interests, and careers, including, but not limited to teaching, nursing, law enforcement, information technology, sustainability, liberal studies, and social sciences.

Two prominent features of the ERWC project were robust CSU faculty involvement in course development and high-value professional development for faculty and high school teachers involved in the project's implementation. We call for the same in any forthcoming Quantitative Reasoning high school model and roll-out. We also recommend that the CSU establish a permanent position and Quantitative Reasoning Board to oversee quantitative reasoning improvements as well as issues of articulation and professional development across the CSU system.

Given the recent ASCSU resolution (May 2016) calling for the establishment of a center for mathematics instruction, such a center may be the appropriate home for development and oversight of the project. (See Appendix F.)

D. Development and implementation of an upper division critical thinking assessment process that combines quantitative and expositional reasoning.

Appendices

APPENDIX A: ACADEMIC SENATE CSU RESOLUTION 3230-15

Establishing a Task Force on the Requirements of CSU General Education (GE) Mathematics/Quantitative Reasoning (B4) Credit

Resolved: That the Academic Senate of the California State University (ASCSU) appoint a task force to address two fundamental questions.

- (a) Can the pre-requisite content for the CSU GE B4 course be met concurrently with achieving the CSU GE B4 standards?
- (b) What should be the pre- (potentially co-)requisite content for quantitative reasoning and mathematical competency (CSU GE B4)?⁷

And be it further

Resolved: That the ASCSU define the membership of this task force to potentially include:

- (a) a member of the General Education Advisory Committee (GEAC) Statway advisory group;
- (b) another member of the GEAC;
- (c) a member of the Academic Affairs (AA) Committee;
- (d) a member of the Academic Preparation & Education Programs (APEP) Committee;
- (e) a representative of the Math Council;
- (f) a faculty member who teaches B4 outside of mathematics;
- (g) a California Acceleration Project (CAP) or Statway instructor;
- (h) a member of the Entry Level Mathematics (ELM) test development committee;
- (i) a representative of the CSU Office of the Chancellor;
- (j) a representative of the Academic Senate of the California Community Colleges (ASCCC);
- (k) any other interested ASCSU faculty member.

Resolved: That the ASCSU distribute this resolution to the University of California (UC) Board of Admissions and Relations with Schools (BOARS) leadership, the General Education Advisory Committee (GEAC), the CSU Math Council, the Academic Senate of the California Community Colleges (ASCCC) Leadership, and Executive Vice Chancellor Loren Blanchard.

Rationale: Five years ago the Chancellor's Office General Education Advisory Committee (GEAC) approved a limited pilot program within the California Community Colleges in order to assess the viability of meeting CSU GE B4 quantitative reasoning requirements with a two-course integrated statistics sequence. This sequence bypasses the existing intermediate algebra proficiency in quantitative reasoning required by Executive Order (EO) 1100 as a prerequisite to CSU GE B4 courses. At its September 2015 meeting GEAC agreed to extend the pilot (at seven CCC districts) for an additional three years and invited other CCC districts to submit proposals utilizing curricular innovations in statistical pathways. In addition, GEAC called for the establishment of

⁷Executive Order 1100 specifies Intermediate Algebra; the math council statement advocates for ELM content; Statway includes a lesser amount of algebra.

a task force to include disciplinary experts to review existing B4 standards in light of the fact that some of these statistics based-pathways did not include a requirement to demonstrate proficiency in intermediate algebra prior to the award of B4 GE credit.

General education curricular standards are the province of the faculty and an expansion of the pilot has implications for CSU admissions and graduation standards and thus will rely on ASCSU action. The potential expansion of the GEAC pilot project on integrated statistical pathways for underprepared students generates a need to view the potential consequences of systemic changes to admissions standards and to EO 1100. Any potential changes will influence the minimum requirements for granting of a degree from the CSU.

Reducing achievement gaps and improving student success in meeting pre-baccalaureate and CSU GE mathematics/quantitative reasoning (B4) requirements are currently problematic. The traditional developmental pathway often constitutes a "leaky pipeline" in terms of success. As a result many students will never qualify for transfer because they cannot complete the prerequisites to CSU GE B4 requirements. Integrated statistical pathway programs such as the Statway pilot and the California Acceleration Project were established to increase the number of community college students who would satisfy the CSU GE B4 requirement. There exists early work that illustrates the effectiveness of integrated statistical pathways (e.g., Carnegie Statway, California Acceleration Project, etc.) in reducing achievement gaps and improving student success as measured by pass rates. These efforts, however, do not achieve the levels of proficiency in intermediate algebra that are currently required for CSU freshman admission and thus introduce the specter of a "lesser degree" via lowering of academic standards.

The CSU Math Council, in their statement of April 2015, advocates that all students, at a minimum, attain knowledge of content as defined by the ELM requirements prior to the award of CSU GE mathematics/quantitative reasoning (B4) requirements. The statement reads in part:

We oppose the replacement of elementary or introductory statistics courses at CSU campuses by any program or pathway course lacking an explicit prerequisite or co-requisite that subsumes the content of ELM. Such pathway courses include Statway. While the statistics content of Statway is totally aligned with the standard curriculum in elementary statistics, the pre-college mathematical content of Statway by itself does not meet the ELM standards and does not prepare students for college level courses. Hence Statway in its present form does not satisfactorily accomplish remediation and GE QR [quantitative reasoning/B4] in a single track, thereby pointing to the need of having all ELM content in a prerequisite or co-requisite.

There are unresolved discrepancies among the prerequisite B4 requirement (currently "Intermediate Algebra," per EO 1100); the potential use of ELM content (per the Math Council Statement); and the absence of any such pre/co-requisites for the CSU-approved Statway pilot project (and potentially other CSU-approved projects). This resolution attempts to address these concerns.

On the question of whether or not the pre-requisite knowledge could be achieved concurrently with the other B4 requirements, the answer is likely "yes" given the existence of "stretch" courses in which the content of a single course is stretched over multiple terms to allow inclusion of pre-baccalaureate material. It remains an open

question whether or not the current pre-requisite (possible co-requisite) content should be Intermediate Algebra (per EO 1100), the material covered by the ELM exam (per the Math Council statement), or another standard (per “just in time” delivery of algebra via Statway).

A related issue of whether CSU GE B4 standards themselves could be satisfied by meeting one of two pathways (possibly STEM vs. non-STEM, quantitative-based vs. statistically-based, etc.) should also be addressed once the issues touched on by this task force have been resolved.

Useful definitions and contextualization. Title 5 requires “inquiry into mathematical concepts and quantitative reasoning and their applications” (CCR §40405.1).

EO 1100 further explicates: “Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.”

§40402.1. Entry-Level Learning Skills.

Each student admitted to The California State University is expected to possess basic competence in the English language and mathematical computation to a degree reasonably expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome the deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

Reference: §89030, California Education Code.

Attachments: Math Council Statement; GE Guiding Notes (excerpts on B4).

Approved unanimously—September 4, 2015

APPENDIX B: TASK FORCE MEMBERSHIP

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APPENDIX C: COURSE AND ENROLLMENT DATA

The course and enrollment data cited in this report comes from these sources:

California High School Courses in Area c: Advanced Mathematics

Source: University of California Office of the President

Data Current as of April 15, 2016

California High School Courses in Area g: Electives with Quantitative Reasoning

Source: University of California Office of the President

Data Current as of June 14, 2016

California Community College Courses Approved for Transfer Credit in B4

Source: ASSIST Coordination Site, with invited corrections from colleges

Data Current as of June 17, 2016

California State University Courses in Area B4 of the GE Breadth Curriculum

Source: CSU Office of the Chancellor, with invited corrections from universities

Data Current as of June 17, 2016

The original records as provided to the Task Force are available for download in an Excel workbook, posted with this report under "Student Preparedness/Success" at calstate.edu/AcadSen/Records/Reports/index.shtml.

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APPENDIX E: ADDITIONAL RATIONALE FOR 12TH GRADE QUANTITATIVE REASONING

Not only is a fourth year of high school mathematics already recommended for all high school students intending to enroll in the CSU, but those students who are determined to be “conditionally ready” for college-level mathematics coursework are provided with an additional incentive to continue taking mathematics in their senior year of high school: By taking an approved senior-year math course and earning a grade of “C” or better, they do not need to participate in the Early Start summer program, nor will they need to take remedial mathematics courses at the CSU.

Students who take more mathematics in high school are less likely to need mathematics remediation. The College Board College-Bound Seniors Total Group Profile Reports [SAT 2013]–[SAT 2015] show that, year after year, the average SAT math score is less than 470 (33rd percentile) [WSAC 2014] for students who have only taken 3 years of high school, almost 520 (median) for students who have taken 4 years of high school mathematics, and over 570 (66th percentile) for students who have taken more than 4 years of high school mathematics. (For reference, the SAT score that the CSU accepts as indicating incoming proficiency in mathematics is 550.) ACT reports similar data [ACT 2007] with the percentage of students reaching the proficiency level (which ACT defines as a 22 on the ACT-Math test; note that the CSU threshold is a score of 23) more than doubled (from 16% to 38%) as the years of high school mathematics increased from 3 to 3.5, and increased almost fourfold (from 16% to 62%) as the years of high school mathematics increased from 3 to 4.

Students who take higher level math classes in high school are less likely to take a remedial mathematics course in college, one-third less likely according to [ACT 2007] if they have taken any advanced mathematics course after Algebra II. The Utah System of Higher Education reports that students who successfully completed a course beyond Algebra II were more than twice as likely to successfully meet the quantitative literacy requirement in college [USHE 2015].

Finally, the Quantitative Reasoning Task Force surveyed a number of public universities and university systems across the United States and found such requirements to be in existence in at least 21 states. The related links were accessed on June 16, 2016. As not every university was checked, there may be additional institutions with this same requirement that do not appear on the following list.

PUBLIC UNIVERSITIES AND SYSTEMS REQUIRING 4 YEARS OF HIGH SCHOOL
MATHEMATICS

ARIZONA

Arizona State University
students.asu.edu/freshman/requirements

Northern Arizona University
nau.edu/Admissions/Getting-Started/Requirements/Courses/

University of Arizona
admissions.arizona.edu/freshmen/entrance-requirements-and-guidelines

ARKANSAS

Arkansas State University
astate.edu/info/admissions/undergraduate/hs-core-curriculum/index.dot

University of Arkansas (Fayetteville)
admissions.uark.edu/apply/prepcore.php

University of Central Arkansas
uca.edu/admissions/apply/freshman/arkansased.gov/public/userfiles/Learning_Services/Curriculum_and_Instruction/Smartcore_Core/smartcore_course_2015_05142015.pdf

COLORADO

All four-year public institutions
highered.colorado.gov/Academics/Admissions/coursecompletion.html
highered.colorado.gov/Publications/Policies/Current/i-partf2019_Revise.pdf
colorado.edu/catalog/2015-16/content/minimum-academic-preparation-standards-maps
admissions.colostate.edu/18units/

FLORIDA

State University System of Florida
fibog.edu/documents/regulations/regulations/6-002_FTIC_Admissions_2_FINAL.pdf
admissions.ufl.edu/ugrad/frqualify.html

GEORGIA

University System of Georgia
usg.edu/assets/student_affairs/documents/Staying_on_Course.pdf

INDIANA

Purdue University System
admissions.purdue.edu/apply/highschoolcourses.php
admissions.purdue.edu/apply/mathcourses.php

LOUISIANA

Louisiana State University and A&M College (Baton Rouge)
sites01.lsu.edu/wp/admissions/become-a-tiger-2/freshmen/freshman-admission-requirements/

Southern University (Baton Rouge)
subr.edu/index.cfm/page/325/n/1524

University of New Orleans
uno.edu/admissions/freshman/academic-core-curriculum.aspx

MARYLAND

University System of Maryland
usmd.edu/newsroom/news/1021

Note: Beginning with the 9th grade class of fall 2014, the Maryland State Department of Education has required students to enroll in a mathematics course during each year of their high school career as a prerequisite for graduation.⁸

MASSACHUSETTS

Massachusetts State University System and University of Massachusetts System
mass.edu/shared/documents/admissions/admissionsstandards.pdf
bridgew.edu/admissions/undergraduate/apply
umass.edu/admissions/apply/admissions-requirements/freshman-admissions-requirements
umassd.edu/undergraduate/about/
uml.edu/admissions/freshmen-applicants.aspx

Note: The system-wide requirements take effect for students seeking admission in fall 2016. University of Massachusetts Amherst specifically requires students to take mathematics in the senior year.

MINNESOTA

University of Minnesota System
admissions.tc.umn.edu/counselors/math_requirement.html

Note: This requirement took effect for students seeking admission in fall 2015.

MISSOURI

University of Missouri System
umsystem.edu/ums/news/news_releases/um_enhances_admissions_policy
admissions.missouri.edu/apply/freshmen/requirements/high-school-coursework.php

NEBRASKA

University of Nebraska-Lincoln
admissions.unl.edu/apply.aspx#admission-requirements/freshmen

⁸See marylandpublicschools.org/programs/Pages/Testing/hs_gar.aspx#HSGR.

NEW MEXICO

University of New Mexico

admissions.unm.edu/future_students/admission-requirements.html

New Mexico State University

admissions.nmsu.edu/files/2015/11/2016-NMSU-Undergraduate-Viewbook.pdf

NORTH CAROLINA

University of North Carolina System

northcarolina.edu/prospective-students/minimum-admission-requirements

admissions.unc.edu/minimum-course-requirements/

SOUTH CAROLINA

All public senior colleges and universities colleges

che.sc.gov/Portals/0/CHE_Docs/publications/AnnualReports/

[Admissions_Standards_for_First-Time_Entering_Freshmen_FY2013-14.pdf](#)

che.sc.gov/CHE_Docs/AcademicAffairs/CollegePrepCourse_Prereqs101106.pdf

sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/

[for_freshmen/required_high_school_courses/index.php](#)

scsu.edu/admissions/entrancerequirements/newfreshman.aspx

TENNESSEE

University of Tennessee at Chattanooga

utc.edu/admissions/apply/freshmanrequirements.php

University of Tennessee at Knoxville

admissions.utk.edu/apply/requirements/

University of Tennessee at Martin

utm.edu/departments/admissions/freshman.php

Note: The Tennessee Department of Education requires high schools students to earn four credits and to be enrolled in a mathematics course each year.⁹

TEXAS

The University of Texas at Austin

admissions.utexas.edu/explore/prerequisites/general-requirements

Texas A&M University (College Station)

admissions.tamu.edu/freshman/coursework

VIRGINIA

University of Virginia

admission.virginia.edu/admission

WEST VIRGINIA

University of West Virginia

admissions.wvu.edu/how-to-apply/first-time-freshmen#anchor-freshmanreqs

⁹ See tn.gov/education/topic/graduation-requirements.

WISCONSIN

University of Wisconsin-Madison
admissions.wisc.edu/apply/freshman/requirements.php

WYOMING

University of Wyoming
uwyo.edu/admissions/freshman/admissions-requirements.html

Additionally, some surveyed institutions, such as Indiana University Bloomington, require 3.5 years of high school mathematics.¹⁰ Others, such as Washington State University, require students to take a math-based quantitative course in their senior year of high school.¹¹

¹⁰See admissions.indiana.edu/apply/freshman/step-one.html.

¹¹For more information on Washington State University requirements, see: catalog.wsu.edu/General/AcademicRegulations/Search/both/admission; wsac.wa.gov/sites/default/files/2014.CADRS.Overview.pdf.

APPENDIX F: ACADEMIC SENATE CSU RESOLUTION 3253-16

Call for a Center for Advancement of Instruction in Mathematics

Resolved: That the Academic Senate of the California State University (ASCSU) encourage the establishment of a center to support mathematics instruction, analogous to the CSU Center for the Advancement of Reading (CAR); and be it further

Resolved: That the center have among its responsibilities:

- (a) development of a fourth-year high school mathematics course, analogous to the Expository Reading and Writing Course (ERWC);
- (b) professional development for, and evaluation of, the fourth-year mathematics course;
- (c) professional development in effective mathematics/quantitative reasoning instruction; and
- (d) policy alignment in matters affecting mathematics curriculum and instruction;

and be it further

Resolved: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU Math Council, CSU Deans of Colleges of Education, and the CSU Quantitative Reasoning Task Force.

Rationale. Currently, 27% of incoming CSU students arrive unprepared to succeed in college-level mathematics. In March 2016, the ASCSU passed AS-3244-16/APEP (Rev), "Support for Requiring a Fourth Year of Mathematics/Quantitative Reasoning for Admission to the California State University". Like the Center for the Advancement of Reading (CAR), this proposed center will provide leadership, support, training, and curricular resources in mathematics instruction for CSU faculty and California's K-12 teachers.

Approved unanimously—May 19–20, 2016



Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: February	Year: 2017
		Item No: V. A	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
		Time Requested: 45 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
STAFF REVIEW ¹ :	Julie Adams	First Reading	
		Action	
		Discussion/Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

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



Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: February	Year: 2017
		Item No V B	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno/John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND:

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

Full agendas and meeting summaries are available online at:

http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2017_agendas/January/Order_of_Agenda.pdf

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries/January2017CCAgenda.aspx>

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

Officers of the Board

Cecilia V. Estolano, *President*
Tom Epstein, *Vice President*

Chancellor's Office

Eloy Ortiz Oakley, *Chancellor*

Members of the Board of Governors

Arnoldo Avalos
Geoffrey L. Baum
Joseph J. Bielanski, Jr.
Scott Budnick
Jeff Burdick
Connie Conway
Eman Dalili
Tom Epstein
Cecilia V. Estolano
Danny E. Hawkins
Pamela Haynes
Hasun Khan
Deborah Malumed
Jennifer L. Perry
Gary Reed
Valerie L. Shaw
Nancy Sumner

January 17-18, 2017
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811

**2017 Board of Governors
Meeting Schedule**

Sacramento, CA

January 17-18, 2017

March 20-21, 2017

May 15-16, 2017

July 17, 2017

September 18-19, 2017
(Location to be Determined)

November 13-14, 2017

**2018 Board of Governors
Meeting Schedule**

Sacramento, CA

January 16-17, 2018

March 19-20, 2018

May 14-15, 2018

July 16, 2018

September 17-18, 2018
(Location to be Determined)

November 13-14, 2018

Mission Statement

**“Empowering Community Colleges Through
Leadership, Advocacy and Support.”**

The Board of Governors of the California Community Colleges, by statute, provides leadership and policy direction in the continuing development of the California Community Colleges system. Among its charges are establishing minimum academic and personnel standards; evaluating and reporting on the fiscal and educational effectiveness of the 72 districts; conducting research and providing appropriate information services; and administering fiscal support programs (both operational and capital outlay).

The 17-member board, appointed by the governor, includes 12 public members (two of whom must be current or former elected members of local boards); one voting and one non-voting student member currently enrolled in a community college; two voting tenured faculty members; and one voting classified staff member.

The work of the board is supported by the staff of the California Community Colleges Chancellor’s Office.

NOTICE IS HEREBY GIVEN

that the

**The Board of Governors of the
California Community Colleges**

will meet on

January 17-18, 2017

at

**The Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811
(916) 323-5889**

This agenda is available at www.cccco.edu



California Community Colleges Board of Governors Meeting • January 2017

See it on the web at <http://www.3cmediasolutions.org/>

Live from the Chancellor's Office

The Board of Governors of the California Community Colleges meeting

Tuesday, January 17, 12:00 PM – 5:00 PM

Wednesday, January 18, 9:00 AM – 11:00 AM

Watch the live webcast of the meeting of the Board of Governors of the California Community Colleges. The Board of Governors of the California Community Colleges sets policy and provides guidance for the 72 districts and 113 colleges, which constitute the system. The 17-member board, appointed by the state's governor, formally interacts with state and federal officials and other state organizations. Legislation affecting the California Community Colleges is, for the most part, channeled through the Board of Governors and presented to the Legislature. For more information about the Board of Governors, please visit the California Community Colleges [Chancellor's Office](#) website.

View the archive by visiting www.3cmediasolutions.org

How to participate

- Visit www.3cmediasolutions.org for the link to the webcast and watch from your desktop, iOS or Android devices.
- Captions are provided during the webcast.

For immediate assistance, please contact: (760) 744-1150

Ext. 1527

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Programs are subject to change without notice.
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**Board of Governors Meeting
Chancellor's Office
1102 Q Street, 6th Floor
Sacramento, CA 95811**

**Tuesday, January 17, 2017
12:00 PM to 5:00 PM*
(or until the conclusion of business)**

**Wednesday, January 18, 2017
9:00 AM to 11:00 AM*
(or until the conclusion of business)**

**Closed session will take place at 12:00 PM*
on Tuesday, January 17, 2017
(Closed sessions are not open to the public)**

***All times are approximate and subject to change
Order of items is subject to change**

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real time transcription, will be provided to persons with disabilities upon request. Persons requesting such accommodations should notify Christina Castro at 1102 Q Street, Sacramento, California, 95811 or ccastro@ccccc.edu, (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

Public testimony will be invited in conjunction with board discussion on each item. A written request to address the board shall be made on the form provided at the meeting.

Persons wishing to make a presentation to the board on a subject not on the agenda shall address the board during the time listed for public forum.

Items placed on the consent calendar will be voted on by a single board action, without staff or public presentations, and without board discussion. Any board member may remove an item from consent by informing the president of this intent. A member of the public may request that an item be removed from consent by filling out a request to testify in accordance with section 41 of these Procedures and Standing Orders of the Board of Governors, or by asking a board member to remove an item from consent. The item shall then be removed from consent if any board member exercises his or her authority to remove an item from consent.

Chancellor's Office

Eloy Ortiz Oakley
Chancellor

Erik E. Skinner
Deputy Chancellor

Debra Connick
Vice Chancellor for
Technology, Research &
Information Services

Paul Feist
Vice Chancellor for
Communications & Marketing

Jacob Knapp
Acting General Counsel

Laura Metune
Vice Chancellor for
External Relations

Theresa D. Tena
Vice Chancellor for
Institutional Effectiveness

Van Ton-Quinlivan
Vice Chancellor for
Workforce and Economic
Development

Mario Rodriguez
Vice Chancellor for
Finance & Facilities

Pamela D. Walker
Vice Chancellor for
Educational Services

Vacant
Vice Chancellor for
Student Services

STANDING ORDERS OF BUSINESS

Roll Call

Pledge of Allegiance

President's Report

Chancellor's Report

CONSENT CALENDAR

November 14, 2016, Board Meeting Minutes (Erik Skinner) **Item 1.1**
This item presents the minutes from the November 14, 2016 board meeting.

ACTION

Approval of Contracts and Grants (Erik Skinner) **Item 2.1**
This item recommends that the Board of Governors approve entering into the contracts and grants described in the January 2017 agenda.

Board of Governors Campus Visit for 2017 (Erik Skinner) **Item 2.2**
This item presents the Board with an opportunity to select the location for its campus visit for 2017.

Board Resolution Affirming Support for Undocumented Students (Paul Feist) **Item 2.3**
This item presents for consideration a resolution supporting values of inclusivity and diversity that make our colleges safe and welcoming to students of all backgrounds, regardless of immigration status.

INFORMATION AND REPORTS

2017-18 Governor's Budget Update (Mario Rodriguez) **Item 3.1**
This item presents an overview of the Governor's 2017-18 budget proposal as it relates to the California Community Colleges.

State & Federal Legislative Update (Laura Metune) **Item 3.2**
This item presents the Board of Governors an update on recent state and federal activities.

Update on Pathways (Theresa Tena) **Item 3.3**
This item provides an update on recent national and state education reform efforts focused on pathways.

Streamlining Curriculum Approval Processes (Pamela D. Walker/Van Ton-Quinlivan) **Item 3.4**
This item updates the Board of Governors on progress in the streamlining processes for approval of programs and courses.

**All times are approximate and subject to change. Order of items is subject to change*

2016-17 Exemplary Program Award (Pamela D. Walker)

Item 3.5

This item announces the 2016-17 Exemplary Program Award recipients for recognition by the Board of Governors.

Zero Net Energy Workforce Development (Pamela D. Walker)

Item 3.6

This item presents an update on the implementation of Associate Degrees for Transfer.

Umoja Update (Pamela D. Walker)

Item 3.7

This item provides the Board with an update on the Umoja program.

Board Member Reports

Item 3.8

Board members will report on their activities since the last board meeting.

PUBLIC FORUM

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

NEW BUSINESS

ADJOURNMENT

Tuesday, January 17, 2017

12:00 PM*

Chancellor's Office

1102 Q Street, 6th Floor

Sacramento, CA 95811

CLOSED SESSION AGENDA

12:00 PM

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session (two cases):

- *Lopez. v. San Bernardino Community College District, et al.*, San Bernardino Superior Court of California, Case No. CIVDS1511495
- *AFT Local 2121 et al. v. Accrediting Commission for Community & Junior Colleges, et al.*, United States District Court for the Northern District of California, Case No. 3:16-cv-03411-HSG

**All times are approximate and subject to change. Order of items is subject to change*

CALIFORNIA COMMUNITY COLLEGES

CHANCELLORS OFFICE

1102 Q STREET

SACRAMENTO, CA 95811

(916) 445-8752

<http://www.cccco.edu>



AGENDA

Consultation Council

Thursday, January 19, 2017

Chancellor's Office, Room: 6ABC

9:30 a.m. to 2:00 p.m.

1102 Q St, 6th Floor

Sacramento, CA 95811

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

- 1. ACCCA Mentor Program Introduction**
- 2. Student Senate Update**
- 3. Strong Workforce Program Technical Assistance**
- 4. Streamlining Program and Course Curriculum Approval Processes**
- 5. 2017-18 Budget Update**
- 6. State and Federal Legislative Update**
- 7. Updates on Efforts to Support Undocumented Students**
- 8. Other**

Future 2017 Meeting Dates:

February 16, 2017

March 16, 2017

April 20, 2017

May 18, 2017

June 15, 2017

July 20, 2017

August – No Meeting

September 21, 2017

October 19, 2017

November 16, 2017 (TBD)



Executive Committee Agenda Item

SUBJECT: Executive Committee Members Discussion		Month: January	Year: 2017
		Item No. V C	
DESIRED OUTCOME: The Executive Committee will discuss current workload challenges and determine priorities.		Attachment: NO	
		Urgent: NO	
CATEGORY: Discussion		Time Requested: 45 minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: J. Bruno		Consent/Routine	
		First Reading	
STAFF REVIEW ¹ : Julie Adams		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

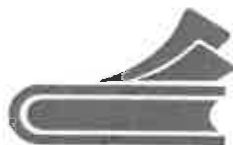
BACKGROUND:

In recent years, the work of the ASCCC has expanded in scope and complexity. With this expansion, the Executive Committee members are considerably busier with continued demand on time and resources. Resolutions adopted by delegates direct the work of the ASCCC and remain a priority for the Executive Committee. Additional issues often arise that are not captured in resolutions and often demand immediate attention and effort. It can be difficult to determine the importance of such issues within the normal scope of work. Therefore, it would be helpful to establish criteria to assist members in determining priorities as well as identifying areas that may be handled by faculty experts in the field.

During this agenda item, members will discuss how to prioritize work, determine levels of engagement for Executive Committee members as well as to share the work with others outside of the board, and create or maintain a sense of work life balance.

*** The most current Committee Priorities spreadsheet can be found on the [ASCCC website](#).

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



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Accreditation Committee Wednesday December 14th, 2016 4:30 PM – 6:00 PM

Members Present: S. Foster, J. Janio, L. Marchand, V. Martin, L. Marchand, F. Torres, D. Wanner

Meeting began at 4:36 PM

1. Minutes from the October 24, 2016 meeting were approved by consensus.
2. **Revised Committee Charge:** C. Rutan reported that the Executive Committee approved the revised name and charge of the Accreditation Committee. C. Rutan thanked D. Wanner and L. Marchand for their contributions to the new charge. The approved charge, shown below, will be posted to the ASCCC website.

Accreditation Committee

The Accreditation Committee advises the Executive Committee and the faculty in matters related to 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 members assist faculty and local academic senates with matters related to accreditation. The committee also plans the annual Accreditation Institute that offers professional development on accreditation issues, policies, and best practices.

3. **Report out from Fall Plenary Session:** The committee discussed the three accreditation breakouts from the Fall Plenary Session. The most attended breakout was on Student Learning Outcomes and that there are still colleges that are struggling with SLOs, but many of the attendees are looking to use SLOs to inform course design and instruction. Concern was expressed that colleges are still struggling to integrate SLOs and that our committee needs to help colleges satisfy accreditation requirements. The Accreditation Institute will include sessions on the requirements of SLOs, integrated planning, and using SLOs to improve instructional quality.
4. **Accreditation Committee Rostrum Articles:** The deadline for the next ASCCC Rostrum is January 16 and C. Rutan will work with F. Torres on an article on her experiences with getting all the DE documentation ready for Glendale College's fall accreditation visit. C. Rutan will work with D. Wanner on an article related to the Warren Bill on Accreditation (The Accreditation Reform and Enhanced Accountability Act of 2016). Hopefully both articles will be

ready by the next Rostrum deadline.

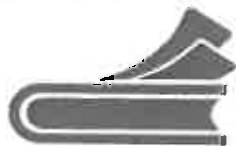
5. **Review Accreditation Institution Program:** C. Rutan shared the Accreditation Institute program that will be brought to the January Executive Committee meeting for adoption. He thanked all the committee members for working on session descriptions and outcomes for the program. All the presenters listed have been confirmed, including two representatives from ACCJC. C. Rutan will have updated information on travel to the institute at the January meeting.
6. **Accreditation Institute Evaluation Survey:** C. Rutan reported that the committee is responsible for developing the survey that will be distributed to attendees after the Accreditation Institute. The draft survey was created based on the objectives for the sessions listed in the AI program. Committee members should send suggestions for edits to the survey to C. Rutan prior to the January meeting.

Meeting adjourned at 5:27 PM

Respectfully submitted,

Craig Rutan

Approved January 9, 2017



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Curriculum Committee

Date: Tuesday, 6 December 2016

8:30 AM – 10:00 AM

Minutes

- I. Call to Order: 8:34 a.m.
- II. Approval of 15 November 2016 minutes: Dolores will post minutes on the website.
- III. Discussion items, with action as needed
 - a. Course Outline of Record Paper
 - i. Body of paper will be submitted by 14 December. The Exec Committee will review the paper on January 6th and provide edits and recommendations. Dolores will incorporate the feedback from Exec and share the draft with committee members for final comments in January.
 - ii. Appendices, glossary, references can be included later. The committee recommends removing references from the end of each section, using footnotes/hyperlinks where needed throughout the document, and including references at the end of the paper.
 - iii. What have we missed? Committee members will inform Dolores if there are any aspects missed.
 - b. Plenary session topics due 14 January
 - i. Hot Topics in Curriculum:
 - Curriculum Inventory
 - PCAH revision
 - AB 1985 AP Credit
 - COR Paper, Curriculum Workshops
 - Curriculum Approval: Regional Consortia, local approval, Chancellor's Office Approval. How it all fits together.
 - ii. Curriculum workshops: The focus is streamlining local curriculum approval processes, sharing the new certification processes, etc...A workshop outline will be approved by Exec. Committee members may be asked to assist with these workgroups.
 - c. Institute Theme Suggestions: Provide suggestions to Dolores.
 - i. Curriculum Reboot: Navigating Change for the Future
 - ii. Curriculum 2.0: Empowering Faculty for Curriculum
 - iii. New Frontiers: Facing Change and Opportunities in Curriculum
 - iv. Finding True North: Navigating New Curriculum Waters
 - v. Walk a Mile in My Shoes: Because well...shoes. But also, Elvis Presley's lyrics which lead to...the election :(and also because you do not know what it is really like to navigate curriculum from a chair's or a specialist's or a CIO's or a faculty member's or a student's eyes until you walk a mile in their shoes.
 - d. Assigned Resolutions from F16 Plenary: No Resolutions assigned to the committee yet.

- e. Change to Accreditation Committee charge: Spring 2016 Resolution reaffirmed that SLOs are a Curriculum charge. SLOs will be removed being exclusively from the Accreditation Committee and placed under the purview of the Curriculum Committee.
- f. No curriculum regionals in spring due to workshops – waiting on CIOs. There will be a noncredit summit in May 2017. With the statewide workshops, plenary, and the Curriculum Institute all taking place in the spring, there will be no regionals.

IV. Announcements: Committee members will provide feedback to Dolores on the draft COR paper by Sunday.

V. Adjournment: 9:24 a.m.

I. Discussion items, with action as needed

II. Announcements

III. Adjournment



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Curriculum Committee

Date: Tuesday, 17 January 2017

8:30 AM – 10:00 AM

Location:

CCC Confer

Minutes

- I. Call to Order: 8:43 a.m. Members present: Michael Bowen, Karen Daar, Dolores Davison, Michelle Sampat, Michael Wyly

- II. Discussion items, with action as needed
 - a. CoR Paper: The Executive Committee provided feedback on the paper. A separate SLO paper was suggested. A resolution will be brought to plenary to write this paper. The CoR paper will be modified to remove some of the SLO information. Another suggested modification was to include explicit language stating that curriculum is the purview of faculty rather than curriculum developers or others. It is possible that the paper will be submitted to Exec in March which gives us time to edit and complete the references.
 - b. Plenary – 20-22 April, San Mateo Marriott: Book rooms before they are sold out.
 - i. Breakouts submitted on hot topics in curriculum, new directions at the Chancellor's Office, SLOs, and min qualifications. The breakouts will be determined at the next Executive Committee meeting.
 - ii. Who will be attending? Michelle Sampat, Michael Wyly, Randy Beach, and Dolores Davison will be attending plenary.
 - c. Curriculum Institute
 - i. Theme: "Charting Unknown Waters: New Directions in Curriculum"
 - ii. Committee members need to fill out the travel form that Dolores emailed. ASCCC will pay for registration and travel. Lodging is covered if members live more than 45 miles away.
 - iii. Wednesday Pre-Sessions for curriculum specialists, new chairs, and new deans.
 - iv. 8 to 9 session times and 8 to 9 breakouts per session.
 - v. Committee members should compile a list of breakouts, general session topics and possible presenters. One general session will be on pathways. 2-3 other session topics will be needed.
 - vi. The committee will review sessions from last year's institute and determine what can be updated and offered again if it is still relevant.
 - d. Min Quals for Apprenticeship: Proposed edits from the California Apprenticeship Council remove educational requirements for apprenticeships. Standards and Practices Committee expressed concern. This change is not finalized. If the edits removing educational requirements are finalized, S&P and Curriculum Committees may want to draft a resolution in opposition or stating a position.
http://www.dir.ca.gov/das/DAS_MeetingAgenda/2016/October/201610-Instructors-RSI.pdf
 - i. Do we need a resolution opposing this from a pedagogical perspective? Based on the final proposed edits.

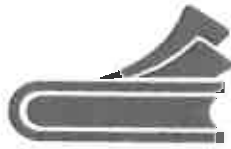
- e. Regional workshops
 - i. Agenda (attached): Approved by Executive Committee. Dolores is meeting with Virginia Guleff and the Chancellor's Office to arrange dates. If there are meetings local to committee members, it would be preferable for them to attend.
 - ii. Locations: About 10 workshops will be offered in geographically diverse locations. Dolores will send us the information as dates and locations are determined. CCCCC is offering the workshops.
- f. In person meeting logistics for next month: Michelle Sampat will email parking permits and directions to committee members.

III. Announcements

- a. Executive Committee Meeting – 3-4 February, El Camino College and Maya Hotel, Long Beach
- b. SLO Symposium – 3 February, North Orange County CCD
- c. Faculty Hiring Regionals – 10-11 February, Sacramento City and Southwestern
- d. Accreditation Institute – 17-18 February, Napa Valley Marriott
- e. Curriculum Committee Meeting, 25 February, Mt. San Antonio College, Walnut, CA
- f. Executive Committee Meeting – 3-4 March, Foothill College and Hotel De Anza, San Jose
- g. Instructional Design and Innovation Academy, 17-18 March, San Jose Marriott

IV. Other?

V. Adjournment – 9:33am



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Educational Policies Committee

January 11, 2017

10:30 am – 3:30 pm

ASCCC Office

1 Capital Mall, Suite 340, Sacramento, 95814

MINUTES

Members Present: Ginni May, Randy Beach, Donna Greene, ~~Catherine McKay~~, Michael Flores (afternoon), ~~Andrea Devitt~~, ~~Saleem Moineuddin~~

1. Select note taker – Randy agreed to be notetaker
2. Approval of Agenda – M/S/C
3. Approval of minutes – done by email but will review, No Additions to the minutes
4. Paper – Effective Practices for Educational Program Development
Several committee members provided sections or outlines of sections of the paper to G. May. Due to many papers coming through the ASCCC Executive Committee, the timeline has been extended to have the paper ready for Fall 2017 plenary. New deadlines for the preliminary draft are below:
By January 17: G. May will send out each person's assigned section with comments for further revision
By January 23: Committee members return assigned sections back to G. May
By January 25: G. May returns completed draft of full paper to committee for review in preparation for February meeting
February 8: Review of preliminary draft at Ed Pol phone meeting

G. May also noted that we need to remember to write our sections from an education policies point of view rather than a curriculum development point of view. Committee members should review their sections that with in mind.

Goal to send paper to Executive Committee for first read at March meeting.

5. AB 1985 Survey and Policy for AP Examination Course Credit in the California Community Colleges

Committee questioned whether colleges will be legally required to have a course that is deemed similar to the AP exam based on its reading of the legislation. G. May will report back to the committee at its February 8 meeting on progress on the policy.

Recommendations

- Committee recommended the policy clarify that local community colleges may determine how they will accept AP credit when a student wants a course to count when the course is a requirement for a major.
 - Committee recommended that the policy clarify that the following processes be used by faculty to determine what AP score is acceptable for course credit when a student wants to use the class to complete a major requirement.
 - Discipline faculty review the AP exam and determine an equivalent course
 - Faculty consider CSU and UC thresholds for accepting AP credit for a course in a major
 - Faculty involve your college's articulation officer in the discussions.
 - Committee recommended that local colleges should discuss the level of involvement, if any, of the curriculum committee and/or the board of trustees in the development of its process for determining scores for awarding AP course credit in the major.
 - Committee recommended that the policy clarify what a college will do when a specific course cannot be identified to align with an AP exam. Potential courses of action could be the following:
 - Faculty from the general education area could identify a specific, similar course.
 - Course credit could be transcribed as elective credit
 - No credit is awarded
6. Committee Priorities (Resolutions, Strong Workforce Recommendations, and other)
- G. May updated the priorities sheet with information on Ed Pol activities in support of the SWT recommendations. G. May mentioned that Julie Adams and Julie Bruno are updating the SWT recommendations in consultation with the CCCCOs updates to determine where we are on each recommendation. G. May will update the committee as needed.

By February 4, Randy, Michael and Donna will send in paragraphs for a rostrum article that highlights current effective practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty. Anticipate submitting for March/April 2017 edition of the Rostrum

F16 9.02:

The committee agreed that F16 9.02 has been resolved because the Dual Enrollment Task Force is completing these responsibilities.

F11 13.2

Awaiting 3CSN to complete survey analysis and possible white paper.

F12 17.01

Committee distributed survey. ASCCC staff to determine where to send results for analysis. In progress.

F14 7.06

G. May will confer with ASCCC president to contact CCCSSAA president with questions and ask to help facilitate gathering info on how colleges are addressing student eligible to reenroll under Title 5 §55040 (b) (9)

S09 17.04

Need advice from Julie Bruno. Awaiting consultation.

S13 19.03

G. May will confer with ASCCC president Julie Bruno for further steps.

F16 9.02

Update at plenary at the Ed Pol breakout and invite RP and Career Ladders Project do a breakout at Curriculum Institute

F 16 9.03

Wait till task force is formed.

F16 15.01

Address by general session at the Instructional Design and Innovation Institute (IDI). ED Pol will solicit responses from the academic senate presidents and submit those responses to the Exec Committee. G. May will work with ASCCC to write the survey and send to the field.

F16 18.01

G. May will discuss with AS president and Executive Director for next steps.

7. Resolutions and Breakouts for Spring 2017 Plenary Session

Plenary breakouts

Committee agreed:

- Educational Policies Committee omnibus breakout to inform the body on committee actions including the program development paper, AB 1985, and a response to the Quantitative Reasoning Task Force, unless it is determined to require a separate breakout.
- Dual enrollment with Career Ladders and RP

Resolutions

Committee agreed

- create a resolution for body to vote on in response to Quantitative Reasoning Task Force report

8. Future Meetings:

G. May will look into an in-person meeting to discuss the paper in prep for approval at the May Executive Committee meeting.



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Equity and Diversity Action Committee Meeting

Date: Monday, December 12, 2016

1:00 PM – 2:00 PM

CCCConfer

1-719-785-4469 or 1-888-450-4821

Participant Passcode: 742843

MINUTES

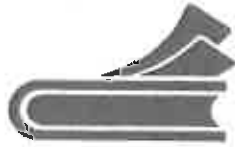
- I. Call to Order
- II. Welcome and Introductions + Notetaker-Randy; Present: Marty Ramey (Mt. San Antonio College); Cleavon Smith (Berkeley City College); Robin Fautley (Santa Rosa Junior College).
- III. Update on Focus Group Project (5 minutes)
 - a. The Foundation has been given the focus group project proposal and has discussed it. Potentially this project will become part of a larger grant being coordinated through the ASCCC office. randy will update the group as new information becomes available.
- IV. A²MEND Conference Proposals (5 minutes)
 - a. Cleavon mentioned potentially doing something on students services and is in search of effective practice models. Randy has discussed this with ASCCC Exec members and received some input from them. Marty sent the group a link to the "Teaching Community College Men of Color" program which partners with many community colleges to offer services emphasizing the needs of men of color. EDAC members whose schools are partners will reach out to their local colleges to determine if anyone is interested in presenting at the conference. The ASCCC may be able to support attendance by presenters wishing to present on behalf of AACCC or EDAC.
- V. SB 967 Resolution
 - a. The committee discussed resolution FA14 7.04 "Student Safety: Sexual Assault" and what steps EDAC should take to respond to the resolution. After much discussion, the group agreed to pursue the creation of a model administrative procedure (AP) and/or a rubric for administrative procedures based on a solicitation of procedures from the field that would then be vetted by the committee. The AP would be based on policies/procedures at the colleges of EDAC members; the CCLC template if one is available; a solicitation of procedures on the various senate listservs (pending ASCCC Exec approval), and a solicitation of procedures by the CCCCO Legal Division, if willing.
- VI. Diversity in Faculty Hiring Regional Meeting Version 4 (20 minutes)
 - a. The group discussed the draft of the regional meeting and made adjustments. Assignments to breakouts were made. Randy will complete the agenda and send to the committee as soon as possible.
- VII. Strategic Plan Action Grid (10 minutes)
 - a. postponed
- VIII. New Items (5 minutes)

a. None

Next Meeting, January 23, 2017

Upcoming Events:

ASCCC Executive Committee Meeting, Alameda College	January 6-7, 2017
SLO Symposium, North Orange County Community College District	February 3, 2017
ASCCC Executive Committee Meeting, El Camino College	February 3-4, 2017
Diversity in Faculty Hiring Regional Meetings	February 10-11, 2017
ASCCC Accreditation Institute, Napa CA	February 17-18, 2017



Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Resolutions Committee Meeting

Date: Tuesday, January 10, 2017

10:30 AM – 3:00 PM

Academic Senate for California Community Colleges

One Capitol Mall, Suite 340 Sacramento, CA 95814

MINUTES

1.	Call to Order	1 minute	Action
2.	Notetaker	1 minute	Action
3.	Assigning Resolutions to Committees-Update	15 minutes	Info
4.	FA Plenary Debrief	60 minutes	Action
5.	Lunch (11:45 am)	30 minutes	
6.	Division of Responsibility for Resolutions Process and Resolutions Handbook Review	120 minutes	Action
7.	Preparation for SP Plenary / Update to Area Meetings PowerPoint / Resolutions Training for the Field	45 minutes	Action

Members Present: Donna Greene, Carrie Roberson, Rebecca Eikey, Eric Thompson, Julie Adams, Randy Beach, Ginni May

1. R. Beach called the meeting to order at 10:20. Lunch orders were placed.
2. Notes will be taken by G. May.
3. Assigning Resolutions to Committees – Updates
 These assignments are typically made by the ASCCC President, Executive Director and approved by the Resolutions Committee.
 Resolution 10.03R F16 – This should never have been referred since it is telling the ASCCC to “do something”. There was not a valid reason to refer this resolution. There are 3 valid reasons for referral, and this was not one of them.) It should either have passed or failed on the floor. This was a good teaching moment.
 Resolution 21.06 F16 – This was properly referred. The Career Technical Education Leadership Committee will review the resolution and discuss next steps. Randy will update the Resolution Committee when information is available.
4. Fall 2016 Plenary Debrief – comments from Executive Committee were shared.
 - *What about not allowing resolutions to be given/submitted after area meeting and before plenary session?* The committee agreed to this, for clarity and consistency on submission processes.
Committee Recommendation: Manual to be edited to include a section E: “Resolutions and amendments may not be submitted between the area meetings and the Thursday of

plenary session.”

- *Can we revisit the timeline for Thursday resolutions? Can meaningful conversations take place on Saturday for Thursday resolutions?*

It was discussed to expand the criteria for “Urgent” resolutions and only allow “Urgent” resolutions after area meetings. It was discussed to strengthen the language on criteria for amendments. Also, we need to clarify typos, and require a rationale for why the resolution amendment is “Urgent”.

Committee Recommendation: The Resolutions Committee will determine which resolutions are urgent. If the Resolutions Committee cannot make a determination, consultation with the ASCCC President will take place and the ASCCC President may call an Executive Committee Meeting. All resolutions determined to be not “urgent” will follow current documented procedure. The Resolutions Committee will review the “forms”.

- *Can we look at who can submit resolutions? Discussion took place on who should/could submit resolutions and amendments. The committee discussed having the delegate names that “second” resolutions and amendments listed on the resolution and/or amendment. The committee is recommending a definition of “eligible faculty attendee”.*
Committee Recommendation: An Eligible Faculty Attendee is a faculty member whose primary responsibilities are faculty duties (teaching duties, reassigned duties) at their college, district, or the ASCCC. If a faculty member is reassigned to an organization other than these for any part of their contract, they are ineligible to put forth a resolution or amendment. If they desire to put forward a resolution or amendment, they must collaborate with an Eligible Faculty Attendee to propose the item.
- *Do we need to restructure how Friday is set up to allow the Executive Committee time to address possible concerns? The committee discussed having a Thursday morning session on “how to write a resolution”. One of the criteria for a resolution to be determined to be “urgent” shall be that the author attend the “certification” session.*

5. The committee talked through lunch.

6. Division of Responsibility for Resolutions Process and Resolutions Handbook Review – the committee went through each task and set due dates, responsible parties, and stage.

ACTION: Randy will forward Area Meeting Resolutions PowerPoint with approved process changes on March 10 and committee will discuss the final PowerPoint and process changes electronically.

It was discussed that we have the New Delegate, Resolution Writing 101 and the mandatory resolution and amendment writing sessions.

The committee discussed converting the handwritten forms to signature pages only and having an email form (fillable, email, something) to submit the resolution/amendment.

Committee recommendation: The Executive Committee may meet Saturday morning prior to voting to provide any needed guidance to the Resolutions Committee.

Handbook amendments recommendations:

- Create an appendix with information on how the format of a resolution is to be written and common names – handout on sample resolution.
- Committee discussed recommended edits to correct language, grammar, and typos
- Include updated resolution categories
- New definition of “eligible faculty attendee”
- Change language to include “electronic copies of resolutions and amendments and hard

copies of signature page.”

- Update resolutions handbook regarding annual review of disciplines list
- Review and revise process for resolutions declared non-urgent
- Need consistency with “mover”, “author”, “maker”, “contact”, etc.

7. Preparation for Spring Plenary/Update to Area Meetings PowerPoint/Resolutions Training for the Field – the committee went through the power point briefly. Randy will update after the Executive Committee approval of language changes.

The committee discussed recording a webinar on writing resolutions, but not until after the spring plenary session and in possible preparation for the Leadership Institute. The webinar could focus on statewide and local practices.

The committee proposed a possible spring plenary session on Local Resolutions – C. Roberson proposes: “RE: Solutions” as a slogan or branding for the committee.

8. Deadlines:

February 15 is Executive Committee Resolution Deadline

The committee will receive the packet near March 10

Randy will send out revised ppt based on Executive Committee approvals

The committee will meet in person Thursday morning of plenary session

R. Eikey will draft the page of recommended process updates and send to all for review. R.

Beach as an Executive Committee Agenda item for February meeting.

Meeting adjourned at 2:43 pm

JRB/vsm

IEPI Indicators Meeting

- A. Indicators update (Barry)
- B. Year 4
 - a. We are not expecting radical changes in Year 4.
 - b. We will work on finalizing Year 4 changes by March.
- C. Demo of new portal with addition of new indicators. Stacy reviewed the new portal and indicators.
 - a. OPEB – colleges are required to enter historical data but not set goals
 - b. Historical goals are now shown. Once goals are certified, the historical goals are not made available on the public site
 - c. College Choice
 - i. #31 – required. Add option to include math/English throughput rates.
 - ii. #32 – optional
- D. Launchboard Update. Gary, Matt, Kathy and Laura presented the Launchboard update.
 - a. Note that employment date are in the 2nd quarter and not annualized. Ditto for 4th quarter.
 - b. There is interest the in proportion who attained a living wage
 - c. Barry will send PPT from Gary Adams to the IEPI Indicator Work Group
 - d. Launchboard 3.0 will include separate tab for noncredit
 - e. Change in earnings is an important metric for Skills Builders
 - a. Demo of Launchboard
 - i. SWP Metrics tab is useful for colleges completing their local data plans for Strong Workforce (data pulled from all students who exit the system)
 - ii. Snapshot tab has dated data because they've been focused on launching the SWP tab. The Snapshot tab will be updated in January. Anytime the cell size is less than 10 for disaggregated data it is suppressed. Those suppressed cells are rolled into the "other" category.
 - iii. The Equity Gap data is available through the Snapshot tab
- E. Feedback from Scorecard Advisory Committee
 - a. Scorecard is more accountability focused whereas IEPI is focused on aspirational goals/improvement
 - b. Potential additional metrics for the Scorecard: Transfer Level Completion Rate, Participation Rate and Median Time to Degree. For now they've decided not to add to the Scorecard but want to keep an eye on it.
 - c. Data on Demand and/or Data Mart: transfer rate might be added
 - d. WEDD at CCCCO is working on getting unitary level data for licensure (SB66)
 - e. Discussed time to degree:
 - i. Ryan Fuller has played around with calculating time to degree by FTES. More specifically, how much FTES did it take for each degree achieved? This is different than the system goals. There are challenges because FTES isn't intuitive to folks outside the system. The group suggested it might be better to look at units.
 - ii. Barry also asked if we could disaggregate time to degree by science and non-science.
 - iii. Data are interesting in that they don't show students who complete as taking many extra units.
- F. Agenda for next meeting
 - a. 3-Year completion metric (if possible, TRIS will provide data at the next meeting)
 - b. The next meeting we'll take a few colleges and look at lead and lagging indicators
 - c. Most completion happens between years 3 and 4 for completion
 - d. Noncredit Course Success
 - e. Average number of units: Part-Time vs Full-Time disaggregation

- f. Discuss possibly removing: Course Completion Rates, CTE Rate and Basic Skills Progression
- g. What makes sense to have 1 vs 6-year goals
- h. Over the next year: Validate which indicators are leading and lagging indicators.

G. Next Meeting is January 20, 2016

H. Adjournment

Minutes
Institutional Effectiveness Partnership Initiative (IEPI):
Policies, Practices, and Procedure Workgroup

Date: Friday, December 2, 2016

Location: California Community Colleges Chancellor's Office; Sacramento, CA

Next Meeting: Friday, January 20, 2017 at the California Community Colleges Chancellor's Office

Present: Claudette Dain; Rosa DeAnda; Michael Howe; Andrew Lamanque; Barbara McNeice-Stallard (joined via CCC Confer); Craig Hayward (joined via CCC Confer); Theresa Tena; Linda Wah; Jarek Janio; Su Jin Jez; Julie Bruno; Saleem Moinuddin; Sean Madden; Pamela Cox-Otto; and Michelle Barton.

1. Morning Session

- a. Review Minutes from September 8, 2016
 - i. Edit to September 8 minutes is suggested. Agreement to make the edit and redistribute minutes.
- b. Report out on ASK Project
 - i. Strategic Enrollment Management
 1. In February 2017, we will get a true look at enrollment throughout the CCCs. More focused attention on SEM is necessary right now due to the recent softening of enrollment. Effect of OEI and Exchange on enrollment is discussed.
 2. Scope of work for SEM discussed. Necessary now to identify where the system is at, how the system defines SEM, what the barriers are, and what we're doing well on purpose. A system-wide survey of the CEOs, CSSOs, CIOs, faculty, researchers, and marketers will be administered in order to find out what the system is doing well and to identify potential opportunities for case studies. The survey is still in the construction phase. The survey is set to launch mid-January. There will also be a literature review. After the literature review and survey are complete, an advisory group will be created and will convene to structure and stage SEM. Desire for this advisory group to be composed of a diverse group of personnel from both urban and rural areas. Also seeking middle leadership reps for advisory group. Right now, it is difficult to determine who exactly to survey. Bill McGinnis's proposal from September 8 meeting regarding the problematic funding formula is discussed briefly. It is unlikely that there will be robust FTEs identified in

February 2017. Links on PLN regarding budget is mentioned. ACBO website offers resources on funding and enrollment management. Suggestion offered to look to Michigan for solutions to repeatability. International student impact is discussed and recognized as a college strategy. The SEM project, however, will focus on California residents. SEM ASK may not be totally comprehensive; it will not propose new funding models; it will focus on student success. Strategies are discussed related to onboarding of students and discovering in an incremental way when students drop out during the semester. General discussion regarding under-resourced colleges' ability to spend more time on student retention. Advisory group will be open to student reps. Discussion regarding the demise of for-profit colleges, how the CCCs have a unique opportunity to serve those former students who are now without a college. Uncertainty regarding ease of credits transfer from a place like ITT Tech to a CCC.

c. Communication; promoting IEPI

- i. All CCCs have been contacted regarding communications efforts. Finding that all CCC efforts have been mostly passive except in the case of an emergency. There is a major gatekeeping function in place regarding sending emails to all staff personnel. How are we to bestow IEPI on colleges if there is such a gatekeeping function in place? Plan underway to perform more targeted marketing to break through gatekeeping.
- ii. A customized signature for all IEPI personnel that advertises IEPI and also the IEPI listserv is suggested. The very nature of the customized signature and sharing it via email spreads the "IEPI virus." Idea that workshop attendees could be "awarded" customized signatures stating that they're a part of the IEPI effort to improve the CCCs. This is a high-tactile, low-effort endeavor.

d. Review of ASK Project

- i. When and how will ASK items be vetted?
Clarification sought regarding PLN and ASKs. Discussion of "loose vetting," or a set of minimum requirements that prospective ASKs must meet. Desire for ASKs to showcase examples that come from colleges themselves so that other colleges might learn from those examples and apply their learning to their own schools. Belief that ASKs will get better and better as colleges use them. Belief that ASKs are not

supposed to offer quick fixes to problems. Concern that the “sharing” resources already on the PLN might appear to users as in competition with ASK materials. Belief that feedback on ASKs should also be vetted before any revisions to ASKs are made. Apt comparison of the “sharing” resources to Wikipedia and the ASKs to JSTOR. Desire to ensure that ASK projects and material distinction is apparent to PLN users. Concern that CCCs already know how to solve their own problems, but can’t quite bring themselves to do it. This is a cultural challenge. Question of whether ASKs will really do much good. Question of whether an ASK should be vetted only after it is successfully implemented at a college. The PLN needs to explicitly tell its users that ASKs are vetted in this way and should be taken as inspiration rather than as “tools.” Silos and the notion of culture within the CCCs is discussed. Warning that cultural change and complex relationship issues inhibit progress. Opinion that we must address the cultural challenges that plague our institutions. The ASK timeline for delivery is discussed, and it is anticipated that materials will be available for the January PRT trainings.

2. Afternoon Session

a. Report out on ASK Project

i. Integrated Planning

1. Next scope of work with RP Group has been in implementation since October. IP will be presented on at the December 7-8, 2016 pathways event in Sacramento. Literature of what CCCs are doing will be reviewed. Also a review of what seminal institutions are doing to vet integrated planning. This info as well as feedback from the field will inform piece. Vetting comes from asking colleges what works and what doesn’t.

ii. Data Disaggregation

1. First phase of data disaggregation project is winding down. Seven tools have been produced (see one-pager distributed at the workgroup meeting). Each tool is built around a case study. A number of invitations has been received to present on data disaggregation at various conferences. Case studies are brought up. Each case study has to do with a specific college. Concern if there should be separate advisory groups to do the vetting. Desire to make sure that case studies involve evidence. We’re not evaluating outcomes in terms of student success.

Evidence means specific examples of using effective practices. Discussion of the term “evolving practices,” as many of the practices out there are too new to really be deemed “effective.” The landing page for the data disaggregation ASK is nearly done and will be on the PLN soon.

- b. Review of ASK Project
 - i. Are we doing what we set out to do? [DID NOT DISCUSS; TIME RAN OUT]
 - ii. Framework of Effective Practices → EPRT (Effective Practices Resource Toolkit) → ASK (Applied Solutions Kit) [DID NOT DISCUSS; TIME RAN OUT]
- c. Review of Convenings [DID NOT DISCUSS; TIME RAN OUT]



Executive Committee Agenda Item

SUBJECT: IEPI Integrated Planning Workgroup Report		Month: March	Year: 2017
		Item No. VI B iii	
		Attachment: No	
DESIRED OUTCOME:	To inform the ASCCC Executive Committee	Urgent: No - Spring	
		Time Requested: 10 minutes	
CATEGORY:	Report	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	North	Consent/Routine	
		First Reading	
STAFF REVIEW ¹ :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

BACKGROUND: The IEPI effort is a collection of related efforts designed to help colleges improve their institutional effectiveness and ultimately better meet the demands of their accreditation standards. One of these efforts is a workgroup tasked with locating, developing or providing resources that colleges can use to better understand and implement processes for integrating and implementing their planning.

This group is primarily composed of researchers and two faculty appointed by the ASCCC. The members do more than a typical CCCCCO advisory group because the role is not really consultation, it's to produce outcomes or work product in the form of resources. The workgroup is operated under the RP Group's IEPI contracts and support such as travel or stipends are paid for through the RP Group. The workgroup started in 15/16 under a one-year contract, which ended in October 2016, and is now in a second year contract with deliverables due by June 2017.

The work product from this group is disseminated by an ASK within the PLN and by regional convenings held between Fall 2016 to the present. The work products have been vetted to varying degrees by the convenings and, in some cases through the limited application of a scoring rubric and review.

The workgroup has discussed in depth what it means for the work product to be vetted and what that process might be, but these questions are well above the scope and authority of this group to answer. It is also not clear what privilege or authorization occurs when a resource is branded under the IEPI auspices within an ASK.

The workgroup generally meets once per week by phone and has had several one day planning retreats.

The workgroup would like to entertain having a mini convening in the form of a breakout at the ASCCC's Spring Plenary session. The workgroup clearly needs guidance from the System's

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



IEPI Applied Solutions Kit for Integrated Planning

Report as of January 10, 2017

Overview

The IP Team focused its attention in November (see meeting notes, appendix, pp. 6-12) and December (see Dec. 3rd Retreat Agenda, appendix, p. 13) to deliver and debrief on IP Convenings and IP Tools (see survey results, appendix, p. 15), and to discuss, confirm, and align the Phase II Scope of Work with each project team consultant and partner, 3CSN.

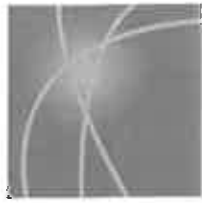
In addition, a SmartSheet and DropBox were created and populated for the Chancellor's Office and the PLN administrators to view completed IP tools and resources. Current tools/resources include:

1. **IP Model (generic processes with guiding questions):** The IP Model was developed for colleges to use as a guide for their planning purposes. The model includes five components (Discover, Develop, Implement, Evaluate, and Report).
2. **IP Process Improvement Guide:** This guide is composed of five process elements for colleges to consider when planning initiatives, including if the initiative itself is integrated planning.
3. **Committee Report Outing Template:** The purpose of this template is to help representatives report back to their groups about what happened at a committee meeting.
4. **Community College Planning and Governance Documents:** Twenty community college planning and governance documents were compiled as resources for colleges to review in order to assess elements of planning and/or integrated planning that could be leveraged at their campus.
5. **IP Project Logic Model:** This includes two examples of Logic Models – one for Strategic Planning and one is an example for the IP Team.
6. **Materials & Steps to Build Logic Model for Integrated Planning:** Step 1: Integrated Planning Crosswalk; Step 2: Integrated Planning Crosswalk Worksheet; Step 3: Johari Windows Worksheet; Step 4: Who What Mapping Worksheet. In addition, Logic Model Example: Gavilan College Logic Model for Professional Learning and IP graphic by Pierce College.

DropBox link:

<https://www.dropbox.com/sh/f0u3ep1fzsazqqk/AAD4GdpeeCc0F1c53Klpe3G6a?dl=0>

The six tasks in this report are the deliverables described in the Phase II Scope of Work.



Time of Contract

Phase II: November 1, 2016 – June 30, 2017

Report Period: November 1, 2016 – December 31, 2016

Progress on Tasks

Task 1: Refine the identification of key characteristics of effective IP to include a review, synthesis, and summary report of IP practices from extensive available documents/white papers created by community colleges. Research the role of leadership in IP and how these findings can be leveraged and/or “packaged” for training and PLN.

Deliverables*

- Rich text documents including details of evidence and who were consulted to formulate the document. Compile information into useable format for consultants to use for Tool development.
- A user-friendly document designed for ease of understanding for the CCC field including graphics, narrative, and reference as to what and who were consulted to create it.
- Specifications for the ASK team to take the product and make it come alive in the ASK PLN.
- Review and synthesize 20 community college planning and governance documents currently on the Smartsheet for themes.
- Find and include additional 15 community college documents & review and synthesize for themes and place on the Smartsheet.
- Identify leaders in the IP community or leaders at community colleges successfully modeling IP.

**Per consultants' SOWs*

Progress

Early stage. The IP Team will reconvene the weeks of 1/9 and 1/16 in order to report on the status of Task 1.

Task 2: Expand on IP practices and frameworks by focusing on subject matter experts from the diversity of stakeholders engaged in successful integrated planning. Strengthen and enhance the literature review products so that they are digestible and useable for the colleges and the PLN. Engage the Subject Matter experts in deeper discussions and evaluation of the IP tools created in order to determine how to improve upon them.

Deliverables*

- Interview or review the work of leaders in IP Practices to learn what works and what doesn't. Create resources for the PLN based on leadership findings.



the RPgroup

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- Develop a document related to community college program development processes, specifically when these programs are developed under grants. Identify role of all stakeholders and how program development is incorporated into long-term planning and funding. A synthesis of readings and collaborations with faculty team should be reflected in the document.
- Develop a product in the form of a digestible literature document that enables colleges to readily consume integrated planning leadership themes and characteristics. Subject matter experts will critique it.
- Strengthen, enhance, and revise the Scenario Planning activity document for practical use at colleges as well as demonstration for training purposes.

**Per consultants' SOWs*

Progress

Scenario Planning document is 90% complete. It will be finalized the month of January. Other deliverables are in the early stages. The IP Team will reconvene the weeks of 1/9 and 1/16 in order to report on status of remaining Task 2.

Task 3: Refine and create additional IP tools and processes for implementation, evaluation, and reporting of the IP Model, including refinement of the college's self-assessment tool. Tools/resources will fall under the following phases of the IP Model: Discover, Develop, Implement, Evaluate, Report.

*Deliverables**

- Integrated Planning Readiness (Discover)
- SWOT Analysis, Examples of completed IP plans, 3CSN LCAP example (Develop)
- Drag and drop flowchart for planning, Planning Calendar (Implement)
- Identify, incorporate, and develop 3-5 sound evaluation tools/resources (Evaluate)
- Dashboards for KPI, Goals, Report for the masses, internal report, email/newsletter and mega report templates (Report)

Develop an Accreditation Standards Crosswalk as a tool for integrating / linking various plans based on the standards that can align with other tools in ASK.

**Per consultants' SOWs*

Progress

Accreditation Standards Crosswalk document is 90% complete. It will be finalized the month of January. Other deliverables are in the early stages. The IP Team will reconvene the weeks of 1/9 and 1/16 in order to assess tools/resources status for each component of the IP Model.



Task 4: Refine IP resources and tools via user feedback from the Professional Learning Network. Update IP resources based on further presentation, convening, training feedback.

Deliverables*

- Develop methods and systems to evaluate impacts of IP Trainings through follow-up surveys, analysis, and feedback.
- Evaluation of trainings by developing a conceptual model of intended outcomes, measurement instruments for either pre-test/post-test measurements or follow-up assessments, as well as perform analyses where appropriate. Critically assess the feedback in attempt to synthesize results for informed direction.
- Use feedback from PLN site/convenings to update/improve/refine, etc. resources and tools.

**Per consultants' SOWs*

Progress

Survey results and analysis completed for fall IP Convenings (see appendix, p. 15). Efforts are ongoing as more trainings are completed and as PLN/ASK users provide feedback.

Task 5. Continue to populate the PLN's Applied Solutions Kit with IP resources and tools. Design how to present IP materials on the PLN (e.g., video, interactive media, animation, prezi, uploads, etc.).

Deliverables

- Collaborate with the PLN team to design presentation of and navigation to/around the IP ASK.

Progress

Animation was created for the Logic Model and definition of Integrated Planning in Sept/Oct. Since providing the latest IP tools/resources, there has not been further work in Nov/Dec to create interactive materials due to ASK platform testing.

Task 6: Plan, design, execute, and evaluate IP-related trainings and presentations: Potentially 20-30 trainings across California that vary in length (1-2 days), audience, location, and purpose.

Deliverables (Same as Task Definition)



the RP group

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Progress

IP Training Status to date:

- Regional IP Training: Golden West College, March 29th
- On-campus Training: Imperial Valley College, TBD
- Fresno City College, TBD
- Preconference IP Convening: RP Conference, April 19th

Presentations:

- IEPI Meeting, December 12, 2016 (IP Progress presentation)
- CCLC, January 29, 2017

IP Event scheduling Google Doc: https://docs.google.com/spreadsheets/d/1-ja_36d-2lfAL0qKwMCIOE0xP7gtdwmIVyPA2NFWlms/edit?usp=sharing

Summary of Project Expenditures

Not all project team members have submitted invoices for work completed during November and December as we were waiting for official approval of the Phase II SOW. A summary of project expenditures will be included in future progress reports if requested.

Challenges and Success

Challenges

The ASK launch on the PLN has taken longer than anticipated.

Successes

The IP Project Team planned, executed, and learned from IP Convenings, produced a first strong set of IP tools/resources, and has structured Phase II work to effectively ensure that consultant deliverables are aligned with the pending SOW approval from the Chancellor's Office.



APPENDIX

November 7, 2016 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Geoffrey Dyer, Gabe Orona, Barbara McNeice-Stallard, Al Solano

Primary Meeting Goal: To debrief October 28th convening and to discuss “Phase II” IP Project deliverables

Meeting Outcome 1: October 28th Convening Debrief and Suggestions for November 18th Convening

Wheeler recapped some comments from his convening email summary (10/30/16):

We had approximately 30 of the 45 registered show up. They were divided into several overlapping groups with the two largest serving some formal role in leadership and some formal role in institutional effectiveness/research. There were seven faculty registered but I'm not sure how many made it. Thus one thought is we need to address who we are connecting with. For the most part administrative leadership and institutional effectiveness specialists or researchers do not need to be sold on the idea of integrated planning. In our role to improve the avalanche we are seeking, the convenings are going to need to reach a broader audience. It is also possible that we could include some more train the trainer elements/focus in the program to help those who do attend become more fluent in spreading the cause...

Wheeler also noted some of the participant survey comments, including having participants alternative between tables.

Al shared that he’s changing the order of the slides to show the Logic Model upfront as opposed to building up to it. We also discussed that Erik Skinner’s (Interim Chancellor) participation was positive. He was there to learn about IP and some of challenges colleges face (e.g., how to integrate initiatives, legislation that ties community college hands with supplanting language, etc.)

Meeting Outcome 2: a. Topics related to IP were shared (which could inform Phase II deliverables) b. Agreement on a IP Team Retreat.

Barbara shared topics related to accreditation and the role of IP:

- Aligning with the college’s mission
- Resource allocation
- Facilities planning
- Education Master Plan & Strategic Plan
- HR (plan for personnel hires)
- Governance and how to show the process
- Student learning outcomes

Geoffrey shared his topics:

- Resources for shared governance (e.g., roles)



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- Strong Workforce initiative
- Program activation/deactivation and issues related to institutionalization
- Sudden impacts (e.g., how to assess and respond to grants and initiatives, and to be proactive vs reactive)
- Transparency with budgets
- Learning outcomes and program review that should drive IP
- Role of noncredit/dual enrollment

Given team member limited bandwidth and the vast IP landscape, the team discussed the potential of bringing more IP Team members onboard to help with deliverables.

The team agreed it is time for another retreat to regroup about a plan of action for the next set of deliverables. The team agreed to meet on Saturday, December 3rd at Taft College (a day after the Dec. 2nd IP Convening). It was suggested to invite a representative(s) from the Strong Workforce program to learn more about this initiative and how to plan for it.

Major Follow-Up Item:

Between now and December 3rd, AI will discuss on separate calls with select team members specific items they can start working on prior to the retreat. For example, Maria, Micheline, and Gabe shared via email deliverables they are interested in. AI will follow-up with them. Wheeler and Geoffrey will continue to be involved to help make the quality of the work better. AI reiterated that a major focus is continuing to find and/or create IP tools and resources for ASK.

Other items:

- Geoffrey stated that some of the IP Team's work was shared in presentations at the Plenary in Costa Mesa. He also learned more about other group's role to help colleges (e.g., IEPI, @ONE, etc.).
- Gabe shared his draft of the lit review summary for ASK and received positive feedback.



November 14, 2016 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Geoffrey Dyer, Gabe Orona, Micheline Pontious, Maria Narvaez, Barbara McNeice-Stallard, Al Solano

Primary Meeting Goal: Collectively craft an agenda for the Dec. 3rd retreat; update of select individual team member work; provide feedback on literature review document for the PLN

Meeting Outcome 1: December 3rd Retreat Agenda Drafted

1. Agree on structure of IP work
 - a. Wheeler brainstormed possible categories of tools that colleges could use for IP:
 - Parts and pieces - What do colleges typically plan, what does each type of common plan accomplish, what college elements, assets, processes get planned for/about?
 - Where is your college currently at with regard to planning, to integration of planning?
 - Planning relationships - what plans need to be high level, central, rapidly evolving versus stable, legally required, etc.
 - Making planning processes more efficient, less time/resource consuming?
 - From planning to effective implementation.
 - Planning, documentation and accreditation - automating the self-study.
 - Evaluation of planning.
 - Practical leadership - meetings, agendas, developing leaders and leadership skills, etc.
 - b. Review Geoffrey and Barbara's list from previous meeting:
 - Barbara:
 - Aligning with the college's mission
 - Resource allocation
 - Facilities planning
 - Education Master Plan & Strategic Plan
 - HR (plan for personnel hires)
 - Governance and how to show the process
 - Student learning outcomes
 - Geoffrey:
 - Resources for shared governance (e.g., roles)
 - Strong Workforce initiative
 - Program activation/deactivation and issues related to institutionalization
 - Sudden impacts (e.g., how to assess and respond to grants and initiatives, and to be proactive vs reactive)
 - Transparency with budgets
 - Learning outcomes and program review that should drive IP
 - Role of noncredit/dual enrollment
2. Team members share work in progress/completed. Plan a timeline for continued work to achieve deliverables.
3. Logic Model for Phase II



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4. Review Scope of Work for 3CSN and Career Ladders Project
5. Review ASK/PLN
6. Reflection on convenings: review participant survey results
7. Plan for future IP training dates/locations

Meeting Outcome 2: Team member update of current work

Maria: Find more IP and/or planning documents created by community colleges; draft a resource for integrating/linking various institutional plans (based on Wheeler's IP crosswalk doc); further develop components of the IP Model with a focus on implementation, evaluation, and reporting; synthesize convening/training participant surveys; participate in convenings/trainings/presentations as needed; and continue to work with AI and PLN team to upload our work.

Micheline: Will synthesize the current 20 community college docs for themes and add 15 more community college examples; create a list of IP subject matter experts and leaders to interview; create a list of literature re: IP as it relates to leadership; participate in convenings/trainings/presentations as needed.

Gabe: Identify and synthesize key characteristics of leadership in integrated planning and/or community college planning; develop a product related to community college program development processes, specifically when these programs are developed under grants. Identify role of all stakeholders and how program development is incorporated into long-term planning and funding; strengthen and enhance scenario planning activity document for ASK consumption; finalize the lit review doc discussed at the meeting; evaluate trainings and participate in convenings/trainings/presentations as needed.

Geoffrey and Wheeler will continue to provide feedback and guidance.

Follow-Up Items:

1. Wheeler emails to team members Miramar College IP graphic
2. AI and Barbara invite partners to retreat

Other items:

- Team provided feedback on literature review doc Gabe created. Feedback included changing external consultant to external perspective, clarifying inquiry process, adding branding, and changing "Create a Planning Committee" to "Create/Enhance..."
- Barbara updated the team on some upcoming IP-related presentations (Time ran out. This item is added to next meeting agenda)



November 21, 2016 IP Team Conference Call Recap & Follow-Up Items

Participants: Gabe Orona, Micheline Pontious, Maria Narvaez

Meeting Item 1: Debrief Nov. 18th Convening

AP's email comment: "Went very well. Very engaged audience. Good post-convening emails from a few participants with positive comments. People who can afford to come with a campus team benefit the most."

Micheline: Everyone was super engaged, some people left earlier because they had other meetings, but most people were there the whole day. 42 people showed up to the convening. Cannot stress enough how engaged and talkative everyone was very high level of engagement.

- Micheline will mail the evaluations to Maria
- Cursory look at the evaluations show that most people scored items 5 and above
- Overall, very positive convening
- Everyone liked the tools
- Logistics: more meat sandwiches, too many veggie ordered

Meeting Item 2: Update on Phase II Scope of Work

- Maria and Gabe attended CAIR conference; attended PCC's Integrated Planning session
- Maria spoke with the PCC session leader to possibly share an item for the PLN
- Micheline has begun looking into the resources for leadership content

Meeting Item 3: Future Presentations

- Barbara not on call, this item pushed back to next week.

Meeting Item 4: Retreat on Dec. 3rd

- Gabe, Maria, and Micheline are looking to bring some completed work to the group at the Dec. 3rd convening
- More discussion for retreat intended next week

Meeting Item 5: Re-reviewed Gabe's updated IP Lit Review Themes Document

- 12 changes were approved from last week.



November 28, 2016 IP Team Conference Call Recap & Follow-Up Items

Participants: Wheeler North, Geoffrey Dyer, Gabe Orona, Maria Narvaez, Micheline Pontious, Al Solano, Barbara McNeice-Stallard, Hayley Solano

Meeting Item 1: Introduction to Hayley

Barbara explained the hiring process and expectations of Hayley as the new administrative assistant. Hayley shared her background. Hayley will help with event logistical support, write and distribute meeting minutes, help process invoices and contracts, assist with communication, and other administrative duties as assigned. She stated she has reviewed IEPI project, tools, and scopes of work. She also has a social media background and will assist with Professional Learning Network-related support as needed. She will report directly to Barbara.

Meeting Item 2: Convening Participant Evaluations

- Maria stated that the participant responses have been positive.
- Al shared that the participant feedback focused on suggestions for the presentation such as the sequence of activities and suggestions for handouts. He also stated that he informs participants that what has been produced is not considered a Best Practice by the IP Team. Instead, it is considered as a Promising Practice and/or agnostic tools and resources. Some people have left the convenings early at around 2pm. Not everyone has completed the survey or they didn't rate the activities they didn't participate in.
- Gabe suggested consolidating results that Maria collects into a database to examine correlations and see if there's variations between sites. Barbara needs this work to be available both for internal and external use.
- Barbara shared that 3CSN presented on the IP Model at Fresno and should have information about their experience with the model. She also stated that the retreat needs an agenda item to discuss the language around "vetting" tools and resources.

Meeting Item 3: Presentations

- Barbara shared that Theresa has encouraged presentations. Barbara participated in the CEO conference and had participants use the IP Model to leverage each component of the model from a leadership perspective.
- Barbara will be presenting with Craig and Janet on Dec. 7th and show how the IP Model overlaps with the Pathways project.



- Barbara asked if anyone can attend the Dec. 12th meeting in Sacramento. Gabe and/or Geoffrey might be available.

Meeting Item 4: Retreat Agenda

The draft agenda from the meeting recap notes from 11/14 was reviewed.

- At the retreat the team will continue to unpack the structure of IP work. The discussion also included how users will be encouraged to enroll and consistently use the Professional Learning Network.
- Add to the agenda a discussion about vetting process and how to define and convey it. Also, discuss the IP tool rubric Gabe created.
- Geoffrey suggested communicating with the IEPI professional development unit to seek further input. Include them as part of the new Logic Model for Phase II.
- Maria will share a decision tree idea at the retreat.
- Al emphasized that team members think about their long-term deliverables and share them at the retreat. This information is needed for contracts. Barbara suggested that contracts be completed by December 13th.
- Everyone was fine with the rest of the agenda items

The meeting ended with travel and lodging discussions for the retreat. Geoffrey, Gabe, and Al subsequently had a call to finalize preparations for the Dec. 2nd convening.



IEPI IP Team Retreat
December 3, 2015 | Taft College | 10am-4pm
AGENDA

Participants: Wheeler North, Geoffrey Dyer, Maria Narvaez, Micheline Pontius, Gabe Orona, Jessica Cristo, Deborah Harrington, Crystal Keikel, Al Solano, Barbara McNeice-Stallard

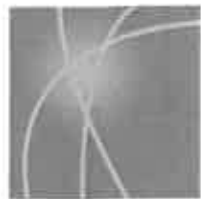
Integrated Planning Structure for Phase II (Nov. 2016 – June 2017)

Items for discussion:

<p>Wheeler North possible categories:</p> <ul style="list-style-type: none"> - Parts and pieces - What do colleges typically plan, what does each type of common plan accomplish, what college elements, assets, processes get planned for/about? - Where is your college currently at with regard to planning, to integration of planning? - Planning relationships - what plans need to be high level, central, rapidly evolving versus stable, legally required, etc. - Making planning processes more efficient, less time/resource consuming? - From planning to effective implementation. - Planning, documentation and accreditation - automating the self-study. - Evaluation of planning. - Practical leadership - meetings, agendas, developing leaders and leadership skills, etc. 	<p>Barbara and Geoffrey list related to accreditation:</p> <p>Barbara:</p> <ul style="list-style-type: none"> Aligning with the college’s mission Resource allocation Facilities planning Education Master Plan & Strategic Plan HR (plan for personnel hires) Governance and how to show the process Student learning outcomes <p>Geoffrey:</p> <ul style="list-style-type: none"> Resources for shared governance (e.g., roles) Strong Workforce initiative Program activation/deactivation and issues related to institutionalization Sudden impacts (e.g., how to assess and respond to grants and initiatives, and to be proactive vs reactive) Transparency with budgets Learning outcomes and program review that should drive IP Role of noncredit/dual enrollment
<p>Discuss “vetting” language and processes</p>	

Team Member Current and Future Deliverables

- Team members share work in progress/completed



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- Team member articulate future work through June 30th. Plan a timeline for continued work to achieve deliverables.

Draft a Logic Model for Phase II

3CSN and Career Ladders Project

- 3CSN partners share scope of work for Phase II and how we can continue to collaborate
- Share CLP scope of work (if available by 12/3)

Review ASK/PLN

Reflection on convenings: review participant survey results

Plan for future IP training dates/locations

Next Steps



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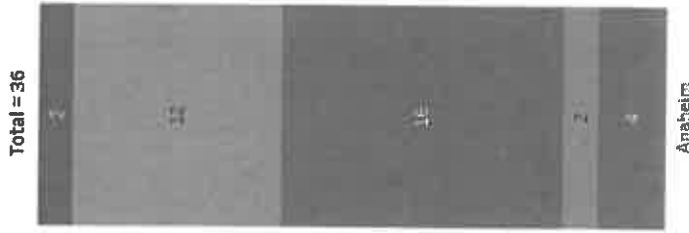
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IP Convening Participant Survey Results

Attendees by Location and Position

Total # of Responses = 106

Position
■ Faculty
■ Researcher/Plann..
■ Dean/Director/M..
■ VP
■ Other or Blank





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General Questions

Location
All

Position
All

Rating

7 = Very Knowl. 3

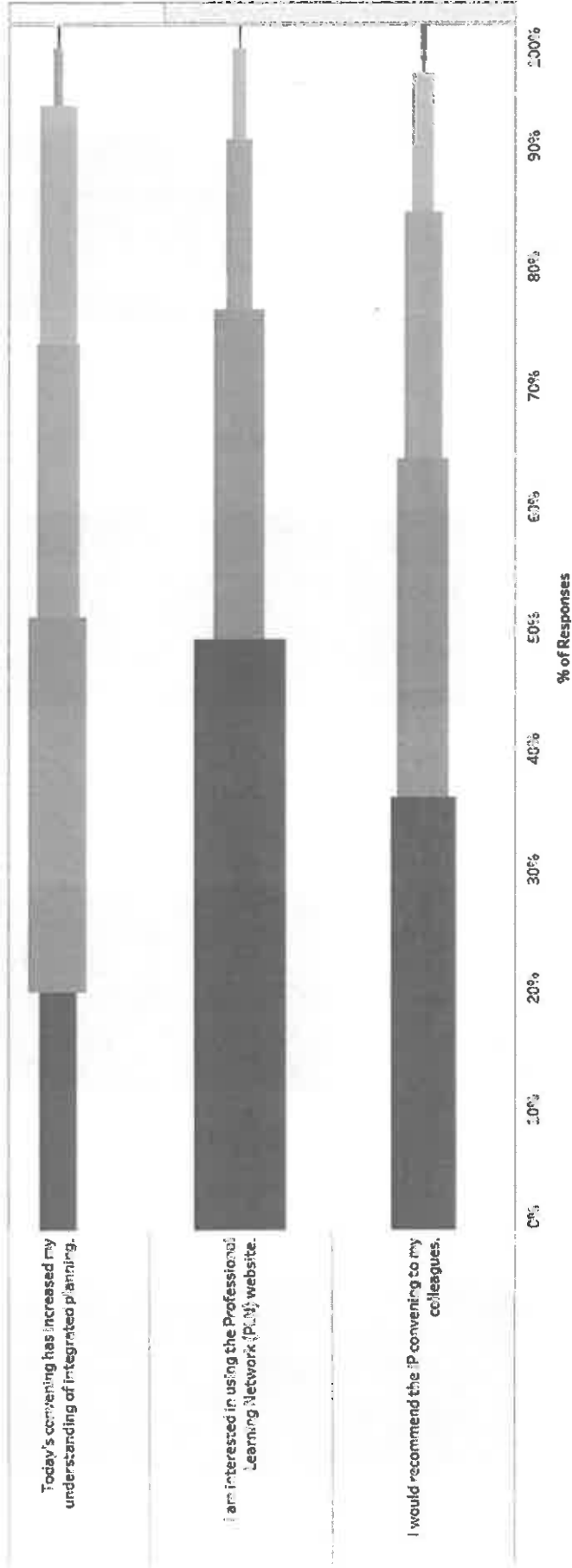
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5

4

2

1 = Little Knowl.





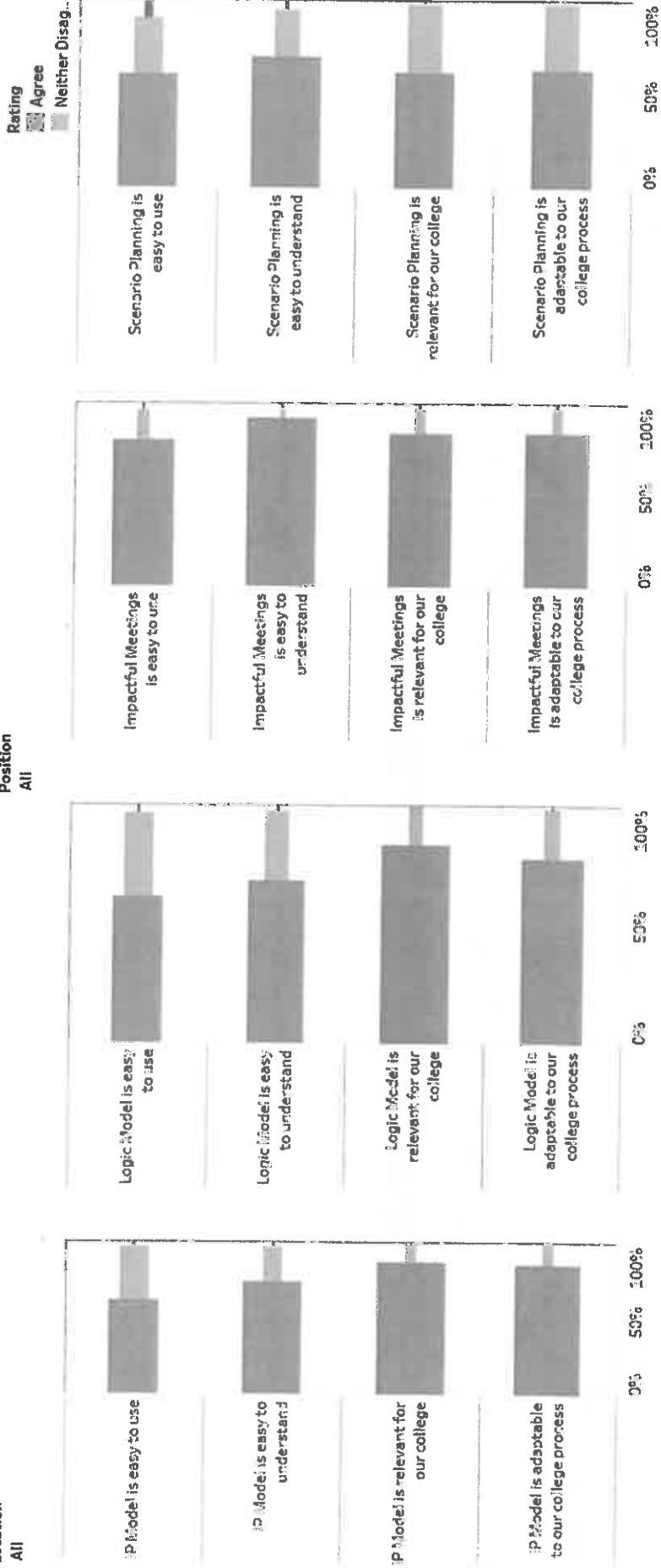
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IP Tools

Location
All

Position
All





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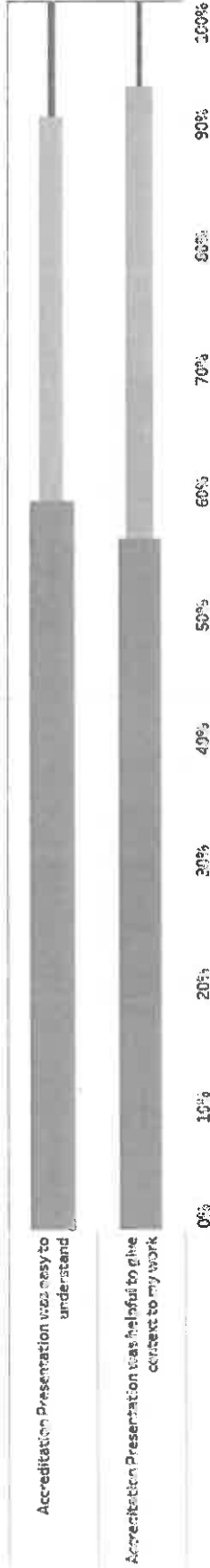
Location
All

Position
All

Rating
Agree
Neither Disagree nor Agree

Accreditation

Location: All; Position: All



Institutional Planning Convening Evaluation Results October 28, 2016

- **Number of Attendees: 30** (no shows: 13)
- **Number of Surveys Received: 23**
- **Response Rate: 77%**

1. What was your knowledge level of integrated planning before today's convening?

Scale: 1 = Little Knowledge, 7 = Very Knowledgeable

- Average = 4.04; n = 23

2. Today's convening has increased my understanding of integrated planning.

Scale: 1 = Strongly Disagree; 7 = Strongly Agree

- Average = 5.17; n = 23

3. I am interested in using the Professional Learning Network (PLN) website.

Scale: 1 = Strongly Disagree; 7 = Strongly Agree

- Average = 6.13; n = 23

4. What would you like to see on the PLN website?

- More strategies for successful IP
- Integrated planning directed leading to student success
- Templates to guide us at our campus
- Templates, best practices, videos, training/ webinars
- Integrated planning software, reviews, recommendations, support box, support chat representatives
- Resources, best practices, videos, literature review
- Series of training videos that are topical a la Lynda.com
- Examples
- Actual examples of the ways other colleges began their IP practices
- The PowerPoint from today & other statewide Equity, SSSP, RP events
- Data disaggregation/ equity related resources
- Suggestions for books & other readings for those who are new to planning in colleges and wanting background, context
- Career ladder info for classified personnel. I supervise classified staff and more than once, when discussing their goals for professional development/career growth, have had requests for info on how to transition from classified job (for ex) to one that is serving students
- Honestly, I'd like to see more people on it
- All of things discussed

- Anything you have will be helpful!
- Not sure yet
- Not sure, I have to look at it
- Not sure, would need to review the website to see what may be available. Registered and waiting for confirmation email to access

5. Which activity did you like the most today and why?

- All were helpful
- All of it – great session!
- Integrated planning crosswalk – very specific to what I’m working on w/ merging SSSP & SEP
- Planning scenarios
- Logic model was an interesting activity
- Logic Model
- Logic Model templates that were provided, conversation about concentrating on our ultimate mission/ goal when integrated planning
- See and use templates – gave us ideas
- 1st one
- Handouts and topics were good discussion
- Handouts and all group discussions to brainstorm or troubleshoot
- Opportunity for discussions
- Small group work
- Collaboration w/ partner (new perspective)
- Table talk and sharing practices along with printed resources
- Meeting colleagues from other campuses
- The small group work. I came with a small group of practitioners from my campus; we were able to brainstorm

6. What issue did your table work on?

- Integrating SSSP, Equity, BSI, Title V, Non-credit SSSP
- How we can approach integrating SSSP, SEP and BSI goals
- How to integrate SSSP, SEP, BSI to support MMPEP, Acceleration, etc. to promote completion
- SSSP/ Equity
- Closing equity gaps
- Increasing student success – via S/I, identifying loss points, etc.
- Integration of funding via efforts of state and grants
- Assessment
- Economics, technology, finding common goals, integrating data
- Pre-meetings; plans aligning (similarities)
- PR Team
- How to bring some of these tools back to campus

- Focused using info for our own institution
- Our college does not have a centralized planning office; many of the issues we tackled were framed with this context
- Various
- Too many

7. I would recommend the IP convening to my colleagues.

Scale: 1 = Strongly Disagree; 7 = Strongly Agree

- Average = 5.68; n = 22

Comments:

- not all, depends who; only reason why lower
- would love to have a team come to our college

8. Please rate the extent to which disagree or agree with the following statements.

Scale: Disagree = 1; Agree = 3

Tool/ Topic	Average	n
IP Model		
is easy to use	2.50	18
is easy to understand	2.58	19
is relevant for our college	2.78	18
is adaptable to our college process	2.71	17
Logic Model		
is easy to use	2.40	20
is easy to understand	2.55	20
is relevant for our college	2.75	20
is adaptable to our college process	2.58	19
Impactful Meetings		
is easy to use	2.80	20
is easy to understand	2.90	20
is relevant for our college	2.80	20
is adaptable to our college process	2.89	19
Scenario Planning		
is easy to use	2.53	19
is easy to understand	2.58	19
is relevant for our college	2.58	19
is adaptable to our college process	2.56	18
Accreditation Presentation		
was easy to understand	2.42	19
was helpful to give context to my work	2.58	19

9. Do you plan on taking what you learned back to your college? If so, what?

- Yes – show an example of IP & see what we can use/ adopt to our own processes
- Using integrated planning model to bring cohesiveness to our disparate planning processes
- Integration of plans sheets
- Yes, the flow chart
- Yes, how to improve integration
- The integration of the funding sources, were ??????? that ???? difficulties will help
- Using campus wide planning
- Yes, template with ideas – matrix
- Logic model
- Parts of logic model
- Yes! First meeting info related to pre-meetings and productive meetings; crosswalks
- Yes, impactful meetings
- Yes, ACCJC integrated planning slide is very powerful
- Yes, though I'm still processing it
- Yes x3
- Yes, all
- We are already doing most of this

10. What can we improve on?

- Have PowerPoints printed out for participants for note taking
- Bring slides as handouts or email in advance
- Lots of info/ handouts all at once are hard to digest/ process but important. Thank you!
- Connecting the tools
- More examples, models, suggestions
- Maybe more examples of what has or is working at different colleges
- Examples
- Data tools, data dashboards
- The accreditation standards theme is a little far from reality and not practical as rest of workshop
- More time to practice
- Have people move around to different tables
- Well done
- Keep up the good work!
- I found the music very distracting and loud for conversation sessions. Perhaps soft instrumental (elevator) would be better.
- Not sure, I'm learning

11. If there any planning tools or resources from your college that you would like to share on the PLN, please provide a description, website and/or contact information.

[none]

Survey Responders:

Area of Work	#	%
Administrative	8	42.11%
Instruction	6	31.58%
Student Services	5	26.32%
Grand Total	19	100.00%

Position	#	%
Dean/ Director/ Manager	11	55.00%
Faculty	4	20.00%
Researcher/ Planner	4	20.00%
VP	1	5.00%
Grand Total	20	100.00%

The Integrated Planning (IP) work team is committed to comprehensively appraising proposed topics/resources for inclusion in the *Effective Practices Toolkit for Integrated Planning*. As a screen of utility and adaptability in relation to the objectives delineated in the scope of work, this rubric provides a preliminary assessment of the quality of proposed topics/resources.

Directions: On a scale of 1 to 3, rate the extent to which you agree or disagree with the following statements. In this rubric, 1 = Disagree; 2 = Neither disagree nor agree; 3 = Agree. For each row, mark only one corresponding column.

	Disagree (1)	Neither disagree nor agree (2)	Agree (3)
The proposed topic/resource can be used at one or more of the following planning levels: Institutional (eg. strategic planning), Program/Services , and/or Course (eg. SLO assessment).			
The proposed topic/resource can be used in and/or facilitate a collaborative inquiry process .			
The proposed topic/resource can be used in efforts that facilitate student success .			
The proposed topic/resource can be used as a guideline, framework, strategy, or idea for college planning efforts .			
The proposed topic/resource is adaptable to processes based on college-specific cultural norms .			
The proposed topic/resource is adaptable to processes based on college-specific behaviors .			
The proposed topic/resource is adaptable to processes based on college-specific size .			
The proposed topic/resource is adaptable to processes based on college-specific location .			

Visit to West Valley College
8 November 2016
Dolores Davison, Secretary, ASCCC

West Valley College Academic Senate Vice President Cynthia Reiss approached Julie Bruno and myself at the fall plenary session to ask if someone could attend their upcoming senate meeting, during which the senate intended to discuss the local issues. I attended the meeting, from 2:15-4pm, and listened to the concerns expressed.

Most of the issues discussed concerned an administrative decision to eliminate the position of division chairs, which are positions held by faculty members who receive reassigned time for the duties associated with them. The divisional chairs are specifically spelled out in the West Valley-Mission contract, and the administration has claimed that as such, it is a negotiated matter; however, the contract specifically states that any changes to the positions are an area of shared governance and must be brought through the shared governance process if any changes are to be made. Of concern at the WV meeting was that this issue had not been discussed at the district senate level or with the senate president at Mission College. For some faculty, this administrative decision was seen as the final straw in a series of actions that are perceived as a dismissal of shared governance concerns. The faculty have discussed possible actions in response to the decision including a vote of no confidence. I cautioned that a vote of no confidence is only to be taken if there is unanimity (or close to it) among the faculty and when all other options, including a bill of particulars, have been exhausted. I strongly urged the Senate to consider having a technical visit from the ASCCC and CCLC to discuss these matters and to try to work through these issues in a collegial and consultative manner.

The meeting also included a discussion of the SWTF recommendations, OER and its use on campus, and distance education concerns.

