



**Friday, March 3, 2017 – Foothill College**

*12345 El Monte Road, Los Altos Hills, CA 94022*

*Meeting Room: Toyon – Room 2020*

*Parking Lot: Lot 2 & 5*

*Campus Map*

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

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

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

La Pastaia – Hotel De Anza

*233 W Santa Clara Street, San Jose, CA 95113*

**Saturday, March 4, 2017 – Hotel De Anza**

*233 W Santa Clara Street, San Jose, CA 95113*

*Meeting Room: De Anza*

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 1:00 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](mailto: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](http://www.asccc.org/executive_committee/meetings).*

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**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. February 3-4, 2017, Meeting Minutes, Davison
- B. Academic Senate Foundation Bylaws, May
- C. Disposition of Referred Resolution 21.06 F16, Beach/Freitas/Slattery-Farrell
- D. LGBTQIA+ Caucus, Adams

## 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 – 15 mins., Stankas  
The Executive Committee will be updated on recent legislative activities and consider for approval any action as necessary.
- B. ASCCC Legislative Advocacy Day - 30 mins., Stankas  
The Executive Committee will consider for approval the list of legislatures and scheduled training day for the ASCCC Legislative Advocacy Day.
- C. 2017 – 2018 Executive Committee Meeting Dates – 15 mins., Adams  
The Executive Committee will consider for approval the dates for the 2017 – 18 Executive Committee meeting dates.
- D. 2017 Spring Plenary Session Planning – 10 mins., Bruno/Adams  
The Executive Committee will consider for approval the 2017 Spring Session preliminary program.
- E. Spring Resolutions – 120 mins., Beach/May  
The Executive Committee will consider for approval the Executive Committee resolutions to forward to the Area Meetings for discussion and possible approval.
- F. Curriculum Institute – 20 mins., Davison  
The Executive Committee will consider for approval the theme and first draft of the 2017 Curriculum Institute program.
- G. CTE Leadership Institute Draft Program – 20 min., Slattery-Farrell  
The Executive Committee will consider for approval the proposed general session and themes for the CTE Leadership Institute.
- H. CCC AP GE Course Credit Draft Policy Language – 15 mins., May  
The Executive Committee will consider for approval the California Community Colleges Chancellor's Office Policy language for California Community Colleges, Advanced Placement and General Education Course Credit.

- I. Faculty Association of California Community Colleges Paper: Why Faculty Matter – 20 mins., May**  
The Executive Committee will consider for approval taking a position on the FACCC Paper: Why Faculty Matter, which was sponsored by the ASFCCC.
- J. Distance Education Evaluation option for Accreditation Resource Teams – 15 mins., Rutan**  
The Executive Committee will consider for approval including a Distance Education Evaluation option for Accreditation Resource Teams.
- K. Local Senate Visits Short and Long Range Plan – 15 mins., S. Foster**  
The Executive Committee will consider for approval the short and long range plan for local senate visits.
- L. Executive Director Evaluation – 10 mins., Bruno**  
The Executive Committee will discuss the report form to be used to evaluate the Executive Director.
- M. Request from Campaign for Opportunity – 20 mins., Bruno**  
The Executive Committee will consider a response to the Campaign for College Opportunity Request for Executive Committee Members Demographic Information.
- N. Periodic Review Clarifications – 10 mins., Adams**  
The Executive Committee will review possible clarifications to the Periodic Review for consideration by the Periodic Review Committee.
- O. NACIQI Meeting – 20 mins., Bruno/Stanskas**  
The Executive Committee will be updated on the NACIQI Hearing regarding ACCJC on February 22-24 in Washington, DC and consider next steps.

**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. C-ID Work Plan – 30 mins., Stanskas/Adams**  
The Executive Committee will be updated on the C-ID Work Plan and steps forward for the C-ID project.
- C. ACCJC Discussion with Commission Member – 20 mins., Bruno**  
The Executive Committee will discuss the current state of ACCJC with the Vice Chair of the Commission, Ian Walton.

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

- A. Standing Committee Minutes**
  - i. Educational Policies Committee Minutes, May
  - ii. Legislative and Advocacy Minutes, Stanskas
  - iii. Online Education Committee Minutes, McKay
  - iv. Standards and Practices Committee Minutes, 12.05.16, 1.09.17, 1.27.17, Freitas
- B. Liaison Reports**
  - i. California Community College Curriculum Committee (5C), Davison

- ii. Equal Employment Opportunity Advisory Committee, A. Foster
- iii. Faculty Association for California Community Colleges, Freitas
- iv. Telecommunications and Technology Advisory Committee 9.26.16 & 1.23.17, Freitas

**C. Local Senate Visit Report**

- i. College of the Canyons Visit Report, May

**VII. ADJOURNMENT**





## Executive Committee Agenda Item

<b>SUBJECT:</b> Calendar •Upcoming 2016-2017 Events •Reminders/Due Dates		<b>Month:</b> March	<b>Year:</b> 2017
		<b>Item No. 1. D</b>	
		<b>Attachment:</b> NO	
<b>DESIRED OUTCOME:</b>	The Executive Committee will review upcoming 2016 -2017 event dates and dues dates.	<b>Urgent:</b> NO	
		<b>Time Requested:</b> 0	
<b>CATEGORY:</b>	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Annie Wilcox-Barlettani	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	
		Information	X

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

### BACKGROUND:

#### Upcoming Meetings

- **Executive Committee Meeting/Session** – San Mateo Marriott – April 19, 2017
- **Executive Committee Meeting/Orientation** – Monterey Plaza Hotel - June 1 – 4, 2017

#### Upcoming Events

- **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
- **Faculty Leadership** – Sacramento Sheraton – June 15 – 17, 2017

#### Reminders/Due Dates

##### **March 6, 2017**

- Rostrum articles due.

##### **March 7, 2017**

- Presenters list due to Executive Director and President.

##### **March 17, 2017**

- Spring Plenary breakout session descriptions due to the Executive Director.

##### **April 3, 2017**

- Agenda items due for April 19, 2017 meeting.

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



Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Completion Status	Month Complete	Year Complete	Status/Notes
Committee Communication	3. October	2014	IV. L.	Adams	March	In progress			An updated communication sheet will be sent to Exec Members prior to the March Exec. meeting for an update.
SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Beach	December	In Progress			EDAC discussed the resolution at its December 12, 2016 meeting. The committee agreed to create a model policy on sexual assault to share with the Executive Committee and the field. The policy will be based on a review of existing policies at colleges and relevant legislation. Work is underway.
The Best of the Roshum: Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	II. F.	Adams	December	In Progress			This item will be discussed by the Executive Committee in February 2017.
TASSC Survey on Services for Disenfranchised Students	5. January	2015	IV. F.	Conart/Rutan	December	Mar-17			A recommendation will be brought to the March Executive Committee meeting
	8. August	2015	V. M.	A. Foster	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			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. The Governance Module has been completed and is on the PDC. The incarcerated student module is currently being reviewed by a large group of individuals and should be available in Spring. A report will be made at the March meeting to inform the Executive Committee of progress.
Academic Senate Foundation Research	May	2016	IV. B.	May	December	March Recommendation			ASCCC to include description of the literature review on its website with a disclaimer. Standards & Practices developed a process for how the ASCCC/ASCCC partners with other organizations on research
Part Time Faculty Committee Recommendations of Priorities	May	2016	IV. D.	Adams/Coold	November	In progress			Once committee is formed and has reviewed the strategic plan, the plan will be brought to the board with a charge. The PT Committee will meet on February 10th and a plan will be discussed.
Outline for Revision of the 2008 Noncredit Instruction Paper	May	2016	IV. E.	Aschenbach	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 postponed until Fall. A breakout will be held in spring to report on the delay and to get feedback.
Institutional Effectiveness Partnership Initiative	Sept/Oct	2016	IV. H.	Rutan	October/November	Completed			Members will send their suggestions for areas that the Academic Senate needs to be leading to Ruten, Bruno, and Adams.
Professional Development Part-Summit	Sept/Oct	2016	IV. I.	Adams	January/February	In progress			Adams to create survey for Part-time Faculty to take before the summit.
Mentoring Program for New Senate Presidents	November	2016	IV. D.	S. Foster	January/February	In progress			RwLS discussed this item in January and bring back a recommendation to the March Exec. meeting.
Legislative Update	November	2016	IV. A.	Stanskas	Spring	Completed			ASCCC staff will work on plans to secure a location for the pre-session legislative day and advertise the event. 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.
Noncredit Summit Event	November	2016	IV. C.	Aschenbach	April	In progress			Aschenbach is working in collaboration with ACCE, IEPI, CLP, 3CSN, and CO Academic Affairs to plan the Noncredit Summit planned for April 2017.
System-wide Faculty Development Survey	November	2016	IV. E.	Smith	January	In progress			A revised survey will return to the January meeting for consideration for approval.
Guidelines for Local Senate Visits	November	2016	IV. G.	S. Foster	January/February	In progress			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.
Legislative Update	February	2017	IV. A.	Stanskas	March	Completed			RwLS will bring back a recommendation based on this discussion to the February Executive Committee for consideration.
Periodic Review Report and Process Evaluation	February	2017	IV. B.	Stanskas	March	In progress			Staff will update the ASCCC website and include details about the in the advertisement.
Roshum Compilation Publication	February	2017	IV. C.	Adams/Morse	March/April	Completed			Members will review the Periodic Review report and send to Adams any clarifications. Adams will compile the needed clarifications and send to the chair of the Periodic Review Committee for consideration of the clarifications.
Proposed Changes to the Resolutions Process	February	2017	IV. D.	Beach	April	In progress			Staff will search the copies of the Roshum prior to the 1987 date for inclusion into the "Best of the Roshum".
IDI Institute Program	February	2017	IV. E.	Stanskas/Adams	February	Completed			Staff will move forward on publishing the "Leadership, Empowerment, and Voice: The Best of the ASCCC Roshum".
Minimum Qualifications and Equivalency Through IEPI	February	2017	IV. G.	Freiser/Slatery-Farnell/Adams	February	In progress			Revises the Resolution Handbook to add clarifying language that resolutions will be accepted prior to area meetings or onsite Thursday at the plenary session.
Spring 2017 Agenda	February	2017			February				Add a field to the Resolution Form asking for organizational affiliations. Enforce the requirement that authors of new resolutions attend mandatory sessions on Thursday and Friday or the resolution will not be included in the packet. Clarify that the ASCCC president has the final decision about all information in the packet.



# 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
<b>AREA A</b>					
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								
<b>AREA B</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	John Stankas BDP Articulation	1/25/17	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					

<b>AREA D</b>					
Barstow					
Chaffey					
Coastline					
Copper Mountain					
Crafton Hills					
Cuyamaca					
Cypress	Freitas/Stanskas	1/20/17			
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	McKay/Stanskas	1/27/17	Online Ed Cmte		
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	Rutan	12/12/16			TOP Code Allignment
Victor Valley					





**February 3 - 4, 2017**

**I. ORDER OF BUSINESS**

**A. Roll Call**

President Bruno called the meeting to order at 12:00 p.m. and welcomed members and guests.

J. Adams, C. Aschenbach, R. Beach, D. Davison, S. Foster, J. Freitas, G. Goold, G. May, C. McKay, C. Rutan, L. Slattery-Farrell, and J. Stankas.

Liaisons present: Lynn Shaw, Chancellor's Office; LeBaron Woodyard, Chancellor's Office; and Jean Shankweiler, CCCCIO Liaison.

Guests: Laura Alarcon, Chabot College, ASCCC Periodic Review Committee chair; T.L. Brinks, Crafton Hills College; Christine Gold, El Camino; Caron Lieber, San Diego Continuing Education; David Morse (Executive Committee past president), Long Beach City College; and Wheeler North (past Executive Committee member), San Diego Miramar College; and Jim Woolum, Citrus College, (ASCCC Periodic Review Committee member).

**B. Approval of the Agenda**

**MSC (Goold/Slattery-Farrell) to approve the agenda as presented.**

**C. Public Comment**

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

T.L. Brinks, Crafton Hills College, provided public comment about the importance of distance education and challenges with offering distance education courses including allowing high school students in online courses, others in honor classes, and the availability of bachelor online degrees in California.

**D. Calendar**

The Executive Committee was informed about the calendar deadlines.

**E. Action Tracking**

The Executive Committee members were updated on the information noted on the Action Tracking sheet and reminded members to continue to review and update as necessary.

**F. Local Senate Visits**

Members updated the Local Senate Visits spreadsheet.

**G. One-minute Accomplishment**

The Executive Committee members and other participants shared a one-minute accomplishment from the past month.

**H. Dinner Arrangements**

Members discussed dinner arrangements.

**II. CONSENT CALENDAR**

**A. January 6-7, 2017, Meeting Minutes**

**B. FAQ for the IEPI Process**

**C. Disciplines List Revision Proposals**

**D. Accounting Procedures**

**E. Three-dates Executive Committee Orientation**

**F. ASCCC Election Withdrawal Procedures**

**G. Hayward Award Process Change**

**MSC (Goold/McKay) to approve the consent agenda as presented.**

**Action**

A. Staff to post January minutes to the website.

B. Beach to send final FAQs for the IEPI Process to IEPI Executive Committee.

C. Staff will post the summary report to the website. Freitas will work with the Resolutions Committee chair to develop a resolution approving the one discipline proposal going forward to the body for consideration for adoption.

D. Staff will post the final Accounting Procedures to the ASCCC website.

E. Staff will work with the hotel in securing additional day for orientation.

F. Staff will ensure that the ASCCC Election Withdrawal Procedures are provided to the delegates.

G. Staff will update the Awards Handbook and ensure that the Call for Proposals for the Hayward Awards is updated as approved.

**III. REPORTS**

**A. President's/Executive Director's Report**

Bruno informed members about the guided pathways language in the budget trailer bill. Bruno covered the provisions of the bill and noted that the language is more flexible than other funding the California Community Colleges Chancellor's Office has received in the past. There also seems to be some confusion in the field about the language and whether or not colleges can use the funds for local guided pathways work currently underway on their campuses. Three different types guided pathways efforts are underway—American Association of Community Colleges (AACC) Pathways Project, California Guided Pathways, and locally developed guided pathways. Clarification will be forthcoming once the budget is determined and the trailer bill language finalized.

Bruno highlighted other activities such as participating in a panel at the FACCC Policy Forum, attending the CSU Meta Majors Conference, the IEPI Executive Committee meeting, and the CAI executive meeting as well meeting with the LAO. She also presented on Participatory Governance at the Effective Trustees Workshop as well as attended the CCLC Legislative Conference with other Executive Committee members, presented in a couple of breakouts, and made a number of connections with legislators and staff including Assemblymember Medina and his staff.

Adams reminded members that the ASCCC agreed to partner with the A<sup>2</sup>MEND organization in developing a faculty strand at their March conference. Adams, Beach, A. Foster, and Smith reviewed submitted proposals and identified 17 proposals in three strands: instructional, student support, and student. The ASCCC will facilitate the faculty strand.

Adams participated on a conference hosted by the Chancellor's Office Economic Development Division to discuss "Built to Industry Standards". During the conversation, a comment was made that that the Chancellor's Office should consider eliminating local certificates because these certificates require students to take a majority of their courses at the local campus – with little exception. Students might benefit from taking courses at another college or via online to complete their certificates quicker. The Curriculum Committee and 5C will discuss this issues to see if it's common practice.

Adams attended IEPI Advisory meetings and shared with the groups concerns raised by the Executive Committee regarding the ASKs and vetting process in particularly. She noted that she has asked each Executive Committee member serving on the advisory groups to submit formal minutes to the agenda. Members should review the minutes and if there are any questions or concerns, ask that they be pulled off the agenda.

Adams informed members that a few years ago the Executive Committee agreed to begin a History of the Senate project. Over the years, some work has been done. David Morse has been asked to lead the project this year. A small group has been formed and is comprised of past Executive Committee members, presidents, senior faculty working in the field, new faculty, and Adams. The group met this month and set out an outline for the work. The plan is to report to the body next year about the process and the to complete the project by 2019, which is the 50<sup>th</sup> anniversary of the first plenary session.

Adams reported on operational issues.

**B. Foundation President's Report**

Foundation President May provided information about the upcoming Spring Fling at the 2017 Spring Plenary Session. She noted that other Foundation items will be discussed later on the Executive Committee agenda.

### **C. Chief Instructional Officer Liaison Report**

CCCCIO liaison shared with members conversations at their recent meeting. The CIOs are discussing strategies for revising local curriculum process to coincide with the Chancellor's Office new curriculum approval process. This new process will require a Title 5 regulation change to allow colleges to approve their own credit courses. A recent memorandum directed CIOs to verifying that their college supports the process to approve credit courses automatically and that they have completed all the requirements of the Chancellor's Office in support of the new process. In support of this change, the ASCCC and CIOs recommend that a training on the new process be part of the 2017 Curriculum Institute program. It was noted that approval of ADTs would still need to be approved by the Chancellor's Office.

The CIOs briefly discussed accreditation and received a report from ACCJC. They were informed by an ACCJC representative that the required mid-year report would be streamlined and the substantive change submissions clarified. The CIOs were also informed of the composition of the hiring committee for the new ACCJC president. Currently, the hiring committee is comprised only of CEOs, which concerns the CIOs because no ALOs are involved in the process.

CIOs were updated on several other issues such as the process for reporting SSSP and Equity funds, CAI implementation, and development of ASKs, particularly the one on strategic enrollment management.

### **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.

Adam Wetsman updated members on FACCC legislative activities.

## **IV. ACTION ITEMS**

### **A. Legislative Update**

Members discussed a number of legislative activities including the legislative event prior to the June Leadership Institute in Sacramento and the agenda for the day.

**MSC (Goold/Davison) to approve the agenda for a legislative day prior to Faculty Leadership Institute.**

#### **Action**

Staff will update the website and include details about the event in the advertisement.

Stanskas informed members that the ASCCC has been approached by FACCC to support AB 204 (Medina, January 23, 2017) *Community colleges: waiver of*

*enrollment fees.*

The bill would require the Board of Governors, at least every three years, to review and approve the due process standards adopted to appeal the loss of a fee waiver, to examine the disproportionate impact on specific class of students, and to provide for a hardship based on geographical distance from an adjacent community college.

**MSC (Smith/S. Foster) to approve supporting AB 204 (Medina, January 23, 2017).**

Stankas presented draft language for a proposed Assembly Concurrent Resolution (ACR) developed by FACCC. An ACR provides the intent of the legislature, however, does not have the force of the law but can sometimes lead to legislation. The ASCCC has positions that would already support most of the language in the draft language. The Executive Committee raised several concerns regarding the current language. By consensus, the ASCCC will not officially support the ACR.

The Executive Committee briefly discussed possible other legislation on multiple measures, CCC offering teacher credentials, as well as the governor's budget.

#### **B. Periodic Review Report and Process Evaluation**

The chair of the ASCCC Periodic Review Committee (PRC) presented the findings of the first ASCCC Periodic Review. Executive Committee members acknowledged the short timeline for the work of the committee and expressed appreciation to the members of the PRC for their dedication to their charge and for their thorough report. Members discussed the report findings and inquired about some of the recommendations.

Members discussed the reporting process to the body. The report will go to the Spring Plenary Session to be presented to the delegate in a breakout and made available to all the delegates via the website. A survey will be developed to gather feedback from those who are not present at the plenary session. It was suggested that the Executive Committee refine its current process to address how to report out to the body and how to address the recommendations.

**MSC (Freitas/Davison) to accept the Periodic Review Report with an opportunity to clarify facts if necessary and submit to the PRC for consideration.**

#### **Action**

Members will review the Periodic Review report and send to Adams any clarifications. Adams will compile the needed clarifications and send to the chair of the Periodic Review Committee for consideration of the clarifications.

### **C. Rostrum Compilation Publication**

In 2015 - 16, the Executive Committee approved creating a “Best of the *Rostrum*” publication similar to the Association of American University Professors “Red Book”. This item proposes to re-publish a compilation of articles that have lasting value beyond the immediate moment of their publication. A list of 100 possible articles on a variety of topics from 1997 to present were included on the list. Members discussed the proposed categories, articles, and title of the publication and determined that the title of the publications should be “Leadership, Empowerment, and Voice: The Best of the ASCCC *Rostrum*”.

By consensus, the office will research if there are copies of *Rostrum*’s prior to 1997. If so, these *Rostrum*’s will be reviewed for possible inclusion in this compilation.

**MSC (Goold/Smith) to adopt the list as presented with the flexibility to add more articles if necessary.**

#### **Action**

- Staff will search for copies of the *Rostrum* prior to the 1997 date for inclusion into the “Best of the *Rostrum*”;
- Staff will move forward on publishing the “Leadership, Empowerment, and Voice: The Best of the ASCCC *Rostrum*”.

### **D. Proposed Changes to the Resolutions Process**

The Executive Committee discussed the following proposed changes to the resolution process as recommended by the Resolutions Committee including

1. a clarification when resolutions and amendments may be submitted and in what format (e.g., electronic only);
2. the names of the delegates who second or endorse new resolutions and amendments in the resolution packet;
3. the requirement for resolutions submitted on;
4. the determination of who can submit resolutions.

**MSC (Rutan/May) to continue our current resolution process and approve the following enhancements based on recommendations from the Resolutions Committee.**

#### **Action**

- Revise the Resolution Handbook to add clarifying language that resolutions will be accepted prior to area meetings or onsite Thursday at the plenary session;
- Add a field to the Resolution Form asking for organizational affiliations;
- Enforce the requirement that authors of new resolutions attend mandatory sessions on Thursday and Friday or the resolution will not be included in the packet.
- Clarify that the ASCCC president has the final decision about all information



in the packet.

**E. ASCCC Foundation Research Project on Disaggregating Student Learning Outcomes**

Beach explained that Resolution SP15 2.01 called for the ASCCC to facilitate a conversation 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 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 reviewed the draft presentation for the plenary and discussed whether or not to endorse the findings of the workgroup. Members raised concerns with several of the findings.

**MSC (Stanskas/Davison) to acknowledge the work of the work group and to direct the Accreditation Committee to use the findings to further research in this area.**

**F. IDI Institute Program**

The Executive Committee discussed the IDI Institute.

**MSC (S. Foster/Goold) to approve the IDI Institute Program.**

**Action**

The preliminary program will be posted to the website and circulated to listservs.

**G. Minimum Qualifications and Equivalency Through IEPI Spring 2017**

**Agenda**

The Executive Committee discussed the agenda for the Spring 2017 Minimum Qualifications and Equivalency regional meetings. Freitas noted that at the last meeting IEPI was going to support the regional meetings; however, since the last meeting it was determined that partnering with the Chancellor's Office Academic Affairs Division, Human Resources Organization, and the CIOs would be

sufficient to host the regional meetings.

**MSC (Goold/McKay) to approve the agenda for the Minimum Qualification Regional Meetings.**

**Action**

The regional meeting information will be updated on the website.

**H. ASCCC Event Dates for 2017 – 2018**

The Executive Committee discussed the proposed ASCCC event dates for 2017 – 2018. By consensus, the Academic Academy will be held online in fall. Standing Committee chairs were asked to discuss with their committees this spring whether or not the Academic Academy in fall could be used to accomplish the goals of their committees next year.

**MSC (Beach/McKay) to direct the standing committee chairs to consider with the committee members whether or not the Academic Academy could be used in fall to accomplish the assigned goals of the committee.**

**MSC (Rutan/Davison) to approve the meeting dates with changes to the Accreditation Committee.**

**I. Academic Senate Foundation**

May presented the ASCCC Foundation report and recent Foundation minutes.

**MSC (Freitas/S. Foster) to accept the minutes with the ongoing understanding that in the future the minutes will be put on the consent calendar.**

During a Foundation orientation presentation on duty of care, loyalty, and obedience of nonprofit boards, directors discussed who was responsible for the Foundation (i.e., ASCCC board or the Foundation directors). The directors requested that Adams check with the ASCCC attorney to ensure who was responsible. The ASCCC attorney provided that the Foundation Directors were responsible for the Foundation and not the Executive Committee.

May informed members that the ASCCC president requested that the Foundation president work with the Standards and Practices Committee to develop a policy for how research is approved by the Foundation including how research results would be received and/or endorsed. The following draft policy has been approved by the Foundation Board of Directors and is presented for consideration by the Executive Committee.

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.

A questions was raised about what would happen if the directors endorsed research that the ASCCC had positions against. While many felt that this would not happen, Adams was requested to speak with the attorney about how to protect the positions of the ASCCC. Approval of the policy will return to the next meeting with opinion of the attorney.

Adams presented the Foundation budget and noted that since the Foundation has a half-time staff members, there is a need to increase fundraising to cover its current expenditures. The Executive Committee was also asked to continue to absorb the Foundation costs until more stable funding can be found. Members discussed a process to determine the amount of funding that the ASCCC would commit to fund the Foundation and recommended that beginning in July, the Foundation bring forward a request for funds to the ASCCC during their budget conversations. This will enable the ASCCC to have a clear understanding of the impact of the Foundation funding requests on the ASCCC budget. The Executive Committee was also asked to personal contribute to the Foundation to demonstrate their support of the nonprofit organization. At this time, very few members are on the Foundation website as supporting the Foundation.

**MSC (Goold/Slattery-Farrell) to absorb the costs in supporting the Foundation with the understanding that beginning next fiscal year, the Foundation will make a formal request of the ASCCC during its budget development in May.**

The Executive Committee also discussed expanding its vendor presentation to allow vendors more access to their events including making a presentation during the general session. This could potentially provide a greater source of funds. For example, during the spring event last year, the CCC Foundation provided \$10,000 to make a presentation before the general session.

**MSC (McKay/Smith) to approve the expansion of the vendor presentations based on the ASCCC vendor policy.**

**J. Part-Time Faculty Committee Charge**

The Executive Committee discussed the proposed Part-Time Faculty Committee charge. The charge was revised as follows:

The Part-time Faculty Committee provides recommendations to the

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

**MSC (Smith/Rutan) to approve the charge.**

**K. 2017 Spring Session Plenary Planning**

The Executive Committee discussed the 2017 Spring Session preliminary program.

**MSC (Aschenbach/Freitas) to approve the program.**

**L. Career Technical Education (CTE) Program**

The chair of the CTE Leadership Committee presented proposed topics for the May 2017 CTE Leadership Institute and members provided feedback. This item will return to the next meeting for consideration for approval.

**M. Course Outline of Record Paper**

The Executive Committee discussed the revised Course Outline of Record paper and provided feedback.

**MSC (Rutan/McKay) to approve the paper to go forward to the Area meeting for discussion.**

**N. Local Senate Survey**

The Executive Committee discussed the local senate survey. Members were requested to send Adams any suggestions by February 15, 2017.

**O.**

**MSC (May/Davison) to approve the draft local senate survey.**

**P. CSU Quantitative Reasoning Task Force Report Survey**

May reminded members that the body passed Resolution 15.01 F16 asking the ASCCC to “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.” The survey is intended to gather information to inform a response.

**MSC (Smith/Freitas) to approve the survey.**

## **V. DISCUSSION**

### **A. Chancellor's Office Liaison Report**

Dean Woodyard updated members on a number of Chancellor's Office activities.

- In January, 30 new ADT proposals were approved and 47 nonsubstantial change proposals for a total of 2,135 approved ADTs.
- A listserv has been created to help promote collaboration, teamwork, and engagement for participating in colleges in Baccalaureate Degree Program (BDP). This listserv will be moderated, only open to pilot colleges initially, and provide a communication venue to discuss issues related to the implementation and deliver of the program for all campus stakeholders such as Admissions and Records, Financial Aid, etc.
- Guidelines were recently sent to the field providing information about current work on CTE minimum qualifications equivalency and the work of the CTE Minimum Qualifications Advisory Work Group. The guidelines document is to assist academic senates, discipline faculty, and colleges in screening for minimum qualifications and in the use of equivalency to determine suitability for employment at our community colleges. The intent of this guidance document is to maximize the flexibility currently acceptable in the use of equivalency and thus, create a deep, diverse, qualified pool of candidates.

Dean Woodyard provided updates on other Chancellor's Office activities including reports and staff changes.

Chancellor's Office representative Shaw updated members on the reports received from colleges for the Strong Workforce Program allocation, which will be posted on the Chancellor's Office website in the next few months. Concerns was raised that the faculty were not consulted during the process for determining how the funds would be allocated. Shaw noted that there is still time for faculty to provide input and that the colleges have three years to spend the funds. The Executive Committee requested that Shaw work with the Vice Chancellor to have a local senate president sign off on the reports similar to other initiatives. This would assist with ensuring that local senates are involved in the planning of their programs.

### **B. Board of Governors/Consultation Council Update**

The Executive Committee were updated on the actions of the Board of Governors (BoG) and Consultation Meetings. The BoG passed a resolution supporting the DACA students and streamlining the curriculum process. A report was made by the Vice Chancellor of Finance on the governor's budget. 5C representatives made a presentation on the streamlining the curriculum approval process, which was well received by the BoG. The ASCCC Exemplary Programs were recognized and allowed to make a brief presentation about their programs. The BoG also received an update on the Umoja program.

Bruno reported on the Consultation Council meeting and shared topics covered. She noted that she was surprised during a presentation on the Strong Workforce

Program, particularly related to research and technical assistance. In a document provided to the Council, the ASCCC was listed as providing joint level 1 Technical Assistance (TA) under “More and Better CTE”, specifically “Colleges can invite a site visit by a team of practitioners who can overview the 25 Strong Workforce recommendations and strategies for implementation. Level 1 Technical Assistance deployed to a college or district.” Level 2 TA “Colleges flagged for risk factors can invite an Institutional Effectiveness Partnership”. The ASCCC has not been approached to provide technical assistance. Members discussed the language “flagged for risk factors” and who would determine the risk factors. Bruno will work with the Chancellor’s Office to seek clarification.

**C. Executive Committee Discussion**

No discussion.

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

**A. Standing Committee Minutes**

- Accreditation and Assessment Committee, Rutan
- Curriculum Committee Minutes 12.06.16 & 1.17.17, Davison
- Educational Policies Committee Minutes, May
- Equity and Diversity Action Committee Minutes, Beach
- Resolutions Committee Minutes, Beach
- Legislative and Advocacy Minutes, Stankas

**B. Liaison Reports**

- IEPI P1 Report, Stankas
- IEPI P3 Report, May
- Integrated Planning ASK, North

**C. Local Senate Visit Report**

- West Valley College Visit Report, Davison

**VII. ADJOURNMENT**

Meeting was adjourned at 1:30 p.m. on Saturday.

Respectfully submitted,

Julie Adams, Executive Director  
Dolores Davison, Secretary



## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation for California Community Colleges		Month: March	Year: 2017
		Item No. II. B.	
DESIRED OUTCOME: The Executive Committee will consider for approval, changes to the ASFCCC Bylaws.		Attachment: Yes	
		Urgent:	
CATEGORY: Action		Time Requested:	
REQUESTED BY: May	<b>TYPE OF BOARD CONSIDERATION:</b>		
STAFF REVIEW <sup>1</sup> : Julie Adams	Consent/Routine		X
	First Reading		
	Action		
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At the last Executive Committee meeting, members received an update on the Foundation research projects. Members concerned about what would happen if the ASFCCC endorsed research that conflicted with adopted positions of the ASCCC or with the Executive Committee actions. Julie Adams was directed to contact the attorney to get an opinion. The attorney said that the Foundation has three choices:

- 1) The ASCCC could disband the Foundation;
- 2) The ASCCC could replace the Executive Committee members on the Foundation Board with new directors; or
- 3) The ASFCCC could make it clear in the bylaws that the Foundation positions, recommendations, etc., are consistent with the ASCCC.

The ASFCCC opted for choice (3) and acted to make the following changes to the ASFCCC Bylaws (see attachment).

The Executive Committee will consider for approval the following policy discussed at the February meeting and the attached bylaws changes.

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.

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







THE ACADEMIC SENATE  
**FOUNDATION**  
for California Community Colleges

**ACADEMIC SENATE**  
**FOUNDATION**  
**FOR**  
**CALIFORNIA COMMUNITY COLLEGES**

***BYLAWS***

*Adopted November 2008*  
*Revised June 2012*  
*Approved by May 2016*

Includes draft input by Mark Alcorn, 020717

**BYLAWS  
OF THE  
FOUNDATION OF THE ACADEMIC SENATE OF  
CALIFORNIA COMMUNITY COLLEGES**

**ARTICLE I**

***Name, Principal Office, Purpose and Restrictions***

- 1.1 *Name.* The name of the Foundation is the “Foundation of the Academic Senate for California Community Colleges” (the Foundation), a California nonprofit public benefit corporation organized for public purposes.
- 1.2 *Principal Office.* The office of the Academic Senate for California Community Colleges (the Academic Senate) shall serve as the principal office of the Foundation.
- 1.3 *Purpose.* The specific purposes of this corporation are to benefit, support, and enhance the excellence of California community colleges; to support, design and implement professional development for California community college faculty; to research, develop and communicate effective practices to promote effective teaching and learning in the California community colleges; and to promote a variety of activities and strategies to advance teaching and learning.
- 4.31.4 *Coordination with Academic Senate.* Position papers, public statements and endorsements of the Foundation shall be consistent with the positions, policies and endorsements of the Academic Senate. If no Academic Senate position, policy or endorsement exists on the subject, a proposed Foundation position paper, public statement or endorsement shall be approved by the Board of Directors of the Academic Senate prior to final approval by the Foundation.
- 4.41.5 *Lobbying.* No substantial part of the activities of the Foundation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided in Subsection (h) of the 501(c)(3) Internal Revenue Code) and the corporation shall not participate in or intervene in (including the publishing or distribution of statement concerning) any political campaign on behalf of, any candidate for public office.

**ARTICLE II**

***Members***

- 2.01 *No Members in the Legal Sense.* The Foundation shall have no members. Notwithstanding the Foundation having no members, the Foundation may involve individual and organizational participants, each of which may be referred to as “members,” none of which shall have voting or other statutory membership rights.

Organizational participants shall designate one individual to serve as its representative and to exercise all functions of a participant member.

The Foundation Board (see Article IV) may set the terms and conditions of participants in the activities of the Foundation.

### ***ARTICLE III***

#### ***Dues***

- 3.01 *Dues.* There shall be no dues. However, the Foundation Board may establish participation fees for participants/members and make special assessments upon approval of the Board of Directors of the Academic Senate.
- 3.03 *Refunds.* No special assessments or fees will be refunded.

### ***ARTICLE IV***

#### ***Board of Directors***

- 4.1 *Board of Directors.* The Foundation Board of Directors (the Foundation Board) is the Foundation's governing body and exercises all ~~of the~~ managerial control and authority over the business and policy of the Foundation, subject to the terms and conditions of these Bylaws.
- 4.2 *Composition of the Foundation Board.* The Foundation Board shall consist of a total of eight (8) directors: seven (7) of which are current or retired faculty with a total of (4) directors appointed by the Board of Directors of the Academic Senate,<sup>[MA1]</sup> including the President, Secretary, and Treasurer, three (3) directors appointed by the Foundation Board, and one (1) ex officio, non-voting director, the Executive Director (the Executive Director of the Academic Senate). The Board shall have at least one representative from each of the areas (A, B, C, and D) of the Academic Senate.
- 4.3 *Attendance Obligation.* Directors missing three (3) consecutive regular Board meetings may be removed from the Foundation Board. Participation by conference call is a recognized form of Foundation Board meeting attendance, if absolutely necessary. If a director is removed pursuant to this section, a replacement director shall be appointed by the entity defined in 4.02 of this section.
- 4.4 *Call to Meetings.* The President or any two directors may call a meeting of the Foundation Board.
- 4.5 *Notice.* The Foundation Board may hold regular meetings without notice at the time and place for the regular meetings fixed by the Foundation Board. Emergency meetings

may be held with notice appropriate to the circumstances if any director determines that an emergency exists and calls an emergency meeting. The Foundation Board may hold special meetings upon four days notice by first class mail or 48 hours notice delivered personally or by telephone, facsimile, e-mail, or posting to the Foundation's website.

- 4.6 *Quorum.* A majority of the number of directors authorized in these Bylaws, constitutes a quorum of the Foundation Board for the transaction of business.
- 4.7 *Board Action.* Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Foundation Board. The Foundation Board may adopt rules and regulations which may supplement and interpret these Bylaws and shall be binding and enforceable as to directors to the extent they are consistent with the Nonprofit Public Benefit Corporation Law and Section 501(c)(3) of the Internal Revenue Code.
- 4.8 *Strategic Plan.* The Foundation Board shall support the development of and approve long range plans for the activities of the Foundation, and will present these plans to the Board of Directors of the Academic Senate annually in September for comment and approval.
- 4.9 *Audit.* An audit of the Foundation's financial records will be conducted in conjunction with the Academic Senate.

## *ARTICLE V*

### *Officers and Members of the Academic Senate's Board of Directors*

- 5.1 *Officers.* The Officers of the Foundation are the President, Secretary, Treasurer and Executive Director and such other Officers as the Foundation Board may determine.
- 5.2 *Selection of Foundation Board Members Currently Serving the on the Academic Senate's Board of Directors.* The Board of Directors of the Academic Senate shall appoint the President, Secretary, Treasurer, and one additional director from its members on an annual basis during its annual orientation meeting. The term of each of these directors begins on June 1.
- 5.3 *Term of Office.* Each director, other than the Executive Director, shall serve a one-year term. Each director shall present a written statement of continued interest or resignation to the Board of Directors of the Academic Senate annually in April, either for re-appointment or replacement.
- 5.4 *Terms for Members of the Academic Senate's Board of Directors.* Members of the Academic Senate's Board of Directors, other than the Executive Director, shall serve no more than a total of three (3) years on the board, with the exception of a member who serves as President who shall be limited to a total of four (4) years on the board.

The Board of Directors of the Academic Senate may make exceptions to these term limits.

- 5.5 *Vacancies During a Term.* The Board of Directors of the Academic Senate for California Community Colleges shall fill any vacancies for directors listed in section 5.02 of this article at any time.
- 5.6 *Duties.* The Officers perform those duties assigned to them by the Foundation Board, including those duties which the Foundation Board shall set forth in specific position descriptions for each Officer. The President shall serve as the presiding Officer of the Foundation Board. In the absence of the President, the Secretary shall serve as presiding officer.
- 5.7 *Executive Director.* The Executive Director of the Academic Senate is hereby declared a non-voting director of the Foundation Board of Directors with the terms and conditions of employment being specified in an appropriate employment contract. The Executive Director shall manage the daily activities of the Foundation subject to Foundation Board policy and general oversight.

## **ARTICLE VI**

### ***Other Foundation Board Directors***

- 6.1 *Election and Eligibility.* At each Fall Plenary Session, an election will be held to fill vacancies on the Foundation Board for faculty that are not currently serving on the Board of Directors of the Academic Senate. All candidates for election to the Foundation Board shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or a member of the Board of Directors of the Academic Senate or 3) has been nominated by a resolution of a Member Senate. The minutes of the meeting at which that resolution was adopted must be submitted to the Elections Committee chair with the nomination of the individual.
- 6.2 *Term of Office.* Each director elected to the Foundation board in accordance with section 6.01 of this article shall be elected to a three-year term. Any director elected to serve as a member of the Board of Directors of the Academic Senate will be resigned from the Foundation Board. The term of office will begin on January 1 following election.
- 6.3 *Vacancies During Term.* The Foundation Board may appoint an interim director for any vacancies related to this article. Interim appointments are valid until the next plenary session, when an election will be held in accordance with section 6.01 of this article.

## **ARTICLE VII**

### ***Committees***

- 7.1 *Committees.* The Foundation Board may create committees to which it may delegate various functions; the Foundation Board shall provide each such committee with a specific charge or mission statement to include a specific definition of the committee's

authority. Any director and the Executive Director may elect to be Ex-Officio Members of any committee(s).

7.2 *Meetings.* All committee meetings shall conform to the requirements of these Bylaws relating to meetings of the Foundation Board, with necessary changes in details.

## ***ARTICLE VIII***

### ***Records and Reports***

- 8.01 *Maintenance of Foundation Records.* The Foundation shall maintain records in accordance with the California Nonprofit Corporation Law.

## ***ARTICLE IX***

### ***Indemnification and Insurance***

- 9.1 *Indemnification.* To the fullest extent permitted by the law, the Foundation shall indemnify and hold harmless any agent against any claim arising out of any alleged or actual action or inaction in the performance or non-performance of duties performed in good faith on the Foundation's behalf. An "Agent" for purpose of these Bylaws shall include directors, officers, Executive Director, participants and employees.
- 9.2 *Insurance.* The Foundation shall purchase and maintain insurance to the full extent determined appropriate by the Foundation Board on behalf of its agents against any liability asserted against or incurred by the agent arising out of the agent's status as such.

## ***ARTICLE X***

### ***Dissolution***

- 10.01 *Dissolution:* The Board, upon approval of a majority vote of the Board of Directors and ratification by the Board of Directors of the Academic Senate, may dissolve the Foundation pursuant to the California Nonprofit Public Benefit Corporations Law. Upon the dissolution or winding up of the Foundation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Foundation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

***ARTICLE XI***

***Amendment of Bylaws***

- 11.01 *Amendment of Bylaws.* The Bylaws may be amended by the Board, provided that all amendments shall be approved by the Board of Directors of the Academic Senate [MA2]for California Community Colleges before taking effect.

***ARTICLE XII***

***Interpretation***

- 12.01 *Interpretation.* These Bylaws constitute a written agreement between the Foundation and its directors and the Academic Senate for California Community Colleges. The Bylaws should be interpreted in connection with the California Nonprofit Public Benefit Corporations Law, which supplements and controls these Bylaws. This provision of the Bylaws should be cited: "Bylaws 12.01".





## Executive Committee Agenda Item

SUBJECT: Disposition of referred resolution 21.06 F16		Month: March	Year: 2017
		Item No. II C	
		Attachment: NO	
DESIRED OUTCOME:	The board will take action on a recommendation to declare the resolution moot.	Urgent: YES	
		Time Requested: 0 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Beach/Freitas/Slattery-Farrell	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

At the fall 2016 plenary session, resolution 21.06 F16, which called for the ASCCC to support the then in-progress efforts by the California Apprenticeship Council (CAC) to revise the minimum qualifications for credit apprenticeship faculty, was referred to the Executive Committee for clarification and to be returned to the body in Spring 2017. The text of the resolution is:

*Whereas, The Board of Governors approved the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations,[1] including Recommendation 14.f., which states that the California Community College system should “Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors”;*

*Whereas, Apprenticeship instruction leads to high-wage, high-skill careers for nearly 100% of enrolled students; and*

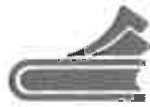
*Whereas, Education Code §87357 states that for minimum qualifications for apprenticeship instructors the Board of Governors “shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organizations [from the relevant industries]”;*

*Resolved, That the Academic Senate for California Community Colleges support the efforts of the apprenticeship teaching faculty and labor organizations from the relevant industries in the development of minimum qualifications as specified in Education Code §87357.*

It is recommended that this resolution be declared moot because it is unnecessary for the following reasons: (1) the California Apprenticeship Council has already adopted a proposal for the apprenticeship MQs, so there are no efforts to support anymore, and (2) the process going forward will involve the ASCCC working with the CAC to develop a final version, so any resolution brought before the body would be on any final proposal for revising the credit apprenticeship faculty minimum qualifications.

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





## Executive Committee Agenda Item

SUBJECT: LGBTQIA+ Caucus		Month: March	Year: 2017
		Item No. II. D.	
DESIRED OUTCOME: The Executive Committee will consider for approval the re-constitution of the LGBTQIA+ Caucus		Attachment: YES	
		Urgent: NO	
		Time Requested: 0	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information/Discussion	

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

### BACKGROUND:

In 2015, the chair of the ASCCC LGBT Caucus stepped down from service which triggered a discussion on the status of the caucus by ASCCC Executive Committee. The Executive Committee determined to keep the caucus and found a new chair, Lorraine Slattery-Farrell. Lorraine was elected to the Executive Committee in spring which made her ineligible to chair the caucus. The Executive Committee asked the members of the caucus if anyone wanted to assume the chair position but no one was interested and so the caucus was disbanded.

In February 2017, Steven Deineh, MiraCosta College, contacted the ASCCC and wanted to re-constitute the caucus. Attached is the request from the field to re-establish the caucus. The Executive Committee will consider for approval re-establishing the caucus and expanding the caucus name.

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



## Academic Senate for California Community Colleges

### Recognition of Caucus Form

**Please be advised of the following Approval Process (approximately two (2) months):**

- 1) Submit this form to the ASCCC Office.
- 2) After the submission of this form you will be contacted by the Executive Director of the ASCCC notifying you about any problems with your application and when your application will be forwarded.
- 3) Your application will then be forwarded to the ASCCC Executive Committee for approval (requiring a simple majority vote) at their next regularly scheduled meeting.

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RECOGNITION OF CAUCUS FOR ACADEMIC YEAR: 2016 - 2017

Caucus Name: LGBTQIA+ Caucus

Caucus President: Steven Deineh

Email: sdeineh@miracosta.edu Phone: 760-795-6721

**Purpose of Caucus:**

The caucus will inform and advise the ASCCC and other professional organizations of the unique needs and challenges faced by LGBTQIA+ students and employees. It will also develop resources to create welcoming environments free from discrimination for all students and employees including those whose sexual orientation or gender expression is in the minority, so that they can reach their academic, personal, and/or professional goals.

**Anticipated activities for this year:**

- Communicate about Education Code directive to identify Point of Contact for LGBT needs at each community college as per California Education Code Section 66271.2.
- Raise awareness about, and work with Chancellor's Office to address, Fall 2015 ASCCC Resolution 01.01 ("LGBT MIS Data Collection and Dissemination").
- Communicate about Ed Code directive to include sexual orientation and gender identity in places where demographic data is requested from students, staff, and faculty as per California Education Code Section 66027.
- Work with college Human Resource departments to include sexual orientation and gender identity in discussions of district diversity measurements.
- The mandated systemwide climate assessment for quality of life of LGBT students and employees as per California Education Code 66271.3.

*A caucus is an independent body of like-minded individuals who wish to make their voices heard to the ASCCC on a formal basis. A caucus is not sponsored, chartered, or directed by the ASCCC and shall never be charged a fee or dues to be recognized by the ASCCC. The ASCCC specifically denies any control over, or connection with, any caucus. With the limited exceptions of ASCCC requirements for caucus guidelines, as shown below, a caucus is free to create processes and/or procedures without any approval of the ASCCC.*

**Caucus Guidelines:**

*In accordance with the ASCCC Bylaws to be formally recognized a caucus must:*

1. Have structure beyond simple membership. It must have a similar structure to that of ASCCC Standing Committees, in that it must have a Chair, Vice-Chair and a Secretary (Variations of Chair/Vice-Chair such as President/Vice President is acceptable.)
2. Provide open public access to its meetings. Recommended use of the Ralph M. Brown Act (Government Code §54950-54961).
3. Not promote hate, violence or any other offensive action against any other person(s).
4. Not commit any illegal activities.

**Caucus Officers Section:**

By accepting a position in the caucus we know that we are responsible for ensuring that our caucus knows and adheres to policies and procedures, established by the Academic Senate for California Community Colleges.

Please print: NAME, POSITION, COLLEGE AND EMAIL.

#	Name	Position	College	E-Mail
1	Steven Deineh	Chair	MiraCosta	<a href="mailto:sdeineh@miracosta.edu">sdeineh@miracosta.edu</a>
2	dara perales	Secretary	MiraCosta	<a href="mailto:dara@miracosta.edu">dara@miracosta.edu</a>
3	Rob Williams		Skyline	<a href="mailto:williamsrob@smccd.edu">williamsrob@smccd.edu</a>
4	Roam Romagnoli	Vice Chair	Santa Rosa JC	<a href="mailto:aromagnoli@santarosa.edu">aromagnoli@santarosa.edu</a>
5	Michael Harrison		San Diego Mesa	<a href="mailto:mharriso@sdccd.edu">mharriso@sdccd.edu</a>

\*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

**Caucus Members Section:**

#	Name	College	E-Mail
6	David Sparks	Alameda	<a href="mailto:dsparks@peralta.edu">dsparks@peralta.edu</a>
7	Michelle Sampat	Mt. San Antonio	<a href="mailto:msampat@mtsac.edu">msampat@mtsac.edu</a>
8	Kate Adams	Allan Hancock	<a href="mailto:kadams@hancockcollege.edu">kadams@hancockcollege.edu</a>
9	Laura Gonzalez	San Diego Miramar	<a href="mailto:lagonzal@sdccd.edu">lagonzal@sdccd.edu</a>
10	Abbie Cory	Palomar	<a href="mailto:acory@palomar.edu">acory@palomar.edu</a>
11	Alicia Lopez	MiraCosta	<a href="mailto:alopez@miracosta.edu">alopez@miracosta.edu</a>
12	Corinna Evett	Santiago Canyon	<a href="mailto:evett_corinna@sccollege.edu">evett_corinna@sccollege.edu</a>
13	Brian Miller	Mission	<a href="mailto:brian.miller@missioncollege.edu">brian.miller@missioncollege.edu</a>
14	Peter Hepburn	College of the Canyons	<a href="mailto:peter.hepburn@canyons.edu">peter.hepburn@canyons.edu</a>
15	Michelle Oja	Taft	<a href="mailto:moja@taftcollege.edu">moja@taftcollege.edu</a>
16	Dora Lozano	College of the Canyons	<a href="mailto:dora.lozano@canyons.edu">dora.lozano@canyons.edu</a>
17	Sandy Carroll	College of the Canyons	<a href="mailto:sandy.carroll@canyons.edu">sandy.carroll@canyons.edu</a>
18	Tamara Smith	Mount San Jacinto	<a href="mailto:tsmith@msjc.edu">tsmith@msjc.edu</a>
19	Ryan Hitch	Norco	<a href="mailto:ryan.hitch@rccd.edu">ryan.hitch@rccd.edu</a>
20	Jan Muto	Norco	<a href="mailto:jan.muto@norcocollege.edu">jan.muto@norcocollege.edu</a>
21	Angela Belden	Pierce	<a href="mailto:beldenak@pierceclege.edu">beldenak@pierceclege.edu</a>
22	Dawn Rae Davis	Monterey Peninsula	<a href="mailto:ddavis@mpc.edu">ddavis@mpc.edu</a>
23	Christine Ersig-Marcus	Pierce	<a href="mailto:ersigmc@pierceclege.edu">ersigmc@pierceclege.edu</a>
24	Katelyn Cunningham	Pierce	<a href="mailto:cunnink@pierceclege.edu">cunnink@pierceclege.edu</a>
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\*By providing this information you allow your email address to be given to Faculty, Staff, Students, and other persons/groups (including press and media personnel) seeking Caucus information.

**Caucus President Section:**

*On behalf of the caucus members, I apply for recognition for our caucus by the Academic Senate for California Community Colleges (ASCCC) and by signing below certify that I have read the ASCCC Constitution and Bylaws, specifically the sections regarding caucuses.*

Caucus President (signature):   Steven Deineh        Date:   21 February 2017  

**Academic Senate Council Section:**

*I certify that Academic Senate for California Community Colleges (ASCCC) Executive Council has recognized this caucus and has granted them recognition on said date for the academic year indicated above.*

\_\_\_\_\_  
**Executive Committee Approval Meeting Date**

\_\_\_\_\_  
**ASCCC Executive Director**

\_\_\_\_\_  
**Date**





## ASCCC Caucus Procedures and Guidelines

### Definition and Purpose

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

Caucuses serve as forums within the Academic Senate for various groups of faculty to meet and deliberate collegially in order to form a collective voice.

Caucuses can seek solutions to concerns and issues raised by their members through the resolution process and can disseminate Academic Senate resources such as papers, *Rostrums*, and event information.

Caucuses should remain informed about ASCCC positions and current activities to the extent that they do not undermine or interfere with the current or past work of the ASCCC.

- If caucus deliberations lead to information or recommendations that will inform and potentially improve upon ASCCC activities the Caucus Chair shall communicate such to the current ASCCC President, Vice President, and Executive Director.
- If a caucus forms a position or recommendation that seeks to alter or reverse ASCCC positions or current activities, then due process must be followed through the normal resolution and consultation process.

### Recognition of a Caucus

In order to be formally recognized by the Academic Senate, caucuses must meet the following criteria:

- Caucus membership must be voluntary and open to all community college faculty. Additionally, caucuses must provide open, public access to meetings.
- Caucuses must meet regularly and provide minutes of their meetings to the Academic Senate.
- Caucus members cannot be charged a fee or dues to participate in the caucus nor can a caucus fundraise.
- Caucuses are not directed or controlled by the Academic Senate and shall not act on behalf of the ASCCC and shall not present themselves as acting for, or representing the ASCCC or its interests in any manner or media.
- Caucuses must operate in a lawful manner.
- Caucuses will not promote hate, violence or any other offensive action against any other person(s).
- Caucuses should be formed around broad issues of ongoing concern rather than single or short-term issues. In particular, there should be a clear connection to academic and

professional matters as established in Title 5 and Education Code. Caucuses should be formed to focus on issues across the entire California community college system not just the specific needs or desires of a particular college or district.

- Caucuses should not be duplicative of the work of standing ASCCC committees, existing caucuses, or other representative faculty groups.
- Caucuses are not intended to be discipline-specific or professional organizations nor to meet the professional development needs of its membership.

### **Application for Caucus Recognition**

At any time during the year, the interested members of the proposed caucus may submit a **Recognition of Caucus Application** to the ASCCC Office.

Caucuses are established by a simple majority vote of the ASCCC Executive Committee to approve the written application. The application shall state the purpose of the proposed caucus, names of members (minimum of ten faculty from at least four different colleges and at least two districts), the contact information for leadership of the proposed caucus, and a statement explaining how the objectives of the caucus will further those of the ASCCC.

ASCCC reserves the right not to recognize a caucus if it feels the caucus does not meet the criteria for recognition of a caucus listed above. If a caucus is not recognized, the individual who submitted the recognition of caucus application will be notified of any questions for clarification, or the reasons or concerns with the proposed caucus. If a caucus application is denied, a revised application may be re-submitted to the ASCCC Office.

Previously approved caucuses that have failed to express their intent to remain active by May, can be re-established as a caucus by submitting a new written application.

### **Membership**

Caucus membership must be voluntary and open to all California Community College faculty.

Caucus membership must consist of a minimum of ten faculty from at least four different colleges and at least two districts.

Caucus members may affiliate with one or more caucuses.

Caucus membership should not consist of only a small representation of a particular discipline.

Executive Committee members may participate informally in caucuses but may not be members.

### **Procedures and Guidelines**

Caucus chairs must be elected annually at the first fall meeting.

All caucus meeting minutes must be submitted to the ASCCC Office within one month following a meeting.

Caucuses should provide open public access to its meetings. It is recommended that caucuses conduct their meetings in compliance with the Ralph M. Brown Act (Government Code §54950-54961).

In order to stay active, caucuses must inform the ASCCC Office each May of its intent to remain active and provide a current list of its membership. If a caucus fails to alert the ASCCC Office of its desire to stay active, the caucus shall be deemed inactive for a period of two years. During that time, the ASCCC will continue to provide a space for potential meetings of the caucus at plenary sessions. A new application will need to be submitted to remove the caucus from inactive status. A caucus that has remained inactive for a period of two years without the submission of a new application will be terminated.

Unless specifically required to do so by the procedures and guidelines described here or published on the Academic Senate website, caucuses are free to structure their internal organization and operations as they see fit.

### **Termination**

A caucus that has remained inactive for a period of two years without the submission of a new application will be considered terminated.

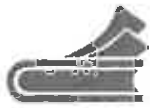
The Executive Committee reserves the right to withdraw its recognition of an active caucus in consultation with the caucus leadership if the Executive Committee determines that the caucus has violated any of the procedures or guidelines established for caucuses or if the caucus wishes to dissolve itself.

Any member of the Executive Committee may bring forward an agenda item to withdraw recognition of an active caucus if the caucus is believed to have violated the established Academic Senate procedures and guidelines for caucuses. A two-thirds majority of Executive Committee members is required to withdraw recognition from a caucus.

Recognition of an active caucus will not be withdrawn simply due to a disagreement between the caucus and the Academic Senate.

Any caucus actions that subject the ASCCC to potential harm, liability, or fraud will result in immediate termination of the caucus.





## Executive Committee Agenda Item

SUBJECT: <i>Legislation and Government Update</i>		Month: March	Year: 2017
		Item No. IV. A	
		Attachment: Yes (1)	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

*The deadline to submit new legislation was February 17, 2017. Attached is an update of bills relevant to academic and professional matters.*

### DESIRED OUTCOME:

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

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



**ASCCC Legislative Report  
February 22, 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:** Introduced 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:** Introduced 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.

**AB204 (Medina) Community colleges: waiver of enrollment fees**

This bill would require the board of governors to, at least once every 3 years, review and approve any due process standards adopted to appeal the loss of a fee waiver under the provisions described above. If the board of governors adopt any due process standards to appeal the loss of a fee waiver under those provisions, the bill would require those standards to also require a community college district to allow for an appeal due to hardship based on geographic distance from an alternative community college at which the student would be eligible for a fee waiver. The bill would require each community college district to, at least once every 3 years, examine the impact of the specified minimum academic and progress standards and determine whether those standards have had a disproportionate impact on a specific class of students, and if a disproportionate effect is found, the bill would require the community college district to include steps to address that impact in a student equity plan.

**Status:** Introduced 1/23/17

**ASCCC Position/Resolutions:** The ASCCC Executive Committee voted at it's February meeting to support this legislation. The legislation is sponsored by FACCC.

**\*AB217 (Low) Postsecondary education: Office of Higher Education Performance and Accountability**

This bill would establish the Office of Higher Education Performance and Accountability as the statewide postsecondary education coordination and planning entity and replacement for the California Postsecondary Education Commission (CPEC).

The membership would be defined as:

the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education, appointed to terms of four years as follows:

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

(B) Three members of the advisory board appointed by the Speaker of the Assembly. The bill would establish an 8-member advisory board for the purpose of examining, and making recommendations to, the office regarding the functions and operations of the office and reviewing and commenting on any recommendations made by the office to the Governor and the Legislature, among other specified duties.

The bill would specify the functions and responsibilities of the office, which would include,



among other things, participation, as specified, in the identification and periodic revision of state goals and priorities for higher education, reviewing and making recommendations regarding cross-segmental and interagency initiatives and programs, advising the Legislature and the Governor regarding the need for, and the location of, new institutions and campuses of public higher education, acting as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies, and reviewing all proposals for changes in eligibility pools for admission to public institutions and segments of postsecondary education.

**Status:** Introduced 1/24/17

**ASCCC Position/Resolutions:** This bill is slightly different from past bills the ASCCC has opposed.

**\*AB276 (Medina) Cyber Security Education and Training Programs**

This bill would request the Regents of the University of California, the Trustees of the California State University, the governing board of each community college district, and independent institutions of higher education, no later than January 1, 2019, to complete a report that evaluates the current state of cyber security education and training programs, including specified information about those programs, offered at the University of California, the California State University, the California Community Colleges, and independent institutions of higher education, respectively, to determine the best method of educating and training college students to meet the current demand for jobs requiring cyber security knowledge and experience.

**Status:** Introduced 2/01/17

**ASCCC Position/Resolutions:** Well, we support training and knowledge...

**\*AB445 (Cunningham and O'Donnell) Apprenticeship Programs, Related Supplemental Instruction and Career Technical Education - *Urgent***

This bill would express the intent of the Legislature that related and supplemental instruction for apprentices, as defined, be fully funded for each fiscal year commencing with the 2015–16 fiscal year.

The bill would appropriate \$10,000,000 to the Chancellor of the California Community Colleges for allocation to local educational agencies and to community colleges for related and supplemental instruction, as defined, for the 2016–17 fiscal year. This bill would change the name of the program to the California Career Technical Education Grant Program.

The bill would increase to \$300,000,000 the General Fund appropriation to the State Department of Education for this program for the 2017–18 fiscal year, and would further provide for an appropriation to the department in this amount for each subsequent fiscal year.

**Status:** Introduced 2/13/17

**ASCCC Position/Resolutions:** The ASCCC has long held that CTE funding is crucial to fulfilling our mission. The other two points regarding apprenticeship programs and RSI are still being explored.

**\*AB504 (Medina) Student Success and Support Program Funding**

This bill would require that Student Success and Support Program funding be used to support the implementation of student equity plan goals and the coordination of services for the targeted student population through evidence-based practices.

**Status:** Introduced 2/13/17

**ASCCC Position/Resolutions:** Currently local academic senates are required to comply with the Brown Act that demand published agendas and membership.

**\*AB637 (Medina) Student Equity Plans**

This bill would require the campus-based research to use a standard definition and measure of “equity” provided by the chancellor. The bill would also require the issue of “significant underrepresentation” to be addressed based on a standard definition of that term provided by the chancellor. It defines categories as: current or former foster youth, students with disabilities, low-income students, veterans and students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:

American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race and more than one race.

**Status:** Introduced 2/14/17

**ASCCC Position/Resolutions:**

**\*AB705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment**

This bill would, notwithstanding that provision, require, by August 1, 2018, a community college district or college to use high school transcript data in the assessment and subsequent assignment of students to English and mathematics coursework in order to maximize the probability that the student will complete college-level coursework in English and mathematics within a one-year timeframe. The bill would prohibit a community college district or college from requiring students to enroll in remedial coursework that lengthens their time to complete a degree unless research shows that those students are highly unlikely to succeed in college-level coursework. The bill would

authorize a community college district or college to require students to enroll in additional concurrent support during the same semester that they take the college-level English or mathematics course, but only if it is determined that the support will be essential to the student's success in the college-level English or mathematics course and that the support constitutes no more than 1/2 of the units required for the college-level course. To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program.

**Status:** Introduced 2/15/17

**ASCCC Position/Resolutions:**

**\*AB847 (Bocanegra) Academic Senates: Membership Rosters**

This bill would require the local academic senate of a campus of the California State University or of a campus of the California Community Colleges, and would request the local academic senate of a campus of the University of California, to post its membership roster on its Internet Web site or Internet Web page.

**Status:** Introduced 2/16/17

**ASCCC Position/Resolutions:** Currently local academic senates are required to comply with the Brown Act that demand published agendas and membership.

***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\*@!!!

**\*SB68 (Lara) Exemption from Nonresident Tuition**

Current law exempts students from nonresident tuition if they have attended a California public high school for at least 3 years. This bill would instead exempt a student, other than a nonimmigrant alien, from nonresident tuition at the California State University and the

California Community Colleges if the student has a total of 3 or more years of attendance at California elementary schools, California secondary schools, campuses of the California Community Colleges, or a combination of those schools, as specified, and the student graduates from a California high school or attains the equivalent, attains an associate degree from a campus of the California Community Colleges, or fulfills minimum transfer requirements established for the University of California or the California State University for students transferring from campuses of the California Community Colleges.

**Status:** Introduced 1/05/17

**ASCCC Position/Resolutions:** The ASCCC has historically supported access to higher education to all students with zero fees.

**\*SB769 (Hill) Baccalaureate Degree Pilot Program**

This bill would limit the prohibition to a district's baccalaureate degree program that is offered within 100 miles of the California State University's or the University of California's baccalaureate degree program. The bill would extend the operation of the statewide baccalaureate degree pilot program indefinitely and would no longer require a student to complete his or her degree by the end of the 2022-23 academic year. The bill would increase the maximum number of district baccalaureate degree pilot programs to 30 programs.

**Status:** Introduced 2/17/17

**ASCCC Position/Resolutions:** The ASCCC has no position at this time.

***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)

**AB34 (Nazarian) Student financial aid: Children's savings account program**

This bill would express the intent of the Legislature 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 (12/05/16)

**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)

**AB310 (Medina) Part-Time Office Hours**

This bill would require each community college district to report, on or before August 15 of each year, the total part-time faculty office hours paid divided by the total part-time faculty office hours taught during the prior fiscal year and post this information on its Internet Web site.

**Status:** Introduced 2/06/17

**SB7 (Moorlach) School Bonds**

Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the school district or community college district, as applicable, the question whether the bonds of the district should be issued and sold for the purpose of raising money for specified purposes, including, among other things, the supplying of school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature. This bill would additionally require the governing board of a school district or community college district to support those specified purposes with a facilities master plan with cost estimates. In order for any one or more of those specified purposes to be united and voted upon as a single proposition, the bill would additionally require each planned project and the named school or college campus to be specified.

**Status:** Introduced 12/05/16

**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.

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

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







## Executive Committee Agenda Item

SUBJECT: <i>ASCCC Legislative Advocacy Day</i>		Month: March	Year: 2017
		Item No. IV. B	
		Attachment: Yes	
DESIRED OUTCOME:	Discussion and Action	Urgent: Yes	
		Time Requested: 30 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

*The Executive Committee approved the **May 9** date for the ASCCC Legislative Advocacy Day at its November 2016 meeting. Since that time, bills of interest to the ASCCC have been introduced and the Legislative and Advocacy Committee recommends the following lawmakers should be visited:*

Jose Medina (Jeanice Warden Washington and Kevin Powers)  
 Bill Allen (Lynn Lorber and Lenin del Castillo)  
 Catherine Baker  
 Scott Wilke  
 Jackie Irwin  
 Joaquin Arambula  
 Anthony Portantino  
 Kevin McCarty  
 Kimberly Rodriguez (Kevin De Leon)  
 Monica Hinistroza (Anthony Reardon)  
 Connie Leyva  
 Eric Holden  
 Shirley Weber  
 Miguel Santiago  
 Jones-Sawyer

*In addition, the committee recommends that a training day be held on **Friday, April 28.***

### DESIRED OUTCOME:

*The Executive Committee will review and possibly amend the list of legislators and scheduled training day.*

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





## Executive Committee Agenda Item

<b>SUBJECT:</b> Executive Committee Meeting Dates 2017 -2018		Month: March	Year: 2017
		Item No. IV C	
		Attachment: YES (1)	
<b>DESIRED OUTCOME:</b>	The Executive Committee will consider for approval the 2017 – 18 Executive Committee meeting dates.	Urgent: YES	
		Time Requested: 15 Minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Julie Adams	Consent/Routine	X
		First Reading	
<b>STAFF REVIEW<sup>1</sup></b>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

This fiscal year 2016-2017, the Executive Committee held most Friday Executive Committee meetings on various California community colleges across the state. While having meetings on community college campuses allows the opportunity for faculty, administrators, and staff to attend an Executive Committee meeting, since we began this practice three years ago very few attend the meetings. Additionally, holding meetings on college campuses is also very difficult to coordinate on the dates selected. The president and executive director are suggesting that the Executive Committee consider for adoption only holding one meeting per semester on a college campus. The remaining Executive Committee meetings would be held at various hotels across the state.

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





**Academic Senate  
for California Community Colleges**

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**2017-2018 EXECUTIVE COMMITTEE  
MEETING DATES**

\*Meeting will typically be on Friday's from 11:00 a.m. to 6:00 p.m. and Saturday's from 8:30 a.m. to 4:00 p.m.<sup>1</sup>

Meeting Type	Proposed Date	Campus Location	Hotel Location
Executive Meeting	August 18 – 19, 2017 OR August 11 – 12, 2017		Southern CA TBD
Executive Meeting	September 8 - 9, 2017		Northern CA TBD
Executive Meeting	September 29 – 30, 2017	TBD	Southern CA TBD
Area Meetings	October 13 -14, 2017		Various
Executive Meeting (Plenary)	November 1, 2017		Irvine Marriott
Fall Plenary Session	November 2 – 4, 2017		Irvine Marriott
Executive Meeting	December 1 – 2, 2017		Northern CA TBD
Executive Meeting	January 12 – 13, 2018		Southern CA TBD
Executive Meeting	February 9 - 10, 2018		Northern CA TBD
Executive Meeting	March 2 -3, 2018	TBD	Southern CA TBD
Area Meetings	March 23 – 24, 2018		Various
Executive Meeting	April 11, 2018 OR April 25, 2018		Northern CA TBD
Spring Plenary Session	<b>April 12 – 14, 2018 OR April 26 – 28, 2018</b> Needs approval, original date conflicted w/CMC <sup>3</sup> & RP Group Conference, was April 19 – 21, 2018		Northern CA TBD
Executive Committee/Orientation	June 1 -3, 2018		TBD
<b>EVENTS 2017 – 2018 – Dates Approved by the Executive Committee in February 2017</b>			
Event Type	Date		Hotel Location
Academic Academy	October 6 -7, 2017	Online	
Accreditation Institute	February 23 – 24, 2018		Southern CA TBD
Instructional Design and Innovation	March 16 – 17, 2018		Southern CA TBD
Career Technical Education Institute	May 5 – 8, 2018		Southern CA TBD
Faculty Leadership Institute	June 14 – 16, 2018		Southern CA TBD
Curriculum Institute	July 11 – 14, 2018		Northern CA TBD

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

<sup>2</sup> Executive Committee members are not expected to attend these events.





## Executive Committee Agenda Item

SUBJECT: Spring Session Planning		Month: March	Year: 2017
		Item No: IV D	
		Attachment: YES (1)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the 2017 Spring Session draft program.	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

The Spring Plenary Session will be held on April 20 - 22, 2017, at the San Mateo Marriott. At its last meeting, the Executive Committee approved the preliminary programs and discussed other planning details for the Spring Plenary Session. Members will review the program and approve any changes.

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





**Thursday, April 20, 2017**

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

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

8:00 a.m. to 8:30 a.m. Candidate Information Session

8:00 a.m. to 8:30 a.m. New Delegate Information Session

8:00 a.m. to 9:00 a.m. Resolution Writing: The Essentials

*Randy Beach, ASCCC Resolutions Committee Chair and members of the Resolutions Committee*

This presentation will provide a comprehensive review of all aspects of the resolutions process from where resolutions originate to specific style requirements. Also discussed is the process by which resolutions are brought forth at a plenary session and the voting process used on the final day of plenary.

**8:30 a.m. to 9:45 a.m.            FIRST GENERAL SESSION: Curriculum Panel**

9:45 a.m. to 10:00 a.m.        Coffee Break

**10:00 a.m. to 11:15 a.m.        FIRST BREAKOUT SESSION**

1. Common Assessment Initiative - What to Expect in the Next Six Months
2. The Power of the Pen: Local Resolutions and How to Use Them
3. Diversity in Hiring
4. New Delegates Session
5. Professional Development

**11:30 a.m. to 1:45 p.m. SECOND GENERAL SESSION -- Creating Space for Student Engagement**

1:45 p.m. to 2:00 p.m.        Break

**2:00 p.m. to 3:15 p.m.        SECOND BREAKOUT SESSION**

1. Educational Polices Update: Paper on Effective Practices for Educational Program Development, AB 1985, Quantitative Reasoning Task Force Report response
2. Accreditation Hot Topics
3. Policies and DACA students
4. Periodic Review
5. Connecting Industry and Instruction: College and Career Readiness Through Apprenticeship Programs

6. Local Share Plans

**3:30 p.m. to 4:45 p.m. THIRD BREAKOUT SESSION**

1. MQs and Equivalency (MQ Task Force Update and navigating local equivalency processes)
2. Facilitating Civil Dialogue in the Face of Change
3. Re-Entry Students
4. Curriculum Panel Follow- up
5. Legislative Update
6. Helping Your Senate Deal with Initiative Fatigue

**4:00 p.m. Resolutions and Amendments Due**

**5:00 p.m. – 5:45 p.m.**

**Resolutions and Amendments at Plenary-Mandatory for Contacts**

This is a mandatory session for those plenary attendees who have submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment **must** attend a meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

**6:00 p.m. to 6:30 p.m. Candidate Orientation**

**7:00 p.m. to 10:00 p.m. Caucus Meetings**

**Friday, April 21, 2017**

7:30 a.m. to 8:15 a.m. Registration/Delegate Sign In

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

**8:30 a.m. to 9:45 a.m. THIRD GENERAL SESSION**

9:45 a.m. to 10:00 a.m. Coffee Break

10:00 a.m. to 11:45 a.m. Area Meetings

**12:00 p.m. to 2:00 p.m. FOURTH GENERAL SESSION**

**2:15 p.m. to 3:30 p.m. FOURTH BREAKOUT SESSION**

1. Disciplines List: The process, what works, what can be improved, and a philosophical discussion about the disciplines list in general
2. Feeling Overwhelmed Yet? Surviving your Presidency
3. Strong Workforce Update (Using your CTE Liaison, Understanding funding: SWP, Perkins)
4. SLOs Redefined: Validating Using Aggregate and Disaggregated SLO Data to Improve Teaching and Learning
5. Follow up to Keynote
6. IEPI Update

**3:45 p.m. to 5:00 p.m. FIFTH BREAKOUT SESSION**

1. Recognizing Excellence – The statewide awards
2. Hot Topics in Online Education
3. Working Together: Successes and Challenges for Faculty and HR Staff
4. Basic Skills Innovation/Noncredit
5. Dual Enrollment – RP Group/Career Ladders Project update (The Education Policies Committee is requesting that an update on this work be presented, possibly by the Dual Enrollment Task Force?)
6. Enrollment Management

**2:30 p.m. Amendments and Urgent Resolutions Due**

**5:00 p.m. to 5:45 p.m.  
Submitting Amendments at Plenary-Mandatory for Contacts**

This is a mandatory session for those plenary attendees who have submitted a resolution or amendment at the plenary session. The contact for the submitted resolution or amendment must attend a meeting in order for the Resolutions Committee to consider adding it to the packet for the following day.

**4:00 p.m. to 5:00 p.m. State Service**

**5:00 p.m. to 6:00 p.m. Discipline Hearings**

**5:00 p.m. to 6:00 p.m. Officers Candidate Forum**

**6:15 p.m. to 6:45 p.m. Executive Committee Meeting**

**6:30 – 7:00 p.m. VIP Reception**

**7:00 p.m. to 11:00 p.m. Foundation Dinner and Dancing**

**Saturday, April 22, 2017**

7:30 a.m. – 8:00 a.m.	Breakfast
7:45 a.m. – 8:00 a.m.	Final Delegate Sign In
8:15 a.m. – 11:50 a.m.	<b>FIFTH GENERAL SESSION</b>
12:00 p.m. – 12:45 p.m.	Lunch Buffet Treasurer Report, Secretary Report,
<b>1:00 p.m. – 3:30 p.m.</b>	<b>General Session Continues</b>



## Executive Committee Agenda Item

SUBJECT: Executive Committee Resolutions Spring 2017		Month: March	Year: 2017
		Item No. IV. E	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval resolutions to forward to pre-session Area meetings for discussion.	Urgent: YES	
		Time Requested: 120 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Randy Beach and Ginni May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:** Twice a year prior to the plenary session, committees, task forces, members of the Chancellor’s advisory groups, and individual Executive Committee members consider current conversations and requisite positions needed to appropriately represent the Senate. Executive Committee resolutions inform the delegates about topics that are under discussion at the state level and provide them an opportunity to inform those conversations. The Executive Committee will discuss resolutions to forward to the Area meetings for discussion.

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





## Executive Committee Agenda Item

SUBJECT: Curriculum Institute Theme and Program -- Draft		Month: March	Year: 2017
		Item No. IV.F	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will review the theme and first draft of the Curriculum Institute program and provide suggestions for changes and additions	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Curriculum Committee is meeting on Saturday, 25 February, to populate the strands listed below with more specific titles and possible presenters; an updated program will be provided to the Executive Committee prior to the Exec meeting on 3-4 March. Depending on the suggestions of the committee, strands may shift or be altered. The configurations for the Institute are the same as they were last year: a pre-session on Wednesday afternoon, and 4 general sessions and 8 breakout sessions for the Thursday-Saturday institute. Each of the 8 breakout session times will have 8 breakouts for a total of 64.

#### Curriculum Institute 2017 Program – First Draft

Theme: Uncharted Waters: Navigating the Changing World of Curriculum

Pre-Session: Wednesday, 7 July, 2-5pm

Three strands:

- Curriculum Chairs
- Curriculum Specialists
- Curriculum Administrators

Members of 5C/ASCCC Curriculum Committee/Others to Participate

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

**Four General Sessions:**

- 1. Definite: Changes to Chancellor's Office Procedures (Panel Repeat of Plenary with Updates)**
- 2. Options for additional three sessions**
- 3. President's Welcome and Chancellor's Office**
- 4. Workforce/Other Initiative Updates**
- 5. Civic Engagement Across Curriculum**
- 6. Training on Chancellor's Office Certification (similar to old Standalone training?)**
- 7. Pathways**
- 8. Others?**

**Strands for Breakouts:**

**Strand 1: Curriculum Basics for New/Beginning Curriculum Chairs and Others**

**Strand 2: Statewide Issues/Chancellor's Office**

**Strand 3: Noncredit/Not for Credit**

**Strand 4: General Education/Graduation Requirements/Intersegmental Issues**

**Strand 5: Effective/Efficient Curriculum Practices**

**Strand 6: Student Success/Equity/Pathways**

**Strand 7: Career Technical Education/Cooperative Work Experience/Apprenticeship**

**Strand 8: Other/Catch All for Topics that don't fit**





## Executive Committee Agenda Item

SUBJECT: CTE Leadership Institute Draft Program		Month: March	Year: 2017
		Item No. IV G	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will determine the feasibility of providing representation at the Regional Consortium meetings across the state and consider the role of the CTE LC in such representation	Urgent: NO	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Lorraine Slattery-Farrell	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Discussion	X

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

**BACKGROUND:**

The CTE Leadership Institute will take place in May 5-6 in San Jose. Past institutes have focused on leadership development for CTE faculty. This year the CTE Leadership Committee is proposing expanding the focus to other areas of importance to CTE: leadership and governance, curriculum, Strong Workforce program and student services.

The Executive Committee will discuss the proposed general session and themes and provide direction for planning the institute.

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



**Friday, May 5, 2017**

- SWP Strand
- Curriculum Strand
- Counseling and Student Services
- Leadership and Governance

**8:30 a.m. – 9:30 a.m. Registration/Continental Breakfast**

**9:30 a.m. – 10:30 a.m.**

**Welcome**

Lorraine Slattery-Farrell, CTE LC Chair

**General Session 1: The Future of Work**

Presenters: Institute for Future

Institute for the Future (ITF) will present their research and forecasts on the future of work between 2016-2026, emphasizing the macro trends and plausible disruptions that will impact the global workforce across sectors and industries

**10:30 a.m. – 10:45 a.m. Break**

**10:45 a.m. – 12:00 noon Breakout Session One**

**SWP Stand: Maximizing Sector Navigators and Deputy Sector Navigators**

Possible Presenters: Sue Hussey, Jim Caldwell, Linda Zorn

The Strong Workforce Program identified priority industry sectors and emerging industry clusters and provided experts in these industries to provide support and coordination between colleges and industry. Come learn about the sector resources available to you and how you can leverage these resources to improve your programs.

**Curriculum Strand: Strong Workforce Recommendations: Curriculum**

Presenters: Katie Krolkowski, CTE LC, ASCCC Curriculum Committee Member

Six of the Strong Workforce Recommendations focus on curriculum design, portability, and alignment to industry. The ASCCC and the Chancellor's Office has done significant work to make changes to the curriculum approval process to address these recommendations. This session will provide an overview of the changes and answer questions on how these changes impact your ability to provide responsive programs.

**Counseling Strand: Dual Enrollment, “Get Focused Stay Focused” and other outreach efforts**

Possible Presenters: Donna Green, look at ASCCC Awards (e.g., Santa Barbara City College, Kathy Malloy)

**Need description**

**Leadership and Governance Strand: I’m a Liaison, Now What?**

Possible Presenters: LSF, Jolena Grande, Julie Adams

Are you a new CTE liaison? Are you involved in your academic senate? How can your involvement as a CTE faculty member make your senate better? In this session, we will explore ways faculty can access the academic senate and the shared governance system to better support CTE programs on your campus.

**12:00 noon – 12:45 p.m. Lunch**

**12:45 p.m. – 1:45 p.m. General Session 2: Strong Workforce Program (SWP)**

**Welcome from ASCCC President**

Julie Bruno, President

Possible Presenters: Van Ton-Quinlivan, Vice Chancellor and Julie Bruno, President

At the recommendation of the California Community College Board of Governors, the governor and legislature approved the Strong Workforce Program, adding an annual investment of \$200 million to spur career technical education (CTE) in the California Community College System. This general session will provide an update on the work accomplished to date and the vital role faculty play in implementation of next steps.

**1:45 p.m. - 2:00 p.m. Break**

**2:00 p.m. – 3:15 p.m. Breakout Session Two**

**SWP Strand: Where’s the Data? Effective Use of Data for Strong Workforce Plans**

Presenters: Kathy Booth, WestEd, Center of Excellence person

All CTE faculty are familiar with the often arduous task of searching for labor market data to support curriculum, program review, and other local processes. With the inception of the Strong Workforce Program, there are now statewide, regional, and local resources for gathering data that are simple and effective. Attendees will learn how they can access this information and utilize these tools to support instruction, program design, and program review.

**Curriculum Strand: Minimum Qualifications for CTE**

Presenters: LSF, John Freitas, Don Hopkins, Jolena Grande, other workgroup members (HR, CIO)

In 2016, the Chancellor's office convened a workgroup to address the recommendations to increase the pool of CTE instructors by addressing CTE faculty recruitment and hiring practices. qualified candidates. This breakout will discuss the research conducted by the workgroup and the recommendations to improve local hiring processes.

**Counseling and Student Services: Moving from Non Credit to Credit/Articulation**

Presenter: Need Noncredit Presenters

**Need Description**

**Leadership and Governance: Advisory Boards—The Next Generation**

Presenters: CTE LC

All CTE programs are required to have advisory boards. This interactive session will allow participants to discuss the importance of having various industry workforce leaders represented as active participants on their advisory committees. Participants will be able to share effective advisory committee practices with other attendees.

**3:15 p.m. – 3:30 p.m. Break**

**3:30 p.m. – 4:45 p.m. Breakout Session Three**

**SWP Strand: Where's the Money? Leveraging State and Local Funding Streams to Build CTE programs**

Presenters: Someone from the Chancellor's Office

With the current focus on CTE as an essential resource for economic development and career advancement in our communities statewide, sustainable funding for CTE programs are necessary. This session will present an overview of funding streams for CTE including Perkins, Strong Workforce Program funds, and other available resources.

**Curriculum Strand: The Evolution of Programs: Determining Viability and Processes for Revitalization**

Possible Presenters: Ed Pol Committee Member

The Strong Workforce Program has put a spotlight on the need to grow and develop CTE programs that are responsive to industry need. Some may feel it is necessary to assess existing programs and determine viability in the current economic landscape. Determining viability does not need to lead to discontinuance but perhaps instead can offer an opportunity to revitalize programs. This session will provide participants with some strategies to consider when reviewing programs.

\*SIDE NOTE: there is an old senate paper (2012) on this topic worth reviewing

**Counseling Strand: Better Together: Student Services Faculty and Instructional Faculty Working Together to Promote Student Success**

Presenters:

Developing collaborative relationships between student services and instruction leads to a more holistic approach to meeting the needs of our diverse student populations. This interactive session will showcase some effective models of collaboration and discuss strategies for implementation on local campuses.

**Leadership and Governance Strand: Code Alignment Project**

Presenters: Toni Parsons, Kathy Booth, Wheeler North

The SWP recommendations include the need for better data, but better data requires better language alignment. We use TOP and SAM codes, federal education uses CIP, labor market uses SOC. No wonder data collection is inefficient and sometimes unhelpful. Come learn about the Code Alignment Project and how you can get your college involved. Better data equals better programs equal better education for our students.

**5:00 p.m. – 6:00 p.m. Reception**

**6:00 p.m. Dinner on your own!**

**Saturday, May 6, 2017**

**8:00 a.m. - 9:00 a.m. Breakfast**

**9:00 a.m. - 10:15 a.m.**

**General Session: Making Connections: Career Technical Education and Counseling**

Possible Presenters: Lynell Wiggins, Chancellor's Office, LaTonya Parker, Mt. San Jacinto College Counselor

**Need description**

**10:15 a.m. - 10:30 a.m. Break**

**10:30 a.m. - 11:45 a.m. Breakout Session Four**

**SWP Strand: Regional Consortia**

Possible Presenters: Regional Chairs (Julie Pekkonen, Desert region; Kit O'Doherty, Bay Region)

Of the \$200 million in Strong Workforce funding, 40% is allocated to regions to invest in coordinated efforts to increase CTE enrollments and to improve the quality of CTE programs in the region. This session will provide an overview of regional planning efforts, regional structures and the important role faculty play.

**Curriculum Strand: Contextualized Teaching**

Presenters: Need presenter

This breakout will offer a brief overview of contextualized learning and an opportunity to explore tips and techniques for the development of contextualized learning to enhance student performance and achievement of academic success. Attendees will share lessons learned with colleagues and discuss classroom activities to enhance basic skills across the curriculum.

**Counseling and Student Services Stand:**

**Leadership and Governance Strand: ASCCC 101**

Presenters: LSF, John Freitas

Title 5, §53200 (b) reads that an academic senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. In this session, the executive director and executive board members will discuss the role of the State Academic Senate and describe how recommendations to various stakeholder groups are developed, debated, and ultimately presented. Come learn how you can get involved in statewide work.

**12:00 noon – 12:30 p.m. Closing Session**

**Other Possible Presentations**

**Curriculum strand:**

**Equivalency Processes:** Local requirements for AA degrees.

Presenters: Toni Parsons,

\*This is Toni's suggestion—need a description

Presenters: Toni, English person, Curriculum person?

Although some students in our programs are seeking certificates, licensing, or skill-building, most are attempting to gain an AA degree. Many of us are quite aware of the requirements for our students within our discipline, but may not be aware of the local requirements for an AA degree. What GE pattern can/should students take? What satisfies the English and Math Competency requirements? What prerequisite skills do my students need? My school offers accelerated basic skills: do these classes work for the AA? This breakout will answer all of these questions and more!

**CTE C-ID Update**

Presenters: Robert Cabral, Julie Adams

This breakout session will provide an update on the effort to develop C-ID course descriptors to support local degrees and certificates, specific to CTE disciplines. Attendees will receive an update on the recent work and how this work compliments industry competencies, the Doing What Matters Framework, and the Strong Workforce Recommendations.







## Executive Committee Agenda Item

SUBJECT: CCC AP GE Course Credit Draft Policy Language		Month: March	Year: 2017
		Item No. IV H.	
		Attachment: Yes (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider the draft CCCCCO Policy language for CCC AP GE Course Credit.	Urgent:	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

In order to respond to legislation (AB 1985) the attached draft policy from the California Community Colleges Chancellor's Office (CCCCO) was drafted by Ginni May, David DeGroot, and Jackie Escajeda under the guidance of the CCCCCO and with feedback from faculty in the California Community College system.

This policy will be reviewed annually and updated appropriately.

Below, is an overview of AB 1985 as well as the bill language.

### AB 1985 Overview

On September 23, Governor Brown signed AB 1985 Advanced Placement Credit into law. Beginning January 1, 2017, the office of the Chancellor of the California Community Colleges in collaboration with the ASCCC is required to begin development of, and require each community college district to begin adoption and implementation of, a uniform policy to award a student who passes a College Board Advanced Placement (AP) examination course credit for certain requirements in a course with subject matter similar to that of the AP examination. Each community college is required to post the most recent AP credit policy on its Internet Web site.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** The Legislature finds and declares all of the following:

(a) It is the intent of the Legislature to establish a uniform Advanced Placement (AP) credit policy for general education within the California Community Colleges. It is the intent of the

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

Legislature that the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for the California Community Colleges, consider, when adopting the uniform policy, granting course credit to a pupil who passes an Advanced Placement examination with a minimum score of three.

(b) Studies consistently find that pupils who earn AP exam scores of three and higher are likely to demonstrate multiple measures of college success.

(c) The lack of a uniform AP credit policy often serves as an academic and financial barrier for students enrolling in California Community Colleges and is a transfer obstacle for many pupils.

**SEC. 2.** Article 9 (commencing with Section 79500) is added to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

**Article 9. Advanced Placement Credit**

**79500.** (a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

(1) Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement examination.

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

(b) If the policy to be adopted pursuant to subdivision (a) is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges shall adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

## CALIFORNIA COMMUNITY COLLEGES

## CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400

SACRAMENTO, CA 95811-6549

(916) 322-4005

<http://www.cccco.edu>

DATE: January 19, 2017

AA 17-XX  
VIA E-MAILTO: Chief Executive Officers  
Chief Business Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Academic Senate PresidentsFROM: Pamela D. Walker, Ed.D.  
Vice Chancellor, Educational ServicesSUBJECT: **Policy Change: Advanced Placement Credit**

On September 23, 2016, Governor Brown signed Assembly Bill (AB) 1985 Advanced Placement Credit (2016, Williams) into law. This law requires the Chancellor of the California Community Colleges, in collaboration with the Academic Senate of California Community Colleges, to develop and require each community college district to begin adoption and implementation of a uniform policy, regarding Advanced Placement (AP) Credit.

In accordance with the law, the policy will be that any student who passes a College Board AP examination with a minimum score of three in a subject matter similar to that of the AP Examination the student will be awarded course credit. Each community college is required to post the most recent AP credit policy on its website. In addition, it is important to remember California Education Code supersedes the California Code of Regulations, title 5 when in conflict.

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:****SECTION 1.** The Legislature finds and declares all of the following:

(a) It is the intent of the Legislature to establish a uniform Advanced Placement (AP) credit policy for general education within the California Community Colleges. It is the intent of the Legislature that the Chancellor of the California Community Colleges, in collaboration with the Academic Senate for the California Community Colleges, consider, when adopting the uniform policy, granting course credit to a pupil who passes an Advanced Placement examination with a minimum score of three.

(b) Studies consistently find that pupils who earn AP exam scores of three and higher are likely to demonstrate multiple measures of college success.

(c) The lack of a uniform AP credit policy often serves as an academic and financial barrier for students enrolling in California Community Colleges and is a transfer obstacle for many pupils.

**SEC. 2.** Article 9 (commencing with Section 79500) is added to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

**Article 9. Advanced Placement Credit**

**79500.** (a) The office of the Chancellor of the California Community Colleges shall, in collaboration with the Academic Senate for California Community Colleges, do both of the following:

(1) Commencing January 1, 2017, begin development of, and each community college district subsequently shall begin adoption and implementation of, a uniform policy to award a pupil who passes an Advanced Placement examination course credit for California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, or local community college general education requirements, as appropriate for the pupil's needs, in a course with subject matter similar to that of the Advanced Placement examination.

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

(b) If the policy to be adopted pursuant to subdivision (a) is not implemented for the entering class in the fall 2017 academic term, the California Community Colleges shall adopt and implement, commencing with the 2017–18 academic year, the Advanced Placement policy adopted by the California State University.

(c) Each community college campus shall post on its Internet Web site the most recent policy adopted pursuant to this section.

**AP POLICY LANGUAGE FOR GENERAL EDUCATION CREDIT**

Colleges shall award General Education Area credit as shown on the CCC AP GE List. For General Education Requirements refer to title 5 § 55063.

If the college does not have a course similar in content to the AP Examination, then the college shall award credit for the indicated GE Area as shown on the California Community College AP List and shall award elective credit. If there is a no GE Area that fits the AP Examination, the college may award elective credit.

**California Community College General Education Advanced Placement (CCC GE AP) List:**

Advanced Placement scores of 3, 4 or 5 required for general education certification.

<u>AP Examination</u>	<u>CCC GE Areas</u>	<u>Minimum Units</u>
Art History	Humanities	3
Biology	Natural Sciences	4
Calculus AB	Language and Rationality	3
Calculus BC	Language and Rationality	3
Calculus BC/AB Subscore	Language and Rationality	3
Chemistry	Natural Sciences	4
Chinese Language and Culture	Humanities	3
Comparative Government and Politics	Social/Behavioral Sciences	3
AP Computer Science A	N/A	0
AP Computer Science AB	N/A	0
English Language & Composition	Language and Rationality	3
English Literature & Composition	Language and Rationality or Humanities	3
Environmental Science	Natural Sciences	3
European History	Social/Behavioral Sciences or Humanities	3
French Language	Humanities	3
French Literature	Humanities	3
German Language	Humanities	3
Human Geography	Social/Behavioral Sciences	3
Italian Language and Culture	Humanities	3
Japanese Language and Culture	Humanities	3
Latin Literature	Humanities	3
Latin: Vergil	Humanities	3

<u>AP Examination</u>	<u>CCC GE Areas</u>	<u>Minimum Units</u>
Macroeconomics	Social/Behavioral Sciences	3
Microeconomics	Social/Behavioral Sciences	3
Physics B	Natural Sciences	4
Physics C mechanics	Natural Sciences	3
Physics C electricity/magnetism	Natural Sciences	3
Psychology	Social/Behavioral Sciences	3
Seminar	N/A	0
Spanish Language	Humanities	3
Spanish Literature	Humanities	3
Statistics	Language and Rationality	3
AP Studio Art – 2D Design	N/A	0
AP Studio Art – 3D Design	N/A	0
AP Studio Art – Drawing	N/A	0
U.S. Government and Politics	Social/Behavioral Sciences	3
U.S. History	Social/Behavioral Sciences or Humanities	3
World History	Social/Behavioral Sciences or Humanities	3



## Executive Committee Agenda Item

SUBJECT: FACCC Paper: Why Faculty Matter		Month: March	Year: 2017
		Item No. IV.1	
DESIRED OUTCOME: The Executive Committee will consider taking a position on the FACCC Paper: Why Faculty Matter that was sponsored by the ASFCCC.		Attachment: Yes	
		Urgent: Yes	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	May		
STAFF REVIEW <sup>1</sup>	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

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

### BACKGROUND:

In Spring 2015, the Academic Senate Foundation in partnership with FACCC acted to sponsor a literature review, which would lead to a paper on the Impact of Fulltime Faculty on Student Success. Ian Walton and Greg Gilbert conducted the literature review. In Spring 2016, the literature review was completed and Greg Gilbert provided a draft of a paper based on that literature review. The ASFCCC reviewed the paper and provided feedback to Greg Gilbert and FACCC. Following the feedback, Greg Gilbert and Richard Hansen edited the paper, now titled, Why Faculty Matter: The Role of Faculty in the Success of California Community College Students. The ASFCCC has had an opportunity to review this paper and does not endorse the paper and also recommends that the ASCCC not endorse the paper.

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





## **Why Faculty Matter:**

### **The Role of Faculty in the Success of California Community College Students**

Presented by the Faculty Association of California Community Colleges (FACCC) and  
the Academic Senate for California Community Colleges (ASCCC)

Author: Gregory W. (Greg) Gilbert

#### **EXECUTIVE SUMMARY**

The following paper and literature review focuses on the role of faculty in securing the success of California Community College students. In this paper, the term “faculty” includes classroom instructors, counselors, librarians, and other providers of service to students who are employed at higher education institutions in what are designated as faculty positions. A review of the literature on the current status of faculty, both full- and part-time, and the relationship of these faculty to the success of their students, reveals a common theme: the importance of strong, ongoing interaction between faculty and their students. The research supports what we intuitively deem as common sense, suggesting that substantial student interaction with faculty is essential for student success, defined as retention, completion, transfer rates, employment, and personal fulfillment.

Evidence is conclusive and illustrates that a diverse, often underprepared, and economically challenged student population requires personal mentoring, counseling, and guidance in support of courses of study and personal aspirations. Ongoing informal and collegial interactions with faculty provide students with necessary levels of support. In addition to intellectual engagement with the subject matter both in and outside the classroom, such interactions – from sponsorships of student organizations to letters of recommendation to casual and spontaneous conversations – introduce an inspirational support structure into the lives of students during a transformative phase in their lives. Additionally, such interactions enrich educators’ understanding and appreciation of their students, and by extension, heighten faculty involvement within their institutions and profession, thus contributing to an inclusive and interactive college culture for everyone – students, faculty, and staff.

Unfortunately, this is not always what students and faculty currently experience on California’s community college campuses. All too often, full-time faculty spend their time consumed by the bureaucratic needs of the college, such as serving on governance committees, preparing program review reports, writing and updating curriculum, compiling accreditation documentation, participating on hiring committees, and reviewing tenure candidates. On most community college

campuses, there are simply not enough full-time faculty to accomplish all of this work, and their ability to interact with students suffers.

In contrast, part-time faculty are discouraged from participating notwithstanding their desire to share in these activities. As academically qualified and talented as their full-time colleagues, these faculty are generally directed to prepare, teach, and assess their classes, and the level of their compensation reflects (or falls below) these limited expectations. On many campuses, part-time faculty are not even compensated for any office hours. Taking into account inequitable salary, lack of job security, and absence of medical and other benefits, it is understandable that part-time faculty often resort to piecing together teaching assignments at a number of colleges and do not have time to engage effectively in faculty/student interactions so essential to student success.

The California Community College system, itself, has long recognized these problems. With the signing of AB 1725 in 1988, the landmark legislation that moved the community colleges away from their roots in the K-12 system and pointed them in the direction of equal status with their higher education partners (California State University and University of California), the community colleges established the goal of 75 percent of its credit instruction taught by full-time faculty. Unfortunately, after only two years, the funding for additional full-time faculty positions was obliterated by the early 1990s recession with sparse commitment since.

In the late 1990s and early 2000s, the system attempted to address the deplorable situation facing part-time faculty with categorical funding for office hours, medical benefits, and compensation parity. Categorical funding was intended to raise the level of compensation for preparing, teaching, and assessing classes up to that of full-time faculty compensation for the similar duties. While this temporary solution did not compensate part-time faculty for their participation in their colleges beyond the classroom, it was a first step toward achieving parity. But this categorical funding also fell prey to an economic downturn when the community college system faced its first mid-year budget cuts in 2009.

Little improvement was made in either full-time faculty positions or part-time faculty working conditions in the ensuing years as community college funding fluctuated with state revenues. When the Great Recession of 2007-09 forced enrollment reductions, and California's community colleges had roughly one-half million students on wait lists, the state clamored for improved rates of student success, and the system sought to improve its efficiency.

Conceived during the recession, the Student Success Act of 2012 left out the essential faculty/student interaction component because it was deemed too expensive. Instead, the Act focused

on streamlining the student experience by insisting on each entering student to immediately commit to an education plan as a condition of priority registration. This streamlining effort was meant to limit the time within which students would be allowed to complete their plans, and stiff penalties were imposed when students veered from their plans or encountered economic difficulties. The Act increased demands for student performance without supporting the necessary increase in faculty ability to mentorship and guidance. Even in the essential component of increasing counseling support, the plan claimed that computers could do the job of counseling faculty.

After passage of the Student Success Act, the state's economy and funding for California Community Colleges improved. The Student Success and Support Program (SSSP), implementing the Act, has been richly funded. Yet the current iteration of the SSSP does not support the faculty/student interaction that the literature shows to be so essential to student success.

## **RECOMMENDATIONS**

### **Increase Full-Time Faculty Positions**

This literature review points to the importance of full-time faculty as an essential and necessary component for student success. Both the college and its students benefit from a full-time faculty member's primary focus on and dedication to a singular institution and the students it serves. Full-time faculty are the key component of institutional quality, and continuity is the key element provided to the institution by full-time faculty. A sufficient number of full-time faculty ensure quality and continuity with respect to curriculum and program development, alignment, integration, and articulation within and between all segments comprising the system's mission – noncredit, basic skills, career-technical, transfer, and life-long learning programs. Full-time faculty members' institutional commitment and memory are essential to the governance work at department, division, college, and district levels, including the ongoing work of meeting accreditation requirements.

Innovation in programs, instruction, and institutional governance also depends on the cohesive, ongoing interaction among full-time faculty colleagues who collaborate to both blaze new trails and sustain the quality of the institution.

A sufficient number of full-time faculty make it possible to achieve the successful completion of all institutional work described above while participating in faculty/student interactions, which the literature highlights as the key ingredient to achieving student success. Full-time faculty who are dedicated to a single college are best situated to provide the career and personal mentoring, guidance, enrichment, and inspiration necessary to promote student success.

### **Increase Support for Part-time Faculty**

While the importance of full-time faculty is clear, part-time faculty play a fundamental role in student success and must be included more fully in all aspects of the college community. To the greatest extent possible, part-time faculty must be brought, in a meaningful way, into all aspects of institutional work and the faculty/student support network. To achieve this end, part-time faculty compensation must rise to full parity levels, amounting to equal pay for equal work – part-time compensation for what they are expected to do must be equal to that of full-time faculty. In addition, colleges need to compensate part-time faculty for office hours and governance participation so that all faculty are able to interact regularly and substantively with students.

Medical and dental benefits, professional development funding and leaves, and job security must be extended to the part-time faculty serving the system’s colleges and their students. In short, California Community Colleges must afford part-time faculty the opportunity to be fully engaged in college activities both in and outside the classroom by compensating them equitably for their contributions.

### **Complementary Goals**

The models for making progress on these two complementary fronts – increasing full-time positions and increasing support for part-time faculty – are already in place but must be recognized as vital components of student success. Means must be provided to ensure the system makes progress toward its long-standing goal of 75 percent of its instruction in the hands of full-time faculty, a goal that should also be extended to noncredit instruction. The existing categorical programs for office hours, medical benefits, and compensation parity for part-time faculty should be enhanced to levels that promote meaningful change throughout the system, compensating part-time faculty for their participation in all aspects of college life. This investment in California’s community college faculty would increase the quality of the colleges and promote student success in its broadest sense. Increased investment in faculty across the nation has proven to produce well-prepared, inspired graduates ready to take on the opportunities and challenges ahead.

### **Sources and Endnotes:**

- ~~Endnotes are indicated by asterisks with the notes following the paper’s main body [THESE HAVE BEEN ELIMINATED FROM THE TEXT BUT THE ENDNOTE SECTION IS STILL PRESENT IN STRIKETHROUGH TYPE.]~~
- Annotated Sources are indicated by numerical references. [WE MUST CHECK THESE.]

- Non-annotated Sources are indicated as parenthetical references that contain Internet links.  
[THESE ARE LIKELY INSUFFICIENT. SEE NOTATIONS IN THE TEXT.]

**Why Faculty Matter:  
The Role of Faculty in the Success of California Community College Students**

**PART I: NATIONAL CONTEXT**

America's publically funded lower division postsecondary systems of higher education have in recent decades undergone tremendous change, including the introduction of upper division baccalaureate degrees in some areas. The California Community Colleges have recently taken this step under a legislatively sanctioned pilot program. Other changes related to adapting instruction to a more diverse student population and improving student equity, often favoring student-centered instructional processes that emphasize active, individualized, and collaborative learning over merely covering material.

The roles of faculty counselors and librarians have also significantly expanded in recent years in an effort to achieve greater levels of student success. In California, this was triggered by the year-long work of the Student Success Task Force that provided the basis for SB 1456, the Student Success Act of 2012. Under this act, counselors work with all students to write Education Plans immediately upon entrance to a community college, establishing contracts that set forth students' individual goals and pathways for success. Counselors are also expected to monitor student progress and, because there are strict consequences for those who falter, assist those who struggle to keep up. In addition, librarians are expected to take on greater support responsibilities, offering students a wider range of workshops on information resources, while maintaining current and expanding databases, and managing a complex array of technological and social challenges.

Within this milieu of change, students must cope with shifting economic realities like increasing tuition and fees, rising housing and food costs, exorbitant textbook and equipment expenses, and the resultant overwhelming student debt. This, of course, affects students throughout the country, and while California student fees are still low by national standards, the cost of living in the Golden State far outweighs this fee advantage.

In 2012, the United States had a total of 7.7 million community college students, 3.1 million of whom were enrolled in noncredit education. America's community colleges awarded 770,000 degrees and 436,037 certificates in support of 45 percent of all of America's graduates ([aacc.nche.edu/](http://aacc.nche.edu/)) [FIX CITATION]. Of particular importance in this American Association of Community Colleges report, 22 percent were full-time students who were also employed full-time,

and 40 percent were part-time students employed full-time. And by most estimates, 70 to 80 percent of community college students were underprepared for college-level work.[NEED CITATIONS]

The colleges themselves face increased costs coming from an increasing burden of state, federal, and accreditation monitoring with its emphasis on student outcome accountability together with postsecondary funding formulas designed to satisfy an ever-increasing preponderance of educational mandates, budgetary stipulations, and external reporting requirements. As a result, resources are diverted away from support of instruction, and much of the responsibility for meeting these demands falls upon the full-time faculty, diverting them from their primary duties. To the detriment of both college governance and student success, part-time faculty are typically neither expected nor paid to participate in these activities.

Moreover, this growing list of responsibilities at America's community colleges is supported at a fraction of the budgetary level established for four-year colleges and universities. Against this backdrop of increasing demands while minimizing funding, local community college boards and administrators make tough fiscal choices with one outcome being a *growing* reliance on part-time faculty. Nationally, in 1969, part-time faculty comprised 18.5 percent of the workforce, a number that has grown by more than 300 percent from 1975 to 2011, comprising "more than 1.3 million people, or 75.5 percent of the instruction workforce."<sup>(35)</sup>

Across the United States, an increased reliance on part-time faculty is evident among all institutions of higher education with some for-profit colleges going as far as excluding tenured/tenure track positions altogether, even to the extent that their programs have no full-time faculty at all.<sup>(21, 23, 30, 32, 49, 50, 51)</sup> This is at a time when the Bureau of Labor Statistics reports, "Employment of postsecondary teachers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations."<sup>(13)</sup> In 2011, Carla Weiss and Robert Pankin wrote that the "increasing use of part-time and contingent faculty from approximately 20 percent in the early 1970s to 70 percent today represents the surface evidence of a major change in higher education."<sup>(57)</sup> Finally, full-time tenured faculty positions, in decline among many of America's postsecondary institutions for decades<sup>(2, 23, 30, 51, 57)</sup> and to a lesser extent within the California Community College system,<sup>(49, 51)</sup> if preserved and strengthened, can help ensure the faculty/student interaction so essential to the breadth, depth, and intellectual dynamism of an institution and the success of its students.<sup>(10, 11, 17, 21, 23, 24, 25, 28, 56, 58)</sup>

Clearly, a full-time faculty workforce costs money, but this paper argues that while there are up-front salary and benefits cost savings associated with the hiring of part-time faculty,<sup>(20, 30, 42, 47)</sup> the

exchange of full-time faculty majorities for part-time faculty offers a false economy, one that fails to differentiate between “cost savings and cost effectiveness.”<sup>(10)</sup> An economy based on short-sighted expediency could seriously hamper California’s ability to honor the promises made by policy makers in areas concerning basic skills preparation, CTE, four-year degrees, and student success in general.<sup>(16, 21, 22, 24)</sup> In sum, if the California community college system is to faithfully discharge its duties to California’s students, it must prioritize and provide sustainable funding to increase faculty/student contact for full- and part-time faculty.

In California all faculty must meet the same minimum qualifications per Education Code (§§87350-87360), therefore part- and full-time faculty are equally qualified, and the literature argues complementary points about each. First, a strong, majority presence of full-time tenured faculty provides the basis for an essential continuity among curriculum design, instruction, and student mentoring, all of which contribute to improved persistence, completion, and transfer rates.<sup>(10, 11, 21, 23, 24, 25, 28, 55, 57)</sup> Second, a stable population of part-time faculty, compensated for office hours and formal participation in college governance, and provided with parity levels of compensation and benefits together with due process job security allows full- and part-time faculty to coalesce in a unified approach to furthering the general success of the institution and its students.<sup>(17, 18, 58)</sup>

With the many recent changes in the mission, significant changes in student demographics and an ever-expanding litany of fiscal constraints on higher education, in general, one may reasonably inquire how America’s community college students are doing. Outcomes-based assessments look for the answer in such metrics as certificates and degrees, transfers to four-year institutions and universities, and whether graduation numbers are sufficient to keep pace with the expanding demands for college educated employees. But definitions of student success are complex and not in short supply. Some require that every student pass every course at a predetermined standard of achievement. Others include issues of persistence, completion, and institutional support for measurable goals. Still others take into account student accomplishments that follow upon their community college experience, the achievement of certificates, diplomas, apprenticeships, licenses, and the securing of gainful employment.

Answers to these questions vary with the metric. While percentages involving persistence and completion differ with age, gender, language orientation, and diversity, it is critical to note that disappointing measures of student success across the country correlate with the extraordinary shift in instructional load from full- to part-time faculty that has occurred over the past three decades. The



literature concludes that students succeed in greater numbers when graduating from institutions with more full-time faculty.[NEED CITATION]

While a broad variety of data can enrich and inform higher education's continuous efforts toward improvement, this paper will not engage in the debate over metrics except to observe that student success begins with the initial benefits derived from highly engaged faculty/student contact. According to the research reviewed in this paper, it is from this essential and historic relationship that everything else follows.

## **PART II: THE CALIFORNIA COMMUNITY COLLEGE SYSTEM**

### **The Context**

The California Community Colleges (CCC), with its 113 colleges in 72 districts, is somewhat unique among other community college systems in the United States due to its semi-decentralized structure. The California system operates within a well-coordinated framework of interconnected districts governed by locally elected boards of trustees with each college and district having its own administrative structure. The State Chancellor's Office oversees the system under the authority of a Board of Governors who are governor-appointed. But state level oversight does not translate into control of the local districts and colleges. Instead, the CCC is subject to considerable legislative direction and control through the California Education Code. The state Board of Governors and Chancellor's Office compose regulations, policy, and guidelines for the system's districts and colleges to implement Education Code mandates.

Instruction in the system's colleges is in the hands of full- and part-time faculty who must meet minimum qualifications defined by specific degrees and professional certifications. These faculty comprise an interconnected network of local academic senates and curriculum committees that coordinate actively with other system-level representative organizations including the California Community College Chancellors Office (CCCCO), the Community College League of California (League), California Community College Chief Instructional Officers (CCCIO), the Research and Planning Group for California Community Colleges (RP Group), the Faculty Association for California Community Colleges (FACCC), the State Academic Senate for California Community Colleges (ASCCC), and the Student Senate for California Community Colleges (SSCCC). Add to that the system-wide email communication lists for Chief Executive Officers (CEOs), Chief Instructional Officers (CIOs), Chief Student Services Officers (CSSOs), CTE and Economic Workforce Division, Student Learning Outcomes Coordinators, Accreditation Liaison Officers

(ALOs), researchers, and curriculum chairs, and one begins to see an integrated system that is highly representative and remarkably complex.

System wide academic planning and decision-making is grounded in the Education Code's provision for "primary reliance" upon faculty for a list of ten specific academic areas of responsibility and a wider framework of "academic and professional matters" (Ed Code Section 70902 (b) (7)). These are known as the "10 plus 1" areas of primary reliance under the purview of the local academic senates.<sup>(59)</sup> In addition, faculty also have considerable authority over working conditions in the colleges under the Labor Code via the Educational Employee Relations Act (EERA) of 1977, which gave faculty the right to bargain collectively. Given the comprehensive and complex structure of the California Community College system and the considerable role faculty play, the obvious question remains: does such a thorough and well-integrated system lead to student success? The answer is a resounding *YES* and *NO*!

One six-year study by the National Clearinghouse, which encompassed the recent 2007-09 Great Recession wherein the CCC turned away one-half million students, reported that only 26.5 percent completed degrees or certificates from their starting institution within six years.<sup>(19)</sup> In contrast, the California State Chancellor's Office 2015 Student Success Scorecard indicates an overall 46.8 percent of degree, certificate, and/or transfer-seeking students (starting in 2008-09 and tracked for six years through 2013-14) completed a degree, certificate or transfer-related outcome.

According to the CCC Chancellor's 2014 Student Success Scorecard, 69.7 percent of "college prepared" students attained their goal of earning a certificate, a degree, or transferring, three times the overall success rate ascribed to America's community colleges nationwide. However, among California's "unprepared for college," the percentage dropped to 39.2 percent. In terms of Basic Skills mathematics, English, and second-language learners, 28.4 percent of CCC students persisted to obtain a certificate, a degree, or transfer (cccco.edu) [FIX CITATION]. What is revealed by these percentages is generally applicable to all of higher education: **College prepared students are significantly more likely than their unprepared or underprepared counterparts to achieve their higher educational academic goals.** The issue at hand, therefore, is that more than 70 percent of CCC students who are not fully prepared for college-level work would benefit from and be more likely to succeed with substantial and regular contact with faculty.

In a system the size of the CCC, a lack of student persistence and success translates into a massive toll of discouraged lives, unrealized potential, and under-supported industries, nothing less than a failure to engage the talents and aspirations of millions of people. The CCC is the largest

higher education organization in the United States, serving about 20 percent of America's community college students. When combined with the California State University and University of California, California's public higher education system supports the education and career aspirations of approximately 10 percent of the nation's college and university students. Because the CCC is centrally positioned between California's enormous K-12 and university systems, it also encompasses a broad range of goals specific to a diverse student body, the workforce, an educated citizenry and, ultimately, California's state economy.<sup>(9, 18, 23, 25, 29, 40, 58, 61)</sup>

Unlike California's massive university systems, as much as 80 percent of CCC's students are not prepared for college (highereducation.org) [FIX CITATION]. Many are first generation college students who work, have family obligations, and live on subsistence wages. Thus, while federal, state, and local interests are focused on creating seamless interconnecting systems of instruction, counseling, advising, planning, accountability, institutional training, and supportive agencies, because of the aforementioned challenges students face, there is an increasingly urgent need to improve support for students at the level of their everyday and classroom experiences on campus. Most students' community college experience is challenging and often conflicted with aspirations and doubts as they negotiate the *terra incognita* of higher education, placing themselves in the hands of student services and participating in the high stakes expectations of classroom activities, assignments, and assessment.

At present, the CCC is committed on a number of fronts, most laudably in its determination to improve persistence and completion rates. In addition, the CCC Chancellor's Office (CCCCO) has stated its intention to increase enrollments by more than a million students over the coming decade, regulate the exponential expansion of distance education (28 percent of U.S postsecondary students, according to the Babson Survey Research Group), add new four-year degrees to the mission, and better serve the employment needs of growing private and public work sectors. With all of the above, a persistent question remains: how can the CCC address the reality that with every passing year, a million or so students find college daunting and at times irrelevant as they struggle to meet their daily obligations in the "real" world. Compound this with the fact that so many community college students arrive on campus underprepared, **if a community college system – no matter how well conceived and aligned with internal and external measures – does not actively engage its students, it will not achieve high levels of success, persistence, or attainment of student goals.**

Given all of the system wide preparations to better serve students, it is important to recognize the reality of the students themselves. Are they encouraged to feel welcomed along the way? At many

campuses, there are student clubs, societies, associated student governments, fraternities and sororities, scholarship societies, organized sports, student publications, and any number of opportunities for students to find connections to one another and their colleges. There are also learning centers, computer labs, and tutors available in many instances, plus student activity centers and study groups. With all these support services, why aren't student success rates higher? A momentary thought experiment may help to provide insights.

Imagine a student arriving at a setting that heightens feelings of inadequacy. Given limitations with language and computer skills, the high stakes, unfamiliar and time-consuming demands of the classroom, a likely preoccupation with financial and familial concerns, and the lure of an extracurricular life that competes with the demands of the classroom, he or she might feel like an outsider in a foreign culture where organized social activities are time-consuming distractions and perhaps socially awkward or demeaning. Our student may even feel unwelcomed, no matter the number of available activities and support systems.

Anyone who teaches or counsels knows that students serve many masters, often holding multiple part-time, minimum wage jobs and having a range of commitments that they must balance against family obligations. The likelihood of their joining clubs or even availing themselves of academic tutoring is at issue. Being somewhat persistent in class attendance is the best that many students may be prepared to accomplish. While one would hope that peer support could actively intervene, student peers are often themselves dealing with their own demands, and, as with all students, even the peer mentors require support and guidance from members of the faculty, *the true face of the institution*. When students do not attend regularly or avail themselves of support services, their work suffers, and the cumulative discouragement, if not resentment, can result in the abandonment of their initial aspirations, as evidenced by the system's low completion rates.

Now also imagine that student's journey as it unfolds in a scenario where some or even all of the instruction and support services they receive come from part-time, often temporary employees who are subject to the exact same emotional and life challenges their students are facing.

Given the traditional and historical role of the faculty/student relationship and the faculty's singular importance in the life of the student, the faculty contribution to student success should dominate our focus. This paper considers full- to part-time employment ratios, areas of responsibility and authority, and contributions to a comprehensive and evolving curriculum – one that is articulated through all segments of higher education. How can faculty best contribute to student success, and how can state and local districts allocate resources to maximize student outcomes when these results

are inextricably tied to the issue of the full- to part-time ratio and the declining ability of students to interact on a regular basis with fully supported faculty?

### **Full-Time Faculty**

In 1988, the California legislature passed Assembly Bill 1725,<sup>(3)</sup> which was meant to move the community college system away from its ties to K-12 and closer to its fellow higher education segments, the California State University and the University of California. Central to this effort was the change in minimum qualifications for community college faculty from the Adult Teaching Credential to a master's degree in the teaching discipline. The bill also described an elaborate "program-based funding" model under which ideal standards were set for the programs essential to a community college, ranging from facility footage to its number of full-time faculty.

With respect to the ideal number of full-time faculty, the system adopted a goal that 75 percent of all credit units taught should be in classrooms instructed by full-time faculty. Under the "10 plus 1" areas of primary reliance, these faculty would be of sufficient number to preside over curriculum, certificate and degree requirements, grading, educational program development and review, accreditation, and the like, including the hiring and tenure processes of future faculty.

The 10 plus 1 and AB 1725 make it clear that faculty have a legal right and obligation to make decisions about professional and educational matters through a process formally known as collegial consultation, and this includes ensuring a participatory consensus for governance and fiscal decision-making. However, fiduciary authority remained with administrators and ultimately with local boards. While the 10 plus 1 and AB 1725 represented high ideals of service to students and the state's workforce, the strain of limited resources tested the commitment of the state and the system to the ideals outlined under program-based funding. Funding for full-time tenure track faculty lost out in competition with other needs when local budgets shifted in response to an ever-uncertain statewide financial support.

At the time AB 1725 was passed, 63.1 percent of community college instruction was in the hands of full-time faculty, but after the first two years following its passage, the flow of this legislation's "program improvement funding," some of which was targeted for making progress toward the avowed 75 Percent Goal, dried up due to the economic downturn of the early 1990s and never returned.<sup>(65)</sup> From this point forward, "growth funding" money meant to accommodate the growth in the student population, was the only mechanism remaining for increasing the number of full-time faculty positions. This "growth" increase, allocated proportionate to the additional number of full-time equivalent students (FTES) at best served only to keep the percentage of full-time instructional

faculty from slipping backward. There was no means for making progress toward the 75 Percent Goal unless funding was specifically allocated for this purpose, and the most recent system-wide review of this goal in 2005 reported a drop in the full-time faculty percentage to 62.2.

In 2006, the “program-based funding” formulas of AB 1725 were scrapped in favor of a model based on FTES instituted under SB 361, making it even less likely that funding would be provided for additional full-time faculty positions in the CCC. But during the 2007-09 Recession, significant slippage occurred. A FACCC analysis of Chancellor’s Office Data Mart information for 2012 ([http://www.faccc.org/wp-content/uploads/2014/09/faculty\\_profile\\_report2012.pdf](http://www.faccc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf)) [ADD TO BIBLIOGRAPHY FOR PROPER CITATION] indicates that only 56 percent of student contact hours involved full-time teaching faculty, dropping well below the 60+ percent reported before the recession and nearly 20 percentage points below the 1988 goal of 75 percent. As a result, \$62 million was included in the 2015-16 CCC budget to fund additional full-time faculty positions. Such a commitment to the expansion of full-time faculty positions must become an ongoing component of the state’s support of student success. It should be noted, too, that a similar goal must also be applied to noncredit instruction in the community colleges.

### **Part-Time and Noncredit Faculty**

A study undertaken in the State of Washington found “31.2% of a community college faculty member’s compensated time is devoted to teaching. The remainder is allocated to such activities as professional development and scholarship, administration, institutional governance, and community and campus service.” Given California’s more complex participatory governance responsibilities, more extensive mission, and greater level of diversity among its students, one should rightly assume an even greater percentage of service beyond the classroom throughout the CCC.<sup>(46)</sup>

In this regard, a ground-breaking State Auditor Report released in June 2000, “California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities,” theorized that out of a hypothetical 40-hour workweek, full-time community college instructors spent 30 hours on classroom instruction and assessment and provided on average five hours of office hours per week. The report reasoned that 35 out of 40 hours represents 87.5 percent of full-time faculty work that is related directly to classroom instruction, and the remaining 12.5 percent “... is assumed to be for non-teaching activities, such as curriculum development and committee work, which part-time faculty are generally not required to perform.” This State Auditor Report was conducted at a time when the system was debating part-time faculty compensation “parity”—equal pay for equal work—and line items were added to the state budget for funding part-

time faculty office hours, medical benefits, and compensation parity. Regardless, many part-time faculty had been donating unpaid office hours for years as well as other services like CTE articulation and curriculum development in an effort to support the needs of their students.

The literature shows that a fully supported part-time faculty would increase student success, persistence, and achievement of educational goals. In the spirit of its current emphasis on student success, it is time for the community college system to implement a strategy for fully supporting its part-time faculty. Part of this strategy should include a renewed commitment to achieving compensation parity for part-time faculty. The State Auditor's 87.5 percent estimate provides a reasonable parity goal. Achievement of this strategy would have an added benefit on reducing the percentage of "freeway flying," the phenomenon of part-timers traveling through different districts to make ends meet.

Since the Legislature began to fund the restructuring of adult education in 2014 through the implementation of AB 86, the system has been supporting the growth of its noncredit programs to reach and provide pathways for immediate employment, development of English language skills, citizenship, and potential credit students. Noncredit education has different minimum qualifications for its faculty and offers courses that do not confer credit; however, it is a vital and often the only pathway upwards for many adults, at least initially. Thus, it is of primary concern that there be a sufficient presence of full-time tenured/tenure track noncredit and credit faculty available to help create pathways linking students to college resources and, where appropriate, to courses that award full credit. A recent ACCJC fact sheet showed that one noncredit program, the North Orange County Community College District School of Continuing Education (SCE), employed "23 full-time faculty positions: 17 teaching faculty and six counselors, as well as approximately 400 part-time faculty." [NEED CITATION] This situation is well below the 75 Percent Goal for credit instruction. A full-time faculty standard similar to the 75 Percent Goal for credit courses should be applied to noncredit programs along with the means to accomplish that goal. In addition, parity must apply to both credit and noncredit part-time faculty. In the long run, more cohesive and unified approaches serve not only students, but institutions as well.

### **Accreditation and Increased Faculty Participation**

[DO WE WANT TO KEEP THIS SECTION?]

When the ACCJC adopted the 2002 Accreditation Standards,<sup>(4)</sup> it instituted a dramatic revision in accreditation requirements, motivated largely by federal Department of Education requirements. Whereas the ACCJC previously had ten Standards that focused on compliance with required *inputs*

(having all the necessary policies, provisions, and processes in place to meet established minimums for institutional viability), the four new Standards focus on the creation and assessment of *outcomes* in all institutional departments and programs. The enormity of this shift is difficult to exaggerate. Suddenly colleges had to legitimize their efforts and effectiveness in unprecedented ways to adapt to the new accountability requirements.

Within several years, one-third of CCCs were on some form of sanction.<sup>(4)</sup> Compton Community College lost its accreditation, and City College of San Francisco was threatened with closure. As never before, faculty had to step forward to create and measure Student Learning Outcomes (SLOs) and work with administrators to align student, course, program, and institutional outcomes with local missions, and the needs of an increasingly diverse student body. These institutional demands significantly increased faculty workload, the need to remain current in one's field, collaborative and basic skills pedagogies, linked courses, learning communities, online modalities, shared governance duties, and committee work.<sup>(4, 15, 59)</sup> Many of these new challenges coincided with the onset of the Great Recession in 2007, which led to an increased enrollment demand precisely at the time when the state reduced the CCC budget and classes were cut. As a result, the system turned away one-half million students.

In 2014, these Accreditation Standards were revised, presenting a new set of challenges. The new Standard II.A.2 says that faculty, “including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.” This Standard also calls for faculty to “continuously improve instructional courses, programs, and directly related services through systematic evaluation.”<sup>(4)</sup> Additionally, Standard III.A.8 says, “The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.” The CCC system must reinvest in its full- and part-time faculty, who are primarily responsible for increasing student success and meeting the new accreditation standards.

### **The Student Success Initiative**

Another recent development that increased the demand for faculty participation is the 2012 Student Success Act, designed to make the CCC more efficient. While passage of this measure laid the path for greater funding of support services, it also implemented enrollment rules that impede student choices under the guise of promoting success. It also made it harder for students with academic difficulties to stay in college.



In addition to restructuring student support services and their funding, further accountability is required through the implementation of a Student Success Scorecard documenting completion rates and other data for each college. The Scorecard divides student data into categories of age, ethnicity, and gender, while measuring basic skills performance as well as completion and persistence data--all intended to improve achievement gaps between underprepared and college-ready students. While the intention is to offer students a clearer, more certain path to reach their goal, it ignores the fundamental concern of faculty to student contact.

In essence, faculty roles and responsibilities have significantly multiplied and increased. Faculty teach, counsel, advise, create and manage curriculum, oversee library systems, participate in institutional governance, contribute to program reviews, manage new four-year CTE degrees, and work on accreditation self-studies. In recent years, the rise in online education and such technological advances as smart boards, tablets, cell phones, clickers, and computer-assisted pedagogies have had a direct impact on the classroom and teaching profession. Within this milieu of challenges and changes, CCC faculty have remained current in their areas of scholarship and stepped up their professional involvement at colleges throughout the system. While the Student Success Act has demanded more faculty flexibility and innovation in the classroom, library, and counseling arenas, faculty have also been increasingly responsible for institutional viability and accountability.

Just when the demands on faculty have increased in both accountability requirements and new initiatives, the system and/or the state has yet to sufficiently increase its investment in fully-supported faculty to meet the educational needs of students. This remains the glaringly absent piece of the puzzle necessary for whatever metric we embrace as “student success.”

From a macro perspective, the CCC system has striven to achieve the following within the past five years: construct an efficient and responsive culture that involves all stakeholders; establish reporting and training responsibilities; add significant new degree and workforce components; regulate the expansion of online instruction; and increase the responsibilities of counselors and librarians. As faculty have become involved in all of these initiatives and reform efforts, they have become less accessible to students. This shift in the scope and breadth of the faculty workload demonstrates the necessity of tackling this issue.

What follows is a partial list of activities typically reserved for full-time faculty. Many are considered part of a full-time faculty member’s duties, but when the workload grows, there may be some additional compensation in the form of a stipend. When the workload is extensive, especially

for duties that are administrative in nature, full-time faculty may be reassigned from their full teaching load to complete these tasks:

- Hold office hours
- Interact with students and colleagues outside of office hours
- Sponsor student clubs and organizations, scholarship societies, student publications
- Participate in comprehensive, institution-wide student mentoring
- Participate in team-teaching and peer mentoring
- Participate in the screening and hiring of faculty, administrators, and staff
- Participate in the evaluation of faculty, especially with respect to tenure review
- Chair and participate in college governance committees
- Chair and participate in accreditation committees
- Participate actively in program review processes
- Participate in the accreditation-required program improvement cycle of assessment, planning, budgeting, and review
- Serve as a department chair/scheduler
- Serve as an SLO Coordinator
- Develop and participate in ongoing professional development events
- Chair and serve on statewide governance bodies and other professional organizations
- Develop and implement new curriculum and pedagogies

Whether these activities involve some form of additional compensation or not, they take full-time faculty away from their primary responsibilities in the classroom. In contrast, part-time faculty are usually expected to focus solely on classroom instruction. They do not have the same flexibility of free time to participate in these additional activities and are not usually compensated for these activities. While colleges overly rely upon part-time faculty to save money, the cost savings to the college are arguably outweighed by the loss of faculty contact with students. While most part-time faculty spend time with students outside the classroom, most districts fail to provide part-time faculty support for duties performed outside of the classroom.

There are a few districts in the system that have begun to expand the scope of part-time faculty responsibilities to include more service outside the classroom, and they compensate for these activities. At a minimum, part-time faculty should be compensated at a full parity rate for the instructional work they are expected to perform, in other words, equal pay for equal work. If the

institution is truly committed to student success, part-time faculty should be compensated for providing service outside the classroom in proportion to their instructional load. It is difficult to understand how some colleges continue to ignore the element so essential to student success – office hours. Beyond salary, institutions should provide part-time faculty the professional benefits afforded to full-time faculty: medical coverage, access to professional development, sabbatical and other leaves, tenure protection, and other due process employment rights.

### **Over-Reliance on Part-Time Faculty**

Unfortunately, progress toward a more student success oriented use of part-time faculty and the compensation to go with it has been slow. In fact, during the Recession of 2007-09, the proportion of part-time faculty employed in the CCC has increased and progress has slipped with respect to the system’s goal of 75 percent of instruction taught by full-time faculty. In 2014, two part-time faculty studies at the College of the Sequoias examined system employment data and found that in “California, 68.9% of faculty at community colleges are part-time/contingent faculty, while only 31.1% of faculty are full-time. This is the highest percentage of associate faculty working at California’s community colleges in over three decades.” Stated in terms of the 75 percent goal, “In 2012, 56% of all classes were taught by full-time faculty, while 44% were taught by part-time faculty,”<sup>(54)</sup> down from the 60+ percent reported prior to the Recession. Regardless of progress toward compliance with the 75 Percent Goal, *it is imperative that all faculty, full- and part-time alike, have the training and necessary resources to better help students achieve success.* In effect, a college economy dictated by financial expediency could seriously hamper California’s ability to honor the promises made by policy makers in basic skills preparation, Career and Technical Education (CTE), four-year degrees, and student success in general.<sup>(18, 25, 26, 28)</sup> In November 2015, *The Chronicle of Higher Ed’s* International Reporter, Karin Fischer, offered the following analogy:

No one expects K12 schools to be able to educate students with teachers who come for part of a school day and then leave. No one expects the research mission of the University of California to be met by parttime [sic] researchers with no benefits or job security. Why anyone would imagine that California's most diverse student population can be educated at *qualitatively higher rates* by a workforce where 40% are paid a substandard wage and enjoy no benefits or job security is hard to comprehend. On the other hand, the costs to the state of California of *not* doing better are even more troubling to imagine.<sup>(26)</sup>

Presently, while administrators and faculty work together to recover from the Great Recession, and strive to broaden the CCC provision of services and increase outcomes reportage, it is vital that policy makers recognize the essential importance of tenured full-time faculty in helping to *build* and *sustain* the CCC's ability to successfully serve California's students and workforce, even through the most challenging of circumstances. Indeed, tenured full-time faculty across the U.S. have been instrumental in creating an array of higher education institutions that in many instances remain the envy of the world. Unfortunately, the number of full-time positions are presently in sharp decline nationally,<sup>(2, 25, 33, 54)</sup> and California community colleges remain far below the 75 percent goal contained in statute and embraced by the system.<sup>(55)</sup>

Nowhere is the diminished-to-nonexistent role of full-time tenured faculty more obvious than in for-profits that narrow their curriculum for the sake of expediency and profit while students drop away in unprecedented numbers, often deeply discouraged, perhaps never to attempt higher education again. The cost is substantial to students and society. According to a March 25, 2015, report on CNNMoney (CNN.com) [FIX CITATION] entitled "University of Phoenix has Lost Half Its Students," "[f]or-profit colleges only enroll roughly 12 percent of the country's students, but students at for-profit colleges accounted for about half of student loan defaults in 2013." President Obama, in a question and answer session at the State University of New York at Binghamton in August 2013, said:

[T]here have been some schools that are notorious for getting students in, getting a bunch of grant money, having those students take out a lot of loans, making big profits, but having really low graduation rates. Students aren't getting what they need to be prepared for a particular field. They get out of these for-profit schools loaded down with enormous debt. They can't find a job. They default. The taxpayer ends up holding the bag. Their credit is ruined, and the for-profit institution is making out like a bandit. That's a problem.<sup>(23)</sup>

While for-profits, such as the now defunct Corinthian Colleges, are failing their students at unprecedented rates, any system that relies primarily upon part-time faculty runs the risk of failing its students. National Clearing House (NCH) statistics (11-16-16) [FIX CITATION] demonstrate that America is also suffering the highest college dropout rate of any industrialized country, with one-third of those drop-outs never returning to school (nscresearchcenter.org/) [FIX CITATION]. In her 2013 article, "Changing Faculty Workforce Models," Adrianna Kazar reported that the growing influence of a corporate model in higher education nationwide over the past three decades has

resulted in governing boards becoming filled with corporate leaders who want to “consider new employment arrangements. [And recent surveys show] “17% of presidents said they would eliminate tenure, 11% would hire more adjuncts, 38% would increase teaching loads, and 66% preferred long-term contracts over tenure appointments.”<sup>(37)</sup>

Psychology professor, educational researcher, and author of many articles and presentations on the relationship of faculty contact to student success, Joe Cuseo, compiled a list of faculty/student activities outside the classroom that produced positive student success outcomes: faculty participation in new-student orientation; faculty interaction with students at receptions; faculty/student contact on college committees; faculty/student research teams; joint conference presentations; and the like. Other possibilities Cuseo notes include the scheduling of office visits/conferences with individual students or small groups, independent studies, fieldwork, internships, and ESL-linked transitional courses. He provided a lengthy list of researchers who support the relationship between students and faculty as a key to student success, including quoting from researcher Vincent Tinto, “Institutions with low rates of student retention are those in which students generally report low rates of faculty/student contact. Conversely, institutions with high rates of retention are most frequently those which are marked by relatively high rates of such interactions” (ibid) [IS THE ORIGINAL RESOURCE<sup>(12)</sup> ?]. **Research by Cuseo and Tinto concludes that faculty/student contact is a greater influence on student success than anything else that the institution can provide.**

In the March 2016 issue of *The Community College Daily*, Ellie Ashford reported on the rare occasion that \$62 million was included in the 2015-16 state budget for the hiring of full-time faculty throughout the colleges and how it should result in some 660 new full-time positions. The article opens with a statement made by Deputy Chancellor Erik Skinner declaring that “full-time faculty are the fabric that holds a campus together. They help us support the function of a campus. They handle administrative as well as instructional work, and they’re available to students to provide guidance, support and counseling.”<sup>(6)</sup> According to CCC leadership, faculty are a worthy investment. Regular infusions of ongoing funding will help the CCC make progress toward its 75 Percent Goal and thus, its student success goals.

Further support for the importance of full-time faculty is found in the writings of the late Norton Grubb who advocated that faculty must reach beyond the classroom and think institutionally about how best to utilize existing resources to envision policies rather than be subjected to them.<sup>(28)</sup> Grubb said that with the connection of full-time tenured faculty to student success, the challenge is for

faculty to use their positions and governance roles to work with students and administrators to achieve truly vibrant and interactive academic communities that center around the aspirations and needs of every generation of students.

Educational researchers, P.D. Umbach and M. R. Wawrzynski concluded, “Our findings suggest that students report higher levels of engagement and learning at institutions where faculty members use active and collaborative learning techniques, engage students in experiences, emphasize higher-order cognitive activities in the classroom, interact with students, challenge students academically, and value enriching educational experiences.”<sup>(63)</sup> Full-time faculty are essential to creating the kind of institution envisioned: one in which faculty and students share significantly in the process of inquiry and learning.

While part-time faculty are as prepared and professional as their tenured/tenure-track colleagues, they are constrained by difficult circumstances that do not always allow them to spend as much time with students as their full-time colleagues. The literature argues that a strong majority presence of full-time tenured faculty provides essential continuity between course design, instruction, and student mentoring, all of which contribute to improved goal completion and transfer rates.<sup>(11, 12, 24, 25, 26, 27, 31, 61, 64)</sup> At the same time, part-time faculty must be empowered and compensated to perform all faculty duties that lead to student success. If fairly compensated and fully supported, faculty will help safeguard the breadth, depth, and intellectual dynamism of the CCC’s academic standards and the positive impact that its instructors, counselors, and librarians has on the lives of students.<sup>(11, 12, 18, 24, 25, 26, 27, 31, 63, 65)</sup>

Today’s CCC faculty, both full- and part-time, instruct 80 percent of California’s firefighters, law enforcement personnel, and emergency medical technicians, 70 percent of California’s nurses, 51 percent of CSU’s graduates, and 48 percent of UC’s bachelor’s degrees in science, technology, engineering and mathematics. 42 percent of California’s military veterans receiving GI educational benefits attend CCC workforce training.<sup>(56)</sup>

Although teaching, assessing, and bureaucracy are essential to the CCC system’s success, the central component of the faculty/student interaction remains the most vital contributor to students’ ability to define and achieve their goals – those which extend beyond career preparation to quality of life itself. When institutional structures make room for and value human exchanges, students and faculty create and accomplish goals together within a learning-centered environment. California Community Colleges can and should be places where students can point to those rare guides who

inspire them to new heights – places where students and faculty can create a new future that enriches the lives of students and faculty within and beyond the walls of our colleges.

### **Diversity and Student Success**

While faculty/student interaction is essential for student success, research on achievement gaps illustrates further that greater success is achieved when students from underrepresented groups work with faculty who share their race and/or ethnic background. A study conducted at De Anza College makes this point:

We find that minority students perform relatively better in classes when instructors are of the same race or ethnicity. Underrepresented minority students are 1.2-2.8 percentage points more likely to pass classes, 2.0-2.9 percent less likely to drop out of classes, and 2.4-3.2 percentage points more likely to get a grade of B or higher in classes with underrepresented instructors. All of these effects are large relative to achievement gaps, representing 20-50 percent of the total gaps in classroom outcomes between white and underrepresented minority students at the college. We also find relative effects on grades of roughly 5 percent of a standard deviation from being assigned an instructor of similar minority status. Taken together with the large class dropout interaction effects, these impacts are notably larger than those found for gender interactions between students and instructors at all levels of schooling. [ADD THIS RESOURCE TO THE BIBLIOGRAPHY: Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom. *American Economic Review*, 104(8): 2567-2591. QUOTATION IS ON PAGES 2588-9.]

This paper is a primary resource motivating a current CCC initiative to improve college recruitment practices to include more faculty candidates from underrepresented groups.

For many years, the system has required colleges to maintain Equal Employment Opportunity (EEO) plans, but the importance of this effort has been given special emphasis and additional funding in the 2016-17 California budget year. The State Chancellor's Office has instituted multiple method criteria to identify successful college EEO programs.

This emphasis on recruitment is important, but the system must also work to make a career in the CCC attractive to the candidates it hopes to recruit from underrepresented groups. A system in which the natural entry point for new faculty is a part-time assignment that pays little and has no job security will find it difficult to attract promising candidates who have other options. Candidates with

families will look elsewhere if the compensation, whether for part- or full-time positions, cannot ensure a salary that allows them to live in the community where the college is located.

If the system is serious about diversifying its faculty, it is time to make real progress toward the 75 percent goal of instruction taught by full-time faculty while making part-time faculty employment more viable in terms of salary, benefits, and working conditions. In this construct, it is also time to develop a reliable career path from part- to full-time faculty employment. To make this successful, the part-time work experience would need to include participation in college governance and student support. When the CCC system restructures and funds part-time faculty employment to enable full participation in the same faculty/student interactions as full-time faculty, it will be better poised to achieve increased levels of student success.

### **PART III: CONCLUSION**

Today, legislators and policy makers have a timely opportunity to keep California at the forefront of a transformational experience for students who are most underprepared and economically disadvantaged. A guiding principle for this paper is that while California's various governmental budgetary systems are categorical and operate within a system of allotments and constraints, there is a larger general economy that should be taken into consideration. Where would a relatively modest infusion of funds provide the greatest return for the advancement of both California's general economy and for its residents? The non-ambiguous answer is a community college system with a substantive core of full-time, tenured faculty and part-time faculty who are appropriately compensated for their participation in the life of the institution through the provision of job security, equitable salary, and respect for their services.

At minimum, a full complement of 75 percent or more credit and noncredit courses taught by full-time tenured teaching faculty, a sufficient complement of full-time counseling and librarian faculty, and full-service, involved part-time faculty is necessary to meet the diverse needs of California's community college students. The improvement in enrollment numbers and student retention will result in the need for increased per-student funding. At the same time, the system would save money by reducing its spending on faculty recruitment, hiring committees, and part-time faculty orientation, training, and evaluation.<sup>(29)</sup> It would also benefit from a more diverse faculty, greater departmental and district cohesion, and deeper institutional memory at all levels. The literature shows that a renewed investment in faculty would increase the numbers of qualified



students making progress toward their educational and career goals – a worthy investment that would yield genuine benefits to California and its residents.

A growing body of research, both within and outside of California’s postsecondary systems, has established compelling correlations between faculty/student interactions and student success as defined by persistence, course/program completion, transfer rates, realization of personal goals, and professional advancement.<sup>(11, 12, 14, 24, 25, 26, 27, 31, 62, 65)</sup> The establishment of a full complement of full-time tenured faculty along with a fully supported part-time faculty is an investment in the unification of a more effective California Community College system. This investment in faculty would enhance student success by providing increased opportunities for vital, ongoing, formal, and informal faculty/student interactions.

The following annotated bibliography offers insights derived from a range of scholarly papers, writings published by professional organizations, and personal blogs. The reader will note that many of the pieces are provided by faculty, often by representatives of faculty organizations. College faculty are independent professionals and informed advocates for student success. As such, their articles and commentary deserve a serious reading. Community college instructors, counselors, and librarians spend their days working with students, assessing student work, attending to student-related issues, and thinking actively about how to better serve the diverse needs of individuals whose futures are shaped by their contact with faculty. One can only hope that today’s policy makers will recognize the enduring roles and essential guidance that faculty provide in support of California’s more than two million CCC students.

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About the Author: Greg Gilbert is a Trustee at Copper Mountain College (CMC) in Joshua Tree, California. A retired English professor, Greg taught 20 years in the CCC and five for CSU.

From 2000-04 he was an elected BOE member for Morongo Unified. During his teaching years his duties varied from four years as Student Government Advisor to multiple terms as senate president. Greg founded CMC's literary magazine, *Howl*, now in its 20<sup>th</sup> year. In addition, he served three-year terms as the college's SLO Coordinator and Division Chair for the Arts and Humanities. From 2003-07 he was elected to the Executive Committee of the Academic Senate for California Community Colleges (ASCCC), two years as its Secretary. In 2005 Greg was the State-wide Curriculum Chair, and in 2007 the founding chair for the State-wide Accreditation Institute, now in its ninth year. More recently he served multi-year terms with CHEA and AAUP committees on accreditation in Washington DC. Though retired, Greg remains involved in higher education work and enjoys his Emeritus status with ASCCC and CMC. Greg resides in Yucca Valley with his wife Candace, also an educator, where they share a happy chaos with their children and grandchildren.

Acknowledgements: Of particular importance were conversations with my friend and colleague, Ian Walton, a former ASCCC president and a retired mathematics professor from Mission College, now serving as an ACCJC Commissioner. Additional respect and appreciation belong to FACCC and ASCCC leadership for their thoughtful and patient responses to multiple drafts and their principled comments in support of student success.

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## **END NOTES**

~~\*Tenure/Tenure Track (Page 13): The subject of higher education tenure evokes a range of reactions. While there can be little doubt that tenure safeguards the depth, breadth, and currency of university and college curriculum throughout California's community colleges, there remains the stories of tenured faculty who may exhibit a narrow sense of entitlement. While contractual issues are outside the scope of this paper, there is a well-supported understanding that when appropriate contract language is coupled with ongoing, honest, effective, and collegial evaluation procedures and record keeping, abuses of tenure can be effectively dealt with in a constructive and timely manner. Additionally, while behaviors that center on~~

~~entitlement may garner attention, they reside well outside the norm and do not represent the legions of dedicated tenured professors who develop and articulate curriculum, create and assess student learning outcomes, and serve as councilors, librarians, and instructors throughout California's 113 colleges in the service of more than two million students. Of note: "Under decisions of the U.S. Supreme Court, tenure or the expectation of continuing employment is a property right, and an American citizen can be deprived of their property only by due process" (nea.org/home/34767.htm).~~

~~\*\* 50 % Law (Page 14): (Education Code §84362) requires "there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education."~~

~~\*\*\* 60% Law (Page 14): (Assembly Bill No. 420), approved by the Governor in October 1999, requires part time faculty for adult or community college classes to not teach in excess of 60% of a full-time employee having comparable duties. In 2008, the 60% law was adjusted by the state legislature, becoming 'the 67% law.~~

~~\*\*\*\* 75/25 (Page 14): Title 5 sections 51025 and 53300 through 53314: "75% full-time faculty standard."~~

~~\*\*\*\*\* Part-time Faculty Cost Savings (Page 20): It is relatively easy to make the case that the system's present exploitation of part-time faculty as a budgetary necessity is a moral travesty, both in terms of conditions of employment and barriers that discourage their active roles beyond the classroom in the propagation of student success. Set against a causal backdrop of less than desirable student retention and completion, the research is overwhelmingly consistent that a significant percentage of part-time faculty teach as many courses, and often more, than do their full-time colleagues; only they do so by driving to multiple districts. The upshot is that they earn a fraction of what their full-time colleagues earn, have no benefits, are provided nothing for professional development, have no guarantee of work on a term-to-term basis, live in a perpetual state of professional isolation, and have no time to engage in the lives of their institutions.~~

## ANNOTATED BIBLIOGRAPHY

1. AAUP (1970). "1940 Statement of Principles on Academic Freedom and Tenure."

Academic freedom is applied to teaching and research, a freedom that is "fundamental to the advancement of truth" and "fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning." The statement is accompanied by responsibilities regarding course content and employment reviews and status.

2. AAUP (Adopted 2003, Updated 2014). "Contingent Appointments and the Academic Profession."

Tenure appointments are declining at "an alarming rate." The report states that academic freedom in teaching, research, and service is at risk and declares academic freedom as a "fundamental characteristic of higher education, necessary to preserve an independent forum for free inquiry and expression, and essential to the mission of higher education to serve the common good." The report examines the costs to academic freedom and student success due to overreliance on non-tenure track faculty. The report acknowledges that a small percentage of part-time bring narrow specialties to specific courses, but goes on to say that community colleges appointment 60% part-time with 35% in full-time positions that are off the tenure track, a situation virtually unknown in the recent past. The increased reliance on part-time faculty is also having a negative impact on gains made by women in the academy. Where women were accomplishing an increased role in gaining tenure track positions, this comes at a time when full-time tenured positions are declining. Also, as growing budget constraints and higher tuitions and fees increase, priorities shift from instructional budgets in favor of physical plants, new technologies, upgrades, administration and the hiring of part-time faculty instead of full-time tenure track. Results, according to the AAUP study, include diminished student learning, weakened faculty governance, hampered academic decision making, and an overall degradation of academic quality in terms of disciplinary quality, currency, and depth. The report says that "[a]cademic freedom in colleges and universities is essential to the common good of a free society," and suggests that a transition can be accomplished through "attrition, retirements, and the appointment of more faculty" to meet the needs of increasing enrollments. The report concludes by emphasizing that for "the good of institutions, of the educational experiences of students, and of the quality of education, the proportion of tenured and tenure-track faculty should be increased." In the endnotes, the report offers the following from the 1986 Report, that the proliferation of non-tenure-track appointments created a divided faculty, in which a large proportion of teachers was not

involved in curricular and academic decision making, not supported in scholarship, and neither compensated nor recognized for advising and other services that make up the whole of faculty work. The committee surmises that this situation undermined the attractiveness and economic security of the academic profession, and sent a message that prospective faculty members would be wise to seek careers in commercial and other sectors.

3. AB 1725 (<http://edsources.org/wp-content/uploads/ab1725.PDF>).

The legislature recognized the importance of faculty development in its intent language: "Community colleges have less resources available for faculty professional and intellectual development than do other segments of the system of higher education, and this disparity may become a substantial barrier to the future recruitment of quality faculty. Yet, faculty in the community colleges should be no less intellectually engaged than their colleagues in the other segments. Their primary commitment to teaching makes it imperative that they have a vibrant and rich intellectual life. AB 1725, Section 4(j)."

4. Accrediting Commission for Community and Junior Colleges. (<http://www.accjc.org/>).

The homepage for the ACCJC and a resource of Commission actions, history, and resources, including such as the text for 2014 Standard III A 7 and 8, (July 2015) contained within the *Accreditation Reference Handbook*. "The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (ER 14) 8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution."

5. Anderson, L.V. (11-19-13), "Why Adjunct Professors Don't Just Find Other Jobs." Slate's Culture Blog. Retrieved 1-10-16.

Anderson discusses several disadvantages faced by part-time faculty who are seeking full-time positions within academe. The first disadvantage concerns workload, often teaching beyond a full load at multiple sites, a grueling process that leaves little time for research and job hunting. In addition, while tenured professors have their conference travel, registration, and hotels funded, such events often conduct first round job interviews. Part-timers do not have such expenses funded and are hard pressed to pick up expenses when earning less than

\$30,000 a year. As for seeking employment outside of academy, “The academic hiring cycle makes this difficult. Adjuncts find out their course assignments a few weeks before the start of each semester, and once they accept they’re locked in for the semester.” One part-timer’s email conveys the situation as follows: “This means that people who want to get out can look in the summer and for two weeks around Xmas to change careers, but other than that they’re stuck. I was talking to a colleague last week who told me that she saw the most perfect non-academic job for her in Boston the week before, but since we were already 3 weeks into the semester, she couldn’t imagine ditching her students mid-semester. There’s a real sense of duty that comes with the job.”

6. Ashford, Ellie (March 2016). “Ramping up full-time faculty.” *Community College Daily*.

([ccdaily.com/Pages/Campus-Issues/Some-colleges-ramping-up-full-time-staff.aspx](http://ccdaily.com/Pages/Campus-Issues/Some-colleges-ramping-up-full-time-staff.aspx)).

The California Community Colleges Chancellor’s Office received \$62 million in state funding in the 2015-16 budget, which is being allocated to the 113 community colleges in the state system for hiring full-time faculty – 660 positions statewide – on a pro rata basis based on enrollment. The following quotation opens the article, “Full-time faculty are ‘the fabric that holds a campus together,’ says Deputy Chancellor Erik Skinner. ‘They help us support the function of a campus. They handle administrative as well as instructional work, and they’re available to students to provide guidance, support and counseling.’”

7. Bailey, Thomas, Juan Carlos Calcagno, David Jenkins, et al. (September 2005). “Achieving the Dream: Community College Students Count.” Community College Research Center, Teachers College, Columbia University.

In this article, the authors “examine several characteristics that are under the control of either the colleges or state policy makers. They include the size of the college; tuition levels; the use of part-time faculty; overall expenditures per student; the distribution of those expenditures among possible functions such as instruction, administration, and student services; the extent to which the college focuses on certificates as opposed to associate degrees; and the level of financial aid.” The most consistent results across specifications stress the importance of a diverse student body’s relationship with full-time professors.

8. Bailey, Thomas, Shanna Smith Jaggars, Davis Jenkins (2015). *Redesigning America’s Community Colleges*, Harvard University Press, Cambridge, Massachusetts.

Essentially, Bailey, et. al., view America’s community colleges as a product of 20<sup>th</sup> Century design attempting to accomplish a far more complex 21<sup>st</sup> Century mission of service for a

significantly more diverse student body as related to individual circumstances and educational goals. Against this backdrop of change, the authors consider the overall design of courses and programs, emerging pedagogical approaches, economics of college redesign, and the relative isolation of part-time faculty members.

9. Baum, Sandy, Jennifer Ma, Kathleen Payea (2-26-14). "The Benefits of Higher Education for Individuals and Society." College Board.

There are a number of correlates with higher educational attainment that indicate overall better social, economic and personal outcomes graduated students. Societies with higher educational attainment can expect greater civic and social engagement, higher rates of voter participation and volunteerism, healthier lifestyles, and less dependence on public assistance.

10. --- (1996). NEA. Brochure. "The Truth About Tenure in Higher Education."

Though dated, this brochure remains relevant as it examines tenure in terms of myths and realities. The myths include tenure as a lifetime job with an easy workload enjoyed by most faculty, and that academic freedom is constitutionally protected and, thus, unnecessary. These myths are readily dispatched as is the myth that part-time faculty allow flexibility. Thus, the realities set out tenure as a right to due process, as an obligation to provide committee work and governance, and as a safe haven where conventional ideas can be challenged and new ideas tested. In terms of flexibility, financial savings associated with overreliance on part-time faculty translates into lower academic quality. The report concludes that "If it's solid education we want, tenure matters."

11. Benjamin, Ernst (1995). "Some Implications of Tenure for the Profession and Society."

([aaup.org/issues/tenure/some-implications-tenure-profession-and-society](http://aaup.org/issues/tenure/some-implications-tenure-profession-and-society)).

After an examination of survey responses that concern student success and institutional budgeting and efficiency, the article's conclusion supports tenure. "Accordingly, whatever the purpose of diminishing the protections of tenure, the consequence will be to destroy the essential foundation for professional integrity. Higher education without tenure would in time become a system of training schools whose instructors were neither educators nor scholars. For the notion that one can improve the university by destroying tenure ultimately presupposes that one can maintain the university without attracting or sustaining the teacher-scholar. On the contrary, tenure alone enables faculty to preserve their professional integrity and the creative conflict essential to the advancement of learning amid the intensifying institutional constraints of contemporary higher education."



12. Benjamin, Ernst (2002). "How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning." *Peer Review, Volume 5, Number 1*.

(<http://www.aacu.org/peerreview/pr-fa02/pr-fa02feature1.cfm>).

Full-time faculty devote substantially and proportionally more out-of-class time to student learning than part-time faculty. In public two-year colleges full-time faculty spend eight-tenths of an hour outside class for every hour in class, the vast majority of part-time faculty devote 25 % or less as time per class hour to out of class student-related activity. Over-reliance on part-time and other "contingent" instructional staff diminishes faculty involvement in undergraduate learning in all core undergraduate programs, general education, extension programs, distance education, liberal education, and all courses that are of fundamental importance to effective participation in today's society. The study differentiates between cost savings and cost effectiveness.

13. Bureau of Labor Statistics, U.S. Department of Labor (12-17-15). *Occupational Outlook Handbook, 2016-17 Edition*, Postsecondary Teachers, (<http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>). Retrieved 1-7-16.

Employment of postsecondary teachers is projected to grow 13 % from 2014 to 2024, faster than the average for all occupations. Growth is expected as enrollments at postsecondary institutions continue to rise, although it will be at a slower rate than it has been in the past. Many jobs are expected to be for part-time faculty

14. Burgess, L. A., & Samuels, C. (1999). "Impact of Full-time Versus Part-time Instructor Status on College Student Retention and Academic Performance in Sequential Courses." *Community College Journal of Research and Practice*, 32, 487-498. Retrieved 11-30-15.

Whether in developmental or regular courses, the study finds that part-time instruction in introductory courses fail to adequately prepare students for additional classes in a sequence taught by a full-time instructor. The primary purpose of this study is to examine the relation between full-time or part-time instructor status and college student retention and academic performance in sequential courses. Results indicate that for either developmental or regular courses, college students who take the first course in a sequence from a part-time instructor and who take the second course in the sequence from a full-time instructor seem underprepared for the second course. By contrast to students experiencing other instructor status combinations (part-time/part-time , full-time-part-time, or full-time/full-time), these students are significantly less likely to either complete or achieve a grade of "C" or better in



the second course. Sequential course instructor status, therefore, appears to be a predictor of college student success. Implications for practice pertaining to further research, college students, and institutions are discussed. (Listed in William Hom's May 2001 Literature Review for CCCCCO).

15. CA.gov California Community Colleges Chancellor's Office. <http://www.cccco.edu/>.

This is the system website and resource for data, system colleges, and operations.

16. CA.gov California Management System's Data Mart. Chancellor's Office.

The data mart provides data about students, courses, student services, outcomes and faculty and staff. The emphasis of a data mart is to answer the questions of administrators, educators, parents, students, state leaders, and professional organizations.

17. Carducci, Rozana (November 2011). "Understanding Faculty: A Step Toward Improving Professional Development Programs." ERIC Digest. ERIC Clearinghouse for Community Colleges Los Angeles, CA.

The paper opens by referencing a study that states "community college faculty constitute 31% of all U.S. higher education faculty, teaching 39% of all higher education students and 46% of all first-year students" (as cited in the article's Editors notes, 2002, p. 1). "Given the strong presence of community college faculty in the academy, it is essential that colleges develop institutional programs and policies that enhance community college teaching and learning. To be effective, these programs need to take into account the differing backgrounds, perspectives, and goals of community college faculty."

Carducci's study describes the similar pedagogical processes of full and part-time faculty in the classroom, but then goes on to discuss the considerable differences where part-time percentages fall in comparison to those of their full-time colleagues, differences ranging from such as course and syllabus revision, membership and attendance related to professional organizations, participation in student and campus extracurricular events, and receiving of academic recognitions and awards.

18. Cohen, Authur M. and Florence B. Brawer, Carrie B. Kisker (September 2013). *The American Community College, 6th Edition*.

"Projecting the future for the community colleges of the early twenty-first century involves projecting the future for the nation in general: its demographics, economy, and public attitudes.... At heart is a discourse on how the institutions may adapt historical structures and

practices to a changing world, and how those changes may ultimately affect students, the community, and society at large."

19. Coley, Chrissy; Tim Coley; Katie Lynch-Holmes (11-2014). "Retention and student success: Implementing strategies that make a difference." Ellucian.  
(<http://www.ellucian.com/Insights/Retention-and-student-success--Implementing-strategies-that-make-a-difference/>). Retrieved on 1-7-16.  
"Of the 857,607 first-time students who enrolled at two-year public institutions in fall 2007, only 26.5 percent completed degrees or certificates from their starting institution within six years, according to the National Student Clearinghouse. ACT trend data confirm that four-year and two-year graduation rates over the last 30 years have remained relatively flat." Recommendations include: "Establish a shared vision of student success"; work together to develop and institute "intervention strategies." The report suggests the creation of "multiple safety nets for our students," and states that collaboration is key. "Student affairs, financial aid, academic affairs - all of these functions and more play a role in student success. A campus-wide student success strategy will need to create common goals, consistent messages, and appropriate incentives to ensure the participation of all of these stakeholders."
20. Community College Research Center (2013). *What We Know About On-line Courses Outcomes*. New York, NY: Teacher's College.  
In a large two state study, researchers found that students who took developmental courses online fared very poorly when compared to success rates for students in traditional face-to-face courses. "Students who took their developmental courses online fared particularly poorly. In both states, failure and withdrawal rates were sharply higher in online developmental courses; in online developmental English, failure and withdrawal rates were more than twice as high." Where 62% of face-to-face students persisted in Developmental Math and 47% passed Basic Developmental English, the respective percentages in online course were 43% and 23%.
21. Cuseo, J. (2008). "Got faculty? Promoting faculty involvement in FYE programs and Initiatives." *ESource for College Transitions* (electronic newsletter published by the National Resource Center for the First-Year Experience), 6 (2), pp. 3-5.  
Dr. Joe Cuseo is a professor of Psychology at Marymount College and a strong promoter of student success through faculty involvement. Cuseo has a website dedicated to student success which includes not only his published and unpublished articles on the subject but

references many other luminaries. His cite can be viewed  
([completionmatters.org/resource/cuseo-collection-papers-dr-joseph-cuseo](http://completionmatters.org/resource/cuseo-collection-papers-dr-joseph-cuseo)).

22. Eagan Jr., M. Kevin and Audrey J. Jaeger (October 21, 2008). "Effects of Exposure to Part-time Faculty on Community College Transfer." Published online @ Springer-Science + Business Media, LLC 2008.

This well researched paper considers U.S. community colleges in general and the CCC in particular and is followed by an excellent set of references. The central theme focuses on a national trend of increasing reliance on part-time faculty and corresponding correlations to a national reduction in graduation rates. The study goes on to take a close look at the CCC and is very clear in its insistence that part-time faculty are not less qualified but, rather, are isolated within their institutions and underutilized in terms of student contact outside the classroom.

23. Fain, Paul and Scott Jaschik (8-26-13). "Obama on For-Profits." *Inside Higher Education*. Retrieved 1-9-16.

On Friday, August 23, 2013, President Obama, at a question-and-answer session at the State University of New York at Binghamton, said, "[T]here have been some schools that are notorious for getting students in, getting a bunch of grant money, having those students take out a lot of loans, making big profits, but having really low graduation rates. Students aren't getting what they need to be prepared for a particular field. They get out of these for-profit schools loaded down with enormous debt. They can't find a job. They default. The taxpayer ends up holding the bag. Their credit is ruined, and the for-profit institution is making out like a bandit. That's a problem."

24. Fain, Paul (April 7, 2014). "Low Expectations, High Stakes." *Inside Higher Education*. Retrieved 12-24-16.

"Students who need the most help and are the least likely to succeed in college in particular lack access to full-time professors. "That's because fully three-quarters of faculty members who teach remedial courses are employed part time." The report goes on to say that "[i]ncreasing the ranks of adjuncts and part-timers may have been a rational response by fiscally challenged colleges. And many contingent faculty members are excellent, committed teachers. But they are often marginalized by employers that do not fully embrace them, according to the center. And the poor working conditions many of them face can harm students."

25. Fichtenbaum, Rudy (November/December 2013). "From the President: Why Is US Higher Education in Decline?" *Academe*.

The author applies logic, history, and studies to counter arguments attacking tenure and states that US education is in decline due to "administrative bloat." He references a *Wall Street Journal* article alleging that the "number of employees hired by colleges and universities to manage or administer people, programs and regulations increased 50% faster than the number of instructors between 2001 and 2011." He concludes by setting the decline at the foot of the corporatization of higher education and the "systematic disinvestment that are transforming higher education into a private good."

26. Fischer, Karin (11-7-15). *Chronicle of Higher Education*.

The article reports on a conference presentation by Ronald Ehrenberg entitled "Growing Use of Adjunct Professors May Mean Poorer Education for Students, Says Conference Speaker." The following is from the conclusion of the presentation: "As long as the status quo is the best we can do, calls from groups as diverse as legislators seeking increased "accountability", accrediting commissions, Nancy Shulock's Institute for Higher Education Leadership and Policy, or the Legislative Analyst's Office for *significant qualitative* improvement in system performance are likely to remain unachievable. No one expects K12 schools to be able to educate students with teachers who come for part of a school day and then leave. No one expects the research mission of the University of California to be met by parttime [sic] researchers with no benefits or job security. Why anyone would imagine that California's most diverse student population can be educated at *qualitatively higher rates* by a workforce where 40% are paid a substandard wage and enjoy no benefits or job security is hard to comprehend. On the other hand, the costs to the state of California of *not* doing better are even more troubling to imagine."

27. Freeland, R. S. (1998). *Adjunct Faculty in the Community College*. (ERIC Document Reproduction Service No. ED 424899).

A survey, involving more than 1,500 faculty from 127 community colleges in 41 states, identified similarities and differences in individual professional attitudes between full- and part-time faculty. Results, part-timers: (1) showed lower levels of involvement in curriculum, instruction, and scholarship; (2) expressed higher expectations for their students; (3) expressed significantly lower autonomy within their institutions; (4) were equally committed

to teaching and to students; (5) deviated significantly from full-timers in their sense of responsibility.

28. Grubb, Norton (2010), *Leading from the Inside Out: Expanded Roles for Teachers in Equitable Schools*.

According to Grubb's publisher, Barnes and Nobel, the late author advocated for a breadth and depth of course involvement that reaches beyond the possible parameters for part-time faculty. "As classroom and school leaders, teachers working collectively can solve their own problems and become the fulcrum of school change. The authors encourage teachers to move out of the individual classroom and to think critically and institutionally about the schools they would like to work in, about their own responsibilities for creating such schools, and about the range of policies from outside the school and how they can influence those policies rather than being subjected to them. This book shows that a teacher's influence is not limited to the classroom and students, but that it can significantly shape and inform external policies and decisions." Another work by Grubb advocates faculty and junior administrator collaboration in community colleges, *Basic Skills Education in Community Colleges* (2013).

29. Haeger, J. D. (1998). "Part-time faculty, quality programs, and economic realities." *New Directions for Higher Education*, no. 104, 4, 81-88. San Francisco: Jossey-Bass. (ERIC No. EJ577662).

Haeger considers the costs related to large-scale reliance on part-time, "both direct and indirect costs. Direct costs may include administrative expenses, advertising, or hiring costs such as interviewing. Indirect costs include training or a drop in efficiency of new faculty members until they are acclimated. Excessive turnover could be seen as a barrier to quality education. Additionally, turnover often burdens full-time staff with extra workloads during shortages or acclimation of part-time faculty."

30. --- "Institutional Retention and Graduation Rates for Undergraduate Students" (updated May 2015), IES Institute of Education Sciences, National Center for Educational Statistics. Retrieved 1-7-16.

Where 68% of public higher education first-year full-time degree seeking students complete bachelor's degrees within six years, only 32% accomplish the same goal at private for-profit institutions. Likewise, data comparing 2-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs indicate that where 29% of students in

public institutions require three years to accomplish a two year degree, the percentage in private for-profits is 63%.

31. Jacoby, D. (2006, February). "Effects of Part-time Faculty Employment on Community College Graduation Rates." *The Journal of Higher Education*, 77(6). (pp. 1081-1082 and 1100-1101). Abstract: "Regression analysis indicates that graduation rates for public community colleges in the United States are adversely affected when institutions rely heavily upon part-time faculty instruction. Negative effects may be partially offset if the use of part-time faculty increases the net faculty resource available per student. However, the evidence suggests that this partial offset is insufficient to overcome negative effects."
32. Jaschik, Scott (2006, October). "Adjuncts and Graduation Rates." *Inside Higher Education*. Retrieved December 4, 2015  
Freshmen who have many of their courses taught by part-timers are less likely than other students to return as sophomores. The study, published in the journal *Educational Policy*, notes that a typical four-year college loses 26 % of its students between their freshman and sophomore years. The study looks at six four-year colleges and universities in a state system.
33. Jaschik, Scott (May 12, 2009). "The Disappearing Tenure-Track Job," *Inside Higher Education*. Mr. Jaschik opens by writing that a ten year analysis of data shows that between 1997 and 2007, there had been a steady increase in faculty positions accompanied by a two-thirds growth in contingent faculty in all sectors of higher education, in some instances taking tenure-track positions from a majority to a minority position.
34. Jones and Hirt (2004). "Comparing the Teaching Effectiveness of Part-time and Full-time Clinical Nurse Faculty". *Nursing Education Perspectives*, 25 (5), 238-264. Abstract: *Journal of Studies in Technical Careers*, 7, 143-152.  
Abstract: "The purpose of this study was to compare the teaching effectiveness of part-time and full-time clinical nursing faculty. Results indicate that students rank part-time faculty as significantly less effective than full-time faculty on each of five categories measured by the Nursing Clinical Teacher Effectiveness Inventory and on the overall scale. These results are supported by the finding that there is no significant difference between student ratings of teacher effectiveness and the self-ratings of the teachers themselves."
35. --- (January 2014). "The Just in Time Professor: A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education," House Committee on Education and the Workforce. Retrieved 1-7-16).

Nationally, in 1969, part-time professors comprised 18.5 percent of the workforce, a number that has grown by more than 300 percent from 1975 to 2011, reaching “more than 1.3 million people, or 75.5 percent of the instruction workforce.” The report says the following: “The postsecondary academic workforce has undergone a remarkable change over the last several decades. The tenure-track college professor with a stable salary, firmly grounded in the middle or upper-middle class, is becoming rare. Taking her place is the contingent faculty: non-tenure-track teachers, such as part-time adjuncts or graduate instructors, with no job security from one semester to the next, working at a piece rate with few or no benefits across multiple workplaces, and far too often struggling to make ends meet. In 1970, adjuncts made up 20 percent of all higher education faculty. Today, they represent half.”

36. Kahlenberg, Richard D. (May 28, 2015). Blog Post. Retrieved 1-6-16.

At issue is an antiquated approach to funding throughout higher education from Princeton’s \$105,000 per students subsidy to Essex County College’s \$2,400. The author recommends: 1) rigorous research to identify funding currently received through public support to determine appropriate levels for distribution to community colleges and four-year institutions and between low-income and affluent students; 2) research to increase needs-based funding for community college students; and 3) with a better sense of allocation levels for public funds, the federal government should consider taxing the endowments of wealthy institution, a tax that could be offset by providing funds to needy students. The article concludes by saying that large segments of the population can no longer be written off.

37. Kazar, Adrianna (2013), “Changing Faculty Workforce Models,” TIAA-CREF Institute, 2013.

A general chronology is provided that builds upon America’s postsecondary enrollment demands since the adoption of the 1944 G.I. Bill, particularly increased enrollments by “women, minorities, and low-income individuals.” Accompanying the influx of numbers and diversity, for the past 40 years, are dramatic changes in the definitions of postsecondary education, “the presence of new institutional types with a focus on teaching and job preparation . . . perhaps the most significant factor driving a new faculty workforce model.” With reductions in key funding from the late 1980s on, institutions have relied increasingly on part-time faculty to reduce expenses. Also during the past 30 years the growing influence of corporatization, particularly in the filling of local boards, is advocating for the elimination of tenure, greater reliance of part-time and long-term teaching contracts, and increased teaching loads. Research indicates that increased reliance on part-time faculty, increased

teaching loads, MOOCs, and emerging for profit models are not supportive of robust student retention and completion rates, not in the U.S. or internationally, and that more research into emerging faculty roles needs to be conducted.

38. Kim, Joshua (6-14-15), “7 Seriously Bad Ideas That Rule Higher Education.” *Inside Higher Education*.

True to the title, this piece puts forth “seriously bad ideas,” but ends on a note of optimism. The number one bad idea is that “Institutional Sustainability Requires That Faculty Costs Be Minimized.” The article states that the treating of teaching as a commodity, rather than a highly intensive skill best undertaken by a dedicated educator, is the surest way to enter a race to the bottom. Smart institutions will invest in faculty, since faculty create the institution's value.” The 4<sup>th</sup> bad idea is that “Faculty Are Impediment to Innovation in Higher Education.” Any such difficulties, the article says, has “very little to do with the faculty.” The author suggests creating “incentives that prioritize innovation.” The conclusion includes the following: “What we do know is that every college and university is under strong pressure to improve, and that this competition will spur innovation and change. Rather than a crisis, the real story of higher education in the next 20 years will be non-incremental changes that result in improved student outcomes, better student learning, and (quite possibly) higher 6-year graduation rates.”

39. Levin, John, Genevieve G. Shaker (2009). “The Hybrid and Dualistic Identity of Full-Time Non-Tenure-Track Faculty.” Sage Journals. *American Behavioral Scientist*. (<http://abs.sagepub.com/content/55/11/1461.abstract>). Retrieved 1-8-16.

The study reveals that full-time non-tenure-track (FTNT) faculty “possess hybrid and dualistic identities.” The article’s abstract states that their, “identity is dualistic because as teachers, they express satisfaction, whereas as members of the professoriate, they articulate restricted self-determination and self-esteem. This troubled and indistinct view of self-as-professional is problematic both for FTNT faculty as they go about their daily work and for their institutions, which are in no small part responsible for the uncertain conditions and identities of FTNT faculty.

40. --- (12-17-15). “Life Delayed: New Study Shows Student Debt Impacts Financial Security of Borrowers Across All Institution Types, Credentials.” *Business Wire*. (<http://www.businesswire.com/news/home/20151217006048/en/Life-Delayed-Study-Shows-Student-Debt-Impacts>). Retrieved 1-11-16.



“According to ASA’s [American Student Assistant] *Life Delayed* survey, 62% of respondents said their student debt posed a hardship on their personal budget when combined with all other household spending. Specifically, 35% of respondents said they found it difficult to buy daily necessities because of their student loans; 52% said their debt affected their ability to make larger purchases such as a car; 62% said they have put off saving for retirement or other investments; and 55% indicated that student loan debt affected their decision or ability to purchase a home.” “Community college students faced the biggest challenge, with 49% saying it is difficult or very difficult to make student loan payments . . .”

41. Livingston, Tab (1998). “History of California’s AB 1725 and Its Major Provisions.” ERIC.

A paper presented to the ERIC Clearinghouse for the Community Colleges “addresses the history of California's Assembly Bill 1725 (AB 1725) legislation and describes its major provisions. Signed in 1988 by Governor George Deukmejian, AB 1725's focus is to emphasize the new role of California community colleges as postsecondary institutions committed to transferring students, offering remedial courses, and providing vocational training. Other issues addressed by AB 1725 are the shift in power from the legislature back to the local board, and a number of concerns related to faculty and the hiring of personnel. The law stipulates the future role that affirmative action will play in hiring practices, highlighting the goal that the workforce reflect the proportionality of the state's adult population. Another topic is the 75:25 ratio, which refers to the goal that 75% of instruction be taught by full-time instructors and 25% by part-time instructors. The last main provision of AB 1725 is an adjustment to the financing of the college system using a new ‘program-based funding’ procedure. New formulas also were developed to change the way the community colleges would receive funding, with an emphasis placed on local control.”

42. Matthew, Esther and Wheeler North (November 2011). “Full time Faculty, Yet Again – Building the Noncredit Case.” Academic Senate for California Community Colleges.

According to aggregated Chancellor’s Office Data, for most, if not all, of the growth, the full-to-part-time ratios have stayed well below 20:80 in spite of enhanced funding. This is true for basic skills programs as well as vocational programs. The percentage is even more dismal in other noncredit areas. Mirroring the trends for credit enrollment, the past few years have shown a dramatic surge in noncredit enrollment due in part to the collapsing economy. During this same period districts have coped with fewer fiscal resources through hiring freezes and early retirement incentive programs, among other activities, that have resulted in

unfilled vacancies. These factors have exacerbated the already existing problem of an over-reliance on part-time noncredit faculty. These trends cannot continue without inevitably hitting critical regulatory and accreditation compliance thresholds which are intended to support institutional development and improvement.

43. McArthur, R. C. (Winter 1999). A comparison of grading patterns between full-and part-time humanities faculty: A preliminary study. *Community College Review*, 27(3), 65-76. Abstract: "The author analyzed grades submitted over three consecutive spring semesters by 6 full-time and 12 part-time humanities faculty at a community college in New Jersey to determine if differences could be distinguished based on faculty status, gender, age, or course time (day or evening). Part-time faculty consistently graded higher than full-time faculty, whereas grading patterns could not be distinguished based on age, gender, or class time. The author notes the study's preliminary nature and defines considerations for future research."
44. Muller, Jerry Z. (August, 2015). "The Costs of Accountability," *Amerimania*, Vol 11, No 1. This article sets out a brief history of accountability and metrics, the upswing beginning in the mid-1960s with its performance indicators, benchmarks and the like giving rise to the present culture of accountability in many professions, including education. Described as a form of Taylorism (Frederick Winslow Taylor), it contributed to such as No Child Left Behind. The transformation of expertise at the heart of the movement exchanged experience for quantitative analysis and high stakes for teachers, administrators and students who might soon find themselves ghettoized if their scores pulled down the norms. On the downside, metrics trumped innovation, increasing blocks of time were devoted to compiling reports, expertise was gained at bending the rules and the adjustment of findings, and rules implemented from on high diminished personal initiative. In the long run, budget was diverted from instruction to new layers of non-instructional administrations.
45. NEA (2007 or later), Myths and Facts about Educator Pay. NEA. Retrieved 12-1-15 [<http://www.nea.org/home/12661.htm>]. The article debunks the myth that teachers make just as much as other, comparable professions. Through reliance on NEA Research, analysis of trends by researchers at the Economic Policy Institute, and data collected by the U.S. Bureau of Labor Statistics in its annual National Compensation Survey, the article demonstrates that working hours, workload, and job security in education confer no advantage over other professions, and

often significantly less in terms of income and security, with the additional burden of enormous personal debt for education loans.

46. Nobel, Mary P. (June 2000). California State Auditor's Report. "California Community Colleges: Part-Time Faculty Are Compensated Less Than Full-Time Faculty for Teaching Activities."

A 2000 California State Auditor's report, though dated, demonstrates how flat the full-time to part-time faculty ratios remain in the CCC when compared to a 2012 report. The 2000 report indicates that for the fall 1999 semester the total teaching faculty population was 41,754, with 28,180 part-time (67 %) and , 13,574 (33 %) as full-time. (faccc.org/wp-content/uploads/2014/11/StateAuditorPT\_Report.pdf). The 2012 FACCC report, based in data secured through the CCC System Data Mart for 2012, includes all districts. In 2012, based in simple headcount, the 2014 reports shows that the CCC employed 55,383 teaching faculty, 38,135 full-time (69 %) and 17,248 part-time (31 %).

47. --- (2015). "Percentage of degree-granting postsecondary institutions with a tenure system and of full-time faculty with tenure at these institutions, by control and level of institution and selected characteristics of faculty: Selected years, 1993-94 through 2013-14." Table 316.80. IES Institute of Education Sciences, National Center for Educational Statistics. ([https://nces.ed.gov/programs/digest/d14/tables/dt14\\_316.80.asp?current=yes](https://nces.ed.gov/programs/digest/d14/tables/dt14_316.80.asp?current=yes)). Retrieved 1-7-16.

In AY 1993-94 62.1 % of the nation's 2-year post secondary institution had tenure systems. By AY 2012-13 that percentage dropped to 58.9. Whereas in AY 1993-94 with 69.1 % of the faculty in 2-year tenure granting institutions were on tenure tracks, in AY 2012-13, that percentage had dropped to 67.1. Counting all postsecondary degree granting institutions in the nation, while 62.6 % had tenure systems in AY 1993-94 that percentage dropped to 49.3 % by AY 2012-13.

48. --- (2012). "A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors." Coalition on the Academic Workforce. ([http://www.academicworkforce.org/CAW\\_portrait\\_2012.pdf](http://www.academicworkforce.org/CAW_portrait_2012.pdf)). Retrieved 1-8-16. From the Executive Summary: "According to data from the United States Department of Education's 2009 Fall Staff Survey, of the nearly 1.8 million faculty members and instructors who made up the 2009 instructional workforce in degree-granting two- and four-year institutions of

higher education in the United States, more than 1.3 million (75.5%) were employed in contingent positions off the tenure track [...]. Despite the majority status of the contingent academic workforce, the systematic information available on the working conditions of these employees is minimal.” An extensive survey conducted by CAW resulted in nearly 20 thousand respondents and the following key findings. Median pay for 3-unit course in fall 2010 was \$2,700. Wages were not based on credentials and lagged behind professionals with similar credentials in other fields. Professional support beyond the classroom was minimal and there was minimal inclusion in academic decision making. Over 80% had taught part-time more than three years, half more than six, and 75% were desirous of full-time tenure track position.

49. Reardon, Lori (June 2010). “Adjuncts and Retention Rates.” *Inside Higher Education*.

The six institution study concluded that freshman who have many of their courses taught by “adjuncts” are less likely than other students to return as sophomores. The study, published in the journal *Educational Policy* by authors Audrey J. Jaeger and M. Kevin Eagan, states that about 60 % of college students who fail to finish end their program in the first year, suggesting that any push to improve retention and graduation rates must address factors that relate to first-year retention. They suggest that colleges consider the use of policies that would get more tenure-track faculty members teaching freshmen.

50. Rebellion, Junct (August 2012). Blog. “How the American University was Killed in Five Easy Steps,” Wordpress.com. (<https://junctrebellion.wordpress.com/2012/08/12/how-the-american-university-was-killed-in-five-easy-steps/>). Retrieved 1-7-16.

This blog sets out the following steps: (1) defund public higher education; (2) deprofessionalize and impoverish the professors; (3) You move in a managerial/administrative class who take over governance of the university; (4) move in corporate culture; and corporate money and (5) destroy the students. While the author, obviously writing under a pseudonym, employs a somewhat strident, non-academic tone, the content is well supported, compelling, and widely disseminated.

51. Rifkin, Tronie (August 2001), Presentation at the Evaluation and Training Institute, Los Angeles. American Association of Community Colleges.

(<http://www.aacc.nche.edu/Resources/aaccprograms/pastprojects/Pages/publicccfaculty.aspx>)  
Retrieved 1-11-16.

“Replacing retiring faculty presents an opportunity for institutional renewal and diversification. Yet, the dimensions of the faculty labor market are relatively unexplored and unknown, and the links between the institution and the academic labor market are weak. In particular, the existing avenues by which young people can prepare for a community college faculty career are ad hoc and often not targeted to the specific needs of the community college and its students.” Strategies sensitive to the minority applicant pool include: “Encourage participation of area minority professionals on search committees; Use minority media in recruitment campaigns; Recruit through business and industry partnerships; Include minorities on interview committees; Determine which universities have minorities in the pipeline by discipline and start early recruitment efforts; Establish curriculum vitae banks; Establish summer teaching and research opportunities to interest minority graduate students.” “A study requesting faculty to rate characteristics for successful teaching at two-year colleges found that the most important quality or characteristic of successful community college instructors is a genuine interest in working with a diverse student clientele.”

52. Scott, Jack (Chancellor) (July 2009). “Noncredit Repetition and Multiple Enrollments in the Same Course During the Same Term,” (Prepared by the Academic Affairs Division and the Office of Communications)

The paper opens with the following paragraph: “Noncredit instruction plays a pivotal role in helping students transition to careers and college, including opening the doorway to basic preparation, transfer level courses, and higher paying jobs. Noncredit instruction also provides opportunities for developmental education in basic skills and English as a Second Language and assists California residents with engaging in family and civic life.

Additionally, noncredit instruction assists students with sustaining and improving quality of life. Most recently, the Department of Aging, working in collaboration with the community colleges, is employing noncredit as a primary means to improve the quality of life and life expectancy of California’s growing aging population.”

54. Scrivener, Susan and Erin Coghlan (March 2011). “Opening Doors to Student Success: A Synthesis of Findings from an Evaluation at Six Community Colleges,” MDRC Policy Brief. Retrieved 12-1-15.

While nearly half of all US undergraduates begin in community colleges, only one in three complete degree or certificate programs. MDRC launched the first large-scale random assignment study in community college settings to study this issue and concludes with a

range of interventions: financial incentives attached to progress, counseling and advising, freshman learning communities tied to attendance in sequenced courses, and instructor contact. Recent cuts to higher education spending along with insufficient financial aid and advising at colleges [...] contribute to unacceptably low persistence and completion rates.” Three suggestions to improve student persistence and overall success include the initiation of performance-based scholarship that bases student funding on academic benchmarks; learning communities that link populations of students in two or more linked classes; and enhanced student services programs that work with students early in their college careers and follows up by providing additional service if they find themselves on academic probation.

55. Smith, Sara R. (December 15, 2012). “Supporting California’s Community College Teaching Faculty: Improving Working Conditions, Compensation and the Quality of Undergraduate Education.” UPTe (<http://www.upte.org/cc/supportingfaculty.pdf>). Retrieved 12-4-15.

“Despite a 1988 system-wide goal that 75% of classes at the community college level be taught by full-time faculty, this goal remains unmet. In 2012, 56% of all classes were taught by full-time faculty, while 44% were taught by part-time faculty.” The article sets out the poor working conditions and salaries for part-time faculty and advocates for more tenure-track faculty and more professional pay and support for part-time faculty.

55. Smith, Bruce L.R. and A. Lee Fritschler (September 10, 2010). “New Approaches to Civic Education in Large Universities: Ideas For and From George Mason University. Paper presented at Phi Kappa Phi Forum. ‘Engagement in Civic Education Remains Weak: Opportunities and Challenges Exist on Many Fronts on Campus.’” Phi Kappa Phi Forum, Fall 2009 and September 10, 2010.

Essentially, this paper considers the general importance of the student’s learning experience. While acknowledging the classroom’s importance to undergraduate education, the paper focuses on civic education, the need for institutions to create the extra-curricular “climate” that the student experiences and the opportunities for volunteerism and service learning that are available on and off the campus. Considered are the curriculum dimension, the place of volunteerism, and the extracurricular “climate” to which undergraduates are exposed. Of note, Fritschler was President Bill Clinton’s Assistant Secretary for Postsecondary Education in the U. S. Department of Education.

56. Solis, Celeste and Kelly Diaz (3-13-14). "Supporting California's Community College Teaching Faculty: Improving Working Conditions, Compensation and the Quality of Undergraduate Education." UPTE. Retrieved 1-6-16.

Solis (Counseling) and Diaz (Psychology), associate faculty at the College of the Sequoias, write that, "Associate faculty make up the vast majority of faculty nationally and at California's community colleges. Associate faculty are non-tenure track, part-time positions, and are sometimes referred to as 'adjuncts' or 'contingent' faculty. Nationally, 75.5% of all faculty are non-tenure track. In California, 68.9% of faculty at community colleges are part-time/contingent faculty, while only 31.1% of faculty are full-time. This is the highest percentage of associate faculty working at California's community colleges in over three decades." The article discusses how about a third of all part-time teach near a full load by going to different colleges, teaching without professional benefits and at part-time wages. The recommended solution: "If policy makers wish to improve the compensation and working conditions of associate faculty at community colleges, one clear option is for the state of California to mandate the funding and hiring of a greater percentage of tenure-track faculty, as well as the conversion of associate faculty to tenure-track faculty.

57. Sonner, B.S. (2000). "A Is for 'Adjunct': Examining Grade Inflation in Higher Education." *Journal of Education for Business*, 76 (1).

Abstract: "Though grade inflation is hardly a new problem, it may be worsening as universities increase their reliance on temporary, part-time instructors. Adjunct instructors, hired on a term-by-term basis, are easily replaced; thus, most face serious pressure to earn good evaluations from students. Keeping students happy may mean giving higher, potentially inflated, grades. This study explicitly compared the average class grade given by adjunct instructors and full-time faculty over a 2-year period at a small public university. The results suggest that adjunct instructors do give higher grades than do full-time faculty."

58. Student Success Scorecard 2014. California Community College Chancellor's office.

([http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014\\_StateOfSystem/2014\\_State\\_of\\_the\\_System\\_FINAL.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_StateOfSystem/2014_State_of_the_System_FINAL.pdf)). Retrieved 1-12-16.

This report details student success measures over time, including enrollment figures, completion rates, awards granted, transfers to public and private institutions, career and technical education figures, and providing the general scope of the CCC. An example of information provided: "Community colleges offer associate degrees and short-term job

training certificates in more than 175 fields, and approximately 25,000 apprentices are educated each year to meet the demand for a skilled workforce.”

59. --- “Ten-Plus-One.” Academic Senate for California Community Colleges. (ASCCC.org). Areas of Academic and Professional Matters for faculty oversight within the CCC.

60. --- (Fall 2006). “The Role of Noncredit in California Community Colleges.” State Academic Senate for California Community Colleges.

([asccc.org/sites/default/files/Noncredit\\_2006.pdf](http://asccc.org/sites/default/files/Noncredit_2006.pdf)).

Noncredit courses within the CCC offer no academic credits, but they do confer knowledge in such as parenting, basic skills, ESL, citizenship, job-specific training, and the like. In 2006, noncredit generated about 10 percent of CCC enrollments, roughly 800,000 students per year.

62. Thomson, Marc (12-22-15). “How to Afford Community College in California.”

(<http://www.abc10.com/story/money/2015/12/22/how-afford-community-college-california/77742200/>). Retrieved 12-22-15.

CCC associate’s CSU transfer degree guarantees transfer “to any one of the 23 CSU campuses,” according to CCC’s Chancellor of External Relations, Vincent Stewart. Stewart also references the CCC 15 college pilot baccalaureate.

62. Tinto, V. (1989). “Misconceptions Mar Campus Discussions of Student Retention.” *The Chronicle of Higher Education*; Sep. 6, 1989; 36, 1; pg. B2.

On retention research - “Over the past 15 years, the most consistent finding has been that positive interactions with faculty members has a direct bearing in whether students persist to earn a degree.” Retrieved from M. Pilati, “Why Full-time Faculty Matter,” (2006).

63. Umbach, P. D. & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184.

The thrust of the paper concerns the college as a culture where faculty and students should share in as much of the benefits of inquiry and learning as they can. The conclusion says it well: “The impact that a faculty member can have on the student experience can be seen in and out of the classroom. We found that faculty behaviors and attitudes affect students profoundly, which suggests that faculty members may play the single-most important role in student learning. Because faculty play a critical component of the collegiate experience, colleges and universities need to find ways (perhaps new ways) to support and reward faculty in their teaching role.”



64. Weiss, Carla and Robert Pankin (9-25-11). *Part-Time Faculty in Higher Education*. Faculty Publications Faculty Books and Publications, Rhode Island College.

This 172 page annotated consideration of the nation's growing reliance on part-time faculty covers literature from the early 1970s through 2011. In their introduction of the bibliography, the authors write that there "are numerous reasons given about why the use of part-time faculty presents a problem in the academic world. When these are arranged in rough categories most of the discussion is centered on four topics: the status of part-timers, exploitation or the lack of justice for part-time faculty, their morale or job satisfaction, and the educational problems that are created by using part-time faculty."

They write that several emerging trends in the literature center on the possibility of unionization of part-time faculty and the dramatic rise of the corporatization of postsecondary education. The introduction concludes by noting that the "increasing use of part-time and contingent faculty from approximately 20 percent in the early 1970s to 70 percent today (2011) represents the surface evidence of a major change in higher education. The MLA report, abstracted in this bibliography, predicts in 1998 that the continuing use of temporary faculty will lead to serious consequences for higher education. The serious consequences seem to be an accepted corporatization of higher education."

65. --- (6-1-2005). "Workgroup on 75/25 Issues: Report and Recommendations." CCCCCO. ([http://www.cccco.edu/reports/75\\_25/workgroup\\_75\\_25\\_proposal.pdf](http://www.cccco.edu/reports/75_25/workgroup_75_25_proposal.pdf)).

"Although part-time faculty offer the same quality in teaching [as full-time faculty], the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom."

## **ASCCC – SELECTED KEY WRITINGS**

Walton, Ian (March, 2004). *Rostrum*. "75/25-the Faculty Obligation Number or Why are We Not There Yet?"

The intent of the Legislature and the Board of Governors at the time of the enactment of AB1725, in 1989, was that the system should reach a goal that at least 75% of credit instruction hours should be taught by full-time faculty. Ed Code provided unrealized guidance for funding that improves full-time, part-time ratios. "Sadly, program improvement funds were not included in the state budget after 1991." Although both the concept and

implementation are popularly referred to as "75/25," there never was a regulation that specifically examined the ratio of fulltime to part-time instructors implied by the "75/25" label. Excluded from the calculation are full-time faculty overload, part-time replacements for sabbaticals, reassigned time, and unpaid leave.

Although the full-time faculty obligation number did not generally succeed in ensuring attainment of the 75% goal, it did establish an annual minimum number of full-time faculty that each district was required to hire. Unfortunately many districts immediately interpreted this number as a maximum-a ceiling rather than a floor - although the original Education Code language clearly stated "at least." In 2003 the BOG allowed deferrals and waived a permanent increase in faculty obligation numbers. A Consultation Council Task Force was formed and the Board approved its recommendations for a change in the Title 5 Regulations to add a third compliance mechanism (the first two mechanisms were to achieve 75% or to comply with the full-time faculty obligation number). Title 5, Section 51025 was revised to insert an option that actually examines the effect of change on the full-time faculty percentage, rather than simply relying on the full-time faculty obligation number. The Section 51025 language also introduced a new mechanism for providing separate specifically targeted to increase the full-time faculty percentage, the district's base full-time faculty obligation, and the third compliance option, would avoid the unfortunate tendency to ignore the need for progress towards the 75% goal in good times and to plead that it's not possible in bad times.

Pilati, Michelle L. (February, 2006). Committee Report. "Why Full-time Faculty Matter." A Literature Review.

This literature review is as relevant nine years later as it was when first assembled. Growing reliance on part-time educators mimics big business economics, relies on individual expertise, and scheduling flexibility while undercutting issues related to planning, curriculum, stability, and availability. Additional items are mentioned in Assembly Bill 1725, "Instructional Activities, Curriculum Management Activities, Periodic Syllabus Revision, Joint teaching with Colleagues, Interdisciplinary Participation, Involvement in Honors Courses, General Education, Involvement, Organization of Extracurricular Activities for Students, Professional Activities, Participation in Educational Associations, Disciplinary Associations, Community College Associations, Service as Department Chair, and Institutional committee service." Despite the so-called 75:25 ratio requiring that full-time

faculty teach 75% of a college's offerings and the 60% limit on how much an individual part-time faculty member can teach in a given district, local colleges seldom have all the full-time faculty that they truly need.

Walton, Ian (May, 2006). *Rostrum*. "It's Baaack...75:25 and the Governorator Effect."

When politicians break their words, they lose credibility and such may be true for the system's ability to create a trustworthy super deal concerning inter-related, difficult issues such as 75:25, 60% and 50% laws. Widely available research points to a much more complex set of benefits where students prosper in an environment that provides easy and consistent access to a wide variety of interactions with full-time faculty, both inside and outside the classroom. So what is the deal that would allow us to move forward on 75:25? The faculty representatives on the prematurely abandoned system 75:25 task force consistently argued that there needed to be a balance of two fundamental ingredients in any solution. And what's that got to do with 60% and 50%? If we could create part-time equity then we could make educational decisions, including staffing, based on sound educational reasons. At the moment, we make them because they're cheap. That's no way to run a system of higher education. The 50% law also pops into many staffing conversations. The Senate has long been on record in support of adding counselors and librarians to the ratio-but only if you adjust the ratio accordingly. Ask any elected politician how much of the budget should be spent on the classroom in non-research institutions like ours and they'll tell you 60% or 70%-not 50%. In this case a possible out-of-the-box solution is to invert the concept and create a 10% administrative law, for example. To create a viable, reliable super deal requires willingness and trust.

Walton, Ian (September, 2008) Report. "Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard"

The classroom experience alone is far from sufficient to ensure student success, or institutional success, let alone the subsequent social and economic benefits that accrue to the state of California. It increasingly appears that the crucial trigger of a student's educational success happens in some rich, unscripted series of personal interactions with a full-time, tenured faculty member that take place outside of the formal classroom setting and that may not be confined to any specific course. Part-time faculty simply cannot afford to be on campus long enough to reliably provide such non-classroom, non course-specific encounters with students.

In 1988, the California Legislature in section 70 of AB1725 (the fundamental California Community College reform bill) found and declared: “Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.” Regarding graduation rates, in 2002, Ernst Benjamin wrote (*Peer Review*): “Over-reliance on part-time and other ‘contingent’ instructional staff diminishes full-time faculty involvement in undergraduate education. Such over-reliance particularly disadvantages the less-well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention.” The Accrediting Commission for Community and Junior Colleges (ACCJC) recognizes the value of full-time faculty in its Standard Three of its 2004 standards, which states: “The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution.” The increased use of instructors who are not on the tenure track correlates with declining graduation rates, particularly at public comprehensive institutions.

The report goes on to discuss findings that correlate overreliance on part-time with lower education outcomes. Various enforcement criteria are discussed concerning the 75% goal, as are a range of alternatives that are occasionally proposed. The report concludes that until “the current financial incentive to hire part-time faculty is eliminated, the necessity for regulatory enforcement to ensure the presence of sufficient full-time faculty will remain.”

Patton, Jane (April, 2010), *Rostrum*. “The Need for Full Time Faculty (Again)”

“In 1988, the California Legislature in section 70 of AB 1725 (the fundamental California Community College reform bill) found and declared: ‘Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty.’”

The AAUP issued a policy statement stating alarm at declining tenure percentages and issued a policy statement advocating increased reliance on tenure-track full-time faculty [<http://www.aaup.org/AAUP/pubsres/policydocs/contents/conting-stmt.htm>].

“Simply put, colleges which fail to commit adequately to full-time faculty fail to commit to their students.” Increased accreditation duties including outcomes, assessment, dialogue, and decision making require full-time faculty who are protected by tenure, as illustrated by the increased role of ACCJC duties and sanctions within the system.

--- Educational Policies Committee (Spring 2002). “Part-Time Faculty: A Principled

Perspective,” ASCCC.

This paper provides a more detailed history of the issues; it reviews earlier Academic Senate papers and resolutions regarding the use of part-time temporary faculty in California's community colleges, placing them within the historical context. It then looks at recent activities in Sacramento and studies reported by the California State Auditor and the California Post Secondary Education Commission. The paper then reviews the recent actions by the Board of Governors of the California Community Colleges, the California Legislature, and the Governor.

--- Accreditation Committee (Spring 2005). “Working with the 2002 Accreditation Standards: The Faculty's Role,” ASCCC.

The ASCCC has a long standing tradition of encouraging faculty involvement in the self study process and in serving on accreditation teams and at the Commission. Though the Academic Senate takes exception with the 2002 Accreditation Standards, particularly their reliance on marketplace values, faculty roles in accreditation are essential to a healthy peer review process and founded in the Education Code and Title 5 Regulations. This paper identifies the many roles faculty must play in the self-study activities: determining how outcomes and objectives should be defined and evaluated; participating throughout the accreditation process from data gathering to responding to drafts; functioning as visiting team members; serving on the Commission, and finally, by responding to Commission actions and recommendations. Appendices include a brief history and overview of accreditation and a consideration of Academic Senate resolutions and resources related to accreditation. In sum, this paper stresses the faculty's roles at the local level and how this experience serves as a precursor to contributing to accreditation efforts on other campuses and in representation on the Commission itself

--- Part-Time Paper Task Force (February 2015) “Updating Part-Time Faculty: A Principled Perspective.” *Rostrum*, ASCCC.

At its Spring 2013 Plenary Session, the Academic Senate for California Community Colleges (ASCCC) passed resolution 19.07, which resulted in a task force of full and part-time faculty tasked with updating the 2002 paper, “Part-Time Faculty: A Principled Perspective.” The resultant paper reiterated recommendations from the 2002 paper concerning a need to increase the number of full-time faculty but also to work toward integrating part-time faculty

in local and system activities, supporting professional development, and the creation of a part-time faculty listserv.



## Executive Committee Agenda Item

SUBJECT: Distance Education Evaluation option for Accreditation Resource Teams		Month: March	Year: 2017
		Item No: IV J	
DESIRED OUTCOME: The Executive Committee will approve including a DE Evaluation option for Accreditation Resource Teams		Attachment: NO	
		Urgent: NO	
CATEGORY: Action		Time Requested: 15 Minutes	
		TYPE OF BOARD CONSIDERATION:	
REQUESTED BY: Rutan	STAFF REVIEW <sup>1</sup> : Julie Adams	Consent/Routine	
		First Reading	X
		Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate currently offers local visits known as an Accreditation Resource Teams. These local visits use “lecture-type presentations, interactive sessions, coaching or mentoring sessions, development of training materials or workbooks and other methods to assist local colleges in successful accreditation.”

The current Accreditation Resource Teams offer three resource areas:

- SLOs and Assessment
- Program Review
- Faculty Roles in instructional programs, student services/student support services, accreditation, governance (Resources, Planning and Budgeting)

This proposal is to add an additional resource area in distance education to provide a review of a college’s online offerings to review those offerings for compliance with Code of Federal Regulations, Title 34, Education §602 definitions: do the online course offerings demonstrate “regular and substantive interaction between the students and the instructor” and is that interaction primarily initiated by the student or instructor?

The DE Evaluation option will include a review of a selection of courses and sections of those courses, not the entire distance education program that the college currently offers. If a college were to choose the DE evaluation option, the ASCCC team would assist with some/all of the following, depending on the identified needs of the college.

- Examine the college district’s Board Policy on the definition of “regular and substantive interactions” for DE courses.

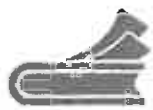
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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.

- Examine any other definitions for regular and substantive contact that the college had adopted (Curriculum committee, DE committee, etcetera)
- Examine the Course Outline of Record (COR) and the Distance Education Addendum for each course being reviewed to see how regular and substantive contact is supported for that course in the DE modality.
- Examine the syllabi for individual DE sections, as agreed to by the local faculty, to review how the individual faculty indicates that he/she will fulfill the regular and substantive contact requirement.

If this item is approved, the ASCCC website would be updated to include this as a fourth option for Accreditation Resource Team visits and details of what this option makes available to the colleges.





## Executive Committee Agenda Item

SUBJECT: Short and Long Range Plan for Local Senate Visits		Month: March	Year: 2017
		Item No. IV. K.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the short and long range plan for local senate visits	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Sam Foster	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Discussion	

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

### BACKGROUND:

The Strategic plan for the Academic Senate for California Community Colleges (ASCCC) Objective 4.3 calls for visiting all California Community Colleges. The Relations with Local Senates Committee was tasked with developing a short and long range plan for local senate visits and bringing a recommendation to the Executive Committee for consideration. The plan is outlined below:

### Long Range and Short Range Plans for Local Senate Visits

#### Short Range Plan

- A. Identify and reach out to local senates that are currently out of the loop
  1. Identify Senates that have not attended an ASCCC event in the last year.
    - a. Reach out to those local senate presidents via phone or personalized email offering financial support to attend a plenary if necessary
    - b. Offer to come visit their campus as a way to enhance engagement, communication and partnership.
  2. Identify additional senates that haven't had a local visit in the last five years
  3. Send an email to these local senates to seek engagement and with a link to the Request Services page
  
- B. Message the field
  1. Get messaging out at plenary about local senate visits, engagement and the goal of visiting every local senate

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

- a. Include some message in the general session
  - b. Include as part of presentations for new senate presidents and first time attendees at plenary and Leadership the stated goal of visiting each community college every 3 years.
2. Create an FAQ approved by the Executive committee that outlines what a local senate visit is, what to expect from it, what it is not.
3. Write a Rostrum article at the end of the academic year expressing the desire to visit local senates regularly as part of the goal to enhance engagement, communication, and partnerships with local senates (not just because there are problems)

### **Long Range Plan**

- A. Plan to visit each local senate at least once every 3 years (Meetings at a college that do not involve the local senate should not be considered a local senate visit)
- B. Incorporate information about local senate visits and the goal of visiting the field every three years into ASCCC training materials.
- C. In the spring, identify and reach out to local senates that have not had a visit in nearly 3 years.
- D. Communicate at least annually to the field the goal of visiting each local senate
- E. Train ASCCC committee members to assist with local senate visits as appropriate.



## Executive Committee Agenda Item

SUBJECT: Executive Director Evaluation		Month: March	Year: 2017
		Item No. IV. L	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will discuss the report form to be used to evaluate the Executive Director	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Approval	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Executive Director's contract currently states:

"3. Performance Evaluation. Evaluation and assessment of the performance of Executive shall be conducted on an ongoing basis by the ASCCC governing board. The governing board will form an annual review group comprised of the elected officers and one member elected by the other members of the governing board. This group will submit a formal written evaluation to the governing board, including an overall recommendation of the Executive's performance, prior to the anniversary date of this Agreement. The evaluation shall be based on an annual performance plan to be mutually developed by Executive and ASCCC's President and Vice President. The annual performance plan shall provide for and assess performance of the general management of ASCCC and measurable goals and objectives for ASCCC and the Executive Director, taking into account the financial and staff resources made available by ASCCC. The annual performance plan shall be completed no later than the third month following the anniversary date of this Agreement. In the event that Executive's performance is found to be unsatisfactory, the ASCCC President, along with the officers and the member elected by the governing board, shall describe in writing, in reasonable detail, specific examples of unsatisfactory performance. Upon the conclusion of the annual evaluation, ASCCC's governing board, in its sole discretion, shall determine if an increase in the salary and/or benefits of the Executive is to be made for the upcoming contract year."

In September, the Executive Committee agreed that Executive Director Adams will be evaluated prior to the May 2017 Orientation meeting based on the following accomplishments as agreed upon by President Bruno and Vice President Stanskas:

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

- Succession planning;
- Establish an organizational structure to ensure continuity and stability in the long-range work of the senate;
- Facilitate strategic planning process and implement the plan;
- Help to strengthen relationships with other constituents and system partners; and
- Establish and implement the fiscal and organizational structure for the Academic Senate Foundation.

The Executive Director will be evaluated by May 2017 on the progress she has made in accomplishing the goals. The evaluation team is comprised of the four elected officers and Grant Gould as elected in September 2016.

The Executive Committee will discuss the Evaluation Tool used in 2015 and consider revisions for use this year.

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## **Academic Senate for California Community Colleges Executive Director Evaluation – DUE May 1st**

Members of the Executive Committee:

As part of the evaluation process of our Executive Director, Julie Adams, I invite you to respond to the following questions. Your response to these questions will provide the Executive Director Evaluation Team with information to prepare an evaluation summary for the Executive Committee. Julie will also be answering these same questions as a process of self-evaluation. Please reflect on these questions and return your responses to the team no later than midnight on, **May 1, 2015**. Thank you for participating in this process.

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1. Describe how the Executive Director has performed in creating positive relationships with members of the Executive Committee and strengthening the Executive Committee.
2. Describe how the Executive Director has performed in advancing the quality of the work of the Academic Senate and improving the services offered by the organization.
3. Describe how the Executive Director has performed in improving the financial resources of the Academic Senate and accountability for those resources.
4. Given that operations of the Academic Senate office (accounting, workflow, event logistics, staff development, etc.) are under the direction of the Executive Director, how well are office functions supporting the work of the Executive Committee and the Academic Senate?
5. Based on your experience, describe how and in what areas the Executive Director has done an exceptional job.
6. Based on your experience, describe how and in what areas the Executive Director can improve in her performance and execution of her responsibilities. (*Please refer to the Executive Director Job Description -- attached*)
7. Please add other comments that you feel will be helpful in the evaluation process.

## Executive Director Job Description (approved 11/14)

### Executive Director Job Description

The Academic Senate is governed by the Executive Committee officers and members who are elected for limited terms from all 112 campuses and from the entire range of disciplines. The Executive Director is a non-voting *ex-officio* officer of the Academic Senate. The Executive Director carries out a variety of responsibilities in these key areas: chief administrator for the 501 (c) 6 nonprofit organization; policy advisor to the Senate officers, Executive Committee members, committees, and others; and chief of staff. Other duties include facilitating and coordinating the agendas and activities of the Executive Committee and plenary session, advocacy for the roles of the Senate and for resources necessary for it to excel in its shared-governance responsibilities granted to the Senate under Education Code, Title 5, and Board of Governors. The Executive Director works in a highly sensitive and political environment, as well as in an environment in which the faculty leadership and members change regularly.

Function	Duties
Chief Administrator	<ul style="list-style-type: none"> <li>• Provides leadership and continuity to the Senate, in support of the president, by using comprehensive understanding of the governance and structure of California community colleges and institutional memory to effectively navigate and manage multiple, highly sensitive, and politically competing priorities while cognizant of the varied needs of multiple constituencies.</li> <li>• Provides oversight of Senate-wide grants and projects while being cognizant of the perspectives and concerns of the president, committee members, delegates, and members.</li> <li>• Provides advice, background research, and other support to the president and vice president in their roles as representatives to the Board of Governors, Consultation Council, and other groups such as Intersegmental Committee of Academic Senates.</li> <li>• Facilitates problem-solving of issues that fall within the purview of the Senate.</li> <li>• Reviews all official Senate communications, specifically those to the president, and uses independent judgment in determining the appropriate response and/or course of action.</li> <li>• Reviews and edits written material submitted to the president for his/her signature.</li> <li>• Provides executive analysis to the president.</li> <li>• Advises the president on determining agendas for the Executive Committee and the Plenary Sessions, prioritizing agenda items.</li> <li>• Advises committee chairs on determining agendas, and prioritizing of agenda items.</li> <li>• Assist in the development and implementation of short- and long-term goals and strategic plans.</li> <li>• In coordination with the president, undertakes (or supervises) unique and sensitive projects.</li> <li>• In coordination with the Academic Senate Foundation Board of Directors, identifies and prioritizes prospective funding opportunities including grants, philanthropic organizations, and other nonprofit organizations. Assists in designing strategy and goals, and establishing and developing relationships</li> </ul>

	<p>with potential donors and grantors.</p> <ul style="list-style-type: none"> <li>• Develop and oversee the operations of the Senate Foundation.</li> </ul>
Policy Advisor	<ul style="list-style-type: none"> <li>• Provides leadership, consultation, and advice to the Senate committee chairs and staff on significant issues, proposed actions, policies, and procedures.</li> <li>• Identifies, analyzes, formulates, proposes, and drafts new and/or changes to existing policies, procedures, bylaws, regulations and any issues concerning the welfare of the Senate, drawing upon expert knowledge of the organization and the philosophy of the Senate, its bylaws, and its role in the CCC governance system.</li> <li>• Consults with appropriate groups and ensures appropriate consultation with the community college community on major policy issues, procedures, and Senate activities.</li> <li>• Conducts analysis of complex policy and issues.</li> <li>• Clarifying any issues related to the Senate bylaws and regulations, as well as the Senate's mission.</li> </ul>
Chief of Staff	<ul style="list-style-type: none"> <li>• Provides leadership to achieving the Senate mission by directing staff and assisting the president and other faculty in identifying and engaging in activities that promote the development of major academic policies and recommendations.</li> <li>• Motivates those responsible for the development and implementation of policies, programs, services, etc., for the Senate including committees and staff, to ensure that the Senate's work is accomplished; and monitor progress associated with these tasks.</li> <li>• Creates effective management systems and strategic planning activities for the overall administration of the Senate.</li> <li>• Assumes responsibility for all supervision and management of the staff (e.g., hiring, training, supervising, evaluating, corrective action, and dismissal of all staff) as well as establishing priorities, work rules, and office protocols for accomplishing the work of the Senate.</li> <li>• Provides independent oversight, analysis, planning, and management of all the Senate's resources including fiscal, physical, equipment, computing, and web-based resources.</li> <li>• Ensures that information systems appropriately support the needs of the Senate. Identifies ways in which to use technology and information systems and oversees development and refinement of electronic methods for more efficient and cost-effective methods of communications.</li> </ul>
Public Relations/Liaison	<ul style="list-style-type: none"> <li>• Serves as the principal staff liaison between the Senate office and local senates as well as divisions within the Chancellor's Office, the California State University, University of California, the community, and governmental members.</li> <li>• Assures the Senate and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders.</li> </ul>







## Executive Committee Agenda Item

<b>SUBJECT:</b> Campaign for College Opportunity Request for Executive Committee Members' Demographic Information		Month: March	Year: 2017
		Item No. IV M.	
<b>DESIRED OUTCOME:</b> The Executive Committee will consider a response to the Campaign for College Opportunity's Request for Executive Committee Members' Demographic Information.		Attachment: Yes	
		Urgent: No	
		Time Requested: 20 mins.	
<b>CATEGORY:</b>	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	Julie Bruno	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information/Discussion	

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

**BACKGROUND:**

The Campaign for College Opportunity is in the process of gathering data for a research study in which they are examining the diversity of faculty, local academic senates, and college leaders. The primary source of information used by the Campaign to determine the demographic information of academic senates was the senate member roster as well as other information found on the public website. Many local academic senates have received a request to review the information collected and verify the gender and racial/ethnic distribution or to correct the information collected, if necessary. The ASCCC has also received a request for the demographic data of the Executive Committee.

The Executive Committee will discuss the request for data and consider a response.

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



Please verify the accuracy of the table below in regard to your Academic Senate members:

Academic Senate Demographic Composition						
	Asian/PI	Black	Latino	White	Other	TOTAL
Female		1		6		7
Male		2	1	5		8
<b>TOTAL</b>		<b>3</b>	<b>1</b>	<b>11</b>		<b>15</b>

If the data above are incorrect, please indicate the number of your Academic Senate members in each of the following categories:

Academic Senate Demographic Composition						
	Asian/PI	Black	Latino	White	Other	TOTAL
Female						
Male						
<b>TOTAL</b>						





## Executive Committee Agenda Item

SUBJECT: Periodic Review		Month: March	Year: 2017
		Item No: IV N.	
		Attachment: YES (online)	
DESIRED OUTCOME:	The Executive Committee will review possible clarifications to the Periodic Review for consideration by the Periodic Review Committee.	Urgent: YES	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information/Discussion	

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

### BACKGROUND:

At the last Executive Committee meeting, members received a report from the Periodic Review Committee. It was noted during the presentation that some of the areas should be clarified. The Executive Committee will consider for approval area in need of clarification for submission to the Periodic Review Committee.

\*\*\*The Periodic Review Report can also be found on the ASCCC website ([here](#)) to see comments made to the report.

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



**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](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/0B69GTF8POjrzd0U0akRUUk92VnM/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, 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.


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## **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](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](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](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 ASCCC 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.<sup>1</sup>*

### 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%200.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](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) [http://www.livebinders.com/play/play/2051163?backurl=%2Fshelf%2Ffeatured&play\\_view=play&utf8=%E2%9C%93#anchor](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](http://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](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 ASCCC 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 CCCIO 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.

### **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 nmittee 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](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 CCCCCO 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 CCCCCO 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](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/ SCCCC 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: Update on NACIQI Meeting regarding ACCJC		Month: March	Year: 2017
		Item No. IV. D	
DESIRED OUTCOME: The Executive Committee will be updated on the NACIQI Meeting regarding ACCJC on February 22-24 in Washington, DC.		Attachment: Yes (2)	
		Urgent: No	
CATEGORY: Discussion		Time Requested: 20 mins.	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY: Julie Bruno/John Stanskas	STAFF REVIEW <sup>1</sup> : Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information/Discussion	

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

**BACKGROUND:**

The National Advisory Committee on Institutional Quality and Integrity met on February 22-24 in Washington, D.C. The Accrediting Commission of Community and Junior Colleges Compliance Report was on the agenda and included the following four items: (1) Findings identified in the April 5, 2016 letter from the senior Department official following the December 2015 NACIQI meeting available at: <https://opeweb.ed.gov/aslweb/finalstaffreports.cfm>, (2) Findings identified in the January 4, 2016 Secretary’s appeal decision available at: <http://oha.ed.gov/secretarycases/2014-10-O.pdf>, (3) The limitation on ACCJC’s authority to approve single baccalaureate programs within the scope of accreditation of previously accredited institutions, as outlined in the April 5, 2016 letter from the senior Department official, (4) Review under 34 CFR 602.33 of complaints filed against the agency and analyzed by the staff. Twenty-seven individuals provided oral comments at the meeting including the ASCCC president and vice president.

The Executive Committee will be updated on the NACIQI hearing and discuss next steps.

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





Justification, outweigh the potential damage that could result if the sensitive technology were revealed to unauthorized persons.

4. All defense articles and services listed in this transmittal have been authorized for release and export to the Government of Kuwait.

[FR Doc. 2017-00246 Filed 1-9-17; 8:45 am]

BILLING CODE 5001-06-P

## DEPARTMENT OF EDUCATION

### National Advisory Committee on Institutional Quality and Integrity Meeting

**AGENCY:** National Advisory Committee on Institutional Quality and Integrity (NACIQI), Office of Postsecondary Education, U.S. Department of Education.

**ACTION:** Announcement of an open meeting.

**SUMMARY:** This notice sets forth the agenda, time, and location for the February 22–24, 2017 meeting of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), and provides information to members of the public on requesting to make oral comments and submitting written statements at the meeting. The notice of this meeting is required under the Federal Advisory Committee Act (FACA) and the Higher Education Act (HEA) of 1965, as amended.

**DATES:** The NACIQI meeting will be held on February 22, 23, and 24, 2017, each day from 8:30 a.m. to 5:30 p.m.

**ADDRESSES:** Hilton Alexandria Old Town Hotel, 1767 King Street, Alexandria, VA 22314.

**FOR FURTHER INFORMATION CONTACT:** Jennifer Hong, Executive Director/ Designated Federal Official, NACIQI, U.S. Department of Education, 400 Maryland Avenue SW., Room 6W250, Washington, DC 20202, telephone: (202) 453-7805, or email: [Jennifer.Hong@ed.gov](mailto:Jennifer.Hong@ed.gov).

#### SUPPLEMENTARY INFORMATION:

**NACIQI's Statutory Authority and Function:** NACIQI is established under § 114 of the HEA. NACIQI advises the Secretary of Education with respect to:

- The establishment and enforcement of the standards of accrediting agencies or associations under subpart 2, part G, Title IV of the HEA, as amended.
- The recognition of specific accrediting agencies or associations.
- The preparation and publication of the list of nationally recognized accrediting agencies and associations.
- The eligibility and certification process for institutions of higher

education under Title IV of the HEA and part C, subchapter I, chapter 34, Title 42, together with recommendations for improvement in such process.

- The relationship between (1) accreditation of institutions of higher education and the certification and eligibility of such institutions, and (2) State licensing responsibilities with respect to such institutions.
- Any other advisory function relating to accreditation and institutional eligibility that the Secretary of Education may prescribe by regulation.

**Meeting Agenda:** Agenda items for the February 2017 are below.

#### Agencies Applying for Renewal of Recognition

##### 1. American Podiatric Medical Association

**Scope of Recognition:** The accreditation and preaccreditation ("Provisional Accreditation") throughout the United States of freestanding colleges of podiatric medicine and programs of podiatric medicine, including first professional programs leading to the degree of Doctor of Podiatric Medicine.

##### 2. Commission on English Language Program Accreditation

**Scope of Recognition:** The accreditation of postsecondary, non-degree-granting English language programs and institutions in the United States.

##### 3. The Council on Chiropractic Education

**Scope of Recognition:** The accreditation of programs leading to the Doctor of Chiropractic degree and single-purpose institutions offering the Doctor of Chiropractic program.

##### 4. Joint Review Committee on Education in Radiologic Technology

**Scope of Recognition:** The accreditation of education programs in radiography, magnetic resonance, radiation therapy, and medical dosimetry, including those offered via distance education, at the certificate, associate, and baccalaureate levels.

#### Agency Seeking Review of Compliance Report

Western Association for Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC) Compliance report includes the following: (1) Findings identified in the April 5, 2016 letter from the senior Department official following the December 2015 NACIQI meeting available at: <https://opeweb.ed.gov/>

[aslweb/finalstaffreports.cfm](http://aslweb/finalstaffreports.cfm), (2) Findings identified in the January 4, 2016 Secretary's appeal decision available at: <http://oha.ed.gov/secretarycases/2014-10-O.pdf>, (3) The limitation on ACCJC's authority to approve single baccalaureate programs within the scope of accreditation of previously accredited institutions, as outlined in the April 5, 2016 letter from the senior Department official, (4) Review under 34 CFR 602.33 of complaints filed against the agency and analyzed by the staff.

**Requested Scope of Recognition:** The accreditation and preaccreditation ("Candidate for Accreditation") of community and other colleges with a primarily pre-baccalaureate mission located in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands, which offer certificates, associate degrees, and the first baccalaureate degree by means of a substantive change review offered by institutions that are already accredited by the agency, and such programs offered via distance education and correspondence education at these colleges. This recognition also extends to the Committee on Substantive Change of the Commission, for decisions on substantive changes, and the Appeals Panel.

#### Agency Applying for an Expansion of Scope

##### Accrediting Bureau of Health Education Schools

**Current Scope of Recognition:** The accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician and surgical technology programs, leading to a certificate, diploma, Associate of Applied Science, Associate of Occupational Science, Academic Associate degree, or Baccalaureate degree, including those offered via distance education. This scope extends to the Substantive Change Committee, jointly with the Commission, for decisions on substantive changes.

**Requested Scope of Recognition:** The accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician, and surgical technology programs, leading to

a certificate, diploma, Associate of Applied Science, Associate of Occupational Science, Academic Associate degree, Baccalaureate degree, and Master's degree, including those offered via distance education. The scope extends to the Substantive Change Committee, jointly with the Commission, for decisions on substantive change.

#### **Application for Renewal of Recognition—State Agency for the Approval of Nurse Education**

Missouri State Board of Nursing.

#### **Election of a New Chairperson and Vice Chairperson**

NACIQI will elect a new Chairperson and Vice Chairperson to serve three-year terms on the Committee.

#### **Panel on Outcome Measures**

Representatives from accrediting agencies and associations will be invited to discuss current initiatives regarding the consideration and review of outcome measures in the accreditation process.

#### **National Coordinating Center Accreditation Workgroup**

The National Coordinating Center for comprehensive transition and postsecondary programs for students with intellectual disabilities is established under § 777 of the HEA. Section 777(b)(5)(J) of the HEA requires the convening of a workgroup to develop and recommend model criteria, standards, and components of comprehensive transition programs for students with intellectual disabilities, and further requires a NACIQI member to serve on the workgroup. Section 777(b)(6) of the HEA requires a report to the Secretary, the authorizing committees, and NACIQI, on the recommendations of the workgroup not later than five years after the date of the establishment of the coordinating center which was in 2010. Members of the workgroup will provide a summary of their report to NACIQI and a new NACIQI representative to the workgroup will be selected.

#### **NACIQI Policy Agenda**

NACIQI will continue discussion regarding its policy agenda, and revisit how it will proceed in its review of accrediting agencies at future meetings, to include the Committee's use of a consent agenda for agencies undergoing review.

#### **Meeting Discussion**

In addition to following the HEA, the FACA, implementing regulations, and

the NACIQI charter, as well as its customary procedural protocols, NACIQI inquiries will include the questions and topics listed in the pilot plan it adopted at its December 2015 meeting. A document entitled "June 2016 Pilot Plan" and available at: <http://sites.ed.gov/naciqi/files/naciqi-dir/2016-spring/pilot-project-march-2016.pdf>, outlines this pilot and provides further explanation and context framing NACIQI's work. As noted in this document, NACIQI's reviews of accrediting agencies will include consideration of data and information available on the accreditation data dashboards, <http://www2.ed.gov/admins/finaid/accred/accreditor-dashboards.pdf>. Accrediting agencies that will be reviewed for renewal of recognition will not be on the consent agenda and are advised to come prepared to answer questions related to the following:

- Decision activities of and data gathered by the agency.
  - NACIQI will inquire about the range of accreditation activities of the agency since its prior review for recognition, including discussion about the various favorable, monitoring, and adverse actions taken. Information about the primary standards cited for the monitoring and adverse actions that have been taken will be sought.
  - NACIQI will also inquire about what data the agency routinely gathers about the activities of the institutions it accredits and about how that data is used in their evaluative processes.
    - Standards and practices with regard to student achievement.
      - How does your agency address "success with respect to student achievement" in the institutions it accredits?
        - Why was this strategy chosen? How is this appropriate in your context?
        - What are the student achievement challenges in the institutions accredited by your agency?
          - What has changed/is likely to change in the standards about student achievement for the institutions accredited by your agency?
            - In what ways have student achievement results been used for monitoring or adverse actions?
              - Agency activities in improving program/institutional quality.
                - How does this agency define "at risk"?
                  - What tools does this agency use to evaluate "at risk" status?
                  - What tools does this agency have to help "at risk" institutions improve?
                  - What can the agency tell us about how well these tools for improvement have worked?

To the extent NACIQI's questions go to improvement of institutions and programs that are not at risk of falling into noncompliance with agency requirements, the responses will be used to inform NACIQI's general policy recommendations to the Department rather than its recommendations regarding recognition of any individual agency.

The discussions and issues described above regarding the pilot are in addition to, rather than substituting for, exploration by Committee members of any topic relevant to recognition.

*Submission of requests to make an oral comment or to provide a written statement regarding a specific accrediting agency or state approval agency under review:* Oral comments and written statements made will become part of the official record and will be considered by the Department and NACIQI in their deliberations. No individual in attendance or making oral presentations may distribute written materials at the meeting. Oral comments may not exceed three minutes.

Comments and statements about an agency's recognition after review of a compliance report must relate to issues identified in the compliance report and the criteria for recognition cited in the senior Department official's letter that requested the report, or in the Secretary's appeal decision, if any. Comments and statements about an agency seeking expansion of scope must be directed to the agency's ability to serve as a recognized accrediting agency with respect to the kinds of institutions or programs requested to be added. Comments and statements about the renewal of an agency's recognition based on a review of the agency's petition must relate to its compliance with the Criteria for the Recognition of Accrediting Agencies, or the Criteria and Procedures for Recognition of State Agencies for Approval of Nurse Education, as appropriate, which are available at <http://www.ed.gov/admins/finaid/accred/index.html>.

There are two methods the public may use to request to make a third-party oral comment of three minutes concerning one of the agencies scheduled for review at the February 22–24, 2017 meeting. To submit a written statement to NACIQI, please follow Method One.

*Method One:* Submit a request by email to the [ThirdPartyComments@ed.gov](mailto:ThirdPartyComments@ed.gov) mailbox. Please do not send material directly to NACIQI members. Written statements and requests to make oral comment must be received by February 15, 2017, and include the subject line "Oral Comment Request:

(agency name),” or “Written Statement: (agency name).” The email must include the name(s), title, organization/affiliation, mailing address, email address, telephone number, of the person(s) submitting a written statement or requesting to speak, and a brief summary (not to exceed one page) of the principal points to be made during the oral presentation, if applicable. All individuals submitting an advance request in accordance with this notice will be afforded an opportunity to speak.

**Method Two:** Register at the meeting location on February 22, 2017, from 7:30 a.m.–8:30 a.m., to make an oral comment during NACIQI’s deliberations concerning a particular agency or institution scheduled for review. The requestor must provide his or her name, title, organization/affiliation, mailing address, email address, and telephone number. A total of up to fifteen minutes during each agency review will be allotted for oral commenters who register on February 22, 2017 by 8:30 a.m. Individuals will be selected on a first-come, first-served basis. If selected, each commenter may not exceed three minutes.

**Access to Records of the Meeting:** The Department will post the official report of the meeting on the NACIQI Web site within 90 days after the meeting. Pursuant to the FACA, the public may also inspect the materials at 400 Maryland Avenue SW., Washington, DC, by emailing [aslrecordsmanager@ed.gov](mailto:aslrecordsmanager@ed.gov) or by calling (202) 453-7110 to schedule an appointment.

**Reasonable Accommodations:** The meeting site is accessible to individuals with disabilities. If you will need an auxiliary aid or service to participate in the meeting (e.g., interpreting service, assistive listening device, or materials in an alternate format), notify the contact person listed in this notice at least two weeks before the scheduled meeting date. Although we will attempt to meet a request received after that date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it.

**Electronic Access to This Document:** The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available via the Federal Digital System at: [www.gpo.gov/fdsys](http://www.gpo.gov/fdsys). At this site you can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF). To use PDF, you must

have Adobe Acrobat Reader, which is available free at the site. You may also access documents of the Department published in the **Federal Register** by using the article search feature at: [www.federalregister.gov](http://www.federalregister.gov). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

**Authority:** 20 U.S.C. 1011c.

**Gail McLarnon,**

*Acting Deputy Assistant Secretary for Planning, Policy, and Innovation.*

[FR Doc. 2017-00306 Filed 1-9-17; 8:45 am]

**BILLING CODE P**

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## EXPORT-IMPORT BANK OF THE UNITED STATES

[Public Notice: 2017-3001]

### Agency Information Collection Activities: Comment Request

**AGENCY:** Export-Import Bank of the United States.

**ACTION:** Submission for OMB review and comments request.

**Form Title:** EIB 92-29 Export-Import Bank Report of Premiums Payable for Exporters Only

**SUMMARY:** The Export-Import Bank of the United States (Ex-Im Bank), as part of its continuing effort to reduce paperwork and respondent burden, invites the general public and other Federal Agencies to comment on the proposed information collection, as required by the paperwork Reduction Act of 1995. The application tool can be reviewed at: <http://exim.gov/sites/default/files/pub/pending/eib92-29.pdf>

**DATES:** Comments must be received on or before February 9, 2017 to be assured of consideration.

**ADDRESSES:** Comments may be submitted electronically on [WWW.REGULATIONS.GOV](http://WWW.REGULATIONS.GOV) or by mail to Office of Information and Regulatory Affairs, 725 17th Street NW., Washington, DC 20038, Attn: OMB 3048-0017.

**SUPPLEMENTARY INFORMATION:** The Export Import Bank of the United States, pursuant to the Export Import Bank Act of 1945, as amended (12 U.S.C. 635, et.seq.), facilitates the finance of the export of U.S. goods and services. The “Report of Premiums Payable for Exporters Only” form will be used by exporters to report and pay premiums on insured shipments to various foreign buyers.

**Title and Form Number:** EIB 92-29 Export-Import Bank Report of Premiums Payable for Exporters Only.

**OMB Number:** 3048-0017.

**Type of Review:** Renewal.

**Need and Use:** The “Report of Premiums Payable for Exporters Only” form is used by exporters to report and pay premiums on insured shipments to various foreign buyers under the terms of the policy and to certify that premiums have been correctly computed and remitted. The ‘Report of Premiums Payable for Exporters Only’ is used by EXIM to determine the eligibility of the shipment(s) and to calculate the premium due to EXIM Bank for its support of the shipment(s) under its insurance program.

**Affected Public:** This form affects entities involved in the export of U.S. goods and services.

**Annual number of respondents:** 2,200.

**Estimated time per respondent:** 15 minutes.

**Annual burden hours:** 6,600 hours.

**Frequency of reporting or use:** Monthly.

**Government Expenses:**

**Reviewing time per year:** 6,600 hours.

**Average wages per hour:** \$42.50.

**Average cost per year:** \$280,500 (time wages).

**Benefits and overhead:** 20%.

**Total government cost:** \$336,600.

**Bassam Doughman,**

*IT Program Manager, Office of the Chief Information Officer.*

[FR Doc. 2017-00187 Filed 1-9-17; 8:45 am]

**BILLING CODE 6890-01-P**

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## FEDERAL FINANCIAL INSTITUTIONS EXAMINATION

[Docket No. AS17-01]

### Appraisal Subcommittee; Proposed Revised Policy Statements

**AGENCY:** Appraisal Subcommittee of the Federal Financial Institutions Examination Council.

**ACTION:** Proposed revised Policy Statements.

**SUMMARY:** The Appraisal Subcommittee (ASC) of the Federal Financial Institutions Examination Council requests public comment on a proposal to revise ASC Policy Statements (proposed Policy Statements). The proposed Policy Statements provide guidance to ensure State appraiser regulatory programs comply with Title XI of the Financial Institutions Reform, Recovery, and Enforcement Act of 1989, as amended, and the rules promulgated thereunder. The proposed Policy





U.S. Department of Education  
Office of Postsecondary Education

**NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY  
(NACIQI)**

February 22, 23, and 24, 2017  
8:30am-5:00pm

Hilton Alexandria Old Town Hotel  
Grand Ballroom  
1767 King Street  
Alexandria, VA 22314

NOTE: Dates and times listed for agenda items are subject to change.

**Wednesday, February 22 | Day 1**

**8:30am | Welcome and Introductions**

Jennifer Hong, NACIQI Executive Director and Designated Federal Official

**Election of a New Chairperson and Vice Chairperson**

Jennifer Hong, NACIQI Executive Director and Designated Federal Official

**Panel on Outcome Measures**

Barbara Brittingham, Chair, The Council of Regional Accrediting Commissions (C-RAC)

Laura Rasar King, Chair, Association of Specialized and Professional Accreditors (ASPA)

Michale S. McComis, Executive Director, Accrediting Commission of Career Schools and Colleges (ACCSC)

**Consent Agenda and Procedures**

NACIQI Chairperson

- Call for third-party oral comments
- Call for removal of any items from the consent agenda
- Move and second consent agenda
- Call for vote on the consent agenda
- Note: Renewals of recognition (under 34 CFR 602) are not on the consent agenda for this meeting.

**Consent Agenda | Request for an Expansion of Scope**

Accrediting Bureau of Health Education Schools (ABHES)

**Consent Agenda | Renewal of Recognition State Agency for the Approval of Nurse Education**

Missouri State Board of Nursing

## **Standard Review Procedures**

### **NACIQI Chairperson**

- Primary readers introduce agency application
- Department staff provides briefing
- Agency representatives provide comments
- Third-party comments
- Agency responds to third-party comments
- Department staff responds to agency and third-party comments
- Discussion and vote

## **Compliance Report | Western Association for Schools and Colleges, Accrediting Commission for Community and Junior Colleges (ACCJC)**

NACIQI Primary Readers:     Roberta L. Derlin  
  Arthur E. Keiser

Department Staff:             Elizabeth Daggett

Agency Representatives:     Richard A. Winn, Ed.D., Interim President, ACCJC  
  Stephanie Droker, Ed.D, Vice President for Policy and Research, ACCJC  
  Norv Wellsfry, Ed.D., Vice President, ACCJC  
  Raúl Rodríguez, Ph.D., ACCJC Chair, ACCJC  
  Steve Winnick, J.D., Attorney, Education Counsel LLC

### **Third-Party Oral Comments:**

1. Jonathan Lightman, Executive Director, Faculty Association of California Community Colleges
2. Martin Hittelman, Mathematics Professor Emeritus, Los Angeles Valley College, Retired Professor of Mathematics, Los Angeles Valley College
3. Dr. Mike Solow, Chemistry Department Chairperson, City College of San Francisco
4. Alisa Messer, English faculty, City College of San Francisco, American Federation of Teachers
5. Timothy Killikelly, Political Science faculty, City College of San Francisco, American Federation of Teachers
6. Wendy Kaufmyn, Engineering faculty, City College of San Francisco, CCSF, AFT Local 2121
7. Muriel L. Parenteau, Department Chair – Disabled Students Programs and Services, City College of San Francisco
8. Everardo Gonzalez, CCSF Student, Save CCSF Coalition
9. Allen Deon Saunders, Network Engineer, Student at the City College of San Francisco
10. Molly Chlebnikow, PhD Candidate, University of Hawai'i Manoa
11. Kim Lee, Retired Teacher, City College of San Francisco
12. Vivek Narayan, Student at CCSF, CCSF student, Solidarity Committee

13. Jas Murray, Student at CCSF, childcare professional, CCSF student, Queer Resource Center, Child Development Studies, Film Studies
14. Ann Killebrew, BSN, MS, PHN CFT Retiree, Council VP North AFT 2121, Retiree Chapter Chair City College of San Francisco Faculty Union
15. Karen Saginor, Librarian, City College of San Francisco
16. Miriam Goldstein, Legislative Director, Congresswoman Jackie Speier (CA-14)
17. Julie Bruno, President, Academic Senate for California Community Colleges
18. John Stankas, Vice President, Academic Senate for California Community Colleges
19. Jeffery M Freitas, Secretary Treasurer, California Federation of Teachers
20. Shannon Lienhart, Mathematics Faculty, Palomar Community College, American Federation of Teachers, Local AFT 6161; San Diego & Imperial County Labor Council; AFL - CIO; California Federation of Teachers; American Federation of Teachers
21. Alma Nuno Ramos, Student at CCSF, CCSF student, Solidarity Committee, Behavioral & Social Sciences Department
22. Ed Jaramillo, Peralta Federation of Teachers, Local 1603
23. Monica Malamud, Professor of Spanish, President, Cañada College (San Mateo County Community College District), San Mateo Community College Federation of Teachers, AFT 1493
24. Tema L. Staig, Faculty, Theatre Academy, LA College Faculty Guild, Local AFT 1521
25. Richard Hansen, Foothill-De Anza Faculty Association President, California Community College Independents Former President
26. Congressman Alan Lowenthal, CA-47
27. Win-Mon Kyi, Student of City College of San Francisco, organizer of CCSF solidarity committee, CCSF Solidarity Committee

Written Statements:

1. Julie Bruno, President, Academic Senate for California Community Colleges
2. Miriam Goldstein, Legislative Director, Congresswoman Jackie Speier (CA-14)

**12:00 | LUNCH**

**1:00pm | Resume ACCJC**

**Review Procedures for Renewal Applications (with pilot project questions)**

NACIQI Chairperson

- Primary readers introduce agency application
- Department staff provides briefing
- Primary readers' questions of the agency (standard questions as well as the first three sets of questions under the pilot project)
- Other questions by NACIQI followed by response and comment from agency
- Third-party comments
- Agency responds to third-party comments

- Department staff responds to agency and third-party comments
- Discussion and vote
- Final set of pilot project questions

**Renewal of Recognition | American Podiatric Medical Association, Council on Podiatric Medical Education (CPME)**

NACIQI Primary Readers: Paul J. LeBlanc  
Richard F. O'Donnell

Department Staff: Steve Porcelli

Agency Representatives: Michael Trepal, DPM, Vice Chair, CPME  
Kieran Mahan, DPM, CPME, Accreditation Committee  
Alan Tinkleman, Director, CPME

**Thursday, February 23 | Day 2**

**8:30am | Welcome and Introductions**

NACIQI Chairperson

**National Coordinating Center Accreditation Workgroup**

Meg Grigal, Co-Director, Think College  
Stephanie Smith Lee, Workgroup Chair

**Review Procedures for Renewal Applications (with pilot project questions)**

NACIQI Chairperson

- Primary readers introduce agency application
- Department staff provides briefing
- Primary readers' questions of the agency (standard questions as well as the first three sets of questions under the pilot project)
- Other questions by NACIQI followed by response and comment from agency
- Third-party comments
- Agency responds to third-party comments
- Department staff responds to agency and third-party comments
- Discussion and vote
- Final set of pilot project questions



## **Renewal of Recognition | Council on Chiropractic Education (CCE)**

**NACIQI Primary Readers:** Ralph Wolff  
Federico Zaragoza

**Department Staff:** Rachael Shultz

**Agency Representatives:** Craig S. Little D.C, M.Ed. President, CCE  
Ray Bennett, Vice-President of Accreditation and Operations,  
CCE  
Elizabeth Goulard, Ed.D., Council Chair, CCE

### **Third-Party Oral Comments:**

1. Michael Guinosso, D.C., The Da Vinci Group, Steering Committee, Chair
2. Keith S. Overland, Chiropractic Physician-Past president of the American Chiropractic Association, American Chiropractic Association
3. Dr. Selina Sigafoose-Jackson, International Chiropractors Association (ICA)
4. Dr. Lucas Matlock, Matlock Chiropractic
5. Keri Lewin, D.C.

### **Written Statements:**

1. Michael Guinosso, D.C., The Da Vinci Group, Steering Committee, Chair
2. Toby Adam Goncharoff, D.C.
3. Dr. Jack M. Bourla, President, International Federation of Chiropractors and Organizations
4. Steve Tullius, D.C., Movement for Chiropractic Quality and Integrity
5. Arno J. Burnier, D.C. Co-founder of Movement for Chiropractic Quality and Integrity
6. Dr. David Herd, President, American Chiropractic Association
7. Dr. Lucas Matlock, Matlock Chiropractic
8. Bev Foster, D.C., DABCO, American Academy of Chiropractic Physicians

## **12:00 | LUNCH**

## **Renewal of Recognition | Commission on English Language Program Accreditation (CEA)**

**NACIQI Primary Readers:** Susan D. Phillips  
Arthur J. Rothkopf

**Department Staff:** Valerie Lefor

**Agency Representatives:** Mary Reeves, PhD, Executive Director, CEA  
Heidi Vellenga, PhD, Associate Director, CEA

Maria Vassilieva, PhD, Senior Accreditation Specialist, CEA  
Rachel Herman, MA/MS, Accreditation Specialist and Technology  
Manager, CEA  
Nicole Martello, MS/MBA, Accreditation Review Manager, CEA  
Engin Ayvaz, Commission Chair, CEA

**Renewal of Recognition | Joint Review Committee on Education in Radiologic Technology  
(JRCERT)**

NACIQI Primary Readers: Jill Derby  
Anne D. Neal

Department Staff: Elizabeth Daggett

Agency Representatives: Leslie F. Winter, M.S., R.T. (R), Chief Executive Officer, JRCERT  
Laura S. Aaron, Ph.D., R.T. (R)(M)(QM), FASRT, Board Chair,  
JRCERT  
Tricia D. Leggett, D.H.Ed., R.T. (R)(QM), Board Second Vice Chair,  
JRCERT

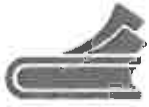
**NACIQI Policy Discussion**  
NACIQI Chairperson

**Friday, February 24 | Day 3**

**8:30am | Welcome and Introductions**  
NACIQI Chairperson

**Resume NACIQI Policy Discussion**

**Adjourn**



## Executive Committee Agenda Item

|   |                          |                                     |            |
|---|--------------------------|-------------------------------------|------------|
| SUBJECT: Chancellor's Office Liaison Discussion   |                          | Month: March                        | 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               | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:   | Julie Bruno/John Stankas | Consent/Routine                     |            |
|   |                          | First Reading                       |            |
| STAFF REVIEW <sup>1</sup>   | Julie Adams              | 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.

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





## Executive Committee Agenda Item

|                                |                                  |                                     |            |
|--------------------------------|----------------------------------|-------------------------------------|------------|
| SUBJECT: <i>C-ID Work Plan</i> |                                  | Month: March                        | Year: 2017 |
|                                |                                  | Item No V B.                        |            |
|                                |                                  | Attachment: Yes (1)                 |            |
| DESIRED OUTCOME:               | Review Direction of C-ID Project | Urgent: No                          |            |
|                                |                                  | Time Requested: 30 minutes          |            |
| CATEGORY:                      | Discussion                       | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| REQUESTED BY:                  | John Stanskas and Julie Adams    | Consent/Routine                     |            |
|                                |                                  | First Reading                       |            |
| STAFF REVIEW <sup>1</sup>      | Julie Adams                      | Action                              |            |
|                                |                                  | Information                         | X          |

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The Course Identification Numbering System (C-ID) has expanded from a replacement for CAN and LDTP to encompass transfer model curricula, portability between all three segments of higher education in California, and career technical education aligned with industry standards. While the scope of the work has expanded through legislative mandates and Board of Governors directives, the overall budget has remained tenuous and funded year to year through third party districts.*

*Attached is the C-ID Work Plan devised by the leadership of the C-ID project as a mechanism to move the project to a more sustainable place that best serves students.*

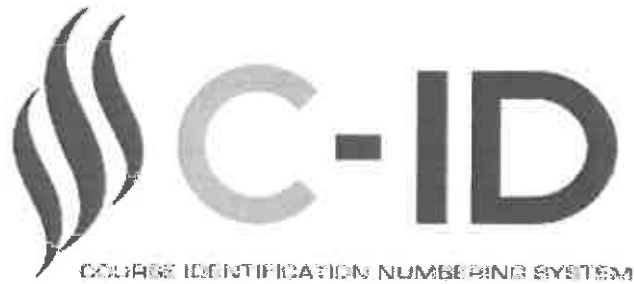
### DESIRED OUTCOME:

*The Executive Committee will discuss the plan and steps forward with the C-ID project.*

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



# Course Identification Numbering (C-ID) System Work Plan



Academic Senate for California Community Colleges  
One Capitol Mall, Suite 340  
Sacramento, CA 95814  
(916) 445-4753

Prepared by:

C-ID Leadership Team

Julie Adams, Executive Director  
Julie Bruno, ASCCC President  
Robert Cabral, C-ID CTE Curriculum Director  
Krystinne Mica, Associate Director  
Amanda Paskey, C-ID Curriculum Director  
Craig Rutan, ASCCC Executive Committee C-ID Liaison  
John Stanskas, ASCCC Vice President

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## Executive Summary

The Course Identification Numbering (C-ID) System Work Plan provides direction for the proposed work and scope of the C-ID system for the next three years. The proposed Work Plan charts a course for the desired direction for the system to serve the needs of the California public education segments, including K-12, California community colleges, California State University, and the University of California.

The Work Plan represents a culmination of ideas and input from a variety of internal constituents that comprise the C-ID Leadership Team. Representatives from the Academic Senate for California Community Colleges Executive Committee, faculty from the California community colleges, and C-ID staff developed the recommendations as set forth by the Work Plan.

The Work Plan is divided into four main categories:

1. Challenges – What challenges are currently facing the C-ID system that may hinder its success?
2. Opportunities – What opportunities are present for the C-ID system to leverage?
3. Recommendations – How can we address the challenges and use opportunities benefit C-ID and the public higher education system as a whole?
4. Goals and Objectives – Proposed actions for change.

Each section discusses ways in which the C-ID system can improve and grow, exploring specific areas such as:

1. Career Technical Education
2. University of California System involvement
3. K-12 involvement
4. Technology and Improvements
5. C-ID Process
6. Sustainability

As the Work Plan suggests, changes are necessary to meet the dynamic goals and needs of the public higher education system. Therefore, it is important to implement a plan for C-ID that addresses existing issues, and is also aspirational in its strategies and goals for the future.

## **I.I Introduction**

### **A. Mission**

C-ID facilitates the transfer process for California's students by increasing and improving articulation between all postsecondary segments and institutions. Further, C-ID promotes and advances inter- and intra- segmental collaboration among the three public higher education institutions (California Community Colleges (CCC), California State University (CSU), and University of California (UC)), and private 4-year universities.

### **B. Background**

In the beginning, faculty in California sought to establish a system that would simplify the process of identifying comparable courses, thus the California Articulation Number System (CAN) was implemented in 1985. CAN became the foundation for a statewide articulation numbering system. Expanding on the efforts of CAN, the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) brought together intersegmental discipline faculty from across the state to dialog regarding how best to prepare community college students to meet faculty expectations at the CSUs and UCs in terms of major preparation. The CSU system sought to improve the transfer pathway for community college students with the Lower Division Transfer Pattern (LDTP). LDTP expanded on the work of IMPAC by developing transfer pathways that were accepted by all CSUs. As a part of the LDTP process, the CSU developed a course descriptor for each course in LDTP.

In 2007, the Course Identification Numbering System (C-ID) began as a pilot project to improve on the organizational structures provided by CAN, the intersegmental faculty engagement process initiated with IMPAC, and the creation of descriptors as in LDTP. C-ID assigns numbers to significant transfer courses and identifies a lower-division, transferable course commonly articulated between the California Community Colleges, the California State Universities, and the University of California segments. The ultimate goal of C-ID is to facilitate the transfer process for California's students by increasing articulation among all postsecondary segments and institutions.

The C-ID number reflects a specific course descriptor, developed by intersegmental discipline faculty and reviewed statewide. Ultimately, it provides guidelines to students and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements. The C-ID descriptor also provides guidelines for on-going curriculum development and revision of lower division courses. Once the numbers and descriptors for sets of courses have undergone wide discipline review, they will be posted for general information. Any community college course that bears the C-ID supranumber conveys that faculty have determined it meets the published standards of course content, rigor, and student learning outcomes or objectives.

The C-ID infrastructure is also used to develop and vet the transfer model curriculum (TMC) in transfer majors and to develop descriptors for all required courses included in the TMCs, providing assurances to students and faculty that courses offered at one institution are

comparable to those elsewhere, provided they have the same C-ID number. Once a TMC is drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their Associate Degree for Transfer (AD-T).

The C-ID system is the primary implementation mechanism for SB1440 (Padilla, 2010) and SB440 (Padilla, 2013). The ASCCC and California Community College system have worked tirelessly to enact these and other legislative mandates that serve the transfer preparation needs of students in all segments of higher education. In addition, C-ID was included in the California Board of Governor's *25 Strong Workforce Recommendations* as a way to address and strengthen the curriculum process and course portability for career technical education (CTE) students, and address the workforce gap in California. C-ID is currently facilitating this legislative and economic imperative through work on the creation and implementation of model curricula specific to CTE disciplines identified by the CCC Chancellor's Office Division of Workforce and Economic Development and the Academic Senate for California Community Colleges. In 2015-16, over 30 CTE disciplines were convened as part of the Doing What Matters and C-ID partnership to determine whether descriptors, model curriculum, and model awards are appropriate for each discipline.

### **C. Purpose**

As C-ID continues to grow, it is vital that a plan is implemented in order to identify long-term goals and direction for the system. As such, it is crucial that sustainable funding remains continuously available to ensure the permanence of the C-ID system. This Work Plan will review several key components of the C-ID system, outline future goals and trajectories, and will propose changes to the existing funding structure. This includes increased visibility to the public (marketing), technological improvements to the website, additional funding to support the work of the faculty review groups of each discipline, increased trainings available for new faculty, specifically with the future involvement of the University of California system, and C-ID's expansion into career technical education (CTE).

The Work Plan outlines the following six areas that will be reviewed and addressed: existing system, challenges, opportunities, goals and strategies, budget, and organization and management.

## **I.2. Existing System**

The current C-ID process initially calls for a discipline input group (DIG) meeting to be convened for discipline faculty to come together to discuss the creation of the Transfer Model Curriculum (TMC), Model Curriculum (MC), and descriptors. Once the DIG is completed, faculty from the CCCs and the CSU are recruited and appointed by their respective Academic Senates to participate in the smaller faculty discipline review group (FDRG). Once the FDRG has draft documents available, the documents are placed on the C-ID website for a vetting period, at which time the general public is invited to participate in the review of the draft documents. This vetting period allows the public (specifically, faculty at colleges, administrators, and counselors/articulation officers) to provide their feedback and comment on the drafts written by the discipline faculty appointed to participate in C-ID. The FDRG will convene and review the

feedback received and finalize once they are satisfied with the changes made. The finalized documents are reviewed and accepted by the appropriate advisory committees.

The existing C-ID System can be accessed through the public website [c-id.net](http://c-id.net). This website provides information regarding the documents created and drafted by faculty involved in C-ID, including descriptors, TMCs, and MCs. The website also outlines current policies for the project, members of the advisory committee, and general information for users, such as an FAQ page, information on approved courses, and newsletters. Additionally, the website is the launch site for faculty reviewers and discipline review group members (FDRG) to login and provide course reviews.

As of February 15, 2017, 322 finalized descriptors are available, with most forming the foundation for TMCs. More than 16,486 courses are approved for C-ID designation from 32 disciplines and 113 community colleges. There are 16 CSUs that deemed 1,660 courses as comparable to C-ID descriptors. Over 590 faculty members in the California community colleges, and close to 250 faculty members in the California State University systems participate in C-ID as either FDRG members or course reviewers. Currently, 36 finalized TMCs are available, with over 2,000 related Associate Degrees for Transfer created and approved by the CCC Chancellor's Office. In addition, five disciplines have new TMCs under review by their FDRGs (Environmental Science, Graphic Design, Hospitality Management, Law, Public Policy and Society, and Social Work and Human Services).

## 1.3 Challenges

While the C-ID System increased exponentially in its capacity over the last few years, the system faces five major challenges that will need to be addressed in order to continue to move forward effectively.

- Review Process and CSU faculty involvement
- Use of C-ID in Associate Degrees for Transfer (AD-T)
- Refinement of the CTE C-ID Process
- Sustainability (Funding)
- Technology

### ***A. Review Process and CSU Involvement***

During the early implementation stages of C-ID, faculty in the three public higher education segments and private universities identified the need to collaborate intersegmentally for the success of the system. The initial advisory committee recognized that in order for C-ID to thrive, it must be built on a foundation that is faculty driven, where faculty across California in their disciplines will be the voice and catalyst for change for matters related to curriculum and instruction. Much of the process that continues now predominantly relies on the participation of discipline faculty from the CCC and the CSU systems. Particularly, the course review process for transfer disciplines in C-ID calls for the review of two discipline faculty, one each from the CCC and CSU segments, with the final review provided by the CCC discipline faculty lead.

With the rapid expansion of C-ID into disciplines past the top 20 transfer majors, it became increasingly difficult to find CSU faculty to participate in the course review process. While a majority of the 37 existing transfer disciplines have sufficient CSU reviewers, there are four disciplines in particular in which colleges are waiting on the approval of their Associate Degrees

for Transfer (AD-T) as a result of courses not getting reviewed and approved due to the lack of CSU reviewers: Agriculture, Film/TV/Electronic Media, Global Studies, and Social Justice Studies. Additionally, a number of disciplines are in need of specific CSU faculty that can review for specific descriptors, such as Information Systems Technology and Mathematics.

### ***B. C-ID and Associate Degrees for Transfer (AD-T)***

The passage of SB 1440 mandated that California community colleges and California State Universities work together on the creation of an Associates Degree for Transfer (AD-T) in the top 20 transfer majors. Since the content of community college degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) took the lead in coordinating a statewide response to SB 1440 using the C-ID system. Rather than all 113 colleges developing 113 different degrees in each transfer major, a statewide response was initiated in the form of a transfer model curriculum (TMC). The TMC defines the courses needed in a major and then provides options that colleges could select from as they design a degree that meets local needs. The goal was to effectively establish common major preparation while also allowing for some local flexibility.

The TMC/AD-T process relies heavily on the use of C-ID descriptors in the CORE and List A of the TMC. From June 2015 – December 2016, part of the process for the approval of an AD-T degree for a college is that the submitted degree must have all C-ID courses approved in the C-ID System in order for the Chancellor’s Office to provide approval for the degree. As it relates to the first issue, colleges are having a difficult time getting courses approved due to a lack of CSU reviewers. As a result, college’s degrees are being held for approval, resulting in students not having access to use the AD-T degree. This has also caused some colleges to deactivate degrees in which they do not have the necessary C-ID approvals.

In late December 2016, the CCC Chancellor’s Office made a change to the degree submission process such that courses that are listed in the degree are no longer required to have C-ID approval prior to submission, but instead can carry a “Submitted” status. This change was prompted by the adoption of Resolution 15.02 during the ASCCC Fall 2016 Plenary Session. While the change may be welcomed by some colleges, it brings to light different a set of challenges resulting in the change, including uncertainty on the approval of courses after the degree is approved, and whether the degree will be nullified if a course that was in submitted status eventually earns a Not Approved status for C-ID.

### ***C. CTE C-ID Process***

In 2016, the California Board of Governors released the report titled *Task Force on Workforce Job Creation and a Strong Economy*, which provides 25 recommendations on how to address the growing workforce gap in California. The primary premise of the report was to leverage existing career technical education (CTE) programs across the CCC to increase student success, create career pathways for students to explore, strengthen curriculum and identify CTE faculty necessary to strengthen curriculum, and provide funding and regional coordination for community colleges.

C-ID was included in the taskforce recommendations to help address the curriculum comparability and portability. Through C-ID’s partnership with the CCC Chancellor’s Office Division of Workforce and Economic Development, the CTE disciplines were folded into the existing C-ID process for transfer disciplines. However, C-ID leadership recognized that while

there should not be a distinction between CTE and transfer disciplines, the existing process for transfer disciplines does not suit the needs of CTE specific disciplines. As CTE continues to expand and work on model curriculum, model awards, certificates, and descriptors, C-ID will need to refine its process to fit CTE disciplines. In particular, challenges that will need to be addressed are: number of faculty available in each discipline, resulting in a time commitment challenge for faculty to participate in the C-ID process; and the lack of established guarantees (similar to SB 1440 benefits) for acceptance of the model curriculum by colleges.

#### ***D. Sustainability (Funding)***

C-ID was initially funded by the CCC Chancellor's Office for a period of five years, starting in 2007. Community colleges and districts were given the opportunity to apply to the Chancellor's Office's Request for Application (RFA) for C-ID. Initially, the grant was awarded to the Los Rios Community College District (CCD), located in Sacramento, CA. The ASCCC was able to supplement the C-ID grant by applying and receiving the award for Complete College America, funded by the Bill and Melinda Gates Foundation, which awarded C-ID with a \$1 million dollar grant to continue the work on the creation of descriptors, and, since 2010, the Transfer Model Curriculum. The grant awarded to the Los Rios CCD was renewed yearly, starting in 2012, with the grant providing roughly \$200,000 per year to C-ID.

Since 2015, the C-ID system has not received stable and predictable funding. Each year, the ASCCC provides the initial funding for the C-ID system's operations and is reimbursed for expenses encumbered throughout the year. As a result, the ASCCC has previously had to operate under a deficit until such time that the funds are received from the fiscal agent. Historically, the average time for reimbursement has been over six months. During the 2016-17 academic year, the Chancellor's Office sent out a Request for Applications, which was awarded to Mt. San Antonio College for the duration of one year. This yearly allocation of funds is detrimental to the overall planning and success of C-ID due to the uncertainty of when funding would be available and awarded for the ASCCC to do the work. In order to continue the work of C-ID, funds need to be dedicated specifically to C-ID and made available during the beginning of each fiscal year.

#### ***E. Technology***

The ASCCC, in collaboration with the C-ID Advisory Committee, began work on the website and data management system by hiring a software developer to work on the specifications needed for the system, as identified during the pilot phase of the project. Many conversations took place regarding the creation of the website, including the submission and review process, and the external website accessible to the public. While the committee and the ASCCC worked diligently on the creation of a robust system, it was not anticipated that the system would grow to the level it is currently at today. Since its inception, over 20,000 courses are submitted into the system and faculty participating in the C-ID review process have conducted thousands of reviews.

Because of the substantial growth of C-ID, the ASCCC recognized the need to create a more powerful website that can handle the increase in course submissions and review. In 2014, a partnership began with the CCC Technology Center to develop the new website. This technological advancement is important to the work of C-ID as the system relies heavily on technology that is efficient and adaptable to the needs of the users (faculty, articulation officers, administrators, counselors, students, and the public at large). Therefore, it is necessary for C-ID

to have continued support on the development of the new website along with a guarantee of future support once the new website is built.

## **1.4. Opportunities**

The C-ID system is a unique and robust system that, over the last 10 years, worked to increase transfer and articulation in California's public higher education system. As the system continues to change, there are increased opportunities to advance the work of C-ID, which in turn, advances the goals of the California community colleges. As the public higher education system of California evolves, so too must the ways in which C-ID addresses any identified needs. Below are several key opportunities that C-ID can and should leverage in the future.

### ***A. University of California***

The University of California system recently expressed interest in participating in C-ID. Several key conversations have taken place, discussing the ways in which the UC can leverage the existing C-ID system, including utilizing the existing discipline descriptors as a way to identify comparable courses in the UC, and utilizing the existing TMCs as a basis for the UC Transfer Pathways. In one particular instance, the University of California, Irvine, began to augment their existing articulation process for their Engineering programs by using the Engineering C-ID descriptors and model curriculum, as a means to identify and admit students.

It is important to leverage the momentum of the UC's interest in participating in C-ID as a way to expand the current C-ID system to encompass all three public higher education segments. By having the UC segment involved, it allows greater flexibility for students to determine where they want to go upon transfer (CSU or UC). It would be particularly beneficial for students who are interested in using an existing ADT to gain acceptance into either the CSU (through the SB 1440 process) or to the UC (using the new UC Transfer Pathways programs).

### ***B. Programs of Study (High School Pathways)***

In addition to working with the University of California in C-ID, it is also important to leverage the existing Programs of Study, through the Statewide Career Pathways project, to pull in high school courses and articulation. The [Statewide Career Pathways project](#), funded by SB 70 through 2014, provided a "framework to assist high school and college faculty to collaborate and develop programs of study that include articulation of high school coursework". The project developed a database of articulation agreements across the state; developed discipline-specific programs of study; and provided an online Counselor Toolkit that allowed high school counselors to create customizable templates specific to each student, to assist in the development of a tailored school plan.

C-ID's collaboration began with Statewide Career Pathways through the development of the Programs of Study. Similar to the faculty discipline review group model, the Discipline Workgroups (DWGs) included high school teachers and college faculty who worked together to create the Programs of Study templates, identifying high school course work and courses that would articulate and/or allow for dual-enrollment in the CCC. By creating the Programs of Study, in conjunction with the TMC for the discipline, a clear pathway was created for students to follow, from high school, to community college, to transfer or employment. Re-starting the



Statewide Career Pathways project would allow C-ID to connect college courses and high school programs more efficiently, allowing the clear pathways to exist for students.

### ***C. CTE and Emerging Disciplines***

As noted in section I.3.C., C-ID is being used to implement part of the Board of Governor's 25 Workforce taskforce recommendations to help enhance the curriculum process for CTE disciplines in California, which will in turn address the workforce gap. Over 30 CTE disciplines have developed the descriptors and model curriculum or certificates through the C-ID system. In order to respond to the workforce needs of California, C-ID must identify and stay ahead of industry trends, by focusing on emerging disciplines and programs. The identification of emerging disciplines would allow C-ID to come up with statewide models that can be used by colleges to create new local programs addressing the need.

### ***D. Technology***

In collaboration with the CCC Technology Center, the C-ID website is currently undergoing major renovation and an overhaul of the existing system to a new platform. By migrating the website and information, the C-ID system can utilize several new and promising technological advances that have become available since C-ID's inception. Using the power of technology, C-ID could greatly enhance the user experience and the system's ability to gather, utilize, and keep data.

The CCC Technology Center is working on enhancing the course submission and review process for the system. Through the years, several key features were identified as either necessary or desirable to improve the C-ID system and work has now commenced to include the updates and enhancements. The development of the new C-ID website is also happening in parallel with the building and development of the new ASSIST Next Generation website. Since the inception of C-ID and the course submission process, articulation officers (college faculty or staff that submit courses for C-ID) have asked for the integration of the C-ID submission process into ASSIST, as ASSIST is also the means by which courses are submitted for CSUGE Breadth and IGETC. It is anticipated that the new C-ID 2.0 website and ASSIST Next Generation will be integrated in mid-2017.

#### ***i. Digital Badging***

As part of the efforts on the development of CTE descriptors for Office Technology, C-ID's partnership with the Doing What Matters Business Information Worker (BIW) pathways determined that the new platform of "digital badging" could be beneficial to students who complete the pathway. Digital badging is a validated indicator of accomplishment, skill, quality, or interest that can be earned in many learning environments and can typically be displayed on online websites, such as LinkedIn, Twitter, or Facebook. Digital badging would allow students to share their accomplishments in a more convenient and portable way. C-ID is exploring ways in which the system can utilize existing digital badging software to integrate into the C-ID process.

### ***E. A-G Courses and C-ID***

The intent of the University of California "A-G" subject requirement is to ensure that "students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study" (UCOP.edu). An opportunity was presented to C-ID to determine whether C-ID should submit a package of descriptors to the UC A-G courses list on the UCOP

website. The packaged set of descriptors would create a program that the community college system would then be able to submit to the UC system for approval and use for A-G requirements. It would identify and use C-ID descriptors for each category (A-G) to create a course list. Once the course list is approved by the UC, high schools could then build articulation agreements with their local college based on the C-ID descriptors.

The creation of the CCC Program Status for UC A-G is a great opportunity that C-ID should leverage as it will provide incentive for high schools to create or adopt based on the C-ID descriptor. Further, high schools would not have to be individually approved by the UC since the UC system would already have granted approval to the CCC Program Status for A-G use. This is also a benefit for students as using the CCC Program Status courses would provide them with an additional GPA bump when being reviewed by the UC. Additionally, it would expand the types of classes high school students can take that will satisfy the a-g requirements and promotes CTE classes as equal to AP classes for satisfying A-G.

#### ***F. General Education Pattern***

Several conversations have taken place regarding the use of C-ID descriptors to articulate to general education categories. The proposal is to recognize that courses submitted by community colleges to C-ID descriptors would be matched to a general education requirement (either IGETC or CSUGE Breadth). By doing so, it would eliminate the need to have individual colleges prove that their course meets the GE requirements, and would instead allow dual usage of their approved C-ID course for major and general education requirements. The current process requires a college to submit a course to C-ID (a continuous process), CSU-GE Review Committee (a once per year review process), and the UC GE Review (a separate once per year review process). To improve efficiency, speed of review, and therefore better serve students, a single continuous process through the C-ID system permits community colleges to better serve students more quickly.

### **1.5. Recommendations**

Addressing the challenges that C-ID currently faces is of paramount importance in order to continue the work efficiently and successfully. Therefore, several suggestions are included below. The recommendations below are just that: recommendations. C-ID's interest is in ensuring the quality and efficacy of the program and the recommendations are simply ideas to begin the conversation.

#### ***A. Adapt the review process of courses***

C-ID is proposing an adaptation to the review process for disciplines that have a backlog due to the lack of CSU reviewers such that instead of one community college and one CSU reviewer, C-ID would allow any two discipline reviewers to review the submission, with the final determination given by the Primary Reviewer. The proposal to adapt the review process would provide C-ID with a means to address the challenge of having a lack of CSU reviewers. As C-ID continues to work with the CSU Chancellor's Office and CSU Academic Senate on the appointments of CSU faculty reviewers, a recommendation is to have an open dialogue with C-ID Leadership and the ASCCC regarding changing the criteria by which CSU faculty are appointed to review. The criteria set forth by the CSU Academic Senate is a known barrier for getting CSU

appointments to review. By considering changing the criteria, it may alleviate the backlog in some disciplines.

## ***B. Provide reassignment time or stipends to faculty involved in C-ID***

### **I. Faculty Discipline Review Group (FDRG)**

The reason most often provided by faculty who wish to be involved in C-ID but who then decline to continue participation is that they have too many commitment on campus that would allow them the time to participate in C-ID. Often times, the faculty members are willing to contribute, but cannot due to time or resource constraints. For example, many of the faculty invited and who attend the DIGs who are then asked to participate on the FDRG indicate they are unable to as they are the only faculty member in their department, they are part-time faculty, or already participate in other committees and organizations on their campus. C-ID should offer stipends to faculty involved in the creation of discipline descriptors and model curriculum or Transfer Model Curriculum to provide compensation for the time they spend away from their on-campus duties on the development of the documents.

### **II. Primary Reviewers**

Disciplines that are severely backlogged and have a large number of course submissions are typically those disciplines that are included in many TMCs (e.g. Mathematics). C-ID recognizes that the work involved with assigning courses, managing reviewers, and answering questions from the field is time consuming and takes faculty away from their responsibilities on campus. C-ID is proposing to allow disciplines that are identified as having a heavy load to provide the Primary Reviewer reassignment time in order to free some time for the faculty member to dedicate specifically to their C-ID work.

## ***C. Allocate adequate and predictable funding for C-ID***

The sustainability and prolonged existence of the C-ID system truly relies on the availability of long-term and predictable funding of the project. In order to eliminate the need to find a college or district to apply and be approved for the Request for Application, it is highly recommended that the funding be provided directly to the Academic Senate for California Community Colleges (ASCCC). The ASCCC currently manages operation of C-ID and the lack of predictable funding has forced the ASCCC to dip into funding reserves to support the continuous and expanding work of C-ID. Additionally, the ASCCC is the best equipped at reaching a broad audience and encouraging participation by statewide faculty as the organization is the voice and representative of all faculty in the California Community College System and has an ongoing professional relationship with CSU and UC through the Intersegmental Committee of Academic Senates. The success of C-ID hinges on ASCCC involvement and oversight as well as on the relationships with faculty that ASCCC cultivated in all three segments of higher education. If funding cannot be directly provided to the ASCCC, then it is suggested that the CCC Chancellor's Office identify a college or district that has the capacity to support C-ID, will remain the fiscal agent for an extended period of time, and provides the ASCCC with the fiscal support and autonomy required to ensure the viability of C-ID.

#### **D. Negotiate with CSU and UC to contribute to funding C-ID**

As C-ID is beginning to be used in both the California State University and University of California segments, it is recommended that both public higher education segments provide and identify a funding stream dedicated to the C-ID system. As noted in section 1.4.A, the use of C-ID is no longer limited to the articulation and portability within the community colleges, but is also now being identified within the UC system, via the UC Transfer Pathways. The recognition of C-ID in the UC system signals strength of the program and it is highly recommended that funding be made available by all public higher education segments in order to make certain the continued success of C-ID.

It would be beneficial for the partnership with the CSU and UC if each segment were able to allocate specific funding for appointed faculty to the C-ID system, such as travel reimbursement for CSU/UC faculty who participate on the advisory committees, stipends for course review, and stipends for attending the discipline input group (DIG) meetings. In that way, faculty are compensated for their time and reimbursed for travel encumbered conducting C-ID related work.

#### **E. Marketing**

An opportunity and recommendation for the C-ID system is to create and implement a robust marketing plan in order to advertise the successes of the program and demonstrate the usefulness of the C-ID System in the California higher education system. Through numerous conversations by the oversight committee, it was identified that a main improvement that the C-ID system could make is to have a more visible public presence. Funding a marketing strategy would allow C-ID to create promotional materials that can be distributed to colleges, universities and the public as well as training resources for faculty, counselors, and articulation officers.

#### **F. Continued funding for C-ID technology**

As mentioned in sections 1.3.E and 1.4.D, maintaining and providing continued development support to the C-ID system is of great importance, as C-ID relies heavily on a working website and data management system. While the work on the new C-ID website is well underway and is anticipated to be complete by summer of 2017, on-going maintenance and development is still necessary. It is recommended that the CCC Chancellor's Office, working with the CCC Technology Center, to guarantee funding allocated to the on-going support for C-ID technology.

#### **G. Expansion of C-ID into CTE, Programs of Study, and UC**

C-ID is now a recognized and integral part of the California community college system and continues to expand into the California State University system, University of California system and the K-12 public school system. While C-ID's main goal continues to be to ease the transfer and articulation burden in the higher education system, we must recognize that the same goal can be adapted to meet the needs of other areas. C-ID's inclusion in the report *Task Force on Workforce Job Creation and a Strong Economy* recognizes the contribution that C-ID can make to expand the current role and scope of CTE curriculum in the community college system by creating statewide model curriculum templates for CTE programs. The creation of the statewide templates allows CTE programs that were once regional to be accessible to all colleges, which would support the educational goals of a broader range of students across the state.

The connection between the Programs of Study (Statewide Career Pathways) and C-ID was also a proven and effective partnership with the K-12 system and the California community colleges.

Numerous templates and articulation agreements are already in existence that can serve high school students transitioning into community college to identify courses within a career pathway. The partnership between Statewide Career Pathways and C-ID also establishes relationships with college faculty and high school teachers who work in tandem to identify and work on curriculum to benefit the students. In turn, this partnership between the two systems allowed for the creation of the Programs of Study toolkit, designed to assist high school counselors to direct their students into an area of study. This collaboration should continue and be encouraged and funded in order to better serve students.

It was previously stated that the University of California system is interested in participating in C-ID in a variety of ways, such as considering the existing Transfer Model Curriculum in relation to the UC Transfer Pathways, individual colleges using model curriculum and descriptors as a means to admit students into programs such as Engineering, and the potential to use a package of descriptors to meet the A-G requirements. A recognized partnership with C-ID and the UC system can provide additional transfer options for students transferring from community college into a 4-year institution.

## **1.6. Goals and Objectives**

The following are the three year goals and objectives for the C-ID system to address the issues identified under section 1.3 and to continue with the enhancement of the existing system.

### **Objective 1: Identify long-term C-ID funding**

*Goal: Identify sustainable and predictable funding structure for the C-ID project.*

Activity: Work in partnership with the CCC Chancellor's Office on identifying long-term funding for the C-ID program.

Activity: Work with the CCC Chancellor's Office to include reassignment time as part of the funding stream.

Activity: ASCCC will look for additional resources and grants that could fund the C-ID program.

### **Objective 2: Sustain existing C-ID system created for transfer disciplines**

*Goal: Continue supporting the work of transfer disciplines within C-ID.*

Activity: Continue with the implementation of the C-ID 5-year review process.

Activity: Continue funding to bring together faculty discipline review groups (FDRGs) to complete the 5-year reviews.

Activity: Work with the ASCSU to identify additional faculty to be appointed to existing FDRGs for the review process.

### **Objective 3: Ensure C-ID maintains an effective submission and review system**

*Goal: Increase the number of 4-year faculty involved in the review process.*

Activity: Work with the ASCSU to identify and increase the number of CSU faculty involved in C-ID

Activity: Work with the UCAS to identify and increase the number of UC faculty involved in C-ID.

*Goal: Refine the existing review process and identify opportunities for systematic improvement.*

Activity: Review the CTE C-ID submission process and refine the process to work better for CTE submissions

*Goal: Continue enhancing the C-ID system technology to keep up with the needs of the colleges to submit courses.*

Activity: Work with the CCC Technology Center and ASSIST NG on website and technological enhancements to create a more streamlined submission and review process

**Objective 4: Expand on the work of the CTE C-ID**

*Goal: Work with the CCC Chancellor’s Office and the Doing What Matters Initiative to identify future disciplines for C-ID.*

Activity: Work closely with the Doing What Matters Technical Assistance Provider to identify disciplines (emerging and existing) to bring into C-ID.

Activity: Identify the main goal for CTE C-ID disciplines.

Activity: Review the existing C-ID process to ensure that it fits and works with the goals of CTE C-ID.

Activity: Work with the Chancellor’s Office on the approval process for any model curriculum or certificate created for CTE C-ID.

**Objective 5: Build a marketing plan for C-ID**

*Goal: Create a public marketing plan C-ID.*

Activity: Work with the CCC Chancellor’s Office to include a line item in the budget for marketing.

Activity: Work with a marketing vendor to develop a marketing plan.

Activity: Develop collateral materials that can be distributed to colleges to promote the work of C-ID.

*Goal: Increase trainings available for counselors and articulation officers on how to use the system.*

Activity: Create training modules and presentations for counselors and articulation officers on how to use the C-ID system.

**1.7. Budget**

Currently, the C-ID system runs on funding of approximately \$325,000 per academic year. The breakdown of the costs for the 2015-16 year is as follows:

| Category   | Budget Allocated | Actual Expense |
|--|------------------|----------------|
| 1100 Instructional Salaries                      | \$34,965         | \$58,254       |
| 2100 Non-instructional Salaries                  | \$89,608         | \$74,360       |
| 3000 Employee Benefits                           | \$19,714         | \$21,908       |
| 5000 Other Operating Expenses (OOE) and Services | \$140,650        | \$66,958       |
| Travel and Meeting Expenses                      | \$3,000          | \$0            |
| Faculty Stipends                                 | \$36,840         | \$77,670       |
|  | \$0              | \$0            |

|                    |                  |                  |
|--------------------|------------------|------------------|
| <b>Other Outgo</b> |                  |                  |
| <b>Total</b>       | <b>\$324,777</b> | <b>\$299,150</b> |

In order for C-ID to accomplish its goals in the coming years, additional funding is requested in the amount of **\$410,000** per year to total funding of approximately **\$735,200**. See the breakdown associated with the costs below:

| <b>Item</b> | <b>Classification</b>                                     | <b>Requested Funds</b> |
|-------------|---|------------------------|
| 1000        | Instructional   | \$78,650               |
|             | C-ID Transfer Director                                    |                        |
|             | C-ID CTE Director   |                        |
|             | C-ID Data and Review Director                             |                        |
| 2000        | Non-Instructional   | \$112,180              |
|             | ASCCC Executive Director (20%)                            |                        |
|             | ASCCC Associate Director (80%)                            |                        |
|             | C-ID Sr. Administrative Assistant (100%)                  |                        |
|             | C-ID Administrative Assistant (100%)                      |                        |
| 3000        | Employee Benefits (22% of Non-Instructional Salary)       | \$24,680               |
| 4000        | Operating Expenses:                                       |                        |
|             | Discipline Input Group (DIG) Meetings                     | \$80,000               |
|             | Advisory Committee Meetings                               | \$13,400               |
|             | Faculty Discipline Review Group Meetings                  | \$40,200               |
|             | C-ID Related Travel Expenses:                             |                        |
|             | Development Team  | \$7,500                |
|             | Staff   | \$1,000                |
|             | ASCCC President, Vice President, and Executive Director   | \$2,100                |
|             | Stipend Payments  | \$114,000              |
|             | One-time Stipend (6 FDRG members x 30 FDRGs)              | \$180,000              |
|             | Primary Reviewer Reassignment Time (5) x 10% reassignment | \$16,498               |
| 5000        | Marketing & Public Outreach                               | \$50,000               |
| 6000        | Technology  | \$15,000               |
|             | <b>Total Funding Request</b>                              | <b>\$735,200</b>       |

## 1.8. Organization and Management

The C-ID system currently operates under the Academic Senate for California Community Colleges (ASCCC), and is lead by the ASCCC Executive Director, ASCCC Associate Director, and supported by two Administrative Assistants. Under the leadership of the ASCCC and in collaboration with the ASCCC Executive Committee, two advisory committees oversee the project plan of C-ID: the Intersegmental Curriculum Workgroup (ICW), and the C-ID Advisory Committee. Both committees are comprised of faculty from CCC/CSU, CCC/CSU representatives from each respective Academic Senate, CCC/CSU Chancellor's Office representatives, Articulation Officers/Counselors, and representatives from the California Intersegmental

Articulation Council (CIAC), and the Association of Independent California Colleges and Universities (AICCU).





## Executive Committee Agenda Item

|  |   |                                     |            |
|--|---|-------------------------------------|------------|
| <b>SUBJECT:</b> Accrediting Commission for Community and Junior Colleges (ACCJC) discussion with Commission member |   | Month: March                        | Year: 2017 |
|  |   | Item No. V. C.                      |            |
|  |   | Attachment: No                      |            |
| <b>DESIRED OUTCOME:</b>  | The Executive Committee will discuss the current state of the ACCJC with the Vice Chair of the Commission, Ian Walton | Urgent: No                          |            |
|  |   | Time Requested: 20 mins.            |            |
| <b>CATEGORY:</b>   | Discussion  | <b>TYPE OF BOARD CONSIDERATION:</b> |            |
| <b>REQUESTED BY:</b>   | Julie Bruno   | Consent/Routine                     |            |
|  |   | First Reading                       |            |
| <b>STAFF REVIEW<sup>1</sup>:</b>   | Julie Adams   | Action                              |            |
|  |   | Information/Discussion              | X          |

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

**BACKGROUND:**

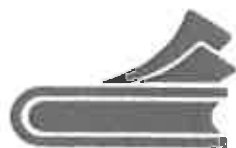
The Accrediting Commission for Community and Junior Colleges (ACCJC) is undergoing significant transformation including personnel turnover and reviewing and revising policies and practices in response to recommendations from the CEO Workgroup I. Recently, the Commission elected a new Vice Chair, Dr. Ian Walton. Dr. Walton serves on the Commission as a public member but is also a long time faculty member and past president of the Academic Senate for California Community Colleges.

Mr. Walton will discuss with the Executive Committee topics of mutual interest including: changes to the Commission, faculty and academic representatives on the Commission, policies and practices of ACCJC including policies regarding Baccalaureate degrees, the progress of CEO Workgroups I and II, and opportunities for future cooperation between ASCCC and ACCJC.

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





**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

**Educational Policies Committee**

February 8, 2017

3:00 pm – 4:00 pm

**CCC Confer**

**1-913-312-3202 OR 1-888-886-3951**

Presenter Passcode: 4169963

**Participant Passcode: 953626**

MINUTES

**Members Present:** Ginni May, Randy Beach, ~~Donna Greene, Catherine McKay~~, Michael Flores, Andrea Devitt, ~~Saleem Moinuddin~~

1. Select note taker – R. Beach
2. Approval of Agenda – approved
3. Approval of minutes – done by email—reviewed with no additional comments
4. Paper – Effective Practices for Educational Program Development  
Update: Writing postponed until after plenary session – due to workload  
Committee has been directed by AS Exec to postpone work on paper until after plenary.  
Committee will pick it up after plenary. Will address at next meeting.
5. AB 1985 Survey and Policy for AP Examination Course Credit in the California Community Colleges  
Update: Survey attached, G. May, D. DeGroot, J. Escajeda will draft policy on Friday, Feb 10 with guidance from legal and others at the CCCCCO.  
G. May sent the committee's recommendations after our last meeting. Committee recommendations focused on credit for courses in the major rather than for general education. Exec approved the survey. The survey will be formatted and sent to the field. G. May met with Dave DeGroot and Jackie Escajeda to discuss next steps in drafting of the policy. G. May will meet with them on Friday, February 10, 2017. G. May will meet with exec leadership to review the survey results to determine next steps given the aggressive timeline to meet the legislative requirements.
6. Dual Enrollment – Donna Greene  
Donna Greene has been appointed by the ASCCC to serve as faculty lead on Dual Enrollment work. She will have a standing agenda item on Educational Policies Committee Agendas.  
Update: Educational Polices needs to pick up Dual Enrollment. D. Greene will take over as lead on this. She will attend a conference in March. We have addressed most of the resolutions on this

topic. The Educational Policies Committee will have a standing agenda item on Dual Enrollment in the future.

7. Update on Rostrum Article: Revisit plan from January 11

*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.*

We will push this article to the May rostrum.

8. Plenary Session: April 20-22 at the San Mateo Marriott

a. Breakouts – Need Titles and Descriptions

- Educational Policies Update: Paper on Effective Practices for Program Development, AB 1985, Quantitative Reasoning Task Force Report response (May/Beach/Greene?)
- Donna will not be on the breakout; Randy and Ginni will
- Dual Enrollment (Davison/Greene)

b. Resolutions

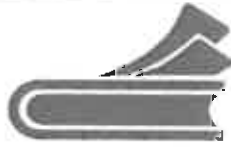
- QRTF Report response – will receive direction from ASCCC Executive Committee in March: Once the survey results are collected, we will put together a resolution in response. The Exec committee will send comments and direction at the March meeting.
- Others? The committee discussed a potential resolution on credit for prior military experience. Randy will develop a draft.

c. Spring Fling

9. Future Meetings/Events

- March 22, 3:00 pm – reschedule, look at March 20 or 21...  
**Meeting rescheduled to Monday, March 20, 3-4 PM**
- April 12, 3:00 pm
- In-Person Meeting for late April – **Committee will hold an in-person meeting on May 1, 2017 in Southern California—Location TBD.**
- Area Meetings – March 24/25

10. Future Agenda Items



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Legislative and Advocacy Committee

### Minutes

February 15, 2017

4:00PM-5:00PM

Dial your telephone conference line: 1-719-785-4469\*

Presenter Passcode: 4427584

Participant Passcode: 486760

### Membership Attendance:

|   |   |                              |
|---|---|------------------------------|
| X | Julie Adams, Executive Director ASCCC       | julie@asccc.org              |
| X | Julie Bruno, President ASCCC                | jbruno@sierracollege.edu     |
| X | John Freitas, Treasurer ASCCC               | freitaje@lacitycollege.edu   |
| X | Wendy Brill-Wynkoop, College of the Canyons | brillwynkoop@gmail.com       |
| X | Cindi Reiss, West Valley College            | cynthia.reiss@westvalley.edu |
| X | Lee Gordon, Orange Community College        | lgordon@occ.cccd.edu         |
| X | John Stanskas, Vice President ASCCC, Chair  | jstanskas@valleycollege.edu  |

### Charge:

*The Legislative and Advocacy Committee is responsible for providing the President with background information on all legislation related to academic and professional matters. Through research and analysis, and representation on appropriate advocacy groups, the Committee will provide the President and the Executive Committee with recommendations on such legislation. The Committee is also 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. It is the goal of the Committee to provide the President and the Executive Committee with the resources to ensure that the Senate is recognized as the voice of authority with the Legislature and Governor's Office in the areas of academic and professional matters.*

### 1. Important Dates and Events

- a. Spring Plenary, *San Mateo April 20-22, 2017*
- b. ASCCC Legislative Action Day, *Sacramento May 9, 2017*
- c. Legislative and Advocacy Pre-Session to ASCCC Leadership Institute *Sacramento June 14-15, 2017*

### 2. Looking forward:

- a. ASCCC Legislative Agenda Items – Approved by Executive Committee 9/30/16
  - Full-Time Faculty and Faculty Diversification (Pathways to Community College Teaching)*
  - Audit Fee*
  - Veteran's Support Centers/Services*
  - Funding for Mental Health Services*
  - Permanent and Sustainable Funding for C-ID*
- b. Planning for Legislative and Advocacy Pre-Session to Leadership (see attachment Exec. Approved 2/17)

**Invite the following:** Jose Medina, Catherine Baker, Bill Allen, Scott Wilke, Jackie Irwin, and Board of Governors (president, vice president, faculty reps), and key Chancellor's Office personnel  
 Legislative Blast to send out to Senate Presidents to identify liaisons  
 Free for liaisons and Leadership Institute attendees

- c. Planning for Legislative Advocacy Day (May 9)
  - List of Legislatures we wish to visit**
  - Jose Medina (Jeanice Warden Washington and Kevin Powers)
  - Bill Allen (Lynn Lorber and Lenin del Castillo)
  - Catherine Baker
  - Scott Wilke
  - Jackie Irwin
  - Joaquin Arambula
  - Anthony Portantino

Kevin McCarty  
Kimberly Rodriguez (Kevin De Leon)  
Monica Hinistroza (Anthony Reardon)  
Connie Leyva  
Eric Holden  
Shirley Weber  
Miguel Santiago  
Jones-Sawyer

**Training Day Friday April 28**

- d. Spring Plenary Theme: Creating Space for Collective Voice: Dialog and Discourse  
**Legislative Update Breakout** planning to begin on March 15

- e. Legislative Quarterly Update

**Another Legislative Update needs to be ready for Spring Plenary with articles about:**

|                     |  |
|---------------------|--|
| Wendy Brill-Wynkoop | The Budget Cycle   |
| VC Rodriguez        | Current Budget Language and Implications                           |
| John Stanskas       | Update on ASCCC Legislative Priorities Call Out Box – One Liners   |
| John Freitas        | Summary of Legislation   |
| Lee Gordon          | Profile of Laura Metune, Vice Chancellor of Governmental Relations |
| Cynthia Reis        | Why Do We Need Legislative Liaisons and                            |
| Julie Adams         | Advertise the Leadership Institute and Pre-Session                 |

**Due by the March 15**

- f. Legislative Liaison Positions for local senates

*Connection between colleges and the ASCCC Leg. Committee. Push out information to provide feedback, questions, or communication between local and state. Direct connection to senates about legislation and express importance of being connected local to state. Request Senate Presidents to appoint one again and list liaisons on directory information?*

3. Next Steps: Tasks & Future Agenda Items / Meeting dates?  
**Advocacy at the Federal Level – Input for President, Vice President, Visit**
4. Adjourn



**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

**DRAFT**

**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 Reception and Dinner Arrangements

5:00 Break/Check-in to the hotel

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

7:30 Dinner in groups or on your own

**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







# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Online Education Committee  
Minutes

January 27, 2017

10:00AM-2:00PM

Moreno Valley College

## Membership:

Stephanie Curry, Reedley College  
 X Mark Fields, El Camino College  
 X LaTonya Parker, Moreno Valley College  
 X John Stanskas, ASCCC Vice President  
 X Conan McKay, Rep at Large ASCCC, Chair  
 Guest: Julian Stanskas

Stephanie.curry@reedleycollege.edu  
 mfields@elcamino.edu  
 LaTonya.Parker@mvc.edu  
 jstanskas@valleycollege.edu  
 cmckay@mendocino.edu

## Charge:

*The Online Education Committee informs and makes recommendations to the Academic Senate Executive Committee and the faculty regarding policies and practices in online education and educational technology. The Committee supports quality online education and the effective use of educational technology by researching issues, writing background and position papers, and making presentations at plenary sessions and other events as needed. When appropriate, the Committee interacts with Senate standing committees, advocates for policies, and proposes resolutions.*

1. Plenary Session Breakouts – LaTonya is going to Plenary, Mark is going to check with college
  - a. Canvass
    - i. Plagiarism (Verasite)
    - ii. Proctoring
    - iii. Roll-Out and PD for Faculty
  - b. OEI @ONE, Updates
    - i. Rubric Updates
  - c. Effective Practices in Online Education \*\*
    - i. Voice Recordings Feedback
    - ii. Direction to OEI Academic Integrity
  - d. Accessibility \*\*
    - i. What is 508 and ADA Compliant
    - ii. What is the Office of Civil Rights
    - iii. Use Jayme Johnson OEI
2. Resolutions
  - a. Using Cost Savings from statewide adoption of Canvass to support PD of faculty transitioning to Canvass and faculty interested in training to become online education instructors (Improve 12.04 FA14)  
Possible Whereas about need for faculty training on Accessibility  
LaTonya can carry this resolution
3. Effective Practices in Online Education – Refer to attached outline for Assignments  
A resource document and reflection of current standards
4. Next Meetings by CCC-Confer and Due Dates
 

|                                |               |                 |                    |
|--------------------------------|---------------|-----------------|--------------------|
| a. Rough Draft Due (to Conan): | March 10,     | CCC-Confer      | March 16 afternoon |
| b. Revisions Due (to Conan):   | March 31,     | CCC-Confer      | April 7            |
| c. Final Draft: (John & Conan) | April 14,     | Plenary Meeting | April 19           |
| d. Send to Exec for May/June   | First Reading |                 |                    |
5. Adjourn

**Working Title: Effective Practices in Online Education**  
**ASCCC Exec Approved 11/30/16**

1. **Intro Conan**
2. **Effective Practices for Online Education Mark**
  - a. **Regular, Substantive and Effective Student Contact**
    - i. Faculty
    - ii. Students
  - b. **Problem Based Learning**
  - c. **Personalizing/humanizing the Online Course**
    - i. Pictures, Videos
    - ii. Podcast
    - iii. Social Media
  - d. **Effective Ways to Evaluate online Teaching.**
3. **Student Support Services/Instructional Support LaTonya**
  - a. **What should be available for the Student**
    - i. Library, Counseling
    - ii. Helpdesk/Technical Assistance
    - iii. Online Tutoring
      1. Learning readiness
  - b. **Proctoring of Tests**
    - i. Authentication
    - ii. Online vs in person
4. **Accessibility Stephanie**
  - a. **Federal Law/Office of Civil Rights**
  - b. **Basics of 508 Compliance**
    - i. Closed Caption
    - ii. Alt Tag
    - iii. Headers
  - c. **Federal Law**
    - i. 508 Compliance
      1. Closed Caption
      2. Alt Tag
      3. Description of Pictures
  - d. **State Law**
    - i. Education Code
    - ii. Title 5
  - e. **Chancellor's Office Guidelines**
  - f. **Accreditation**
    - i. Can a program be offered fully online (both positive/negative)
    - ii. Regular Effective Contact
5. **Curriculum Conan**
  - a. **Course Design**
    - i. OEI Course Design Rubric
    - ii. Pedagogical Soundness
    - iii. Should this class be offered online
  - b. **Distance Education Committee**
    - i. DE Addendum
    - ii. Other Local Requirements for Approval
    - iii. Accessibility Review
    - iv. Appropriate Instructional Delivery Method
6. **Instructional Technology Conan**
  - a. **Canvas and other LMS**
    - i. What elements should be available in the LMS you are using
    - ii. OEI
7. **Conclusion**



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: December 5, 2016

Time: 3:00pm to 4:00pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Eve Adler, Sam Foster, Julie Adams, Eric Narveson

Recorder: Eve Adler

| TOPIC   | DISCUSSION   | DISPOSITION  |
|---|--|--|
| I. Call to Order and Adoption of the Agenda   |  | Meeting called to order at 3:05pm. Agenda adopted.   |
| II. Approval of November 21 minutes   |  | Minutes approved with an addition: Stacey attended the November 21 <sup>st</sup> meeting.<br><br><b>ACTION:</b> John will send out a doodle poll to ascertain the day and times for meetings for the Spring 2017 semester.                                   |
| III. Winter/Spring MQ and equivalency workshops (partner with IEPI)<br>a. Possible tentative dates – March 9 and 10 (first choice), February 23 and 24 (alternative choice)<br>b. Report on initial coordination efforts with IEPI<br>c. Topics to cover and next steps | b. Institutional Effectiveness Partnership Initiative is funded by the state from the Chancellor's Office. John drafted potential questions for a survey. Structure of day could be:<br>-Presentation about what IEPI is.<br>-People from related work spheres (ie. CIOs, Senate | a. March 9 <sup>th</sup> and 10 <sup>th</sup> are dates for the MQ workshop.<br><br>b. During the Spring the S&P committee will invite teams from different colleges for professional development around IEPI.<br><br><b>ACTIONS:</b> The S&P committee will |

|   |   |  |
|---|---|--|
|   | Presidents, HR) come together to have a discussion about ideas that work and what don't.<br>-Scenarios can be before or after the discussions.  | work on this further at the in person meeting. Recruit members from the MQ workgroup to participate.   |
| IV. Disciplines List                        |   |  |
| a. Communication Studies update             | a. There is consensus among S&P committee members that if the title changes, there will need to be a hearing in the Spring. Compiled evidence will be brought to the Executive Committee.   | a. The Executive Committee will decide.<br><b>ACTION:</b> John Freitas will have a conversation with Chris.  |
| b. Disciplines List Revision Process update | b. The language in the Disciplines List needs to be revised. This February 2017 the new process will be initiated.  | b. S&P members should read through the handbook to identify things that need to be edited. Will discuss this at the January 9 <sup>th</sup> meeting.   |
| V. Chancellor's Office MQ task force update | The workgroup will send out a letter to the field explaining what the MQ task force is doing, and asking what the college's current equivalency process is.<br><br>John emailed a list of "recommendations for ensuring your existing equivalency process is working in an optimal manner."<br><br>Recommendations should be included in letter to the field. | A White Paper will be disseminated by the end of the Spring.<br><br><b>ACTION:</b> Please send feedback to John and Julie about recommendations for equivalency by December 9 <sup>th</sup> .<br><br>John will compile the recommendations from the paper to include in the letter to the field. |

|  |   |   |
|--|---|---|
| <p>VI. Assigned Resolutions and Strong Workforce Recommendations</p> <p>i. Resolutions – 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11, 10.01 F13, 10.02 S16</p> <ol style="list-style-type: none"> <li>1. 10.01 S13 – Recommend that this be <u>declared infeasible</u>.</li> <li>2. 10.01/10.03 S10 – Recommend that these be <u>deferred pending disposition of referred resolution 10.03 F16</u>.</li> <li>3. 10.02 S10 – <u>Completed</u>.</li> </ol> <p>ii. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f)</p> | <p>10.01 S13 Recency and Currency Requirements: John spoke to the legal counsel at the Chancellors Office who felt this would require a Title V change. There are ways to screen applicants without going through a Title V change.</p> <p>Chancellors Office interpretation is: Minimum qualifications are any Bachelor's degree or higher and 2 years of professional experience, regardless of having a doctorate.</p> <p>10.02S16 is being discussed</p> <p>13(a) is in MQ workgroup.</p> | <p>1. 10.01 S13 is not feasible.</p> <p>2. 10.01/10.03 F16 is deferred.</p> <p>3. 10.02 S10 Completed.</p> <p><b>ACTIONS:</b> John will find out if S&amp;P still needs to look at 14(f).</p> <p>John will resend 14(e) to S&amp;P committee.</p> <p>14(a): Look at survey results which will be discussed at January 9<sup>th</sup> meeting.</p> |
|--|---|---|

|   |   |  |
|---|---|--|
| <p>VII. Awards Deadlines</p> <ul style="list-style-type: none"> <li>a. Hayward – applications due December 23, 2016; selections due January 20, 2017</li> <li>b. Diversity – applications due February 3, 2017; selection due March 6, 2017</li> </ul>  | <ul style="list-style-type: none"> <li>a. Hayward award will be read in January. 4 volunteers should be identified to read.</li> <li>b. Diversity applications and awards in February.</li> </ul> |  |
| <p>VIII. Items for Future Agendas</p> <ul style="list-style-type: none"> <li>a. Norms/expectations for Chancellor’s Office liaisons to ASCCC</li> <li>b. Possible new award for administrators</li> <li>c. Election protocols</li> <li>d. ASCCC/ASFCCC Partnership policy/procedures</li> <li>e. ASCCC publications guidelines</li> </ul>   |   |  |
| <p>IX. Announcements</p> <ul style="list-style-type: none"> <li>a. Next meetings – December 21, 3:00 – 4:00; January 9, 10-3, Sacramento</li> <li>b. SLO Symposium – February 3, North Orange County CCD</li> <li>c. Faculty Hiring Regional Meetings – February 10, 11</li> <li>d. Accreditation Institute – February 17-18, Napa</li> <li>e. Spring MQ/Equivalency Regional Meetings – May 9 and 10 (tentative)</li> <li>f. Instructional Design and Innovation Institute – March 17-18, San Jose Marriott</li> <li>g. Spring Area Meetings – March 24 (North) and 25 (South)</li> <li>h. Spring Plenary Session – April 20-22, San Mateo Marriott</li> </ul> |   | <p>Make travel arrangements for January 9<sup>th</sup> meeting.</p>                                |
| <p>X. Adjournment</p>   |   | <p>4:00pm</p> <p>Next meeting is December 19<sup>th</sup> which will focus on Spring schedule.</p> |



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: January 9, 2016

Time: 10:00pm to 3:05pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Tina Johannsen, Sam Foster, Julie Adams, Eric Narveson

Recorder: Tina Johannsen

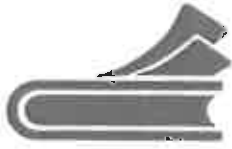
| TOPIC  | DISCUSSION   | DISPOSITION   |
|--|--|---|
| I. Call to Order and Adoption of the Agenda  |  | Meeting called to order at 10:01pm. Agenda adopted.   |
| II. Approval of December 5, 2016 minutes.  |  | Minutes approved with minor changes.  |
| III. Spring Meeting Calendar   | Determined Friday meetings work best for members of committee. One member unable to meet times as scheduled due to work schedule changes.  | <b>Meetings on 1/27 and 2/10 to be set for 3:00 p.m.</b><br><b>ACTION:</b> The S&P committee will keep Friday meeting dates but may adjust times as needed.   |
| IV. Assigned Resolutions and Strong Workforce Recommendations<br>a. Resolutions - 10.01 S10, 10.02 S10, 10.03 S10, 10.12 S11 learning assistance, 10.01 F13, 10.02 S16 sub-disciplines, 13.01 S16, 17.01 F16; 21.06 F16; 10.03R F16<br>b. Review the status of 10.01 F13, is completed and 10.01/10.03 S10. In progress 10.02; S10;<br>c. Strong Workforce recommendations 13(a), 14(a), 14(e), 14(f)<br>d. COFO | a. 13. 01 S16, expanding Hayward award (discussed further in IX a), 17.01 F16, 21.06 F16, desire leadership committee involvement; 10.03R F16 resolution referred - reaching out to various organizations. Title 5 ramifications discussion.<br>b. Complete and in progress.<br>c. Leave the masters in place and look @ years of experience, Need to identify equivalence to Associates. Title 5 language has specific education requirements | a. Resolution re: Title 5 referred along with amendments. Determined expanding the Hayward award decision be a joint responsibility with Leadership committee. Strong Workforce recommendations 13(a), 14(a), impacted disciplines, 14(e)<br>b. In progress.<br>c. In progress - research<br><b>ACTIONS:</b> John to work with Chair of CTE Leadership Committee and author of resolution to strategize and identify things that need to be edited. Will continue discuss at the January 9 <sup>th</sup> meeting. Committee to work with ASCCC curriculum committee to discuss Apprenticeship question and address at COFO meeting. |

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|  | <p>associated with each degree, will look at making change. 13(b). Discussion at COFO on 11/25 raised questions on apprenticeship.</p>  |   |
| <p>V. Winter//Spring MQ and equivalency workshops (partner with IEPI)</p> <ul style="list-style-type: none"> <li>a. Dates of workshop</li> <li>b. Initial coordination effort</li> <li>c. Topics to cover</li> </ul> | <ul style="list-style-type: none"> <li>a. Dates for workshops formalized for March 9 and 10. Volunteers include Stacy, Eric, John.</li> <li>b. Focus to have the EIPI and MQ taskforces to be interdisciplinary. EIPI documentation a must for accountability.</li> <li>c. Discuss MQ taskforce recommendations, breakout groups of influence, a short, concise presentation, the use of equivalency vignettes, and a focused feedback sheet obtaining perspectives from the various contingency groups.</li> </ul> | <ul style="list-style-type: none"> <li>a. Dates finalized for workshops for March 9 &amp; 10.</li> <li>b. Stacy, Eric and John to work with MQ and IEPI partners.</li> <li>c. Topics covered to include MQ taskforce recommendations. End with focused feedback sheet from contingency groups.</li> </ul>   |
| <p>VI. Spring Plenary</p> <ul style="list-style-type: none"> <li>a. Breakout session topics</li> <li>b. Resolutions</li> </ul>   | <p>a. Spring Plenary Dates April 20 – 22. Break out session topics discussed include Apprenticeship, Equivalency, MQ task force work, philosophical discussion of disciplines list, annual disciplines list process vs. 2 yr process, create possible resolutions, difference between Title 5 and non Title 5 disciplines, Awards &amp; the process.</p>  | <p>a. Dates of Spring Plenary April 20th – 22<sup>nd</sup>.<br/> <b>Look at work of MQ taskforce for non-Masters. Focus on professional experience, Research and review how states outside CA work.</b><br/> <b>Align with specific norms in the field of study rather than “one size fits all”.</b><br/> <b>ACTIONS:</b> Draft resolutions for apprenticeship MQ change proposal, exploring changes to internship regulations.</p> |



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| <p>VII. Disciplines List</p> <ul style="list-style-type: none"> <li>a. Communication Studies update</li> <li>b. Updated Disciplines List Proposals Summary</li> <li>c. Revisions to Disciplines List Handbook</li> </ul>   | <ul style="list-style-type: none"> <li>a. Communication studies votes indicate no value for students or consensus on changing name. Public Safety discipline request determined to be valid and needed.</li> <li>b. Committee reviewed disciplines list.</li> <li>c. Discussion included moving to annual process, look at applications to discipline list to include a rationale summary.</li> </ul>   | <ul style="list-style-type: none"> <li>a. S&amp;P recommend not forwarding Communication Studies name change and send forward Public Safety discipline.</li> <li>b. Updated Disciplines list to move forward.</li> </ul> <p><b>ACTIONS:</b> John to create Executive Committee agenda item for report out due 1/18. Subgroup to look at Disciplines handbook (Stacy, John, Eric, Julie) approved.</p>            |
| <p>VIII. CTE Minimum Qualifications</p> <ul style="list-style-type: none"> <li>a. Chancellor's Office MQ task force update</li> <li>b. CTE hiring barriers survey results</li> </ul>                                       | <p>The MQ task force will <del>looking to</del> develop white paper for effective practices for equivalency. It was noted that a CIO on the workgroup wants to empower the Senate Presidents to use equivalency process. The white paper must come to the executive committee. A letter is being sent mid-January to provide initial guidance to colleges. The letter recommends explaining equivalency to applicants, making equivalency processes easily available, and aligning calendars for equivalency with hiring. The letter also includes a list of resources, and context of equivalency.</p> | <p>The CIOs have been asked to identify the "top 10" positions that are having trouble hiring.</p> <p><b>ACTION:</b> Tina to look at CTE minimum quals for other states that are discipline specific.</p>  |
| <p>IX. Awards</p> <ul style="list-style-type: none"> <li>a. Hayward</li> <li>b. Creation of new award for administration</li> <li>c. Diversity – applications due February 3, 2017; selection due March 6, 2017</li> </ul> | <ul style="list-style-type: none"> <li>a. Volunteers to read in January. Currently honor 2 full and 2 pt faculty. Extensive discussion Allow colleges to nominate 2 each, 1 full &amp; 1 part time. – resolution to expand to</li> <li>b. Academic Senate represents 10 +1 for faculty, not administration.</li> <li>c. Diversity applications and awards in February.</li> </ul>   | <ul style="list-style-type: none"> <li>a. Currently identifying readers for the Hayward Award (Resolution 13.01.S16). S&amp;P recommendation to have each college nominate 1 FT and one PT faculty each year, with no two winners from the same college.</li> <li>b.S&amp;P not to discuss new award. Will refer to ASCCC President.</li> <li>c. Applications due Feb 3, selection due March 2, 2017.</li> </ul> |

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|  |  | <p><b>ACTIONS:</b> Julie to past nominations to see how many PT and FT faculty nominees there were. S&amp;P Committee will recommend state-wide awards vs. regional by Area, with each senate allowed to nominate 1 PT and 1 FT faculty.</p>   |
| <p>X. Norms/expectations for Chancellor's Office liaisons to ASCCC</p> <p>a. Election protocols</p> <p>b. ASCCC/ASFCCC Partnership policy/procedures</p> <p>c. ASCCC publications guidelines</p> | <p>a. Expectation of liaison to provide a position, perspective, expertise and opinion, but not attempt to influence the group. All members welcome to attend, engage but refrain from driving the agenda and refrain from decision making process.</p> <p>b. Withdrawal from an election needs to be done in writing until the gavel opens meeting when nominations come from the floor. Cannot have write-in candidate "trickle-down" to another position.</p> | <p>S&amp;P recommends liaison to provide a position, perspective, expertise and opinion only to ASCCC.</p> <p>a. Delegates recommended by local Senate Presidents. Delegate handoff during elections must be signed off by the Senate President of the delegate.</p> <p>b. Carried over for discussion on 1/27.</p> <p>c. Carried over for discussion on 1/27.</p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>• S&amp;P to move recommendation on candidacy withdrawal procedures to February Executive Committee meeting.</li> <li>• S&amp;P to review Elections Operational Manual and update Procedures Manuals.</li> </ul> |
| <p>XI. Rostrum Article Ideas</p> <p>a.</p>   | <p>January 14 is deadline for February Rosturm</p>   |  |
| <p>XII. Adjournment</p>  |  | <p>3:05 p.m.</p>   |



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Date: January 27, 2016

Time: 3:00pm to 4:00pm

Meeting: Standards and Practices Committee

Chair: John Freitas

Attendance: John Freitas, Eve Adler, Sam Foster, Julie Adams, Eric Narveson

Recorder: Eve Adler

| TOPIC   | DISCUSSION   | DISPOSITION  |
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| I. Call to Order and Adoption of the Agenda   |  | Research project on equivalency process and findings will be added to today's agenda.  |
| II. Approval of January 9 minutes   | John's suggested corrections in red.   | Minutes accepted with corrections.   |
| III. Spring meeting calendar  | Doodle poll sent out for March, April, and May meeting. A May meeting may not be required.   | Please respond as soon as possible.  |
| IV. Status of Previous Action Items – See last page for current status<br>a. Assigned Resolutions (strikethroughs indicate completed resolutions)<br>i. Resolutions –<br>10.01 S10, <del>10.02 S10</del> , <del>10.03 S10</del> , 10.12 S11, <del>10.01 F13</del> , 10.02 S16, 10.02 F16, <del>13.01 S16</del> , 17.01 F16, 21.06 F16 (referred), 10.03R F16 (referred, along with amendments). | 10.12 S11 - MQs are in Title V and are very broad. Can't claim apportionment if requirements are not met. John spoke with Ray Sanchez who would like the line stricken about collecting apportionment. This issue will be taken to the Board of ACTLA (Association of Colleges for Tutoring and Learning Assistance). Senate will not pursue a change but leave to ACTLA to decide on whether or not MQ should be changed. | 10.12 S11 completed.<br><b>ACTION:</b> John will write a status report for the website and communicate this with Ray Sanchez<br><br>10.02 S10 - completed<br><br>10.01 F13 – Executive Committee needs to respond to recommendations<br><br>13.01S16 – completed<br><br>21.06F16 – referred. |

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| <p>b. Strong Workforce recommendations – 13(a), 14(a), 14(e), 14(f)</p> <p>c. Assigned Tasks</p>    | <p>No changes.<br/>14(f) – no changes since October.</p> <p>Will discuss later on the agenda.</p>   | <p><b>ACTION:</b> John will advise Randy as to status. The maker of resolution doesn't want to bring it back.</p> <p>10.03RF16 – referred.<br/><b>ACTION:</b> In progress along with 10.03 S10, 10.12 S11</p> <p><b>ACTION:</b> 14(f) Dolores Davison and John Freitas will draft a resolution.</p> |
| <p>V. ASCCC Publications Guidelines</p>   | <p>Julie and Julie spoke about possibly moving the guidelines out of the purview of S&amp;P and into a small group of Executive Committee members.</p>  | <p><b>ACTION:</b> Let John know if you have any recommendations about the changes. John will recommend another smaller committee to review.</p>   |
| <p>VI. Winter/Spring MQ and equivalency workshops (partner with IEPI)</p> <p>a. Planning update</p> | <p>Chancellor's Office and Senate will work on the planning of the workshops together.</p> <p>Guiding questions sheet could be made more intentional by using a feedback sheet.</p> <p>Suggestion made that a scenario should be created that is not so clear</p> | <p><b>ACTION:</b> Sam will work on this. John will send Sam previous versions. John will then share with planning group.</p> <p><b>ACTION:</b> Eric will develop this</p>   |

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|       |  | cut so people can express a judgment call—and Advanced Level MQ Scenario.   | controversial level MQ by March 8 <sup>th</sup> .<br><br><b>ACTION:</b> John will work on a draft agenda for the day with Julie and send to group for review.<br><br>March 9 <sup>th</sup> – North<br>March 10 <sup>th</sup> – South<br>No locations yet. If you are available either of those days let John know. |
| VII.  | Equivalency process findings   |   | <b>ACTION:</b> Read Equivalency research from Paul Setziol for next meeting.<br><br><b>ACTION:</b> There are papers on faculty hiring which need to be reviewed. John will email to group.   |
| VIII. | Spring Plenary<br>a. Resolutions – due February 15<br>b. Ideas from January 9 meeting – Identify contacts/leads for drafting resolutions | John submitted ideas for break outs to the Executive Committee.<br><br>Several ideas for resolutions were discussed at the last meeting.<br><br>MQ Taskforce reviewed professional experience requirements. Possible review of 2 to 6 years experience depending on the discipline. | <b>ACTION:</b> Dolores and John will work on Apprenticeship MQ resolution.<br><br><b>ACTION:</b> John will draft resolve statements in the next week or two and solicit committee members who are going to Plenary to be the contact and help him to finish.   |
| IX.   | Disciplines List<br>a. Revisions to Disciplines  | John notified members of the El Camino Senate that the  | <b>ACTION:</b> Eric, Stacy, John and Julie are   |

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| List Revision Handbook   | recommendation of the Executive Committee is not to move resolution forward. John hasn't received a response yet. | subgroup to review the disciplines list process. John will contact.<br><br><b>ACTION:</b> Julie and John will discuss the appeals process off line and report back to group. |
| X. Awards<br>a. Hayward Award – Application scores due February 3.<br>b. Stanback-Stroud Diversity Award– applications due February 3, 2017; selection due March 6, 2017.  |   | S&P committee will review applications except for members of the committee whose CCs submitted applications. Tonya emailed a link to the webpage.                            |
| XI. Scope of Standards and Practices   | Some of the internal workings of the S&P committee may need to be done by other groups.                           |  |
| XII. Announcements<br>a. Next meeting – Friday, February 10, 3:00-4:00 (Zoom).<br><br>b. SLO Symposium – February 3, North Orange County CCD.<br>c. Faculty Hiring Regional Meetings – February 10 at Sacramento City College, and February 11 at Southwestern College.<br>d. Accreditation Institute – February 17-18, Napa Valley Marriott.<br>e. Spring MQ/Equivalency Regional Meetings – March 9 and 10, locations TBD.<br>f. Instructional Design and Innovation Institute – March 17-18, San Jose |   |  |

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| <p>Marriott.</p> <p>g. Spring Area Meetings – March 24 (North) and 25 (South), Check with your Area representative.</p> <p>h. Spring Plenary Session – April 20-22, San Mateo Marriott.</p> <p>i. CTE Leadership Institute – May 5-6, San Jose Marriott.</p> <p>j. Curriculum Institute – July 12-15, Riverside Convention Center.</p> |   |                                     |
| <p>XIII. Adjournment</p>   | <p>Next meeting February 10<sup>th</sup>.</p> | <p>Meeting adjourned at 4:04pm.</p> |





California Community College Curriculum Committee (5C) Meeting  
10 November 2016  
CCC Chancellor's Office - Conference Room 601

**Meeting Minutes**

|                             |   |
|-----------------------------|---|
| Committee Members Present:  | ASCCC: Cheryl Aschenbach, Adrienne Foster, Katherine Krolokowski, Ginni May, Craig Rutan, Tiffany Tran<br><br>CCCCIO: Leandra Martin<br><br>Liaisons: Kim Harrell (CCCAOE)<br><br>Chancellor's Office: Kirsten Corbin, Jackie Escajeda, Marilyn Perry, Pam Walker |
| Committee Members Absent:   | Nili Krischner (ASCCC) ; Valentina Purcell (ACCE); Robin Steinbeck (CCCCIO)   |
| Committee Members by Phone: | Kelly Fowler (CCCCIO)   |
| Guests:                     | Eric Nelson (CCCCO), Rachel Stamm (COCI)  |
| Chairs:                     | Dolores Davison and Virginia Guleff   |
| Meeting Location:           | Chancellor's Office   |

**Meeting called to order – 10am**

**Meeting summary** from 20 October 2016 approved as written.

**COCI Update**

Rachel gave an update on COCI. Colleges will not have access to GoverNet for two weeks before transition to COCI. Then two weeks are needed for colleges to work with CCC Technology Center to validate data and go through a final round of training before going live.

Phase 1 is limited to pilot colleges. They're doing testing and conversion together, so their transition time is longer. There are 25 volunteer colleges. Introductory letters are going out 11 November 2016 to help make sure colleges know exactly what they're getting into. For a series of weeks leading up to Phase 1, test cases (a variety of submission-type activities) will be sent pilot colleges in order to determine by communicating with colleges how long the cases each take, validate that everything is working, and determine what problems are being encountered.

Phase 2 will be limited to 32 colleges. It needs to be determined how to select them into a group of 32 so a "like" group can be worked with in groups. This will help avoid unnecessary stressors during a tight timeline.

Phase 3 is everyone else, the biggest group. It is a given that colleges will have very different needs.

From a development standpoint, two new software developers are on board after finishing development on C-ID. This means they're off and running without a learning curve. An engineer has been dedicated to test scripts for data migration.

Dr. Walker reinforced that the committee needs to understand where we are with COCI and that the communication be consistent about it. She praised the work of Rachel and her team. Government will be dark – no more access. We will use COCI, and individual colleges may use whatever they've chosen to use for curriculum management on their own campuses; those systems will connect with COCI. The Curriculum Workgroup is examining ways to speed up and revise curriculum processes, with results including the use of a waiver for some courses: Submission processes for non-substantial changes, substantial credit courses, new courses, stand alone, and hours/units calculations have already been updated; college CIOs and curriculum chairs now will certify their submissions, and the Chancellor's Office no longer will review everything for approval. Next for inclusion on the local certification is certificates and traditional degrees. Also, the COCI will have validation built in for items that meet local curriculum requirements to ensure that what was entered matches all of the rules associated with them. Personnel will not have to check every entry, and the Chancellor's Office will no longer be "approving" curriculum.

The terms we use for the steps are critical now that approval will be done locally only. Local curriculum committees certify that a CCN (Course Control Number) should be assigned.

The question was asked, how do we decide the point when a course can be taught if the curriculum is approved locally and chaptered through the state? Also, if college CIOs certify local approval of courses by July 31, when can we offer the course when it was put into the catalog mid-spring? The catalog workgroup will need to follow-up with this. It was suggested by Rachel that the CIO and Curriculum Chair certification be done within the COCI rather than on paper. Also, the certification date may need to be changed to September 1 to bring curriculum chairs into the process.

One problem or challenge exists: ADTs. These are in legislation, and there are a lot of issues to the point that the certification and chaptering process used for nearly all other curriculum will not work for ADTs. ADTs are part of a relationship with CSU and C-ID as well as the legislature and private colleges. Decisions need to be made about how to handle ADTs. ADT approval has to work "with the family and our kissing cousins" or else there will be discontent in the system because it's still a barrier within the curriculum process. There may be ways to automate parts of ADT if Assist next gen. communicates with COCI and approvals exist. ADTs are built upon C-ID approval, which requires CCC and CSU faculty review, and some of that is being set aside where pending submission is now allowed, but concern about impact on students exists. If we determine an answer and CSU doesn't like the answer, it will impact students and potential lead to additional legislation that is unlikely to resolve any problems. If we allowed for local approval of ADTs and only chaptering by the Chancellor's Office, there would be many degrees approved and in use that no longer conform to legal requirements (particularly around 60-unit limitation). We cannot make changes alone; CSU must be involved. The Intersegmental Oversight Committee, a joint CCC and CSU committee, needs to look at this issue; the committee hasn't met in two years. There are external pressures on both systems to make the approval process more efficient while maintaining the integrity of approved ADTs.

Chaptering does not include ADTs (sub & non-sub), noncredit, or all new programs. Could the certification locally include ADTs or will there be a lack of trust from CSU?

Next steps:

1. Certification does not initially include ADTs and checking of C-ID approval is not automated – message field.

2. ADT non-substantial queue is eliminated. Title 5 language exists that once an ADT is approved it non-substantial changes don't have to be approved by the Chancellor's Office. Craig suggests that it may depend on what the non-substantial change is; perhaps the definition of non-substantial be changed to not include changes to the core of an ADT. There may need to be clarification of what IOC initially set up regarding ADTs and individual system roles and tasks. It's not currently clear what CCC agreed to with the CSU outside of language within Title 5.
3. IOC is reconvened to discuss these issues. ASCCC President Julie Bruno will be asked to call the committee together.
4. Title 5 is changed to remove noncredit so those courses are certified. Mario said the legal language in Title 5 can be changed to remove language specific to Chancellor's Office needing to approve noncredit.

When will the chaptering versus approval be in place? With the COCI; it cannot be done with Governet. Some of the local approval items – non-sub changes, sub credit, new courses, stand alone, hours/units – could be locally approved now depending on agreement. Some need regulatory changes: certificates, traditional degrees.

It was pointed out that C-ID is not the purview of 5C as an advisory committee to the Chancellor's Office, nor is potential for changes to ADTs; both are the purview of ASCCC. The intersegmental aspects of both C-ID and ADTs are the challenge, and

Rachel reiterated that memos will go to pilot colleges tomorrow. They'll need to review what we're asking of them, and then they'll need to attend a kick-off meeting on November 21 (multiple time options). After that and through February 3, Tuesdays will be launch of new test cases, Wednesdays will be communication with the pilots, and Fridays will be closure of test cases for the week and availability of test status reports (TSR).

#### **Curriculum Workgroup: Next Meeting**

Next meeting is Tuesday, November 15, 2016

#### **Curriculum Workgroup: CIO Certification**

Memo went out. The field has a lot of questions. Examples of general comments/questions being asked: it's not clear when it starts, what happens with submissions in the queue, what does it mean practically, what do colleges do now? December 16 is the deadline for the signed certification memo.

Auto-approval is dependent on new technology, but it could start manually prior to that, perhaps even as early as January 1 for colleges that submitted signed certification forms by December 16. For the courses in the queue, they could be approved now and any problems resolved with colleges immediately. The goal is to have all queues empty by December 31. The Chancellor's Office will bring curriculum specialists from around the state together to help review submissions and clear the queue. Colleges can still submit after that point, but submissions will be treated with auto-approval using the new local certification rules rather than previous review/approval of Chancellor's Office staff. Colleges should not realize that anything is changing: curriculum responsibilities locally remain the same although there will be more awareness that there isn't any follow-up quality assurance done by Chancellor's Office, and submission process remains the same even if Chancellor's Office staff is doing auto approval differently than approval.

#### **Constituent group reports:**

In the future, it was agreed that group reports except for ASCCC and CIOs will be submitted in advance for attachment to the minutes, and then meeting time will be an opportunity for elaboration and questions or clarification.

- ASCCC: Curriculum regionals were right after the last 5C meeting; over 200 people attended across the two events. Plenary was last week, and a few resolutions had potential curricular impact; resolutions will be assigned once Executive Committee meets. AB 1985 (AP credit for general education courses – the ASCCC with CO has to come up a policy for use by Fall 2017) is being worked on. A survey has been prepared and is ready for distribution to the field. A policy will be written for consideration by the body at Spring Plenary. ASCCC is collaborating with ACCE, IEPI, CLP, 3CSN, and the Chancellor's Office to coordinate a Noncredit Summit to be held late in spring. It will be a 1 ½ day event in Sacramento. Beginning in spring, ASCCC in coordination with CIOs will be holding curriculum workshops within regions with the expectations that teams from colleges will attend, and teams should include CIO, curriculum chair, curriculum specialist, and other connected personnel. So far fourteen colleges have volunteered to host. Dr. Walker suggested that the meetings/trainings be also used to provide information about the other streamlining and certification efforts; although, if there isn't enough time, then a webinar and FAQ documents could be developed instead.
- CIO: The CIO Conference was the last week of October. Kelly Fowler did a terrific job organizing it. Incoming Chancellor Eloy Oakley spoke to CIOs. There was a workgroup to review the PCAH Submission Guidelines – it still needs condensing before being released to the field. Curriculum certification was rolled out, and a panel was held for info and questions. There are a lot of questions and concerns; training will be critical given the number of new CIOs and number CIOs coming from places other than CCCs and faculty roles. The fact that a CIO is a Chief Instructional Officer was reinforced.
- CCCAOE: Next board meeting is January 6. No other update at this time.
- ACCE: No one present to provide an update.

### **Workgroup Reports**

- Catalog rights: no work done since last meeting. Some of the conversation may depend on the continued streamlining conversation planned for the next 5C meeting, so catalog rights may be the focus at the January 5C meeting.
- Basic Skills: has not met since last meeting.
- Noncredit: it is unclear who is on this workgroup. Past minutes will be reviewed and participants confirmed, so the group can get to work.
- Areas of Emphasis: it was suggested that this may need to be a workgroup in the future based on the extent of AoE-related questions coming from the field.

### **Submission Guidelines (PCAH) Update**

Shelly Hess worked on the submission guidelines. They are very long. A workgroup met at CIO Conference and talked through what was needed in the submission guidelines. It was agreed that the document is really the domain of curriculum specialists, so they should be reviewing it. A workgroup of curriculum specialists is being called together to review and revise it. Jackie is sending it out with the expectation that feedback be received from the group by December 9.

It may need to be clarified that the Submission Guidelines are different than the Technical Manual, and that the Technical Manual will likely not be available until the fall because of the transition from Governet to the COCI.

### **CIP/SOC/TOP Code Alignment Project Update**

The Code Alignment project is part of CTE Data Unlocked. The first college in the pilot is College of the Canyons. For each college that participates, a curriculum chair or past curriculum chair will visit the college. Prior to a visit, colleges must review TOP codes for the specific programs being reviewed. Marie Boyd will be the curriculum chair on the Canyons team with either Wheeler North or Craig Rutan. Additional experienced curriculum chairs are needed since many more colleges are expected to participate due to the potential impact on Strong Workforce funding. The draft of the revised CIP-TOP Crosswalk will be used by and tested with pilot colleges. Jackie added that Eric Nelson will be the Chancellor's Office staff working on the project.

### **ASCCC Resolutions and Prioritization**

Resolutions will be assigned at the November 30 Executive Committee meeting, so we should have a list of new resolutions assigned to 5C by the next meeting.

### **Program Substantial versus Non-Substantial Changes**

To be worked on by the CCCCCO

### **Model Curriculum**

Discussions were started many years ago about areas where the TMC didn't fit, especially within the 60-unit limits. Those areas included ICT, engineering and nursing. We started developing model curriculum that were structured like a TMC but without the unit restrictions. There is conversation now with the CSU about coming to agreement with us on some of these, plus there is discussion about having them consistent with UC Pathways although there is some difference in unit expectations between the two fields. This same consideration could be applied to CTE programs to help address portability (a WFTF recommendation). Use of model curricula would come with the same expectation as ADTs: colleges would agree to reciprocity when a student has taken some of the coursework elsewhere. One question has come up: if we were going to have these model curricula for colleges to use to develop degrees, how will we know if their degrees are aligned or not aligned? How will the difference be communicated to students? Without an answer to this question, no colleges are going to develop degrees based on model curriculum. No answer is expected today, but possible answers need to be explored in the future through 5C and through the Curriculum Workgroup. Craig asked that Jackie talk to her Chancellor's Office staff to discuss the possibilities and generate ideas as well as explore including model curricula in the conversations about curriculum streamlining and efficiencies.

### **Chancellor's Office Update**

- **SB 440:** Raul Arambula is the Chancellor's Office lead on ADTs. There are 2,085 active ADTs. Things are going slowly right now as a result of the Chancellor's Office reorganization. Dr. Walker also shared that there is a focused effort to discuss UC transfer with UC folks especially in regards to equity. They are seeking ways to reach students they haven't reached before, including bringing in one transfer student for every two freshman students. Some UCs will be the primary focus. This is a good time to collaborate with curriculum people from all three segments with the conversation being held in a different way than previously.
- **C-ID:** An extension to Mt. SAC's contract (time only) through December. A Letter of Intent will be sent out to determine a college to host C-ID in the future.
- **Baccalaureate degrees:** A hearing was held in the San Diego area by Senator Marty Block. The future is about figuring out whether baccalaureate degrees will expand in CA in the future. Fortunately with the BA pilot, processes are being put into place; we won't have to start over

again. There will be six focused topic regional meetings related to baccalaureate degrees in response to an assessment of what pilot colleges need.

- **Stand Alone Courses:** covered earlier in the meeting.
- **Approval Process/Inventory:** queue is relative low, and efforts are underway to eliminate any delays caused by the queue.
- **Credit/Community Service Class Guidelines/Comingling:** no update. Legal is busy with responding to a lawsuit right now.
- **Dual Enrollment:** there was a conference the same week as CIO conference, and there are some upcoming dual enrollment workshops scheduled through IEPI.
- **Military Education:** no update.
- **Adult Education:** no update.
- **Others**
  - 55002.5 Calculation of the Credit Hour – currently there is some lack of clarity surrounding practicum hours and credit hours. Perhaps a future workgroup or a reconvening of the credit hours workgroup can help the Chancellor’s Office prepare an advisory since info will not be part of Submission Guidelines.
  - Guidelines for double-counting have been drafted by Dave DeGroot. Jackie will share it with 5C and the curriculum specialists who will be reviewing the submission guidelines.
  - C-ID needs to be discussed once it’s assigned to a new college. The hold-up caused by C-IDs needs to be addressed.
  - Evaluation of model curriculum also needs to be addressed.
  - LeBaron is working on Z-degrees.
  - Prison education now has a new lead, Maurice Giddons. He has been meeting with pilot programs. The energy around adjustments to sentences may change some of our work in this area, especially in regards to re-entry.

#### **Announcements and Future Topics**

- Collaborative Programs
- Use of committee meeting time (workgroup focus): Virginia shared that she and Dolores have discussed meeting format and the use of workgroups. It is difficult to get workgroups together between meetings, so we may want to consider using the first half of meetings for updates while using the second to work on a single issue. The committee agreed. For the December meeting, it was also agreed that the focus would be effective curriculum processes including COCI update, Curriculum Workgroup update, curriculum certification, the internal and external factors of ADTs, and everything else related to curriculum processes and the extended discussion today.
- Question was brought up regarding math requirements for an accelerated course; while the committee determined that it was not really a 5C topic, there was significant discussion about whether or not these accelerated courses would meet the requirements for a prerequisite if the material was included in the course (so essentially a sort of co-requisite). It was agreed that this was a local decision in terms of evaluating whether or not the course meets the requirement.
- Future topics: evaluating model curriculum and area of emphasis degrees (university studies)

Next meeting is Friday, December 16 at the Chancellor’s Office.

## **Minutes of November 9, 2016 meeting**

### **I. Introductions & Meeting Purpose**

#### **Attendees:**

Jake Knapp, Chancellor's Office  
Leslie LeBlanc, Chancellor's office  
Tessa, law intern for Chancellor's office  
Sheri Wright, MiraCosta CCD  
Irma Ramos, North Orange CCD  
David Betts, Chabot-Las Positas CCD  
Nancy Lopez-Martinez, CSEA  
Gene Little, Los Angeles CCD  
Shawn Ledet, Classified Senate  
Angela Love, Yuba CCD  
David Morse, Academic Senate  
Adrienne Foster, Academic Senate

#### **Phone participants**

Kristina Combs, Marin CCD  
Albert Moore, West-Valley Mission CCD  
Stacey Zuniga, State Center (for Pauline Holman)  
Johanna Palkowitz, San Diego CCD

### **II. Membership**

- a. **Size of Committee/non-member participation** – Additional reps were requested for both academic and classified employee groups and this was agreed to. It was agreed that the regional groups would have the following number of official members so that it is more proportional to the number of districts in each group:
  - Bay – 2
  - Central – 2
  - Northern – 2
  - Southern – 5
- b. **Appointment process** – it was agreed that regional HR/EEO groups would continue to appoint reps and the constituent groups their reps.
- c. **Term limits** – it was agreed that terms would be for a length of two years; with the possibility of a member being reappointed (so no real "limits").
- d. **Transition plan for Co-Chair** – members were asked to consider serving as co-chair starting in the new fiscal year. It is expected that there will be a new general counsel named shortly, so the co-chair from the Chancellor's office may change as well.
- e. **Attendance requirement?** - It was suggested that the Chancellor's office might contact the head of a regional group if a member has repeated, unexcused absences so that they are informed of the lack of representation. Irma will provide a sample of attendance rules used by another committee she participates on.

### **III. Peer Review of EEO Plans**

The names of the 13 individuals who served on the peer review team this summer were read and thanks given for their volunteer service:

Bay region: Kristina Combs (Marin) & Pat Hyland (Foothill-DeAnza)

Central region: Terri Pyer (Hartnell) & Dianna Gonzales (San Joaquin Delta)

Northern region: Sabrina Meyer (Mendocino-Lake) & Jacques Whitfield (Yuba)

Southern region: Sheri Wright (MiraCosta), Irma Ramos (North Orange), Diane Fiero (Santa Clarita), Monalisa Hasson (Long Beach), Maxine Griffin (Antelope Valley), Kelly Underwood (Allan Hancock), Sylvia Macias (Los Angeles)

- a. Should a new model plan be developed? Due to a lack of resources, it was agreed that a new model plan would not be developed.
- b. Other ways to share best practices? – samples of plans which are in compliance with the regulations will be posted on the EEO page of the Legal Affairs division website. It was suggested and agreed that the checklist used by the peer review team will be sent out (and posted) as a resource for those working on a plan or updating an existing plan.

Beth Au volunteered to call the districts who have not yet submitted an EEO Plan and explain where they can find the samples and checklist. Sheri will provide her with a list of these districts once she has confirmed with the Chancellor's office whether additional plans have been submitted since June.

### **IV. EEO & Diversity Best Practices Handbook**

It was reported that Jake, Sheri, Sylvia and Laura Schulkind presented a workshop at the recent ACHRO conference which highlighted the contents of the handbook and there was great interest.

Leslie, Jake, Tessa and Sam were thanked for the tremendous work in editing and compiling the handbook. Jake will present it to the Board of Governors next week and then it will be posted on the website. It is hoped that this will be a resource for all districts as they plan for activities and prepare to submit their Multiple Measures certification at the end of this fiscal year. The handbook contains active links so that a reader can see various samples of what is being done at other districts.

### **V. Expenditure Reports**

It was suggested, and agreed, to form a sub-committee to look into various issues associated with the annual expenditure reports. This is an area which has somewhat languished in terms of compliance and with the additional funding provided by the legislature, there is a need for greater accountability. Volunteers were Beth Au, Nancy Lopez-Martinez, David Morse, David Betts and Leslie LeBlanc. The group will focus on the following topics:

- a. How can funds be spent? Review Ed Code 87108 and Title 5 section 53030 (c); including a discussion of whether to recommend changes to the Title 5 language
- b. Percentage completed – currently 52 districts submitted reports by the Sept 30<sup>th</sup> deadline



- c. **Penalty for non-submission** – it was suggested and agreed that submission of the report (for the previous fiscal year) would be added to Multiple Measure #1 and is therefore a part of the requirement to receive funding.

It was also suggested that the expenditure report form be amended to include an explanation of what unexpended funds were going to be used for (in case it is a matter of timing between the receipt of the funds and the due date of the report).

#### **VI. California Community Colleges Registry**

- a. **Current Registry Services** – Beth reported on the two current websites – the public one and the administrative portal. The public site was updated in 2015 and includes a modernized look and optimization for mobile devices. There are currently 143,000 jobs seekers in the database. Administrative users can search the database and also send out e-blasts.
- b. **Potential Registry Services** – The interest card for job seekers is being re-evaluated; possible partnerships with other job boards (such as Indeed) are being explored as the Registry seeks to increase its reach outside the state of California.
- c. **2017 RFP** – Jake explained that the RFP will need to go out shortly. Members were asked to solicit suggestions from their constituents about the kinds of activities they would like to see the Registry take on.

#### **VII. Multiple Methods**

- a. **Frequency of review/revisions** – consensus was to not make any major revisions for next year. But it was agreed to move MM #1 above the heading of “pre-hire” and to include submission of the annual expenditure reports into multiple method #1.

It was also suggested that more clarification be provided on MM #8 – such as “demonstrated sensitivity to diversity” so that it isn’t misinterpreted.

The possibility of increasing the number of multiple methods that must be met to qualify for funding was discussed, for example going from 5 to 6 of the remaining 8.

#### **VIII. 2017 Meeting Schedule**

The following dates were set for the first meetings of 2017:

- Feb 9
- May 11
- Sept 14 (tentatively since the day of week for meetings may need to change once new members are appointed for the 2017-18 year).

#### **IX. Other – data**

The need to provide advice and resources to districts about the collection and analysis of longitudinal data was discussed. It was suggested that this become a focus for the next couple of committee meetings. A suggestion was made to hold “summits” so that more in-depth discussions can occur, and

perhaps invitations could go out to research staff and other experts in the area of data.

**FACCC Board Meeting Report**

January 20-21, 2017

Submitted by John Freitas

1. AAUP Liaison report - Hank Reichman from Cal State East Bay gave the AAUP liaison report. He reported that AAUP drafted a statement on the November 2016 election. The statement espoused the following four principles:
  - Oppose the privatization of our public higher education system and fight for higher education as a common good, accessible and affordable to all.
  - Oppose discrimination on the basis of race, gender, sexual orientation, disability, religion or national origin and fight for an equitable and welcoming educational environment in which all can freely and safely learn, discuss, differ, debate, and grow.
  - Oppose attacks on unions and the economic security of college and university faculty and staff and fight for expanding and strengthening the rights of all faculty members--tenure-track, contingent, and graduate employees--to organize and bargain collectively.
  - Oppose violations of academic freedom and of the broader rights to free expression in the academic community and fight for strengthened protections for and renewed commitment to the principles of the 1940 Statement of Principles on Academic Freedom and Tenure and the 1966 Statement on Government of Colleges and Universities.

The full statement is available at <https://www.aaup.org/news/higher-education-after-2016-election#.WIFUV33MnYg>.

2. SSSCC Report – SSSCC President Courtney Cooper gave the SSSCC report. She reported that the top priorities for the SSSCC are student mental health and minimum standards for providing mental health services, and student advisory fee standards.
3. FACCC Elections – The elections for treasurer, secretary, part-time officer, governor at-large, regional governors (regions A, E, F), and governor for part-time faculty (southern region) were announced. Nominations open at the end of January.
4. Strategic Planning - The board broke into small groups to discuss strategic planning ideas. Ideas included reinstating the “quick response team” to respond to news articles, editorials, and holding FACCC rallies and luncheons in each FACCC region.

5. Administrative Report

- a. Executive Director Jonathan Lightman introduced Cynthia Castillo as the new Legislative Assistant.
- b. External Affairs Report – Austin Webster and Jonathan Lightman discussed the legislative priorities for FACCC. The FACCC priorities are student mental health, student appeal of BOG fee waiver loss, and a concurrent resolution on faculty priorities, including the FT/PT ratio.

6. FACCC Events – Lidia Stoian reported on upcoming FACCC events. The following events are scheduled (<http://www.faccc.org/events/>)

- a. Advocacy and Policy Conference, March 5-6, Sacramento Holiday Inn.
- b. Veteran’s Summit, March 9-10, Sacramento DoubleTree.
- c. Counselor’s Conference, April 21, Loyola Marymount University, Los Angeles.

7. Governor’s 2017-2018 Budget Proposal – The Governor’s January Budget Proposal for 2017-2018 was discussed. The main points discussed were the reduction of the CCC Prop 98 split from 10.93% to 10.87% (which would result in a reduction of \$45 million in funding to the CCCs), the governor’s priority of enrollment growth, and the governor’s priority of \$150 million for Guided Pathways. Jonathan noted that the CCLC wants CCC system partners to advocate for a restoration of the 10.93% Prop 98 split, but for all of the restored funds to go to unallocated base funding. Jonathan recommended instead that FACCC advocate using any restored Prop 98 split towards FACCC priorities, including increasing base funding, moving closer to 75/25, and part-time equity.

8. Legislation – Legislation was discussed, with the focus being on SB 21 (Kalra, 2016) and SB 25 (Portantino, 2016). It was recommended that FACCC support the aspirational aspects of SB 21, but not the bearing of costs by the colleges. As for SB 25, it was reported that the big picture goal of this legislation is to streamline path from high school to community college to the work force, with an overarching goal of ensuring all students complete high school and at least two years of postsecondary education. It was indicated that Senator Portantino may be flexible on how to achieve the goals. FACCC is working with his staff to set up a meeting of stakeholders to discuss.

9. “67% Law” Discussion – Some members of the board have expressed interest in removing the 67% limitation on part-time faculty load. The pros and cons were discussed.

## **Telecommunications and Technology Advisory Committee Meeting**

Monday September 26, 2016  
CCC Chancellor's Office Sacramento

**TTAC Members Present:** Bill Scroggins (online), Gregg Atkins, Gregory Anderson (online), Jannett Jackson, Jay Field, Joanne Schultz (online), John Freitas, Jose Fierro, Laurie Vasquez, Lorraine Slattery-Farrell, Mandy Davies, Mojdeh Medizadah, Paul Bishop (online), Robert Coutts, Tim Kyllingstad, and Wendy Bass.

**Chancellor's Office and Staff:** Theresa Tena, Debra Connick, Gary Bird, Eric Skinner, Russell Grant, LeBaron Woodyard, Erin Larson, Tim Calhoun, Anna Stirling, Joseph Quintana, Joseph Moreau, David Shippen, Jennifer Coleman, Bryan Miller (online), Cindy McCartney, and Caryn Albrecht.

**Opening:** John Freitas called the meeting to order at 10:00 am. Attendees introduced themselves.

### **Chancellor's Office Update:**

This is a pivotal moment in the system and for the Chancellor's Office and TTAC. There was a retreat last spring in San Diego and the Chancellor's Office and TTAC can take ideas generated there and apply them. They can focus on integration particularly as it relates to technology and the many strands and activities the community college system is involved in. TTAC's role will be instrumental in looking at what has been set up in teaching and learning, student services, and the operations of our institutions to find strategies and ways to integrate with technology.

Eric Skinner explained the next phase for the Chancellor's Office and TTAC, to look at how to tie everything together to make the student success initiatives more connected, sustainable, and integrated. The Chancellor's Office looks forward to continuing partnership with TTAC as the Education Planning Initiative (EPI), Online Education Initiative (OEI), and Common Assessment Initiative (CAI) are, over time, merged together to feel like one environment. California has made a massive investment in our system in these projects, and it should be our vision to use that investment to build out an integrated whole. The goal is to build a full service, integrated, state of the art model, and the Chancellor's Office looks forward to partnering on making that a reality.

Eloy Oakley, the new Chancellor, will come on board December 19<sup>th</sup>, and is already involved behind the scenes in shaping both short and long term activities within the Chancellor's Office. One activity is to look at how technology will be incorporated in the new System Strategic Plan. After he is in, Chancellor Oakley will set up a process to write the new System Strategic Plan with clear start and end dates. For now those dates are tentatively set as January to June 2017. TTAC has a role in updating the Tech Plan, a critical document, which will feed into that strategic planning process. It is important to continue to underscore the importance of student services, equity, Veteran's services, and other elements in increasing completion and student success. Eric didn't foresee merging of accounts in the state budget in a block grant, but did think it was important to evolve an integrated suite of programs including in expenditure categories. A more user friendly end result from a college perspective doesn't stop with these three initiatives. The Chancellor's Office is looking at weaving together expenditure, planning, and accountability to the maximum extent possible. They are working with a Partnership Resource Team brought into the Chancellor's Office; Mandy Davies is a member of that team. A memo about that effort will be sent out to the field soon. This will be a continuing conversation over the next few months and couple of years. The goal is sustainable innovation and reform.

### **Budget Change Proposals (BCP):**

Debra Connick, Gary Bird, and Russell Grant reported on work coming out of the Legislative Analyst's Office (LAO) and the outcomes the legislature is looking for related to SSSP and Equity. There is an immediate need for technology funding. All of the major projects are creating new technology that colleges will have to navigate. The Chancellor's Office is requesting an increase

of \$50M statewide to address unfunded and unmet needs in this area. The funding will be for updating computers, software, servers, and staffing, including some Chancellor's Office staffing. IT levels haven't kept up with demand. This is an ongoing ask, so money that goes toward staffing will be ongoing. They are still formulating a plan for where staffing positions will be allocated. There are two sources of money, Prop 98 and a smaller amount of General Fund money. The request is being made in parallel, but there is a better chance of it being funded on the Prop 98 side. Joanne Schultz appreciated going after this funding, but cautioned that part of the reason technology staffing hasn't increased is the need to be careful of the 50% calculation; she thought categorical funding would be helpful. Jose Fierro suggested it would be best to have funding divided between base and categorical. Students have come to expect properly structured labs; it is not an add-on, it is an expectation that needs to be added to the base just like any other regular expense. Theresa acknowledged the concern; they will try to keep an open mind when they get to that point. Tim Kyllingstad asked about the technology backbone, and Theresa confirmed there is \$5M in one time and \$7M in ongoing funding for the CENIC backbone.

The OEI (Online Education Initiative) is proposing an ongoing increase of \$10M to support the unprecedented adoption of Canvas ahead of schedule; as of Friday, there are 96 colleges adopting Canvas. They had anticipated having 90 colleges at five years, but instead they have 96 colleges and are only at fourteen months into the contract. It is great news, but additional funding is needed to sustain it. Additionally, accessibility has been a focus of all three initiatives from the beginning. Jayme Johnson and Sean Keegan are working to make sure all contracts specifically require Web Content Accessibility Guideline (WCAG) 2.0 AA compliance. OEI is also working with WebAim to certify compliance of products procured or developed by OEI.

The Chancellor's Office is requesting an Integrated Library System with \$6M in funding up front, then \$2.5M in ongoing funding. Gregg Atkins explained that each of the community colleges, or districts, runs their own online library system. The cost is around \$75,000/college each year just to keep it running. Additionally, those systems age and don't get replaced in a timely manner. There are colleges with nine year old systems the vendor doesn't support any more. Some other schools have the latest, greatest, and most wonderful library systems. Every school really needs to be on a modern robust system because what is available now is completely different and cloud based. Vendors can supply an integrated system statewide that works seamlessly for 2.5M students and faculty. We know that because the CSUs and UCs already have an integrated library system.

This would open the door to myriad opportunities across the system. It would integrate nicely into the OEI where there is a statewide CMS, to have everyone get access to a statewide library system. Colleges will be able to share resources in a way that they haven't been able to before. Colleges spend \$8M a year on resources like the EBSCOhost research database. These new systems integrate the searching approach to all of the tools in the college throughout the whole system. Federated searching puts everything in front of the person using the tools.

Moving to a library services platform will ensure mobile access is available. Many existing college systems are too old to provide that. This will take the CCC to the same level as the UCs and the CSUs. A lot of our students transfer to the UCS and CSUs, they need to be using the same tools and having the same experiences. The CCCs need a tool that can support all levels of student use and need; which is what these tools do. The estimate is if the State takes over, the \$8M colleges are paying each year to support their library systems will decrease to only about \$2M per year for support; a savings of \$6M each year.

They are asking for three other things:

- a second statewide database, they have EBSCOhost and want to bring in a critical skills thinking database providing opposing viewpoints, etc. this tool lets students sift through information,
- a discovery tool embedded in the system which allows search of everything at once, and

- in recognition of support needed at the state Chancellor's Office, some money for State PY (Personnel Year)

This would be an opportunity to bring the system up to a standard. It can be a challenge to get vendors to accessibility compliance, but six months ago, the CSUs signed a contract with Innovative, which is one of these vendors, to shift their entire system onto a statewide contract; a requirement for complete accessibility was included. The CCCs plan to take advantage of that work done by the CSU system.

Currently, colleges buy their own systems and then have ongoing costs and some personnel costs. This is important because currently students throughout the system don't have equal access to information and information resources. The colleges can't afford them and the state can rectify that. Under the new program, colleges would still buy their own additional databases other than EBSCOhost and the critical thinking skills database, because the colleges have different specific areas of need.

Finally, there is a BCP of \$20M for Open Educational Resources (OER) for funding low and no cost textbooks for students. Textbooks are one of the main expenses and a huge barrier to a lot of our students. This funding would secure and help develop low and no cost educational resources.

Laurie Vasquez strongly suggested that the proposal be for the development of "Accessible Open Educational Resources" and the justification be enhanced and expanded with more information. There is a need to make sure all resources are accessible and vetted through regular processes. Images and tables often have accessibility issues. Laurie agreed to work with the Chancellor's Office on including accessibility components in the proposal. Although the package of BCPs was approved by the Board this past week, this concept is a recurring one; even if this proposal is not included in the January budget it will return and it is time well spent.

John Freitas explained that the intersegmental Open Educational Resource Council project is expiring at the end of this year; it is currently run through the CSU and they maintain Cool 4 ED. The CCC Academic Senate is interested in developing resources targeted for CCC students instead of focusing on an intersegmental effort.

Members agreed this was an important proposal since it can be hard to find accessible resources and open educational resources especially at the community college level; many OER are at the graduate level. Since this is not necessarily only a technology activity it is appropriate to get more feedback within the Chancellor's Office from Academic Affairs, and maybe from Student Services. Accessibility specialists from around the state, instructional faculty, and Student Senate input should probably also be included. Open source resources are a top priority for students.

#### **Orientation to TTAC:**

Dr. Bill Scroggins provided an overview of the history and origins of TTAC. It originated with the need to have input from the field in technology planning. This was during the time when impact of technology on the field was exploding and there were a lot of policy and resource issues along with a lack of good data and understanding of where the system should go. A study was done that was the genesis of the first system Technology Plan and resulted in the creation of an advisory committee on technology and an advisory committee on distance education that functioned in parallel and overlapped for quite some time. Distance Education was one of the more challenging technology innovations to integrate into traditional teaching and learning. The opportunity over the years has been to stay within the mission of looking at technology trends and how they have both opportunities and challenges for our system.

The mission of TTAC ranges from pedagogy and curriculum impacts, to facilities and infrastructure, and all the way to policy issues about local versus system level support and control. The ability of the group to work together, faculty, administration, Chancellor's Office and Project

Directors, plus the ability to bring research aspects into the work of the committee has been really positive. TTAC has a focus on what is best for the students and the system. It has been a bit of a nerd-fest over the years in that what the group enjoys doing is working together to do what is effective for students and the system. The group has been able to shape system policy by advocating through the Chancellor's Office and the groups represented to bring considerable resources to policy and practice innovations. The group advises the Chancellor's Office through technology change and also through the long standing tradition of an annual retreat. The retreat is a chance to spend a couple of days digging deeply into the trends that impact education and designing the outline of projects to be implemented both through policy practice and funding. The group has been very successful in assisting the Chancellor's Office and the Board of Governors in coming up with Budget Change Proposals that are really well written. They are based on good data and research. They express a broad opinion of different groups on how the projects should go forward and are realistic both in resources needed and outcomes produced. That good track record is one of the reasons that the technology investment by the state, even in difficult times, has continued.

The role of TTAC is to look at broad trends, translate them into policy, practice, and funding on a project basis, and to monitor and give advice as work proceeds because the group represents a broad group of practitioners, with Chancellor's Office and project management staff there to have a no fault discussion. Implementing technology innovations is a challenge, so the tone has always been positive moving forward and learning as we go. A lot of projects have not achieved immediate results but could still improve over time. For example, the early e-transcript pilot efforts at San Jose were not seen as failure, but an experiment the group would learn from.

The group looks at what is learned in each of these ventures and carries that forward so it is applied in the next iteration of what is done. Learning is applied and our work in a project area is never done: in terms of technology professional development, in terms of application of distance learning, in terms of transforming business practices with technology, or in terms of long range communication. This is a changing environment. The work of the past is measured over the time periods anticipated but the group always has to come back and revisit and say how is it going, and what additional things are needed, to make the next step forward? Part of the purpose of TTAC is to be visionaries, but have that vision be informed by projects, past or present.

John noted that the purpose of TTAC is pretty clear and the group will look at that more with the Charter review. As committee members, each participant has responsibilities in this constituency based body. Members need to report back to their reporting organizations and represent the perspective of the body that appointed them. This group meets on a quarterly basis, and it can be easy to forget things between meetings. It is important to communicate back to your organization what is learned here and to bring input from your organization back to TTAC.

LeBaron explained that this is the 20<sup>th</sup> year of TTIP and TTAC. It has been an important ground breaking organization. The Chancellor's Office continues to rely on TTAC for counsel and recommendations of strategy related to technology. They continue to be particularly interested in ideas and suggestions for the integration the Chancellor's Office is looking to achieve. This is a period of significant change in the system. Ideas and suggestions are important in having conversations in the best interest of our system and our students, to be able to strengthen what exists.

**Logistics:**

Cindy McCartney provided information about reimbursement for the cost of travel to TTAC meetings, which is covered by the TTIP North grant. She will send an email outlining all of the rules and also provide a link to the TTAC website.

Look for the AdobeSign document that will come back. Once you sign, it will be processed, and payment usually comes within thirty days.



### **Charter:**

The Charter was last revised in 2003. One of the outcomes from the TTAC Retreat last April was need to update and revise the charter. Originally, the intent was to have a sub-committee come together to work on the revisions. There was not time for that, so Theresa did some initial work on draft revised language. The goal is to provide clarity on the purpose of TTAC and its membership. Volunteers were requested for a work group to draft further revisions.

Members agreed it might be useful to expand student representation to five students with the intent that two or three would be able to attend regularly. Appointing organizations appropriate for classified representation were discussed. The group also discussed whether or not there should be more than one classified representative; there are other classified areas beyond IT that are impacted.

The work group was asked to bring back draft revisions in January for a final recommendation by TTAC. That recommendation would then be sent on to the Chancellor's Office which has final authority to approve after the process.

### **Action Items:**

- Gary will update the Chancellor's Office website to remove the directory and instead point to the TTAC website.
- Russell and Cindy will coordinate to update the membership directory on the TTAC website and Listserv.
- Two or three Zoom meetings will be set up to work on revisions to the TTAC Charter. Volunteers are Laurie Vasquez, Bill Scroggins, Paul Bishop, Tim Kyllingstad, and Gary Bird.

### **Retreat Follow-up and Next Steps:**

Members were asked to look at the Tech 5 Plan from 2015/16 along with five major outcomes from the TTAC Retreat last spring to summarize ideas that might be carried forward into the next Tech Plan.

**Goal #1:** Promote clear standards for identity, user experience, accessibility, data integration, and security to ensure that system-wide and college based technology initiatives are in alignment.

#### **Strategies:**

Establish a reference template for articulating standards

Disseminate the reference standard

Establish funding to incentivize institutions to adopt standards

Integrate the reference template into IEPI

Integrate the reference template into SSSP

#### **Activities:**

Develop standards for: Identity, Accessibility, Data Integration, Security, and User Experience

Provide Professional Development on Standards

#### **Key Considerations:**

Identity = OpenCCC SSO and CCCID

Existing UX/UI at colleges may not match standards. Transition planning is needed.

Data Integration = Project Glue

Security = CCC Information Security Policy

Accessibility = WCAG 2.0 AA + standards for accommodation

**Goal #2: Implement system-wide data integration and governance.**

#### **2016-17 Strategies:**

Perform environmental scan

Form a governance committee

#### **2016-17 Activities:**

Internal Scan

External/Third-party scan

Produce scope, charter, and communication plan  
Establish governance structure, identify, and recruit stakeholders  
Establish sub-committee work groups: Data definitions/variances, Master Data Management Plan  
**Key Consideration:**  
Should be representative like the Scorecard committee

**Goal #3: Fully-funded and sustainable instructional/educational tech infrastructure.**

**2016-17 Strategies:**

Establish/refresh minimum standards and definitions for system instructional technology  
Develop a mechanism for future visioning/identifying emerging tech, funding and implementation frameworks.

Establish an updated definition of infrastructure that supports the needs of all colleges while recognizing importance of local needs (equity minded).

**2016-17 Activities:**

Needs assessment that identifies gaps on an ongoing and regular basis and identifies what works and what doesn't.

Establish a statewide advisory body that focuses on instructional and technology needs and includes professional development/training.

Provide ongoing professional development and training in effectiveness on technology.

Establish framework/metrics for identifying future needs.

"Fusion-style" database for instructional tech.

**Goal #4: Enable students to know exactly which courses to take, when to take them, in what order, where they are offered (and whether space is available), and be able to enroll in those courses in a seamless fashion.**

**2016-17 Sub-Goals:**

Federated ID

Visibility into education plans

Articulation stories and ASSIST use cases

Standardization 2.0: standardizing templates, pathways, programs

Leverage learning from everything to be able to leapfrog

**2016-17 Strategies:**

Incentivize colleges maybe something in MIS?

Be able to see system-wide and in time; demand data.

Divorce ourselves from silos

Develop leap frog stories

Show how pathways and programs match up to goals; expansion of C-ID discussion

Have shareable/transmittable data

What works? Break down walls. Understand work flows, like Victor DeVore's diagram

Look outside ourselves (e.g. TESS for transcript evaluation)

Look at work of OEI Exchange

Merlot repository

**2016-17 Activities:**

Establish goals that are meaningful and complementary with incentives

Set standards

Have work groups define stories

Exploratory committee to look at possible legislation (and avoid legislation imposed from outside like the 60 unit limit on ADTs).

**Key Considerations:**

SIS vendor involvement

Vendor involvement

Include UCOP

Transcript evaluation

**Goal #5: Ensure system-wide accessibility of technology for both students and CCC employees (faculty, staff, and administrators).**

**2016-17 Sub-Goals:**

Accessibility training modules available at state level for all faculty/staff to have access.

Campuses provide open access to accessibility labs.

Clearinghouse vetted instructional materials that instructors can choose from.

Form an accessibility sub-committee for TTAC which directly feeds into the Chancellor's Office

**2016-17 Strategies:**

Have trainings broken into modules so local colleges can pick and choose modules that best suit their needs.

Use grant funds to supplement libraries to remain open nights and weekends.

**2016-17 Activities:**

Training curriculum committees on accessibility

Making sure support people working with faculty are also trained

Train IT and instructional side

Survey out of Chancellor's Office

**Key Consideration:**

Take temperature of where accessibility is in the system.

Tim Calhoon suggested that rather than forming another accessibility sub-committee, it might make sense to roll together three areas of effort on accessibility into one overarching accessibility group to provide guidance for the system. The High Tech Training Center has an Advisory Committee geared toward teaching and learning, and the Accessibility Center is just now starting to form a committee to provide governance and guidance. Can those efforts be doubled up? Everyone agreed it sounded like an efficient use of limited time and resources to have one overarching accessibility committee. The ISAC model is one that works; Jeff Holden runs a monthly system-wide Information Security Advisory Committee (ISAC) and at local campuses there can be a local group that meets which can roll questions and ideas up to the system-wide group. Something similar for accessibility makes sense and should be thought through strategically. It might make sense to have that accessibility group report up to TTAC just like the technology initiatives.

The ideas discussed today will be discussed and used to flesh out and outline a draft Tech Plan to be reviewed and discussed at the TTAC meeting in January.

**Technology Center and System Project Updates:**

**Technology Center:**

CCCApply is moving along well, it just crossed over 4.3 million standard applications. There have also been 275,000 BOG fee waivers and 20 International applications submitted. There are 107 colleges now using CCCApply, 34 using the BOG fee waiver, and three which have started using the International application. The September release of CCCApply will allow colleges that choose to opt in, to participate in using a series of multiple measures questions. Those multiple measures questions are relevant for high school seniors or high school graduates. So far there are more than forty colleges that have chosen to opt in. There are now 3.4 million student accounts with CCCIDs and they have decreased the duplication factor down to .003%. The September release also allows account recovery by email.

Funding is enabling future proofing of the CENIC network. The system has been playing catch up for a while, but now they are working on upgrading all circuits to 10 Gigabytes. They are also assimilating local circuits to take advantage of CENIC's purchasing power. The upgrades do not include firewall costs, since usually the firewall is at the college, but they are looking at the possibility of setting up a grant program of some kind for 10 G firewalls. There are currently two firewall contracts in place at the Foundation for Cisco and Alcatel-Lucent

#### Information Security Center:

The Security Center is doing security assessments at colleges, including scanning and penetration testing when the college wants it, and providing free security awareness training. The Security Center is now doing static source code analysis to look for the most common security problems in new software. It includes most of the standard languages. They will also provide log consolidation and analysis tools. Without log consolidation and analysis a college doesn't actually know if it has had a breach; it isn't possible to really know unless logs are checked. Having these services can provide a higher level view of security.

#### Accessibility Center:

The Accessibility Center provides ongoing assistance to colleges, including training, workshops, and communications. They also provide system-wide vendor compliance reviews, tools, and website scanning. Sean Keegan, Interim Accessibility Director, is currently working on setting up governance and an advisory committee.

#### System-wide Architecture Committee (SAC):

SAC has been evaluating tools that might be of use in the system. They recently had demonstrations from PortalGuard and Carbon Black Endpoint Security. Both were recommended to the Foundation to try to get special pricing for the CCC system. Most of the representatives on SAC are Chief Technology Officers (CTOs) and the group is still in need of an Academic Senate representative as well.

#### Common Assessment Initiative (CAI):

The fall 2016 adoptions of the Common Assessment have been delayed. The project is working with pilot colleges and COMPASS users regarding platform integration during the delay. Revised release and adoption schedules are in development. Buros and the Chancellor's Office Assessment Committee requested additional field testing and evidence submitted for review.

There are 1800 test items reviewed by CCC faculty in English, math and ESL. Initial pilot testing of those items took place March – May 2016. Third party accessibility testing is underway on every test item to make sure they are completely accessible. There were about 10,000 students tested in the spring, split about half and half between math and English language arts (ELA). That information was compiled and there were some holes in terms of the data coverage for analysis. They are collecting additional data and looking at some of the adaptive pathways. They are also piloting the operational piece that will be put out to colleges. There were strong results on the items where they had enough information and they are working to make sure they have that across the entire item bank, in order to be able to put that out to the system.

Platform development is in Agile sprint thirty-eight. Over 750 stakeholders have provided feedback on prototypes and demos. Those stakeholders included both counseling and instructional faculty and IT staff. The project is planning for administrative release of the platform prior to live testing. That will allow for robust faculty and staff professional development and training opportunities, which will enable everyone to have familiarity with the interface and reports prior to live deployment of the test itself.

Members asked the Chancellor's Office about progress on coming up with an interim solution for COMPASS users since that tool is near expiration. Debra Connick has been in several meetings with COMPASS and the Chancellor's Office is very close to getting something they can give to the schools. She understands the criticality of it and apologizes for not having any solutions right now for colleges that are impacted.

#### Education Planning Initiative (EPI):

Third party accessibility testing has been completed on the MyPath student portal. There were seven items found that need fixing. The target release is set for October 24<sup>th</sup> at Santa Rosa Junior college. Career Coach will be included in that portal soon; it is currently starting third party

accessibility testing. The project is working on content portlets to provide general, useful information for foster youth, Veteran's services, etc. <https://www.cccmypath.org>

Challenges for MyPath are wrestling with providing a seamless student experience for unattached students and in meeting the college interest in serving attached students. Serving the needs of authenticated versus unauthenticated versus attached students is in the minimum valuable product (MVP) description. SIS integration discussions are happening in the field. There is also interest in mapping programs to careers to pathways to support education planning.

Starfish is live at three of the thirteen pilot colleges. A best practices guide is being developed and the team is also supporting the remaining pilots toward going live. They will be kicking off new colleges soon and are providing incentives for adoption of the education planning tool. There is also broad interest in Early Alert and its use with Canvas.

One of the challenges for Starfish implementation involves grappling with many cultural and business process changes. The project also still needs to flesh out user stories at a technical level dealing with integration and articulation with the SIS, etc.

Development of the new versions of CO-CI and C-ID is in progress while the existing products are being maintained. Initially there will be no C-ID integration with ASSIST Next Gen. The Advisory Committees are functioning well and software development is underway. Vendor involvement is planned with CO-CI with the intention that local curriculum inventory systems will eventually be able to integrate with CO-CI. A challenge is change management including: the backlog of program and course requests, the timing of the Program and Course Approval Handbook (PCAH), and vendor collaboration on local curriculum systems.

#### Online Education Initiative (OEI):

The project will be launching the Exchange in October. Joe Moreau provided praise for Lou DelZompo and the Technology Center team in developing the SIS Adaptor. That set the stage for many opportunities for integration across the colleges. Eight schools will come on next month and sixteen more in January.

Canvas adoption has been huge, with over ninety colleges coming on. The project is now testing a new accessibility tool in Canvas called Ally. It will essentially analyze content as faculty uploads it, then give it an accessibility rating or grade, and then automatically make the content more accessible if it can and if it cannot, it will make suggestions on ways to make it more accessible.

They are working on revising the Course Design Rubric based on feedback received from faculty as they have gone through the course review process. The intent is to simplify and consolidate where possible. Five accessibility instructional designers have been hired to help bring courses 100% up to standard for accessibility.

The project is working with the Council of Chief Librarians, and is very supportive of the System-wide Initiative for Library Systems; there is a great opportunity to serve students there.

The plagiarism detection tool is being piloted. It needs more accessibility work to be fully Web Content Accessibility Guideline (WCAG) 2.0 AA compliant and they have a contractual commitment from the vendor to meet that standard. The Foundation negotiated the contract and it is far more affordable than some other options. The vendor is also in conversations with Canvas about becoming a fully integrated solution in Canvas. They are doing an entire system redesign for accessibility, with a new platform and interface anticipated by the end of December. The target date for release to the field is January. Current college contracts already went through renewal, but after the tool is released it will provide an opportunity for colleges to evaluate an alternative to other existing tools.

### TTIP South:

Anna Stirling reported recent work on the Professional Learning Network (PLN) and a partnership with lynda.com. Every faculty and staff member in the system has access to lynda.com resources. They are not able to provide student access, since PLN funding comes from various sources that are focused on faculty and staff. The faculty and staff subscription is also much more affordable, it is much more expensive to purchase access for students. Lynda.com would have asked the system to pay FTES rates for student access. The company went through an accessibility review and passed, and fixed one piece that wasn't accessible. A member was told that all videos that are three minutes or longer have been captioned.

Grovo has not yet solved their accessibility issues. Their original deadline was October and they will not be able to meet that. They will now provide Grovo for free until their product is completely accessible which they estimate will be in February. The concern is that they already did not make the product accessible when they said they would. They are doing an entire system redesign of their platform to meet accessibility regulations. Right now transcripts cannot be uploaded. If you create content with them, there is no mechanism to upload transcripts and have the video captioned. That has to be designed. It has been helpful to negotiate for tools at the system level. There is more leverage in telling vendors the contract will be stopped if the tool isn't accessible.

The team is now finalizing contract details with Skillsoft, for training focused primarily on IT, with some pre-certification training. They are testing accessibility and plan to deploy service in January.

TTIP South has an instructional designer working in partnership with IEP (Institutional Effectiveness Partnership Initiative) to build content that will be housed in the PLN. Anyone who is interested can submit content via resource submission or by contacting [support@prolearningnetwork.org](mailto:support@prolearningnetwork.org). TTIP South is working with CCCConfer and Confer Zoom to make sure they are fully accessible. They had an issue in full screen mode with the chat function not being accessible with keyword navigation. They are still in conversations; those products need to be completely accessible for our system. A lot of the vendors are saying, "We signed contracts with the CSU and UC systems and met their requirements." However, contracts run through the Chancellor's Office, as a state agency, have a different set of requirements.

3C Media Solutions is partnering with the DECT grant to provide captioning services for all system generated content hosted via 3CMedia Solutions. There is a plan from the Chancellor's Office to provide additional resources for captioning for the current year. LTI integration for Canvas is in development right now. There was a pilot version but it was not very friendly, so they are redesigning the LTI and hoping to release that for integration with 3CMedia, Canvas, and CCCConfer.

@ONE is currently heavily supporting professional development needs for the OEI. They are working on redesigning the Course Design Rubric. They now have the Online Education and Standards Practice (OESP) course, which is a twelve week course, replacing their old thirty-two week Online Teaching and Certification program. The official sunset clock on that program started this fall and participants need to complete it within a year. After that @ONE will add additional sections of the OESP course to give foundational learning for distance education. They are also redesigning the Accessibility Course so faculty will have resources in accessibility. All of the content @ONE builds is under a Creative Commons license, so any institution can have access; they only need to fill out a survey first. @ONE also provides a "train the trainers" service for how to facilitate courses under their Trainer's Bureau. @ONE is also facilitating webinars.

There were some issues with training offered through the @ONE server. They were caused by faculty and staff not having a Federated ID and having a problem with the trust relationship. The problem was solved by removing @ONE from the trust. It is a bit of a nuisance to require a separate login, but now it works. Anyone who still needs to resolve those issues should contact Anna and she will take care of it.

**2016-2017 Meeting Calendar:**

The next meeting will be at the Chancellor's Office on January 23, 2017 from 10 – 3:30pm. There will be an online meeting on March 24, 2017. It will be on Zoom and will begin at 10 am. The TTAC Retreat will be May 1-2, 2017 and the location and time will be determined at a later date.

**Action Items:**

- Let Russell know if you haven't been receiving TTAC emails, so he can add you to the directory. Anna asked that resource members be added to the list as well.
- A message will be sent out regarding meeting times for the Charter work group and the revised draft will be sent out for input, with the goal of getting it approved in January.
- The discussion on retreat outcomes will be formed into a Tech Plan draft and will be presented to this group in January.

The goal for the Tech Plan is to identify broad strategic goals for the system. Some of the Tech Plan could become underpinning for technology aspects of the System Strategic Plan to be developed after the new Chancellor comes on.

**Adjournment:**

The meeting was adjourned at 3:15 pm.





## **Telecommunications and Technology Advisory Committee Meeting**

Monday January 23, 2017  
CCC Chancellor's Office Sacramento

### **TTAC Members Present:**

Bill Scroggins, Gregg Atkins, Gregory Anderson (online), Jannett Jackson, Jay Field, John Freitas, Laurie Vasquez, Lorraine Slattery-Farrell, Mandy Davies, Mojdeh Medizadah, Paul Bishop (online), Robert Coutts (online), Tim Kyllingstad (online), and Wendy Bass.

### **Chancellor's Office and Staff:**

Theresa Tena, Mario Rodriguez, Debra Connick, Gary Bird (online), Russell Grant, LeBaron Woodyard, Ryan Fuller, Scott Valverde, Tim Calhoon, Joseph Quintana, Joseph Moreau, Rico Bianchi, Lou Delzompo, David Shippen, Jennifer Coleman, Ken Sorey, Bryan Miller, and Caryn Albrecht.

### **Welcome and Introductions:**

Theresa called the meeting to order at 10:04 am, welcomed everyone, and had attendees introduce themselves.

### **Minutes:**

The minutes for the September 26, 2016 meeting were considered for approval. Theresa made a correction related to funding. On page two, in the discussion of CENIC backbone funding, amounts reported for ongoing and one time funding were reversed. The correct amounts should have been \$7M for one time funding for CENIC upgrades and \$5M ongoing. The minutes were approved by the committee.

### **Chancellor's Office System Update:**

Deputy Chancellor Skinner was not able to join TTAC today. He is immersed in work on the integration of the SSSP, Equity, and Basic Skills plans which is occurring today. They are finalizing templates and forms to meet a timeline for release to the system in mid-February.

### **Strategic Plan:**

The new Chancellor Eloy Oakley started on December 19<sup>th</sup> and while they did sit down as a team with the Chancellor, there are not yet details to share with TTAC regarding the timeline and process. It does look like it will be different than the process that was followed in developing the previous System Strategic Plan in 2006-2007. It looks like it will be broken out in the way the office is designed in terms of: teaching and learning, student services, funding, etc. This plan may look more like a charter or a values statement. The overarching question to be answered to the State of California will be how the CCC can help support efforts to meet the State's need to provide an educated workforce with concrete information about degrees, credentials, etc.

At this point there isn't a lot to share about how the process will lay out, but Theresa still felt there would be a critical need to complete the work TTAC set in motion at the Retreat last year. The five priority areas for goals were originally envisioned as feeding into the process of developing the Strategic Plan. At this point it isn't clear if there will be a spot set aside in the System Strategic Plan for those technology oriented goals, but it is still important for TTAC to move forward with details on those five priorities. Chancellor Oakley does want to begin work on the Strategic Plan soon, and to finish by July- August, so hopefully there will be more to share at the March TTAC meeting. The Chancellor's Office is working closely with their colleagues in the Success Center which is housed in the Foundation on this effort.

Bill suggested that TTAC be involved with providing input into the legislative report so that work

done can be reflected regarding what is on the horizon. A lot of the report is on activities and expenditures, but Theresa thought it would be possible to weave in some vision for technology in the system.

More information about the Strategic Plan will probably be shared in the next Consultation Council and the next Board meeting. Chancellor Oakley is coming in with a lot of people telling him what they think needs to get done. It seems that he wants to have conversations with all those people to get a big picture idea of what is needed.

**Budget Change Proposals and Governor's Budget Proposal:**

Vice Chancellor Mario Rodriguez provided an overview of budget dynamics. It has been a modest year for Prop 98 and State General Fund revenue with about 3% growth in each. The Governor tends to estimate on the low side with respect to economic forecasting. Some budgetary people go high and low in equal amounts, but because the consequences of being wrong are so high, the Governor tends to have his estimates on the low side. We will have to wait for the May revise to see how it turns out. The CCC share of Prop 98 funding is a little lower than in years past at about \$45M.

Guided Pathways is a big area in the budget. It provides \$150M in one time money spent over a multi-year period of three to five years. The specifics of how that connects to other projects will be determined in the trailer bill that comes out February 1<sup>st</sup>. Since state policy makers in general are pleased with the direction, style, and focus of Chancellor Oakley there has been an initial interest in letting the Chancellor's Office have more of a role in the development of grants and programs. In the current year's budget, and two years ago, there was money for innovation at CCC campuses but the funds were administered by an outside committee. The Chancellor's Office felt it knew the CCC best and should have more say. So far the administration has agreed with having the Chancellor's Office administering the program. This year there is a modest COLA number of 1.5%, a modest growth number of 1.3% and a small base increase of about \$24M. There is nothing really exciting ongoing on the general fund side.

This governor has tended to be enthusiastic about technology items and while he might not always have the same ideas the system has, the CCC has been able to guide those ideas. This year two requests were included, one for OEI and another for an Integrated Library System. The \$10M OEI funding is to insure ongoing annual system-wide support for Canvas and support tools. That item is as permanent as anything is in the state budget. That should not be a hard sell, there will be questions about it but it shouldn't be a big issue. Joe Moreau expressed appreciation for the \$10M annual ongoing support for Canvas and tools like the WorldWideWhiteboard, etc. which should reassure colleges about ongoing fiscal support. At this point 104 community colleges have adopted Canvas and the others are in some phase of decision making in their governance channels.

The Integrated Library System will help students with a common system as they move to online systems with multiple schools. The funding is for \$6M for the first two years. The administration was not willing to commit to ongoing funding for that initiative at this time because of the revenue situation. They will look at the initiative again after two years to see how it is going. There will probably not be a concern about implementation; they just didn't want to commit to ongoing funding right now. No economists are projecting a recession, but they are also probably not predicting hyper growth. The system will probably see modest growth and it should be possible to find \$2.5M in ongoing funding for the Integrated Library System to be a staple in the system after the first two years.

The Chancellor's Office also received two new Vice Chancellor positions in a system office

budget augmentation. They hadn't specifically requested them, but it is about \$375,000 in new resources for two positions and the office will work with that to build the positions that are most critically needed. TTAC members recognized that there might be more staffing need on the implementation side.

The committee discussed challenges and needs for better integration with the K-12 system. It seems to be a major issue. When Chancellor Oakley talks to state policy makers and staff he mentions the need to look to better integration coming from K-12 and not just from the CCCs. The CCCs are doing everything we can on our side but K-12 representation will likely be a focus of the Strategic Plan charter language. The Chancellor's Office is also in the early stages of working at a staff to staff level with the California Department of Education (CDE) on how to better integrate as partners. TTAC members all agreed that better integration with K-12 data would make it easier for students applying to colleges and that is an area with equity impacts since the high schools that don't have electronic transcripts often serve those students.

The Council of Chief Librarians is putting together a work group to begin to identify steps needed with respect to the Integrated Library Proposal. Gregg Atkins explained that they are aware nothing is official until funding comes through, and at that point some formal process would start. They feel it is important to start now identifying tasks and are putting together a group including faculty with a particular skill set and system administrators in the library system. They welcome other participation and are also going to request that the CSU loan the group one person. The CSU system is currently in the process and has put all of their minutes and activities up on a website. They will probably be calling the group together on a monthly basis in Sacramento in order to be ready to move forward when the time comes. The Council of Chief Librarians is very conscious of the need for accessibility in all aspects of the system; they worked carefully on databases and with current systems and will continue work with Sean Keegan as an accessibility consultant. They will also include the need for third party verification in the contract before it is signed. The "Launch Team" for OEI helped to get things moving forward as soon as they had funding available. Joe Moreau explained that provided huge momentum and was a successful model. Gregg will make sure to keep Theresa and the Chancellor's Office informed about the ad hoc work, he also confirmed that there are no vendors involved in any of that preliminary work, to avoid problems with unfair advantage to vendors with involvement prior to the RFA.

Committee members discussed the fact that EPI and CAI multiple measures pieces are essential to make Pathways work. There are also needs for additional tools in order for colleges to plan schedules for longer periods. Students don't fit any particular type of plan and every student it would be useful to have a tool to enable students to move through a major plan and reduce courses. These elements are more likely to be needed as the system does things to scale, for example for room utilization to match use of facilities to student need. Theresa suggested keeping that in mind for the discussion of the five priorities later in the meeting.

**TTAC Charter Revision Update:**

Unfortunately, the TTAC Charter Revision work group hasn't yet had time to meet and make suggestions for revisions. Theresa sent out the existing Charter with the same revisions as in September. She made a correction regarding a potential deletion identified. A particular group hadn't been identified in the composition of any of the Chancellor's Office committees but there was no intent to have less representation from classified staff.

Four potential meeting dates have been sent out to those interested in participating in the Charter Revision work group. The intent is to identify two dates for that group to meet. They will then receive feedback from the full TTAC group and finalize the updated Charter. Anyone that wants to be included in that small group is welcome. John Freitas indicated his desire to be part of that

group.

**Presentation: The Data Lake:**

Lou Delzompo provided a thorough presentation regarding definitions and details regarding the Data Lake. The Data Lake Project has a specific background as called out in the CAI work plan, "Develop and provide a secure 'data warehouse' to serve as a central repository for K-12 and higher education assessment data, including multiple measures, but expanding on the existing Cal-PASS Plus multiple measures data warehouse." The Technology Center is responsible for feeding a "data lake" with data from CCCApply and CCCAssess and securely storing it for eventual use by the Cal-PASS data warehouse.

A data lake is a storage repository that holds a vast amount of raw data, in its native form, until it is needed. Data is frequently tagged with "meta-data" to facilitate searching. The CCCTC has chosen Amazon Web Services (AWS) Scalable Storage Service (S3) to store data from CCCApply and CCCAssess. The main design criteria are the speed of writing data versus the speed of retrieval.

A data warehouse is a large store of data accumulated from a wide range of sources to guide decision making. The CCCTC has prototyped connectivity from the data lake (S3) to a data warehouse built on AWS RedShift. RedShift is an optimized implementation of the PostgreSQL relational data store, and tuned for fast search and retrieval of data. Connectivity is accomplished with Talend ETL.

An operational data store is a data repository associated with a specific application, such as CCCApply and CCCAssess. It supports high volumes of transactions per second using structured data models. Support for complex analytics and queries are not recommended due to the impact on performance. The CCCTC has standardized on the use of the open source PostgreSQL relational data base (RDB) for operational data store needs.

A data mart is a subset of a data warehouse oriented to the needs of a specific operational unit. It may be designed to address specific security, privacy, or data normalization requirements. The CCCTC has prototyped the application of multiple schemas layered on AWS RedShift to address the potential need for data marts. For example, each CCC district would connect to the data warehouse using a schema specific to only the data that district was authorized to view and act on.

Implementation of the Data Lake using test data is complete including: queries to pull data from CCCApply to the Data Lake, queries to pull data from CCCAssess to the Data Lake, and mechanisms to load data into S3 and tag it when necessary. Prototypes have been completed for: connectivity from the Data Lake (S3) to the Data Warehouse (RedShift), Data Marts for all multi-college and single college districts, and JasperReports connectivity to each data mart.

The next steps are to be ready to support the CCCAssess Beta rollout:

1. Create a secure S3 repository (Jeff Holden will be providing the security requirements)
2. Deploy Data Lake tool set and connect to production CCCApply
3. Connect to production CCCAssess
4. Prime Data Lake with historical data from both repositories
5. Activate on-going data loading

Collaboration with Cal-PASS on the process for moving data from the data lake to the data warehouse is still to be determined.

The creation of a Data Lake and the associated concerns about sharing that data as defined in the CCCAssess work plan has moved the CCCCO to authorize the CCCTC to develop a proposal for system-wide data governance. The concerns to be addressed are:

- The CCCApply source data contains PII and must be secured at all times
- How can data be shared in a Cal-PASS driven data warehouse and still insure that PII is always secure?
- Beyond the research support required in CAI, how can other potential uses of the data be evaluated and governed?
- The potential of Project Glue raises a large number of questions: legal, business, and technical. How can these questions be resolved?

What would happen if the INS came to the Data Lake and wanted information about students' immigration status? The Chancellor's Office owns everything and the system passed a resolution not to comply with those sorts of requests.

Lou provided an overview of a detailed data governance proposal under development modeled on the tenants of Enterprise Data Management. The Technology Center is currently interviewing consultants to serve as a program manager and potentially chair the Data Governance Authority (which would be a steering committee, working group, or whatever is decided upon for the proper title.)

The Data Governance Authority is envisioned as a group composed of senior leaders that understand the value of data. They would define a set of: policies, standards, requirements, guidelines, and definitions and would empower the Data Governance Office. The Data Governance Authority would include representatives from: the Chancellor's Office Technology and Legal departments, Statewide Academic Senate, Statewide Student Senate, SAC, Technology Center CTO and CSSO, and stakeholder organization representatives from: MIS, CCCApply, eTranscriptCA, OEI Course Exchange, and CCCAssess. The Data Governance Office would be composed of contributors and would coordinate and facilitate the work of individual projects. This office would create and manage the statewide Data Dictionary and would leverage existing work where possible. The Data Steward would fill a role in Data Governance similar to what Jeff Holden and Sean Keegan fill statewide in the areas of Information Security and Accessibility respectively. This governance work will take time to get organized; it is critical to get started.

Lou also provided an update on the Project Glue rollout and status which was funded by the Chancellor's Office and the State Budget for the Technology Center, with \$9M in one time OEI categorical money. This is to fund the implementation at every college in the system by personnel certified to do the work. There will be no need for college IT personnel to take on a new project. A recent Intent to Award was announced for Experis, Inc. and Infiniti Consulting, to do Glue rollout and production support. Currently the Adapter is running at eight OEI pilot colleges against both Colleague and Banner SIS systems and is in live production use at Fresno City College and Lake Tahoe College.

The first version of Glue for CAI has been designed using test instances of Banner (DeAnza and Ventura), Colleague (Butte and State Center), and PeopleSoft (MiraCosta). Glue is needed for CAI because the goals of the initiative are not necessarily aligned with the way that colleges currently do them. The goals of CCCAssess include the ability to facilitate a placement decision based on multiple measures while also being mindful of the stress involved in designing for "real time" transactions. CCCAssess is being designed for "real time" support so that the student can take the assessment and then walk down the hall to talk to a counselor about placement. Many colleges have processes that were designed with time lag because at that time they couldn't be

done any other way. Now there is an opportunity to change those business processes.

Finally, Master Data Management (MDM) has to do with facilitating the choice of what data in the ERP/SIS is updated, by whom, and how often. It also supports the ability to notify participating systems of new data, and to queue data changes in the event of high demand, system outage, or system overload. However, according to the Gartner Group, "No off the shelf MDM product has the features the CCC needs." Development of the MDM platform is underway. In partnership with Younite, Inc. the CCCTC is building an innovative distributed solution capable of uniting all 114 entities in the system; that would include the colleges plus the CCC Chancellor's Office. The MDM team is staffed and working toward requirements being developed by the new product manager, Jane Linder. A recent example workflow is the ability to determine which courses are being offered at any college in the system and to keep the list current. That functionality is needed for CCCAssess, as well as the OEI Course Exchange, and could facilitate a more interactive CVC.edu site.

During January the Project Glue plan includes: Version 2 support for Canvas in development, pilot of credit transfer (transcripts) in development, close the RFP and award contracts, and CCCAssess project implementations in preparation of Beta. In February, integration with Ellucian's Ethos will be started, Canvas and Transfer Credit development will be continued, and work will continue on CCCAssess project implementation in preparation for Beta. In March, there will be Project Glue presentations at Ellucian Live in Orlando and in depth Glue "training" at CISOA during "Tech Center Day."

#### **Data Governance:**

Debra presented ideas related to data governance and setting up a model for the system. For example, there is a need to document the architecture of any data being used at the system level in a data element dictionary and to align meanings where practical. It is important to reduce redundancy where possible, make the information more intelligible and useable, and reduce the number of entry points into the data. Tim and Lou have suggested that being an infrastructure program under the auspices of TTIP makes sense. Along with Debra, they are looking at consultants that are needed to shore up resources and make it happen. It is important to give thoughtful consideration to the questions at a policy level, especially in an environment where data is even more in demand than ever before by a variety of people. This should be done in keeping with legal constraints laid out by Perkins, WIOA and other relevant statutory requirements. Theresa noted that the work on governance will be a multi-year effort, but it should be kicked off in as coordinated a way as possible. It should also be communicated widely across the state.

There is a major effort called CalSkills bringing together seven different departments to potentially create a federated model for workforce data. It is big and has a lot of different people involved, CCC is not the lead. Jannett noted that CalSkills needs to know that the CCC doesn't collect employment data. Since employment data is one of the requirements of Strong Workforce someone else will need to do that.

Jannett suggested Debra's list should include a CIO or preferably a CSSO so important input can be provided early in the process, which would make the governance structure stronger. Debra and Lou felt it would make sense to have one group looking at policy level decisions and another focused more on data elements. Those focused on the data elements probably wouldn't care about policy as much. IT tends to look at the issue of "can we do this" and others need to provide guidance on "should we do this." Lou's two tiers are similar to OEI's Steering Committee and Consortium groups; one sets policy with the management team and the other, the Consortium, is the implementation group. A representative policy group modeled along the lines of TTAC would



be useful but it wouldn't need to be as big as TTAC and could use others as resources. Debra's list looked like more of an implementation group. The question of "should this be done" is really important. Multi-role representatives, like perhaps a student services representative from EPI and a CIO representative from OEI, for example, could help keep the group size manageable. TTAC has come so far and the system is leagues ahead of where it was, TTAC hasn't done as much to provide the advisory connectivity to all of the initiatives Mandy thought it should. Connectivity in data governance would be good and useful. Debra also thought it was important to always look ahead and prepare for the end of the projects when they become part of the fabric of the system in doing that integration. John felt it was important to have representation from colleges within the 113 that were not involved in the initiatives otherwise it would still be a closed system.

With respect to marketing about data governance, members suggested that Lou do more presentations to the extent he is available because he is able to break the information down in an understandable way. District technology committees should be provided information so they know what is coming and can align future planning with where the state is going. Finally, Jay suggested keeping the information simple: we have a lot of data, we are trying to figure out how to best use the data, and we want to include people who understand and use data. He thought information should be kept at that level for now. If there is too much information provided, people will push back since they aren't used to the sharing that is envisioned and may reflexively push back. Tim suggested providing information at CISOA would also help with resistance that might otherwise come from that level. Others thought it was helpful to put it in the context of "What is done in Silicon Valley" as a best practice standard. This is not just what the CCC is trying to do it is what everybody is doing.

**Action Item:**

Send feedback and input on data governance to Debra Connick and Tim Calhoon.

**Accessibility:**

Scott Valverde from the Chancellor's Office has a past history of working nine years in DSPS. He presented an overview of a needs statement regarding Accessibility. There is a need for Chancellor's Office approved and disseminated documentation of the legal expectation for California community colleges to ensure that all of the instructional content for students (including electronically delivered content) is accessible to all students in compliance with all applicable standards. The information needs to be in clear, concise, and easy to follow language. IEPI could then develop and deliver professional development activities in webinars and regional workshops.

The one page summary Scott presented included some of the existing resources to be reviewed along with suggested membership for an Accessibility work group. There is an abundance of information about accessibility, but it needs to be pulled together in a way that makes sense and gives training to colleges.

Given that work group products would be vetted further, he thought starting with a smaller sized group would make the most sense. It would still have the ability to bring in other resources as needed. For example, at some point legal would need to ensure the group was on the right path.

There are weird copyright issues that come up with regard to videos and captioning and funding for captioning. There are so many issues in the area of accessibility that often people don't even know who to address their questions to. Additionally, vendors often claim they are accessible, and then it turns out they are not. The new standard for WCAG 2.0 AA is a much higher standard than ever before.

The Federal government adopted the standard and it will become effective March 2017 with expected compliance by January 2018. California State Law automatically cascades Federal Standards to state agencies.

Members agreed Academic Senate representation and a CSSO (where DSPS is housed) should be added to the representation list. John also suggested a connection to Open Educational Resources (OER). They thought for the near term the proposed group could do work and bring it back to TTAC for sharing and evaluation.

Tim Kyllingstad suggested including development of a "maturity model" for the system that allows people to determine where they are. It would be like a scorecard of evidence of handling students with disabilities and perhaps five levels of maturing.

***Action taken:***

***The group agreed to endorse the formation of this Accessibility work group with the addition of Academic Senate and CSSO representatives and some connection with OER.***

**Action Items:**

1. Add a Helpdesk feature for FAQs connected to CCCTechnology.info to the Accessibility website.
2. The Chancellor's Office will report back in March on the status of the Accessibility work group.

**Retreat Big Ideas #4 and #5:**

**Big Idea #4:** Enable students to know exactly which courses to take, when to take them, in what order, where they are offered, whether space was available and be able to enroll in those classes in a totally seamless fashion.

**Big Idea #5:** Establish a fully funded and sustainable instructional technology infrastructure and integration of system level technology tools.

Members felt #4 related to Pathways. Mandy explained that at Sierra they are pretty far along with implementation of DegreeWorks which housed education plans as they are currently built. Once they finish fine tuning the mapping of their academic programs, those maps will then be built as templates into DegreeWorks. The counselor will be able to access the template and customize it rather than having to start from nothing. After a couple of years, the college will be able to scrape and data mine courses from the education plans. They will be able to access that intelligence in terms of which courses to schedule, especially in terms of capstone courses. This can be built upon with course scheduling software and room scheduling software. Another useful piece would be a navigation system. Right now the student has to hunt and peck on which classes are closed and which are available. A navigation system would know the student's home address, where they are working, and the work address. The system would then leverage the student's education plan and go out to search for courses to populate that schedule building in commute time, etc. It will do what the travel websites do, but in an educational context. There are pieces that are being built now that could help build toward this vision and would embrace the Pathways idea.

Members agreed this was the direction they were looking toward with Big Idea #4.



**Action Item:**

The group decided to set up a work group to have a couple of Zoom meetings for brainstorming about Big Idea #4. The group will include Mandy, Bill, a CISO, someone from TRIS (Theresa), OEI (Joe Moreau), and EPI. Tim Calhoon is willing to serve.

Further discussion of Big Ideas will be tabled for the TTAC meeting in March.

**Common Assessment Initiative and MMAP Update:**

Jennifer Coleman explained that the CAI team has spent the last few months focused on project management and specifically establishing a Project Management Office and documenting the project to this point via documents and plans. The project has now built a snapshot around the initiating, planning, closing, and monitoring the project. They documented everything that has been going on and made plans for going forward by rebuilding the grant work plan splitting out the pieces of the CAI into multiple distinct projects:

- CCCAssess Beta Release
- Scored English/ESL Writing Sample
- ESL Listening
- Pre-Assessment Preparation
- Multiple Measures Models, Research, and Validation
- Data Warehouse for Local College Researchers
- Back-up Test Bank

The established product lifecycle includes: building the MVP, providing enabling services, product adoption, support and maintenance, and prioritized enhancement requests. The MVP is focused on being viable, not on being minimal. It will be an iterative process where continuous progress will be made on improving the product. The team is currently focused on the CCCAssess Beta Release for fall 2017 to the original twelve pilot colleges, which would be for spring placement. Since colleges all have their own assessment cycles, the project is working with the colleges on timing that works best for them.

Test approval management includes twelve steps needed for test approval. The primary focus of the Beta release right now is on approval of the tool for use in placement through the Chancellor's Office Assessment Committee using the Standards as they exist from 2001. The steps include data collection, analysis on both items and operational use, and drafting of the report and review of the report before submission to the committee for approval. All of that is being worked out with the twelve pilot colleges. Since there was some concern about getting all of the data they might need from the pilot phase, they have extended data collection to sister colleges and a few other colleges with specific populations to assist with that.

The first piece of focus is on the test approval process and the second is on the platform. The Platform has been in development and was used in initial data collection almost a year ago. The Platform- Beta Release Strategy includes minimizing risk by implementing a multi-release approach. The Beta release has been split into two separate software releases with essential functionality front-loaded into the first release and non-essential functionality moved to the second release; all of it will happen prior to fall adoption. Putting the essential functionality into the first release will allow it to be moved to a sandbox environment. This will provide more time for pilot colleges to have access while non-essential development is completed. Tim Calhoon also noted that the projects are getting better and better at having zero down time releases.

There will be a phased roll out to colleges beyond the twelve pilots. The schedule has not been laid out but college needs will be taken into consideration. Compass colleges were originally scheduled to come on early. However, now some Compass colleges used short term solutions,

while others used longer term solutions. The project planning process has been done so that the deployment schedule does not have to be rolled back again. Risks, mitigations, and extra time are built in so that doesn't happen again. With the increased time, the product to be rolled out will be a more robust product that meets more of the needs of the system. The project is also working with Bryan and CAFocus on messaging so colleges understand and confidence is built in the assessment with respect to packaging and timing.

Since the TechEdge announcement two weeks ago, pilot colleges that had been in a coasting status have been in contact with the project and are eager to get moving again. IT teams are working on getting IDP Proxy in place; that work needs to be prioritized and some local roadblocks have to be overcome. The Project Glue Adapter team has been great in prioritizing that work and also in tracking information on how long it takes, etc.

CCCAssess is a leap forward from the assessments that currently exist. The existing tests are fixed form and CCCAssess is a branching adaptive test which will also give information to instructors about competencies for the group of students coming into the course. That faculty level report is something the project has been able to prioritize for the fall release to the colleges. It will be aggregated at the course schedule level.

The pilot colleges are split among Banner, DataTel, and Colleague, and are also spread among different geographic regions. Critical success criteria laid out for Beta release include the major SIS, as well as homegrown systems. Colleges that come on after the pilots should be able to find colleges that are similar to themselves with respect to size, geographic region, and student population make up.

To get information out, an update from the Chancellor's Office will be going out and the project team will be heading out on the conference circuit again. There has been a call for more communication from the Chancellor's Office and the first version of that message will be going out in a few days by Listserv as a Chancellor's Office Memo, on the CAI website, and also duplicated in newsletters and announcements. Jannett suggested it be included as a link with information about Chancellor Oakley since people tend to be interested in reading about him since he is new.

#### **Cal-PASS Plus and MM Update:**

Ken Sorey provided an update on what has been happening in the field with respect to Cal-PASS Plus and multiple measures. Cal-PASS Plus has been underway for about four and a half years. Over the last couple of years a lot of the agreements that enabled sharing of information expired, so MOUs required revamping and redoing around the state. At this point about 65% of the K-12 districts (representing 80% of students) are included in those data linkages. Additionally, 70% of all high schools in the state are included partially because of involvement in the Multiple Measures Assessment Project (MMAP). There are robust regional groups across the state using the data.

They are using actionable data from: Transitions, CTE LaunchBoard, CTE Pathways, athletes, foster youth and predictive analytics (MMAP). They have system support from: CAI, BSI, Equity/SSSP, Guided Pathways, College Promise, and even Adult Ed. They are also heavily integrated into a lot of initiatives, including IEPI.

The MMAP includes collaboration between: CAI, CCCCO, Cal-PASS Plus, RP Group, and sixty-five CCCs. Model development includes English, math, ESL, reading, non-cognitive variables, and self-reported transcript data. Their engagement includes local replication, webinars, professional development, support, and pilot results informing statewide implementation. MMAP validation is being done using the data for about one million CCC students which is then matched

to high school data. The project has four full years of data for about one-fourth of those students. They had data from Calculus down to four to five levels below in math and transfer level English and reading. A lot of different statistical methods were looked at to figure out what correlates with achievement and they landed on a process called categorization decision trees that grouped students around a set of characteristics and their potential success rates in a course. It was based around "70% likely to succeed in a course, with a C or better." This provided a good anchor faculty seemed happy with. They looked at every piece of information they could get, for example in College Algebra for a STEM major, the student had to have earned at least a C or better in Algebra 2 in high school as a floor, and then a high school cumulative GPA of 3.2 was highly correlated with whether they would be successful in that course. Otherwise, if they were slightly below that GPA, they had to have earned a C or better in pre-calculus. There were many metrics they looked at, but only some of them had value.

Variables explored in the MMAP models included: high school unweighted cumulative GPA, grade in particular high school courses, CST scores, AP course taking, taking higher level math course, and the delay between high school and CCC (for math). The results for English came out pretty clean with a high school GPA greater than or equal to 2.6 earned in 11<sup>th</sup> grade giving a student a 70% chance of success in transfer level English. The further below transfer level, the less chance the student would make it through the sequence. So colleges might want to grapple with issues of course success versus throughput in making their models.

Colleges are not necessarily trying to eliminate remediation but want more accurate placement. A goal is trying to eliminate under placement. Mitigating over placement is also something to look at, but under placement far outweighs over placement in the models. An important factor is that each time you move up a student placement, it increases their chance of making it through the course sequence.

The projected results statewide change if MMAP is applied at all of the CCCs. Historically 37% of the students who take an English course at the CC (which doesn't include students who never attempted it) are at transfer level. That can be changed to 59% with use of MMAP. In math it is a little more conservative going from 26% to 37%. Additionally, they are finding that the colleges that have implemented over the last year or so are showing similar results. The models also show potential equity impacts on transfer level math. Historically 29% of White students place into transfer level math. Using the MMAP disjunctive models, results for Asian students went from 40% to 49%, for Blacks/African-Americans from 15% to 22%, for Hispanics from 17% to 28%, and Whites from 29% to 41%.

There doesn't seem to be an impact on success rates and students don't seem to be negatively affected, instead they are at the same level and some colleges are even finding students are outperforming previous success rates. It also seems it can increase the number of students who take math or English in their first year.

The data comes first from Cal-PASS Plus high school data which is verified or provided by K-12 feeder match, then second from self-reported high school data using CCCApply or another method. If those are not available, colleges are also using surveys and other sources, including non-cognitive scales to see if they are applicable. Sixty-nine colleges have opted into using the multiple measures questions in CCCApply. Jennifer reminded the group that the MMAP work is being done with existing assessment tools, when CCCAssess rolls out the project will be working with MMAP on a comparison of the two.

At Sierra both math and English fully adopted the MMAP models with about 8-9% more students placing in transfer level math and about 12% in transfer level English, with no drop in success rates. Starting last year they were able to match about 4,000 student records and were able to

use MMAP models which resulted in assessing about 50% fewer students.

This work also fundamentally changes the relationship with feeder high schools. CCCAssess is also looking at being able to provide aggregate results to take back to the feeder schools. There is huge potential for the CAI and multiple measures to have an impact at the high school level and not just be a college thing. Dual enrollment hasn't been worked out yet, but it seems like it should be possible for EAP students that are conditionally accepted to take an articulated course; co-designed courses might be completely and seamlessly articulated. The CCCAssess platform will also be able to display reassessment, so student and counselor will both be able to see where and when a student took an assessment.

### **Technology Center and System Project Updates:**

#### **Technology Center:**

The new CCCApply numbers to date are up to 5,083,651 applications with 107 colleges implemented; 309,130 BOG applications at 34 colleges; and 425 International applications at 3 colleges. The Xap contract has officially ended and all applications have been purged from Xap and moved over into our system.

The March 2017 CCCApply Release will include: AB 801 homeless youth, update to residency logic and to the OpenCCC account; Google Analytics added across all apps; and system-generated email to minimize abandoned applications. This is a regularly scheduled release. There are now 3,761,198 OpenCCC student accounts, with less than .003% duplication. Support calls have been reduced by 68% by including account recovery by email functionality.

There was an Academic Senate resolution last fall related to CCCApply regarding the needs of non-credit students. This question has come up more than once and the Chancellor's Office will be coming out with a white paper explaining that 95% of the fields in CCCApply are required for non-credit. The Chancellor's Office is not going to do an application that goes against Title 5 regulations. Michael Quiaoit from the Chancellor's Office and the CCCApply Steering Committee are working on a letter to go out to the colleges explaining it. Maybe the Chancellor's Office needs to be at the ACE gathering in February.

The Technology Center is wrapping up an agreement with the CDE and has already done some of the programming to connect to the CALPADS data base to bring over the K-12 identifier (SSID) and tie it to the student's record for research purposes. They are doing some integration with the California Guidance Initiative so that they can track students through the application process from CaliforniaColleges.edu when the student goes through CCCApply.

CCC SSO Proxy will enable the Technology Center to take care of continuing students who may not have been assigned a CCCID. It will make an account for the student and then pass them on into Canvas or other apps. This will work for other system apps (Hobsons, SSP, etc.) as well. There are already seventeen colleges that are fully integrated with Proxy, another eight that are testing, and twelve more that are at the kick-off stage.

The CENIC project to "future proof" the network is continuing. There was \$7M in one-time and \$5M in ongoing funding for that upgrade project. The goal was to start with saturated circuits and large colleges. There were 31 circuits at less than 1 Gig, 181 1 Gig circuits, and 17 10 Gig circuits. The upgrade queue now includes 17 1 Gig candidates and 176 10 gig candidates, with 59 deployments in progress and 24 upgraded.

**Information Security Center:**

The Information Security Center has been doing security assessments for colleges that have had a breach. They offer ongoing college assessments, scanning, penetration testing, and ongoing information security awareness training to all colleges in the system. New services being offered this year are: SSL security Certificates, a static source code analysis product, log consolidation and analysis tools, and vulnerability monitoring with a security dashboard.

**Accessibility Center:**

The Accessibility Center offers ongoing college assistance, ongoing training, workshops and communications. There were twenty-six colleges represented at the conference in January. They also offer system-wide vendor compliance reviews. Free tools offered are: website scanning and a video player.

**System-wide Architecture Committee (SAC):**

SAC has done planning for backup into Amazon Cloud and for Endpoint Security. Recent work includes recommendations for FCCC contracts for PortalGuard and Carbon Black Endpoint Security. CISCO is working on Open DNS.

**Education Planning Initiative (EPI):**

EPI scope includes articulation work with CO-CI. Work continues on CCCMyPath including Career Coach, which had a slight delay for accessibility, which is now near resolution. A branded version of the portal is live at Santa Rosa Junior College which will be followed by a branded deployment at all EPI and OEI colleges. There is also an RFP going out for ongoing portal development which will be published February 2017.

The project is wrestling with authentication and identity management for CCCID and colleges that aren't ready for Shibboleth. The project is engaging them at highly variable levels depending upon their needs. Starfish has 22 colleges onboarding and is aiming for forty. Things are going pretty well. David said that all of the pilots will complete as soon as May, some as soon as March. There has been one departure, Victor Valley College. In the implementations they are tackling business processes as much as technology, but they really need to get out some information since there is aggressive vendor marketing in the field. David defined "complete" as meaning the colleges would basically be "in production," seeing real students, creating real Ed Plans that they can report to MIS for real statistics.

Curriculum Inventory is replacing the Chancellor's Office Curriculum Inventory system, not campus level CurricUNET. It is on schedule with strong collaboration with stakeholder communities: 5C, COCIAC, and the Chancellor's Office. CO-CI is code complete and focused on streamlining, QA, testing, and training. Right now the Chancellor's Office is working on a "No Queue" campaign to drive down the number of items in the queue prior to making the transition to the new system. It is a three phased roll-out and they are on track to be completed by June. As mentioned on other projects, it is hard for people to understand the idea of an MVP. Instead of talking about an MVP, perhaps the projects should talk about "foundational pieces," that will be built upon. Then they can talk about what will be in the next phase, etc.

C-ID and ASSIST Next Gen are in progress and ASSIST requested some project management support. There has been increased utilization of e-transcripts which is very important. However,

there was one college departure from the e-transcript program.

**Closing Remarks and Next Meeting:**

Items for the next TTAC meeting include:

- Finalizing Charter work
- Report out on brainstorming from the work group established for Big Idea #4
- Fleshing out ideas for Integrated Library (may depend on February Trailer Bill language)
- Data Governance
- Accessibility
- Big Idea # 5
- Brainstorming for the retreat

The next meeting will be a Zoom online call from 10 am - Noon on March 24, 2017. The annual Retreat is scheduled for May 1-2 at a location that has not yet been determined (maybe The Dana in San Diego).

**Action Item:**

Invite Chancellor Oakley to attend the next TTAC meeting and/or Retreat.

**Adjournment:**

The meeting was adjourned at 3:26 pm.

## Local Senate Visit

College of the Canyons  
Academic Senate Meeting  
February 9, 2017  
Leadership Academy Mentor Visit  
Ginni May

Rebecca Eikey is participating in the 2016-17 Leadership Academy, and I am serving as her mentor. In my efforts to fulfill the mentor role, I attended one of her local senate meetings.

I arrived at the college about 12:30, and looked around the college for while. I met with the academic senate classified staff member, and then with the academic senate president, Rebecca Eikey. We reviewed the agenda items for the meeting, and she filled me in on some of the history.

Notes on the Academic Senate meeting:

The academic senate meeting was well attended and very collegial.

Agenda displayed on projector.

They honored a colleague that recently passed.

Public Comment – someone introduced CCC Maker Grant - \$44,000 stipend for development and travel

Announced Brown Act training on February 22 at 3:00.  
Many other announcements from AS President

Academic Staffing Committee

Check Ed Code on faculty Seniority Process

Syllabus Elements

Discussed a possible resolution about some of the concerns and changes/possible changes regarding immigration as it impacts students.

Talked about office assignments – seniority? Certain groups together? Some groups should be together if they have shared resources that are difficult to move?

CA Guided Pathways proposal – should they go forward?

