

**Friday, May 20, 2016 to Sunday, May 22, 2016 – Hotel Metropole**

*205 Crescent Avenue, Avalon, Catalina Island, CA 90704*

*Meeting Room: Catalina*

**Friday, May 20, 2016**

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

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

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

Avalon Grille - 423 Crescent Avenue, Avalon, CA

**Saturday, May 21, 2016**

8:30 a.m. to 9:00 a.m. Breakfast

9:00 a.m. to 12:00 p.m. Executive Meeting

12:00 p.m. to 1:45 p.m. Orientation Meeting

2:00 p.m. to 4:30 p.m. Golf Cart Scavenger Hunt

6:00 p.m. to 9:00 p.m. Farwell! Welcome! Dinner

Maggie's Blue Rose Mexican – 417 Crescent Avenue, Avalon CA

**Sunday, May 22, 2016**

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

8:00 a.m. to 11:00 a.m. Meeting

12:15 p.m. Depart

*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).*

**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**

## **II. CONSENT CALENDAR**

- A. April 20, 2016 Meeting Minutes, Stankas**
- B. Executive Committee Dates and Locations, Adams**
- C. Relationship with @ONE, Adams**
- D. Curriculum Institute 2016 Final Draft Program, Freitas**
- E. Academic Senate Foundation Bylaws Revision, May**
- F. Academic Senate Foundation Strategic Master Plan, May**
- G. Revision of the ASCCC Caucus Guidelines, Stankas**
- H. Academic Senate Foundation Directors, May**
- I. A<sup>2</sup>MEND, Adams**
- J. Small and Rural Caucus, Adams**
- K. Faculty Leadership Institute, Bruno**

## **III. REPORTS**

- A. President's/Executive Director's Report – 40 mins., Morse/Adams**
- B. Foundation President's Report – 10 mins., May**
- C. Liaison Oral Reports (*please keep report to 5 mins., each*)**  
Liaisons from the following organizations are invited to provide the Executive Committee with updates related to their organization: AAUP, CCA, CCCI, CFT, FACCC, and the Student Senate.

## **IV. ACTION ITEMS**

- A. Legislative Update – 25 mins., Bruno**  
The Executive Committee will be updated on recent legislative activities, the ASCCC 2016 legislative agenda, the ASCCC advocacy day and consider for approval any action as necessary.
- B. Academic Senate Foundation Research – 15 mins., May**  
The Executive Committee will consider for approval establishing a process for sharing the results of AS Foundation sponsored research.
- C. Academic Senate Policy – 15 min., May**  
The Executive Committee will consider policy language for Executive Committee members' contributions to the AS Foundation.
- D. Part Time Faculty Task Force – Recommendations of Priorities – 30 min., North/Freitas/Adams**  
The Executive Committee will consider for approval establishing an ASCCC Part-time Faculty standing committee.
- E. Outline for Revision of the 2009 Noncredit Instruction Paper – 15 mins., Aschenbach**  
The Executive Committee will consider for approval the revision of the ASCCC paper, *Noncredit Instruction Opportunity and Challenge*.
- F. Strategic Plan Update and Priorities for 2016 – 17, – 25 Mins., Adams and Bruno**  
The Executive Committee will review the 2015 – 16 ASCCC Strategic Plan and consider for approval the strategic priorities for 2016-17.

**G. ASCCC 2016 – 17 Budget – 25 mins., Adams/Freitas**

The Executive Committee will review the ASCCC Budget development process, review the 2015 – 16 budget performance, and consider for approval the ASCCC budget for the 2016 – 17 fiscal year.

**H. EDAC Strategic Plan, 15 mins., Smith/Adams**

The Executive Committee will consider for approval a strategic plan for the Equity and Diversity Committee.

**I. Annual Committee Reports – 30 mins., Bruno/Adams**

The Executive Committee will approve the final committee status reports and discuss committee priorities for next year.

**J. Communication – 30 mins., Adams**

The Executive Committee will consider for approval a communication mechanism to connect the ASCCC representatives.

**K. Action Tracking – 10 mins., Adams**

The Executive Committee will consider for approval the removal of actions on the action tracking sheet.

**V. DISCUSSION**

**A. Board of Governors/Consultation Council – 10 mins.,**

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

**B. Baccalaureate Pilot Program and ACCJC – 15 min., Stankas**

The Executive Committee will be informed on the Baccalaureate Pilot Program and will be asked to approve the paper.

**C. Criteria for Serving as an ASCCC Representative – 20 mins., Adams**

The Executive Committee will discuss the current process for making appointments for ASCCC representatives.

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

**A. Standing Committee Minutes**

- i. Noncredit Committee, Aschenbach
- ii. Relations with Local Senates Committee, May
- iii. Transfer, Articulation, and Student Services Committee, May

**B. Liaison Reports**

- i. Chancellor's Office Curriculum Inventory Advisory Committee Report, Rutan
- ii. Statewide Public Safety Education Advisory Committee Minutes, Decoteau
- iii. Telecommunications and Technology Advisory Committee, Davison/Freitas

**C. Senate and Grant Reports**

- i. Academic Academy Last General Session Comments, May
- ii. C-ID Advisory Minutes, Shearer

**VII. ADJOURNMENT**





### Executive Committee Agenda Item

SUBJECT: April 20, 2016 Meeting Minutes		Month: May	Year: 2016
		Item No. II. A.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval the minutes from the April 2016 Executive Meeting.	Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Annie Wilcox-Barlettani	Action	
		Information	

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

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



## Executive Committee Agenda Item

SUBJECT: Executive Committee Dates and Locations		Month: May	Year: 2016
		Item No: II. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval updated Executive Committee dates and locations.	Urgent: YES	
		Time Requested: 10 mins.	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Information/Discussion	

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

### BACKGROUND:

At its March meeting, the Executive Committee approved its meeting schedule for the 2016-17 fiscal year. During this meeting, members discussed whether or not to have the first day of the meeting at a college. Concern was raised about the burden on staff to coordinate these events since staff do not have connections with the college staff and senate presidents are sometimes not responsive. However, members felt that the visits were helpful to make connections with local senate even though the meetings were not well attended. In conversations, the executive director and the incoming president propose that before we discontinue the meetings at colleges, we continue but modified the process.

The modification would be that the meetings will be held on an Executive Committee home campus, with the member responsible for working with the college to make arrangements (see attached specifications) and personally inviting faculty to attend the meeting. ASCCC staff will continue to make all arrangements with the hotels. Members consider this proposal.

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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.  
LEADERSHIP. EMPOWERMENT. VOICE.

**2016-2017 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>

<b>Meeting Type</b>	<b>Date</b>	<b>Campus Location</b>	<b>Hotel Location</b>
Executive Meeting	August 18 – 20, 2016	Sierra	Sacramento
Executive Meeting	September 9 – 10, 2016	San Bernardino Valley	South
Executive Meeting	September 30 – October 1, 2016	American River	North
Area Meetings	October 14 – 15, 2016	Various	Various
Session Executive	November 2, 2016	n/a	West Coast South Plaza
Fall Plenary Session	November 3 – 5, 2016	n/a	West Coast South Plaza
Executive Meeting	January 6 – 7, 2017	Alameda	North
Executive Meeting	February 3 – 4, 2017	Santiago Canyon	South
Executive Meetings	March 3 – 4, 2017	Foothill	North
Area meetings	March 24 – 25, 2017	Various	Various
Session Executive	April 19, 2017	n/a	Santa Clara <sup>2</sup>
Spring Plenary Session	April 20 - 22, 2017	n/a	Santa Clara
Executive/Orientation	June 2 – 4, 2017	n/a	Monterey
Faculty Leadership	June 15 – 17, 2017	n/a	Sacramento Sheraton
<b>EVENTS<sup>3</sup></b>			
Career Technical Ed	January 12 - 13, 2017	n/a	Irvine Marriott
Accreditation Institute	February 17 – 18, 2017	n/a	Napa Valley Marriott
Innovation and Instructional Design	March 17 – 18, 2017	n/a	San Jose Marriott or Santa Clara
Career Technical Edu. Institute	May 5 – 6, 2017	n/a	San Jose Marriott
Curriculum Institute	July 12 – 15, 2017	n/a	Riverside Convention Center
Academic Academy	October 7 – 8, 2016	n/a	South Note: Changed from 9/22 – 23 and 29 -30, 2017
Fall Plenary Session	November 2 – 4, 2017		Irvine Marriott

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

<sup>2</sup> Staff to investigate if there are other large events in Santa Clara that might impact our attendees.

<sup>3</sup> Executive Committee members are not expected to attend these events.



**Executive Committee Set Up – College Campus**  
**Contact: Executive Committee member**

The assigned Executive Committee member will make initial contact in August to alert the local senate president that the Executive Committee would like to hold its meeting on the college on the day identified. The senate president will be asked to provide the name and contact information for who on the college will be assisting with the setup. At least two months prior to the meeting, the Executive Committee member will contact ASCCC to see what details are necessary – i.e., special accommodations needed – and then contact the staff on the local college or senate president to ensure the following specifications have been confirmed.

**Friday Set Up**

- Meeting from 11:00 am to 6:00 pm – verify timing with ASCCC staff.
- Room set up in a hollow square for 25 (provide large room with enough space for Exec members to spread out and the public to observe)
- Table in hall way for registration and handouts.
- Provide space for lunch inside or outside the meeting room.
- Provide internet access for 15 people – and guest if available.
- Provide power for computers and an LCD if requested.
- Printer access, if needed.

**Information to be supplied to the ASCCC Staff from the College**

- Specific room location. Sign outside of the room indicating it is the “ASCCC Executive Committee Meeting.”
- College map.
- Parking passes if needed.

**Food Service**

The college will host lunch for the ASCCC or provide staff to coordinate lunch in conjunction with ASCCC staff. The lunch will be delivered at 12:00 pm for the Exec members and possible guests. Time can change depending on the exact agenda.

Any questions should be directed to Annie Wilcox-Barlettani; [annie@asccc.org](mailto:annie@asccc.org) or 916-445-4753 x 103





## Executive Committee Agenda Item

SUBJECT: Relationship with @ONE		Month: May	Year: 2016
		Item No: II C	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider entering into a formal relationship with @ONE on the development of the ASCCC Professional Development College	Urgent: NO	
		Time Requested:	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Information/Discussion	

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

**BACKGROUND:**

The AS Foundation has developed two modules for its Professional Development College (PDC)— Leadership Academy and Curriculum 101. Curriculum 101 module was developed using Bizvision (private company), PowerPoint, and voice over via Palomar College. Over 78 faculty members completed the module and provided feedback. Overall, those who participated in the Curriculum 101 module had similar experiences – the information was extremely useful but the platform and voice over was not effective. In discussions with @ONE after participating in their Standards and Guidelines course, there is an interest to partner with @ONE to assist the Foundation in developing the courses for the ASCCC PDC, particularly since all colleges will have free access to Canvas. Additionally, using @ONE policies and guidelines would expose faculty to the effective practices they are expected to use when developing online courses – in other words – we are practicing what we preach. The Executive Committee will direct those coordinating the PDC to make recommendations to the Executive Committee about how to expand its relationship with @ONE in developing the PDC.

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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 2016 Final Draft Program		Month: May	Year: 2016
		Item No: II. D.	
		Attachment: YES	
DESIRED OUTCOME:	Approve the Curriculum Institute program	Urgent: YES	
		Time Requested: 10 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Freitas	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

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

**BACKGROUND:**

The 2016 Curriculum Institute will be held July 7-9, with an institute pre-session on July 6. At the March 2016 meeting the Executive Committee reviewed provided input on the first draft of the Curriculum Institute program. The Curriculum Committee incorporated the recommendations. At its May 14 meeting, the Curriculum Committee finalized the draft program for consideration by the Executive Committee. The final draft program includes a July 6 pre-session with four workshops, four general sessions, and eight breakout sessions with 64 different breakout presentations. Curriculum Committee members and Executive Committee members will facilitate all breakout sessions. All facilitators have been notified of which breakout sessions they have been initially assigned. Potential presenters are being identified, including from the institute registration list, and the process of contacting them to confirm participation is in progress. Approval of the final draft program by the Executive Committee is requested.

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





**2016 Curriculum Institute  
Draft Schedule  
Version 6**

Wednesday, July 6

PRE-SESSION WORKSHOPS

10:00-12:00

**CTE Data Unlocked Workshop**

Facilitators: Renah Wolzinger, John Freitas

This year, the Chancellor's Office unveiled an earning gain metric for "skills-builder" students in the Student Success Scorecard and released a new version of the LaunchBoard, which provides detailed information on employment and earnings for both skills-builders and completers. Attendees of this session will learn more about how they can use this information to support instruction, program design, and advising as well as how to access a suite of resources designed to help translate this information into processes like program review and planning.

12:00-2:00     Lunch on your own

2:00-5:00     Three Separate Tracks:

**New Curriculum Chairs Workshop**

Facilitators: Ginni May, Diana Hurlbut, Toni Parsons, Tiffany Tran

This session is intended for new or newer curriculum chairs, and provides a basic overview of basic curriculum topics and the roles and responsibilities of curriculum committees, with a focus on the role of the curriculum chair.

**New Curriculum Specialist Workshop**

Facilitators: Michael Heumann, Dixie Krimm, Stephanie DiAlto, Jackie Escajeda,  
Chancellor's Office Staff

This workshop is intended for new or newer curriculum specialists and provides the basics of the roles and responsibilities of curriculum specialists. The requirements and procedures for submitting curriculum to the Chancellor's Office are also reviewed.

**New CIO/Dean Workshop**

Facilitators: John Freitas, Lori Bennett, Michelle Grimes-Hillman

This workshop is intended for new or newer Chief Instructional Officers and curriculum deans, and provides a basic overview of basic curriculum topics and the roles and responsibilities of curriculum committees, with a focus on the role of the CIO and deans in the curriculum process.

Thursday, July 7

8:00-9:00     Registration, Breakfast

9:00 INSTITUTE OPENS

9:00 – 10:15 GENERAL SESSION 1

- 9:00-9:15 Welcome – John Freitas
- 9:15-9:45 State of the Senate– Julie Bruno
- 9:45-10:15 State of the Chancellor’s Office – Vice Chancellor Pam Walker

10:30-11:45 BREAKOUT SESSION 1

- 1. Curriculum 101 – The Nuts and Bolts of Curriculum**  
Facilitator: Diana Hurlbut, Irvine Valley College  
Presenter(s):  
This breakout will share with you everything you ever wanted to know about the course outline of record (COR), from the elements required to the elements suggested to ways to develop a solid COR. Presenters will share representative samples of good CORs and discuss effective practices for creating the COR.
- 2. Curriculum Basics for Senate Presidents, Deans, CIOs**  
Facilitator: Michael Heumann, Imperial Valley College  
Presenter(s):  
Curriculum is a continuous priority on every campus and involves the input and attention of faculty and administration. This session will focus on the communication links and processes necessary to ensure a smooth and balanced curriculum process on your campus.
- 3. Math Graduation Requirements and Alternative Math Pathways**  
Facilitator: Toni Parsons, San Diego Mesa College  
Presenter(s):  
At this breakout attendees will learn of the current math graduation requirements for the associate degree, alternative math pathways, and the positions and requirements regarding students taking transfer level math to meet Quantitative Reasoning at the CSU and UC.
- 4. Curriculum and Public Documents – Catalogs, Class Schedules**  
Facilitator: Lori Bennett, Moorpark College  
Presenter(s):  
There are state and accreditation requirements as to what and where curriculum is to be made public. This breakout will outline what is required, what is recommended, and what is just a good practice.
- 5. Dual Enrollment**  
Facilitator: Dolores Davison, ASCCC Executive Committee  
Presenter(s):

With the passage of AB288 (Holden, 2015), community colleges and high schools are looking at dual enrollment as a way to improve student success and provide a pathway for students to transition from high school to college. While many of these dual enrollment programs have focused on career technical education, other pathways would also benefit students who require basic skills in order to progress in college. In this breakout attendees will learn about the types of programs that would most benefit students and how early assessment and student readiness programs can work with dual enrollment?

**6. Workforce Task Force Curriculum Recommendations – Implementation Next Steps**

Facilitator: Julie Bruno, ASCCC President

Presenter(s):

This breakout is designed to take a look at the next steps involved to carry out the recommendations regarding the Workforce Task Force and a responsive curriculum process.

**7. CSU Transfer Pathways – TMCs/ADTs Basics Model Curriculum Basics, Area of Emphasis ADTs**

Facilitator: Craig Rutan, ASCCC Executive Committee

Presenter(s):

This breakout will inform attendees about the pathways and programs for students looking to transfer to a CSU or UC.

**8. Explaining and Communicating Faculty Purview over Curriculum to Board Members and External Stakeholders**

Facilitator: David Morse, Long Beach City College

Presenter(s):

Collegial consultation regarding curriculum is one of the “10+1” in Title 5. But what does this mean? At this breakout, learn about faculty purview in regard to curriculum and how this relates to collegial consultation.

**12:00-2:15 GENERAL SESSION 2**

- 12:00-12:45 Lunch
- 12:30-12:45 Foundation Update – Ginni May, Foundation President
- 12:45-2:15 The New PCAH and Curriculum Inventory– John Freitas, Erik Shearer, Jackie Escajeda

**The New PCAH and Curriculum Inventory**

Facilitator: John Freitas

Presenters: Erik Shearer, Jackie Escajeda, David Shippen

The 6<sup>th</sup> edition of the PCAH was approved by the Board of Governors in May. At the same time, work has progressed on the development of the new Curriculum Inventory

system. A review of the changes to the PCAH and the Curriculum Inventory is presented.

**2:30-3:45 BREAKOUT SESSION 2**

**1. CTE Curriculum Basics**

Facilitator: Grant Goold, ASCCC Executive Committee

Presenter(s):

Learn the important elements to consider when moving a new program from concept to completion.

**2. The New PCAH and Curriculum Inventory – General Session Follow-Up**

Facilitator: John Freitas, ASCCC Executive Committee

Presenter(s):

The Chancellor's Office staff and members of the System Advisory on Curriculum Committee have updated the PCAH. Attend this follow up to the general session to hear about the changes learn of the features of the 6th Edition of the PCAH.

**3. Curriculum conversations with K-12 and Local Universities**

Facilitator: Toni Parsons, San Diego Mesa College

Presenter(s):

Pathways are here! So, how will they be determined? Come to this breakout to learn of conversations that should take place among the K-12, community colleges, and baccalaureate institutions.

**4. Basics of Non-Credit**

Facilitator: Cheryl Aschenbach, ASCCC Executive Committee

Presenter(s):

The basics of noncredit curriculum will be discussed and the efforts to develop and integrate noncredit into the instructional program. Attendees will learn what CDCP noncredit is and what curriculum-related discussions and actions are needed to develop and implement CDCP noncredit curriculum in ways that truly help students succeed.

**5. Placing Courses in Disciplines**

Facilitator: Ginni May, ASCCC Executive Committee

Presenter(s):

This breakout will cover the requirements for placing courses in disciplines, along with the "how", "why", and "where".

**6. Creating and Revising Curriculum – The Role of Program Review**

Facilitator: Randy Beach: ASCCC Executive Committee

Presenter(s):

Come to this breakout to learn how program review is related to curriculum creation and revision.

**7. High Unit ADTs – Meeting the 60-unit limit**

Facilitator: John Stankas, ASCCC Vice President

Presenter(s):

Come to this breakout to learn about high unit ADTs, how some colleges are able to meet the 60-unit limit, and options for moving forward for those colleges that are unable to meet the 60-unit limit.

**8. Course substitution and reciprocity - local degrees and certificates, general education, and ADTs**

Facilitator: Tiffany Tran, Irvine Valley College

Presenter(s):

What is reciprocity, and how does this affect our degrees and certificates? In this breakout, attendees will learn about course substitution and reciprocity.

3:45-4:00 BREAK

4:00-5:15 BREAKOUT SESSION 3

**1. Curriculum Committee Meetings – Keeping Meetings On Track and Committee Engaged**

Facilitator: Randy Beach, ASCCC Executive Committee

Presenter(s):

In this breakout, attendees will learn of strategies and processes for running your curriculum committee meetings smooth, interesting, and productive.

**2. The Common Assessment Initiative**

Facilitator: Craig Rutan, ASCCC Executive Committee

Presenter(s):

What is the Common Assessment Initiative? Do we have to participate? In this breakout learn about the CAI, the progress so far, and the requirements and options for participation.

**3. The Credit Hour Strikes Back! –Beyond Lecture and Lab (cooperative work experience, directed clinical study, clock hour programs)**

Facilitator: Toni Parsons, San Diego Mesa College

Presenter(s):

What is a Credit Hour? Does this affect other college programs where students earn unit credit such as work experience, directed clinical study, and clock hour programs.

**4. Repeatability Five Years Later – Myths and Effective Practices**

Facilitator: John Freitas, ASCCC Executive Committee

Presenter(s):

In 2011 new repeatability regulations were implemented. Much work was done. In this breakout attendees will about learn the repeatability regulations and the

difference between repeatability and course repetition. Finally, examples of effective practices will be discussed.

**5. Curriculum Development and Serving Students with Disabilities**

Facilitator: Adrienne Foster, ASCCC Executive Committee

Presenter(s):

Have you ever considered how your curriculum proposal will meet the needs of students with disabilities? At this breakout, attendees will learn about the requirements and good practices in meeting these needs.

**6. Developing New CTE Programs – from inception to approval and the importance of being intentional**

Facilitator: John Stankas, ASCCC Executive Committee

Presenter(s):

Come find out what is involved with creating new CTE Programs at your college; from sector navigators to the curriculum inventory.

**7. Counseling, Articulation and Curriculum**

Facilitator: Tiffany Tran, Irvine Valley College

Presenter(s):

Are your counselors and articulations officers active in the curriculum design and approval processes at your college? They should be. Come learn why and how these faculty should be an integral part of the college curriculum processes.

**8. Curriculum Handbooks – Effective Practices**

Facilitator: Diana Hurlbut, Irvine Valley College

Presenter(s):

Does your college have a curriculum handbook? What is a curriculum handbook, and what is it good for? In this breakout learn about the benefits of a curriculum handbook, and the “how-to” of creating a curriculum handbook for your college.

5:30-7:00      Foundation Reception

Friday, July 8

8:00-9:00      Breakfast

9:00-10:15    BREAKOUT SESSION 4

**1. Submitting Curriculum to the Chancellor’s Office – The Basics**

Facilitator: Adrienne Foster, ASCCC Executive Committee

Presenter(s):

In this breakout, attendees will learn the ins and outs of submitting curriculum to the Chancellor’s Office.

**2. Distance Education Basics**

Facilitator: Vivian Varela, Mendocino College

Presenter(s):

What does distance education have to do with the curriculum process? Do distance education courses have separate curriculum? Attendees in this breakout will the requirements regarding curriculum for teaching courses in a distance education format, along with some curriculum examples.

**3. Succession Planning – Grooming Future Curriculum Leaders**

Facilitator: Cleavon Smith, ASCCC Executive Committee

Presenter(s):

Come to this breakout for information on why and how you should have a succession plan for your curriculum leadership.

**4. Starting a Noncredit Program from Scratch**

Facilitator: Toni Parsons, San Diego Mesa College

Presenter(s):

What is a noncredit program? Come to this breakout to learn about noncredit programs, and what is involved in creating one.

**5. General Education Basics**

Facilitator: Tiffany Tran, Irvine Valley College

Presenter(s):

Don't all colleges have the same general education requirements? In this breakout, learn about general education at the community college, CSU, UC, and other transfer institutions.

**6. Curriculum and Accreditation**

Facilitator: Ginni May, ASCCC Executive Committee

Presenter(s):

In this breakout, learn about the requirements on curriculum in relation to the requirements of accreditation.

**7. CTE Advisory Boards – Roles, Responsibilities, and Effective Practices**

Facilitator: Grant Goold, ASCCC Executive Committee

Presenter(s):

What is a CTE Advisory Board? Come learn about the role, responsibilities, and effective practices of CTE Advisory Boards.

**8. The Forgotten Ones– General Education and Institutional Learning Outcomes**

Facilitator: Randy Beach, ASCCC Executive Committee

Presenter(s):

How is general education related to institutional learning outcomes? Learn about this and some effective practices at California community colleges.

10:30-11:45 BREAKOUT SESSION 5

**1. The Role and Responsibilities of Administrators in Curriculum**

Facilitator: Michael Heumann

Presenter(s):

Administrators play a supporting role to faculty in the development of curriculum, and are responsible for ensuring that curriculum is legally compliant and can be supported by the college. In this breakout, the role and responsibilities of administrators are explored.

**2. State Initiative Update – The Education Planning Initiative**

Facilitator: Cheryl Aschenbach, ASCCC Executive Committee

Presenter(s): David Shippen, CCC Technology Center

The Education Planning Initiative (EPI) was launched in 2013 to provide statewide technology tools for student education plan development, in response to the Student Success Task Force recommendation to ensure that every student has an education plan. This breakout will provide an update on the progress and status of the EPI.

**3. Meeting Expectations - Chancellor's Office New Course and Program Approval**

Facilitator: John Freitas, ASCCC Executive Committee

Presenter(s): Jackie Escajeda, Chancellor's Office

When new courses and programs are submitted to the Chancellor's Office for approval, the reviewers examine proposals to make sure they meet the requirements stated in the PCAH. This breakout will provide a review of what those requirements are and what standards the reviewers use to determine whether or not the proposal will be approved.

**4. A Conversation about General Education – Philosophy and Future (Baccalaureate degrees, CTE, courses vs. competencies, system GE pattern)**

Facilitator: John Stankas, ASCCC Vice President

Presenter(s): Ken O'Donnell, Director of Student Engagement, CSU Office of the Chancellor

The establishment of ADTs, the advent of the pilot baccalaureate degrees, and the current focus on CTE programs have stimulated various conversations about general education requirements for our students. This breakout will provide an opportunity for discussions about the possible future directions for general education in our system.

**5. From Course Objectives to Course SLOs to Program SLOs**

Facilitator: Ginni May, ASCCC Executive Committee



Presenter(s):

The linkage between course objectives, course SLOs, and program SLOs can often cause confusion. This breakout explores ways to connect course objectives to course and program SLOs in order to effectively assess student learning holistically.

**6. Writing New Courses – Effective Practices for a High Quality Integrated Course Outline**

Facilitator: Diana Hurlbut, Irvine Valley College

Presenter(s):

Writing a quality course outline of record that clearly demonstrates both the scope and rigor in all aspects of a course is important for many reasons. This breakout provides guidance on how to write a course outline of record that communicates to fellow faculty and to the public that the course meets the appropriate expectations of rigor.

**7. Prerequisites – Content Review, Statistical Validation, and Assessing Disproportionate Impact**

Facilitator: Cleavon Smith, ASCCC Executive Committee

Presenter(s):

Colleges that use content review to establish prerequisites in reading, written expression, and mathematics are required to develop an implementation plan that includes assessment of the impact on students, in particular whether or not disproportionate impacts on specific populations of students are observed. This breakout explores how the impact on students is assessed and what strategies colleges can use to address such impact.

**8. Training the Curriculum Committee**

Facilitator: Dolores Davison, ASCCC Executive Committee

Presenter(s): Marie Boyd, Chaffey College; Thais Winsome, Mission College

The Curriculum Committee bears the ultimate responsibility for ensuring that all curriculum proposals meet the standards of quality and rigor expected for college curriculum before they are presented to the governing board for approval. This breakout explores methods for making sure your curriculum committee is trained and ready to fulfill its important responsibilities.

**12:00 – 2:15 GENERAL SESSION 3**

- 12:00-12:45 Lunch
- 12:30-12:45 Foundation Update – Ginni May
- 12:45-2:15 Effective Local Curriculum Approval Processes

**Effective Local Curriculum Approval Processes**

Facilitator: John Freitas

Presenters: Curriculum Committee members (TBD), Jackie Escajeda?(Changes at state level?)

The fall 2015 report of the Strong Workforce Task Force includes recommendations to streamline curriculum approval processes at the state, regional, and local level. Recommendations for evaluating and improving local curriculum approval processes is presented.

**2:30-3:45 BREAKOUT SESSION 6**

**1. Curriculum Specialists - Roles and Responsibilities**

Facilitator: Michael Heumann, Imperial Valley College

Presenter(s):

Curriculum specialists play a key role in the college curriculum process, and the work can be daunting at first for those new to this role. In this breakout the role of the curriculum specialist is reviewed, and helpful information on surviving and thriving in this position is provided by real-life curriculum specialists.

**2. Distance Education - Effective Practices for Regular and Effective Contact**

Facilitator: Vivian Varela, Mendocino College

Presenter(s):

Curriculum Committees are required to separately approve all proposals for distance education courses to ensure that online instruction is delivered through regular and effective contact. This breakout explores effective practices for regular and effective contact, and how to train your curriculum committee to critically review distance education proposals for instructional methods that ensure regular and effective contact.

**3. Impact of Curricular Decisions Beyond the Classroom (Discipline?)**

Facilitator: Lori Bennett, Moorpark College

Presenter(s):

Often times curriculum proposals are viewed only in terms of what will happen in the classroom. However, curriculum changes, however seemingly minor, may have unintended impacts on other programs or on the college as a whole, which can lead to disputes that have adverse effects. This breakout explores the importance of evaluating curriculum proposal through the lens of the entire institution.

**4. Effective Practices for Creating/Using Noncredit Certificates**

Facilitator: Cheryl Aschenbach, ASCCC Executive Committee

Presenter(s):

The equalization of CDCP noncredit apportionment with credit apportionment has spurred interest in the effective use of noncredit. This breakout explores effective practices for the creation and use of noncredit certificates of completion and competency.

**5. UC Transfer Pathways and UC Participation in C-ID**

Facilitator: Ginni May, ASCCC Executive Committee

Presenter(s):

In June 2015 the University of California announced the creation of the UC Transfer Pathways designed to improve transfer rates from the community colleges. There has also been discussion about UC participating in C-ID. This breakout will explore the status of the UC Transfer Pathways and the progress towards achieving their intended goal of expanding access to the UC to CCC students.

**6. Working with Your Regional Consortium and Deputy Sector Navigators**

(invite regional consortia chairs, DSNs to be presenters)

Facilitator: Grant Goold, ASCCC Executive Committee

Presenter(s):

Proposals for new CTE programs are required to be reviewed by local regional consortia before being submitted to the Chancellor's Office, while Deputy Sector Navigators are supposed to help a college identify which CTE programs are needed in a region. This breakout explores how to effectively work with your regional consortium and DSN in the development of new CTE programs.

**7. WICH Passport**

Facilitator: Dolores Davison, ASCCC Executive Committee

Presenter(s): Thomas Krabacher, CSU Sacramento

**8. Cultural Competency Across the Curriculum**

Facilitator: Cleavon Smith, ASCCC Executive Committee

Presenter(s):

The recent funding of equity plans has placed a renewed system-wide focus on closing achievement gaps for disproportionately impacted student populations. Given the cultural diversity of CCC students, there is no better time than now to integrate cultural competency and culturally responsive teaching methods throughout the curriculum. Effective practices for integrating cultural competency in the curriculum are explored.

3:45-4:00      BREAK

4:00– 5:15      BREAKOUT SESSION 7

**1. Collaborative Programs and the Regionalization of CTE Curriculum**

Facilitator/Presenters: Julie Bruno, ASCCC President; John Stankas, ASCCC Vice President

Collaborative programs between colleges and districts in a region are viewed as a way to expand CTE degree and certificate options for students who may not otherwise have access to the courses needed for completion. This breakout explores models and effective for establishing collaborative programs.

**2. Placing Courses in Local GE Patterns – Models for Effective Practice**

Facilitator: Tiffany Tran, Irvine Valley College

Presenter(s):

All colleges are required to include at least 18 units of general education in the associate degree in the areas defined in Title 5. Curriculum committees are supposed to determine whether or not a course is suitable for the local general education pattern, and determine which area to place the course. Considerations and effective practices for assigning courses to general education areas are discussed.

**3. Open Educational Resources and AB 798 Grants**

Facilitator: Dolores Davison, ASCCC Executive Committee

Presenter(s):

The creation and adoption of open educational resources (OER) are seen as ways to reduce student costs for textbooks and course materials. AB 798 (Bonilla, 2015) created OER grant funding opportunities for CCCs. The status of OER efforts in the CCCs are presented in this breakout.

**4. Curriculum and Emotions – Solving Problems and Resolving Conflicts**

Facilitator: Lori Bennett, Moorpark College

Presenter(s):

Curriculum is often a labor of love for faculty. When a curriculum committee questions a proposal, emotions can come to the surface and conflicts can erupt. This breakout explores strategies for solving problems and resolving conflicts when emotions become part of curriculum discussions.

**5. Breaking the Code – TOP, CIP, SAM, and CB codes**

Facilitator: Toni Parsons, San Diego Mesa College

Presenter(s):

Courses and programs have various data codes associated with them for various reasons. This breakout reviews what the various codes are and explains why they are important.

**6. Credit for Prior Learning and Work Experience**

Facilitator: Cleavon Smith, ASCCC Executive Committee

Presenter(s):

There is much interest these days in finding ways to grant students college credit for learning and work experiences, including military experience, gained prior to enrolling in their current programs of study, thus allowing them the opportunity to move through their programs faster. This breakout explores effective practices for granting such credit without compromising the integrity of the curriculum.

**7. Assessing and Addressing Equity Gaps in (and through?) Distance Education**

Facilitator: Vivian Varela, Mendocino College

Presenter(s):

Colleges are expected to identify and address equity gaps among their students. Addressing equity gaps in distance education presents special challenges, but also opportunities, due to the nature of the online education. This breakout explores equity issues in distance education and how distance education can be used as a means to help a college address its overall equity issues.

#### **8. Getting it Right the First Time – Effective Practices in Curriculum Development**

Facilitator: Diana Hurlbut, Irvine Valley College

Presenter(s):

Curriculum development can be straightforward if proposals are developed correctly from the start. On the other hand, improperly developed proposals can lead to delay and frustration. This session explores effective methods for helping faculty develop curriculum proposals as correctly as possible at the beginning of the process.

#### Saturday, July 9

8:00-9:00 Breakfast

9:00-10:15 BREAKOUT SESSION 8

##### **1. Table Discussions with the Chancellor's Office Staff (Ballroom)**

Facilitator: Dolores Davison, ASCCC Executive Committee

Presenter(s): Jackie Escajeda, Chancellor's Office; CCCCCO Curriculum and Instruction Staff

What questions do you still have? Come to the Chancellor's Office question and answer session to meet one-on-one with staff from the Curriculum and Instruction staff and have your questions answered.

##### **2. Using OEI Resources Locally**

Facilitator: John Freitas, ASCCC Executive Committee

Presenter(s): Pat James, OEI Executive Director; Jory Hadsell, OEI Chief Academic Officer

The Online Education Initiative has resulted in the development and availability for local use of a wide array of online education resources, from the adoption of Canvas at no cost to the college to the availability of online student preparation and readiness tools. In this breakout, the OEI resources available for local use are reviewed and discussed.

##### **3. Acceleration/Immersion in Basic Skills**

Facilitator: Ginni May, ASCCC Executive Committee

Presenter(s):

As colleges look for ways to successfully get their basic skills students into college-level coursework and to completion, acceleration through the basic skills sequence has been identified as a means to increase student success. This breakout explores

models for successful acceleration of students through English, ESL, and mathematics basic skills sequences.

**4. Noncredit Hot Topics (AB 86/Adult Education, Noncredit MQs, Noncredit courses as credit requisites, Noncredit faculty and the FON)**

Facilitator: Cheryl Aschenbach, ASCCC Executive Committee

Presenter(s): Incoming Noncredit chair?

From the proposal to move adult education to the community colleges to the equalization of CDCP noncredit apportionment with credit apportionment, there is recent increased interest in noncredit instruction. This breakout reviews the current hot topics in noncredit.

**5. From the COR to the Classroom – Effective instructional design, academic freedom issues, and innovation in the classroom**

Facilitator: Craig Rutan, ASCCC Executive Committee

Presenter(s):

The course outline of record (COR) provides all of the requirements, such as the content and objectives, that all faculty teaching that course must follow. How an instructor effectively teaches the course, however, is a matter of both good professional practice and academic freedom. This breakout explores issues around academic freedom, and presents effective practices for instructional design and innovation that turn the requirements of the COR into a quality learning experience for the students.

**6. The ASCCC and Your Curriculum Committee – Resources for Curriculum**

Facilitator: Michael Heumann, Imperial Valley College

Presenter(s):

The Academic Senate for California Community Colleges has many curriculum-related resources available to assist faculty, administrators, and staff. This breakout reviews the available resources and how they can be used effectively at your college.

**7. So Many Choices! - Streamlining Curriculum for Students**

Facilitator: Lori Bennett, Moorpark College

Presenter(s):

To faculty, curriculum choices and pathways may seem obvious, and presenting students with a wide array of choices is often assumed to be beneficial. However, what faculty may view as helpful may seem bewildering to many students. This breakout explores why streamlining curriculum options is beneficial to students and how curriculum committees can lead the effort to streamline the curriculum.

**8. CTE Hot Topics**

Facilitator: Grant Goold, ASCCC Executive Committee

The work of the Workforce Task Force has placed a spotlight on CTE. The latest hot topics in CTE are presented and discussed.

10:30-11:45 GENERAL SESSION 4

**ADTs and C-ID: The Latest and Greatest**

Facilitator: John Freitas

Presenters: Erik Shearer, Krystinne Mica

Work continues on the development of C-ID descriptors, including descriptors for C-ID, and the first two area of emphasis ADTs have been created. An update on recent developments in C-ID and ADTs is presented during this session.

11:45 INSTITUTE CLOSES







## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation Bylaws Revision		Month: May	Year: 2016
		Item No. II E.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be asked to consider, recommend edits, and then approve the following changes to the Academic Senate Foundation Bylaws: Foundation Board Director composition, Foundation Board of Director Election, Foundation Board Director donation to Foundation.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	May	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

- Attached are the proposed changes to the Academic Senate Foundation Bylaws
- AS Foundation Bylaws proposed changes summary:
  - Increase the number of Foundation Directors from 6 to 8: 7 current or retired faculty, 1 ex-officio, non-voting Director: the Executive Director of the Academic Senate. Of the 7 faculty (current or retired) 4 shall be appointed by the Board of Directors of the Academic Senate from the Board of Directors of the Academic Senate, including the President, Secretary, and Treasurer, and 3 shall be appointed by the Foundation Board. In addition, the Board shall consist of representatives from each of the four areas: A, B, C, D, of the Academic Senate.
  - Foundation Directors (not from the Board of Directors of the Academic Senate) shall be elected during the fall plenary session for a 3-year term on a staggered basis. See proposed Bylaws for more detail.
  - Foundation Directors are shall contribute a minimum of \$11 under the ongoing giving to the Foundation.

<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*  
*Revised April 2016*

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

**ARTICLE I**

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

- 1.01 *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.
- 1.02 *Principal Office.* The office of the Academic Senate for California Community Colleges (the Academic Senate) shall serve as the principal office of the Foundation.
- 1.03 *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.
- 1.04 *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 ~~Executive Committee~~ Board of Directors of Academic Senate.

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

3.032 *Refunds.* No special assessments or fees will be refunded.

## ARTICLE IV

### Board of Directors

4.01 *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.

4.02 *Composition of the Foundation Board.* The Foundation Board shall consist of a total of ~~six-eight (68)~~ (68) directors: ~~five-seven (57)~~ (57) of which are current or retired faculty with a total of three (34) ~~(34)~~ directors appointed ~~as Officers~~ by the Board of Directors of the Academic Senate, Executive Committee ~~Board of Directors including the President, Secretary, and Treasurer,~~ two-three (23) ~~(23)~~ directors appointed by the Foundation Board, and one (1) ex officio, non-voting director, the Executive Director (the Executive Director of the Academic Senate ~~Executive Director~~). The Board shall have at least one representative from each of the areas (A, B, C, and D) of the Academic Senate.

4.03 *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.

4.04 *Call to Meetings.* The President or any two directors may call a meeting of the Foundation Board.

4.05 *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, ~~or facsimile, e-mail, or posting to the Foundation's website.~~

- 4.06 *Quorum.* A majority of the number of directors authorized in these Bylaws, constitutes a quorum of the Foundation Board for the transaction of business.
- 4.07 *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.
- 4.08 *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 ~~Executive Committee~~Board of Directors of the Academic Senate annually in September for comment and approval.
- 4.09 *Audit.* An audit of the Foundations' financial records will be conducted in conjunction with the Academic Senate.

## ARTICLE V

### *Officers and Members of the Academic Senate's Board of Directors, Non-Officer Directors, and Terms*

- 5.01 *Officers.* The Officers of the Foundation are the President, Secretary, Treasurer and Executive Director and such other Officers as the Foundation Board may determine.
- 5.02 *~~Selection of Foundation Officers~~Board Members Currently Serving the on the Academic Senate's Board of Directors.* The ~~Executive Committee~~Board of Directors of the Academic Senate shall appoint the President, Secretary, ~~and Treasurer, and one additional director~~ from its members on an annual basis -during ~~its annual~~the June orientation meeting ~~Executive Committee meeting each year.~~ The term of each of these directors Terms begins on July 1June 1.
- 5.03 *~~Selection of Foundation Non-Officers~~Board Members not Serving on the Academic Senate's Board of Directors.* The ~~Foundation~~ Board may solicit applications for faculty non-officer directors not currently serving as a member of the Board of Directors of the Academic Senateon the board. ~~Terms begin July 1The term of each of these directors begins on June 1.~~
- 5.03 ~~4~~.....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.

~~5.045~~ *Terms for Members of the Academic Senate's Board of Directors.* ~~ASCCC Executive Committee members~~ 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, ~~as an Officer~~ 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 ~~Executive Committee~~ Board of Directors of the Academic Senate may make exceptions to these term limits.

~~5.06~~ *Terms for Non-Officers.* ~~Non-officer directors~~ Directors that are not members of the Board of Directors of the Academic Senate may serve no more than a total of three (3) years on the board.

~~5.057~~ *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. The Foundation Board may fill non-officer director positions as it sees fit any vacancy for directors listed in section 5.03 of this article these Bylaws at any time. ~~The Board of Directors~~ ~~Executive Committee of the Academic Senate for California Community Colleges shall fill any Officer~~ ~~director vacancies for directors listed in section 5.02 of this article these Bylaws at any time~~ with Officers as it sees fit.

~~5.068~~ *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.

~~5.079~~ *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

~~6.01~~ *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.

6.02 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.

6.03 Vacancies During Term. The Foundation Board may appoint and 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***

~~67.01~~ *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).

~~67.02~~ *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***

~~78.01~~ *Maintenance of Foundation Records.* The Foundation shall maintain records in accordance with the California Nonprofit Corporation Law.

## **ARTICLE IX~~VIII~~**

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

~~98.01~~ *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.

~~98.02~~ *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 IX***

### ***Dissolution***

**910.01** *Dissolution:* The Board, upon approval of a majority vote of the Board of Directors and ratification by the ~~Executive Committee~~**Board of Directors** of the Academic Senate ~~for California Community Colleges~~, 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.

Rev. 9/2009

Rev. 6/2012

## **ARTICLE XI**

### ***Amendment of Bylaws***

119.01 *Amendment of Bylaws.* The Bylaws may be amended by the Board, provided that all amendments shall be approved by the ~~Executive Committee~~Board of Directors of the Academic Senate for California Community Colleges before taking effect.

## **ARTICLE XII**

### ***Interpretation***

124.01 *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 124.01".



## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation Strategic Master Plan		Month: May	Year: 2016
		Item No. II. F.	
		Attachment: Yes	
DESIRED OUTCOME:	The Executive Committee will be asked to consider for approval the Academic Senate Foundation Strategic Master Plan	Urgent: no	
		Time Requested: 10 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	May	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Attached is the Academic Senate Foundation Strategic Master Plan draft.

The Academic Senate Foundation developed a Strategic Master Plan for 2016-2019. Following is an overview:

- **Financial Solvency:** Manage its funds responsibly to ensure continued support for on-going charitable activities and to ensure adequate funding is available for additional grant requests and new projects that fall within the scope of the Foundation mission—Increase the total revenue of the AS Foundation by diversifying revenues sources and growing donations, identify grant opportunities, develop three-year fundraising plan, expand the PDC, expand research capacity to support ASCCC, grown donations by increasing the number of donors and developing giving opportunities to attract a wider range of donors;
- **Internal Structure:** Ensure the AS Foundation is managed well and organized with clear roles and responsibilities by investing in the development of board members, staff, and volunteers—hire an associate director and/or dedicated staff to support the AS Foundation fundraising efforts, increase the number of directors, develop recognition of donors, create a marketing strategy such as a branding and communication, hold an annual Board retreat and training;
- **Charitable Activities:** Continue to fund activities that support AS Foundation mission such as exploring AS Foundation membership opportunities and benefits.

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



ASFCCC Strategic Plan – 2016-2019

Draft 4-7-2016

<p>The mission of the Academic Senate Foundation for California Community Colleges is to enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices.</p>			
<p><b>Goal 1: Financial Solvency: Manage its funds responsibly to ensure continued support for on-going charitable activities and to ensure adequate funding is available for additional grant requests and new projects that fall within the scope of the Foundation mission.</b></p>			
<p><b>Objective 1.1: Increase total revenue of the Foundation</b></p>			
Strategies	Actions	Responsible Party	Recommended Timeline
<p>Diversify revenue across sources that minimize reliance on any single source of revenue</p>	<ul style="list-style-type: none"> <li>Evaluate current fundraising activities</li> </ul>	<p>Board members</p>	<p>Fall 2016</p>
	<ul style="list-style-type: none"> <li>Identify local, state, federal, and private grant opportunities to fund appropriate projects</li> </ul>		<p>2016 -19</p>
	<ul style="list-style-type: none"> <li>Develop three-year fundraising plan</li> </ul>		<p>Fall 2016</p>
	<ul style="list-style-type: none"> <li>Expand the PDC</li> </ul>		<p>2016-19</p>
	<ul style="list-style-type: none"> <li>Expand research capacity to support the ASCCC</li> </ul>		<p>2016 -19</p>
<p>Grow donations</p>	<ul style="list-style-type: none"> <li>Develop flexible and innovative giving opportunities that attract a wider range of donors</li> </ul>	<p>Board members</p>	<p>2016 – 2019</p>
	<ul style="list-style-type: none"> <li>Set annual fundraising goal</li> </ul>		<p>Fall 2016</p>
	<ul style="list-style-type: none"> <li>Increase the number of individuals</li> </ul>		

ASFCCC Strategic Plan – 2016-2019

Draft 4-7-2016

	<p>making monthly donations</p> <ul style="list-style-type: none"> <li>Establish a policy that all current Foundation and Executive Committee members participate in the ongoing monthly donation program</li> </ul>		<p>Fall 2016</p> <p>Fall 2016</p>
<p><b>Goal 2: Internal Structure: Ensure the Foundation is managed well and organized with clear roles and responsibilities for each Director.</b></p>			
<p><b>Objective 2.1: Invest in capacity-building steps to improve our ability to raise money</b></p>			
<p>Invest in the development of its personnel (board members, volunteers, and staff)</p>	<ul style="list-style-type: none"> <li>Identify resources to develop the capabilities of the Board of Director to lead major donor fundraising efforts such as professional organizations and trainings</li> <li>Specify projects and clearly define roles of each director assigned to the project</li> <li>Hold annual Board retreat and training.</li> </ul>	<p>Executive Director</p>	<p>Fall 2016</p> <p>2016 – 19</p>
<p>Invest in staff to support the Board of Directors</p>	<ul style="list-style-type: none"> <li>Create job description for associate director</li> <li>Hire dedicated professional staff to support the organization’s fundraising efforts</li> </ul>	<p>Executive Director</p>	<p>Fall 2016</p>
<p>Emphasize long-term relationships in all efforts to raise funds</p>	<ul style="list-style-type: none"> <li>Increase the number of Directors</li> <li>Develop recognition of donors – dinners, gift baskets, lunch tables at</li> </ul>	<p>ASCCC Executive Committee</p> <p>Board Members</p>	<p>Spring 2016</p> <p>2016 - 2019</p>

ASFCCC Strategic Plan – 2016-2019

Draft 4-7-2016

<p>Enhance awareness of the Foundation activities through increased public relations including the development of a communication plan.</p>	<p>event, etc.</p> <ul style="list-style-type: none"> <li>• Create a marketing strategy including branding the Foundation and many of its activities</li> <li>• Create a communication plan</li> </ul>	<p>Executive Director and Staff</p>	<p>Fall 2016</p>
<p><b>Goal 3: Charitable Activities: Continue to fund activities that support the Foundation mission.</b></p>			
<p><b>Objective: Increase engagement with current and prospective donors and fund establishers</b></p>			
<p>Engage target constituents in activities that increase the effectiveness of their giving, including greater access to community knowledge and grant-making opportunities</p>	<ul style="list-style-type: none"> <li>• Explore Foundation membership opportunities including possible benefits</li> </ul>	<p>Board Members</p>	<p>Fall 2016</p>







## Executive Committee Agenda Item

SUBJECT: Revision of the ASCCC Caucus Guidelines		Month: May	Year: 2016
		Item No: II. G	
		Attachment: YES	
DESIRED OUTCOME:	Approve Revisions to the Caucus Guidelines	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Consent	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	John Stankas	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 February Executive Committee meeting, members discussed caucus participation and engagement, particularly related to monitoring caucus adherence to the ASCCC mission and policies. There currently is no process or procedure for disbanding a caucus when it no longer fits within the ASCCC parameters. In fall, a task force learned that a caucus was not open to others who were not members, which does not represent the ASCCC's policy of inclusion. The Executive Committee directed the Standards and Practices Committee to review the procedures for ASCCC Caucuses and bring back to the May 2016 meeting. Attached is a revision to the guidelines. The major changes include some minor language cleanup, a strengthening of the termination section, and an additional category of "inactive" caucus status. The Executive Committee will consider for approval the new guidelines, or provide input to the next Standards and Practices chair.

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



## **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, [r1]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: Academic Senate Foundation Directors		Month: May	Year: 2016
		Item No: II H	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the officers for the Foundation Board for 2016-17.	Urgent: YES	
		Time Requested: 5 minutes	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	

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

### BACKGROUND:

The Foundation Board currently consists of a total of six directors: five are current or retired faculty members with three directors recommended by the President and appointed by the Executive Committee, two (2) directors appointed by the Foundation Board, and one (1) ex officio, non-voting director, the Executive Director (the Academic Senate Executive Director).

In consultation with the Foundation Board, President-Elect Bruno is recommending that the Executive Committee approve the following members to serve as Officers of the Foundation Board.

- President: Ginni May (prior one year as director, and one year as president)
- Treasurer: Craig Rutan (prior year as treasurer)
- Secretary: Adrienne Foster (prior year as secretary)

If the Executive Committee approves the AS Foundation Bylaws, the following newly elected Executive Committee member will also be appointed to serve as an additional director:

- Director: Lorraine Slattery Farrell (prior year as director from the field)

Members will discuss and consider for adoption the recommendation of President-elect Bruno.

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







## Executive Committee Agenda Item

SUBJECT: A <sup>2</sup> MEND		Month: May	Year: 2016
		Item No. II. I.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee to consider a partnership with A <sup>2</sup> MEND on their March conference	Urgent: NO	
CATEGORY:		Time Requested: 10 mins.	
REQUESTED BY:	Julie Adams	TYPE OF BOARD CONSIDERATION:	
STAFF REVIEW <sup>1</sup> :	Annie Wilcox-Barlettani	Consent/Routine	
		First Reading	
		Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The Academic Senate has been contacted by leadership of A<sup>2</sup>MEND seeking ways to increase participation of faculty in their conference. Their mission is consistent with the ASCCC and states, "The African American Male Education Network and Development (A<sup>2</sup>MEND) organization is comprised of African American male administrators who utilize their scholarly and professional expertise to foster institutional change within the community college system. We aim to create an affirming academic and professional environment for African Americans with a particular focus on African American male students, faculty, staff, and administrators."

Their March conference was attended by over 700 administrators, students, and some faculty. The March 2 – 3, 2017, conference will be their 10<sup>th</sup> conference and they would like to increase the number of faculty attending. The following is a proposal for how ASCCC could partner with A<sup>2</sup>MEND:

- Coordinate a faculty track for the conference via EDAC including call for proposals, selection of presenters, and facilitation of session;
- Assist with promoting the event; and
- Allow use of ASCCC name and reputation to advertise the conference.

The Executive Committee will consider for approval partnering with A<sup>2</sup>MEND on their conference and ask the EDAC to make recommendations about how to partner with them in the future.

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





## Executive Committee Agenda Item

SUBJECT: Small and Rural Caucus		Month: May	Year: 2016
		Item No. II. J.	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the continuation of the Small and Rural Caucus as an ASCCC Caucus	Urgent: NO	
		Time Requested: 2 minutes	
CATEGORY:	Action	TYPE OF BOARD CONSIDERATION:	
REQUESTED BY:	Julie Adams	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Annie Wilcox-Barlettani	Action	X
		Information/Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

The ASCCC Caucus process requires current caucuses to submit each May their intent to continue as a recognized caucus (see <http://www.asccc.org/caucuses>). The Small and Rural Caucus has submitted its intent to continue as an ASCCC Caucus and provided current membership (attached).

The Executive Committee will consider whether or not this caucus meets the requirements to continue to be an ASCCC Caucus.

### NOTE:

- The Part-time Faculty Caucus did not submit a letter of intent and will not continue as an ASCCC Caucus.
- The LGBT Caucus did not submit a letter of intent and will not continue as an ASCCC Caucus.

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



Jason Edington, Mendocino College, Chair  
Conan Mckay, Mendocino College, Secretary  
Alfie Swan, Citrus College  
Bea Lawn, Gavilan College  
Carrie Roberson, Butte College  
Cheryl Aschenbach, Lassen Community College  
Cheryl Stewart, Coastline Community College  
Chris Gold, El Camino College  
Chris Jeffries, El Camino College  
Corinna Grett, Santiago Canyon College  
David Norton, Cooper Mountain College  
Gina Hogan, Citrus College  
Gloria Arevalo, Ventura College  
Greg Kemble, Yuba College  
Jan Moline, Cerro Coso College  
James Thompson, Porterville College  
Kurt Sterling, West Hills College, Lemoore  
Laura Vasquez, Cerro Coso Community College  
Lisa Socclo, College of the Desert  
Lore Dobusch, Reedley College  
Lyn Green, Norco College  
Maria Biddenback, Napa Valley College  
Marie Boyd, Chaffey College  
Mary Rees, Ventura College  
Matt Clark, Woodland Community College  
Michael Heumann, Imperial Valley College  
Michael Wyly, Solano Community College  
Nancy Golz, Merced College  
Paola Gilbert, Monterey Peninsula College  
R Chris Wells, El Camino College  
Reid Edelman, Mendocino College  
Rich Johnston, Barstow Community College  
Robb Lighfoot, Shasta College  
Ted Hamilton, Columbia College  
Tony Thompson, Taft College



4/22/16

### Small or Rural College Caucus Minutes

Attendance: Jason Edington (Mendocino College), Jan Moline (Cerro Coso Community College), Paola Gilbert (Monterey Peninsula College), Kurt Sterling (West Hills College Lemoore), Julie Bruno

#### Discussion:

Meeting came to order at 6:05 pm. Jason gave a brief overview of the function of SoRCC, including the desire to look over the current resolutions through a the focus of how it will affect our colleges, as well as working with the Executive Board to indicate if there are issues we'd like to focus on.

Discussion turned to one of how to get more faculty involvement in leadership at our colleges. Concerns that, because there are so few faculty each wearing so many hats, it has made recruiting difficult. Especially when we have many small, even singular, departments – it is a challenge to have them take release time and still run their program. One suggested idea was that if there were MORE release time in these situations, perhaps the college could consider hiring a full time temporary instructor, and this would help the faculty leader to run the program while they continue to engage in leadership activities.

Julie B. joined the discussion and suggested that we might be able to develop a survey to take back to the faculty at our schools. We might also be able work with the Local Senate Relations committee on this, and perhaps publish a Rostrum article if we get good feedback/results/ideas.

The meeting ended at about 7pm.







## Executive Committee Agenda Item

SUBJECT: Faculty Leadership Institute		Month: May	Year: 2016
		Item No: II. K	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the final program for the Faculty Leadership Institute	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Bruno	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 last Executive Committee meeting, members discussed the Faculty Leadership Institute programs for 2016 and identified topics that should be continued or added to in this year’s program. The theme of the institute is the ASCCC values – Leadership, Empowerment, and Voice.

The ASCCC officers met and discussed the Executive Committee assignments. Members will discuss the final program.

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



**Leadership, Empowerment and Voice**  
Faculty Leadership Institute  
June 9 - 11, 2016

**Thursday, June 9, 2016**

11:00 AM Lunch for PDC Pilot participants and Early Arrivers

12:00 PM – 12:30 PM General Session – Hot Topic Bingo

Description—John Stankas, Dolores Davison, and John Freitas to coordinate this activity and provide me with a description.

12:30 PM – 1:15 PM Bases for Academic Senates: Who are we and What are our Roles?

John Freitas  
Lorraine Slattery-Farrell

In order to serve their faculty effectively, academic senate leaders must have a clear understanding of the definitions and sections in Education Code and Title 5 that delineate the senate's purview and roles in college governance. This session will offer definitions of concepts such as academic and professional matters, the 10+1, and collegial consultation in order to form a basis for establishing the senate's role in college and district policies and processes.

1:15 PM – 2:30 PM Collegial Consultation

Cheryl Achenbach  
John Stankas

Let's explore effective practices for collegial consultation. Participants will use their knowledge of policies, regulations, and law for appropriate participatory governance by analyzing scenarios

2:30 PM - 2:45 PM Coffee Break

2:45 pm – 3:45 pm Resolution Writing

Randy Beach

4:00 PM – 5:15 PM Breakout Session

**Where is it Written? Empowering Local Senates**

Sam Foster  
Craig Rutan

In our roles as local senate leaders, we are often questioned by others, including administrators and fellow faculty, about the authority of the academic senate and the specifics found in

regulations regarding academic and professional matters. Some may refer to the regulations to assert their own point of view, stating “It’s in Title 5 (or Ed Code)”, while others may ask, “Where is that written?” Maintaining a relationship with the Statewide Academic Senate and developing familiarity with the 10+1 are imperative for all faculty leaders. This interactive discussion will review the resources available to help you navigate legislation, regulations, and local requirements regardless of your leadership role on your campus. This breakout is designed to help local senate leaders decipher the woven worlds of code, regulation, and process to find the answers in writing that help our colleges move forward.

**Keeping Your Senate Involved, Engaged and On Course [add recruitment]**

Grant Goold

Cleavon Smith

As senate president you are ultimately responsible for making sure that your senate operates efficiently. This includes preparing agendas, making committee appointments, ensuring committees work effectively, and supporting your senate membership to be involved and engaged in local and statewide matters. You must also work collaboratively with your administration and other constituencies to ensure that college processes in regard to academic and professional matters are followed and that faculty primacy under the 10+1 is respected. What strategies can be employed, without you doing all of the work, to keep your senate involved, engaged, and on course with the work of the senate? Join your presenters and colleagues for some ideas and a lively discussion about their experiences in keeping their senates involved, engaged, and on course.

**Keeping It Legal: the Brown Act**

Adrienne Foster

Conan McKay

As legislatively-created bodies, local senates are required to comply with The Brown Act for Open Meetings for Local Legislative Bodies. So, what does this mean for you as a local senate leader? Is it just postings, deadlines, and minutes or is there more to think about? Whether you’re a veteran with motions and debates or are just getting your parliamentary feet wet, this workshop will establish for you the basis for this requirement, effective practices when conducting meetings, and things to remember when complying with the requirement.

**Senate and Union Purview**

Dolores Davison

Ginni May

Strategies for maintaining good senate/union relations.

5:15 PM Break

6:00 PM Graduation Reception – Foundation presentation  
*Ballroom Salon V and VI*

Ginni May

It is time to celebrate the graduates of the 2015 inaugural class of the Professional Development College Leadership Academy. Over the past year, our graduates attended numerous ASCCC events, completed assignments, consulted with their mentors, and became engaged leaders at their college and for the ASCCC. They have worked hard and accomplished much. Please join us in toasting their success!

Attendees will sign up for dinner at various restaurants near the hotel. Dinner groups will be led by Executive Committee members. Sponsored by the AS Foundation

**Friday, June 10, 2016**

8:30 AM - 10:00 AM Leadership Conversation

*Julie Bruno, President*  
*Keren Stashower, Title*

DESCRIPTION—Julie will provide

10:00 am                      Coffee Break

10:15 am to 11:45 am              Leadership Conversation Continued

11:45 am to 12:30 pm              Break

12:30 PM – 1:15 PM              General Session: The Community College Budget

Julie Bruno, President, Facilitator  
Mario Rodriguez, Acting Vice Chancellor of Finance and Facilities

Vice-Chancellor Dan Troy will offer an overview and explanation of the current budget proposals for 2015-16 and will give tips for aspects of budget that local senate presidents should be aware of – Julie will provide updated description

1:30 PM to 2:45 PM              Second Breakout

**Avoiding a Train Wreck: Ensuring Meetings Are Effective and Productive**

Dolores Davison  
Grant Goold

Have you ever been in a meeting that devolved into nothing but one long argument? No one plans for a meeting to fall apart, but once it does coming to consensus is very difficult. What can you do as a faculty leader to ensure that your meetings remain professional and productive? Join us for a discussion about using planning and leveraging relationships to ensure that your meetings stay on track.

### **Navigating Through the Challenges of Minimum Qualifications and Equivalency**

John Freitas  
Craig Rutan

To maintain high academic standards, the Academic Senate and the Board of Governors have established minimum qualifications for instructors in all recognized disciplines. As a local senate president, you or your faculty may be asked to evaluate whether a candidate's qualifications are "equivalent" to those in the Disciplines List. Please join us for an interactive discussion about minimum qualifications and equivalency.

### **Representation Matters: Hiring Diverse Faculty and Building Diverse Leadership**

Conan McKay  
Cleavon Smith

As our student populations continue to change, successful equity efforts increasingly depend on diversity and cultural competency. How might we best reflect the students we serve at our local institutions? What are the possibilities of ensuring diversity in our pools and hiring processes within the confines of Title 5, Education Code, and Equal Employment Opportunity mandates? Join us for an informative and intriguing discussion of these issues, and bring your questions, thoughts, and experiences as we look for effective practices in hiring diverse faculty and building diverse leadership. [include onboarding faculty]

### **Developing Leadership Style: How to Be Strategic and Political Without Being Negative and Paranoid**

Julie Bruno  
John Stankas

Serving as a faculty leader can be a complicated task. One must always be vigilant and ready to defend the rights and voice of faculty, but at the same time one rarely achieves good results by being adversarial or negative. This breakout will discuss ways to represent faculty perspectives and interests while still working collaboratively and positively with other constituent groups. **Leadership Skills** managing people, time management, leadership, delegation, Conflict management effective meetings (bully, email, etc)

2:45 to 3:00 PM      Break

3:00 PM – 3:30 PM      Area Meetings: Building A Community

3:30 PM - 4:00 PM Resolution Amendments

4:00 PM – 4:20 PM

4:20 PM – 5:30 PM General Session – Leadership Principle

Culture Change – How to take your senate to the next level

John Stankas

Cleavon Smith

Sometimes the culture of our college or senate becomes antagonistic, obstructionist, or simply so negative that faculty disengage from the collegial processes. Dialog about how to affect positive change in such circumstances or maintain a healthy culture of collegiality and innovation.

5:30 PM Dinner with Executive Committee Members

Sign up (add in blurb here)

**Saturday, June 12, 2016**

8:30 AM Fifth Breakout

**Senate Resources at your Finger Tips -- Using the *Local Senates Handbook* and Navigating the ASCCC Website**

Julie Adams

Sam Foster

Whether you are a new or seasoned leader, you will need resources to effectively guide your senate through the work of the college. The ASCCC website has a vast array of resources to help local senates as they deliberate and make informed decisions about academic and professional matters. Come and learn how to maximize use of the Academic Senate website to locate specific information in papers, resolutions, and the Rostrum, as well as how to request technical assistance and volunteer to State Service. Bring your questions. [push award]

**Looking in the Rear View Mirror: Leadership Wisdom for the Road Ahead**

Adrienne Foster

Lorraine Slattery-Farrell

It's easy to feel overwhelmed as new senate president or curriculum chair. All of a sudden you are the person everyone expects to find all the answers, solve all the problems and work effectively with your administration, all without losing sight of the faculty perspective. There are going to be times you say, "If only I had known that beforehand!" While it is said that with experience comes wisdom, wouldn't it be nice to gain some of that wisdom now? Join your presenters, freshly "retired" as local senate presidents and curriculum chairs, as they take a look in the rear view mirror of their local leadership careers and provide advice for your leadership journey on the road ahead.

Robert's Rule

Contact Dave Mezzera  
Randy Beach  
John Freitas

NEED DESCRIPTION—confirming Dave Mezzera

Conversation with the President and Vice President

Julie Bruno  
John Stankas

Stankas to provide description

9:45 AM Break

10:00 AM General Session: Mock Plenary Session

Julie Bruno, Chair  
Resolutions Committee Members

Resolutions Chair, Parliamentarian

1:00 PM Adjournment

**2016 – 2017 Executive Committee**

Julie Bruno, President (Sierra College)  
John Stankas, Vice President (San Bernardino Valley College)  
Dolores Davison, Secretary (Foothill College)  
John Freitas, Treasurer (Los Angeles City College)  
Grant Goold, Area A Representative (American River College)  
Cleavon Smith, Area B Representative (Berkeley City College)  
Adrienne Foster, Area C Representative (West Los Angeles College)  
Craig Rutan, Area D Representative (Santiago Canyon College)  
Cheryl Aschenbach, North Representative (Lassen College)  
Ginni May, North Representative (Sacramento City College)  
Randy Beach, South Representative (Southwestern College)  
Sam Foster, South Representative (Fullerton College)  
Conan McKay, At-large Representative (Mendocino College)  
Lorraine Slattery-Farrell, At-large Representative (Mt. San Jacinto College)  
Julie Adams, Executive Director





## Executive Committee Agenda Item

SUBJECT: Legislation Update		Month: May	Year: 2016
		Item No. IV. A.	
		Attachment: Yes	
DESIRED OUTCOME:	Update the Executive Committee on recent legislative activities, the ASCCC 2016 legislative agenda and the ASCCC advocacy day in May.	Urgent: No	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Bruno/Davison	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Annie Wilcox-Barlettani	Action	X
		Information	

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

**BACKGROUND:**

### Legislation Update

The last day for the Legislature to submit legislation was February 16. The Executive Committee will be updated on new and existing legislation.

Legislative updates from the Chancellor’s Office are included with this agenda item.

ASCCC Legislative information including the current ASCCC Legislative Report and letters submitted in support or opposition of 2015 legislation may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

### ASCCC 2016 Legislative Agenda

The ASCCC Strategic Plan includes the following strategy that was identified by the Executive Committee as a priority for the 2015-2016 year:

Develop a legislative agenda aligned with goals of the ASCCC and actively pursue bills of interest.

The Executive Committee will be updated on items on the ASCCC legislative agenda:

- 1) Audit Fee
- 2) Stand Alone Course Approval
- 3) Mental Health Service

Additionally, the Legislative and Advocacy Committee continues to investigate areas of interest for possible addition to the ASCCC legislative agenda:

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

- 1) Online Educational Resources
- 2) Campus Safety
- 3) AA to MA Pathway

#### ASCCC Advocacy Day

The ASCCC Legislative day will take place on Monday, May 9, 2016. Members of the Executive and Legislative and Advocacy Committees participated in advocacy training on April 29.

**California Community Colleges Chancellor's Office Legislative Tracking Matrix  
2015-2016 Legislative Session: 5/3/2016**

BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmt	Fiscal Cmt	Floor	Desk/Rules	Policy Cmt	Fiscal Cmt	Floor	Concurrence					
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>																
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	N	X	X	X	X	X	X	X	X	X	X	Senate Floor		
AB 986	Gipson	Community Colleges: Compton Community College District	N	X	X	X	X	X						Senate Ed.		
AB 1449	Lopez	Student Financial Aid: CCC Transfer Cal Grant Entitlement Program	N	X	X	X	X	X						Senate Ed.		
AB 1583	Santiago	Community Colleges: Enrollment Fee Waiver	N	X	X									Asm. Approps.		
AB 1594	McCarty	Prohibition of Smoking and Vaping on Campuses	N	X	X	X	X							Senate		
AB 1653	Weber	Postsecondary Education: Campus Climate	N	X	X									Asm. Approps. - Suspense		
AB 1654	Santiago	Student Safety: Crime Reporting	N	X	X									Asm. Approps. - Suspense		
AB 1690	Medina	Community Colleges: Part-Time, Temporary Employees	N	X	X									Asm. Approps. - Suspense		
AB 1721	Medina	Student Financial Aid: Cal Grant B (Sponsor)	S	X	X									Asm. Approps. - Suspense		
AB 1726	Bonta	Data Collection (Asian Pacific Islander Groups)	C	X	X									Asm. Approps. - Suspense		
AB 1741	Rodriguez	California College Promise Innovation Grant Program	N	X	X									Asm. Approps.		
AB 1747	Weber	Food Assistance: Higher Education Students	N	X	X									Asm. Approps.		
AB 1778	Quirk	Postsecondary Education: Sexual Assault and Violence Training	N	X	X									Asm. Approps. - Suspense		
AB 1837	Low	Office of Higher Education Performance and Accountability	N	X	X									Asm. Approps.		
AB 1846	Lopez	Adult Education Consortium Program	N	X	X									Asm. Approps.		
AB 1888	Low	Cal Grant: Nondiscrimination	N	X	X									Asm. Approps.		
AB 1892	Medina	Student Financial Aid (Cal Grant C) (Sponsor)	S	X	X									Asm. Approps. - Suspense		
AB 1914	Bonilla	Public Postsecondary Education: Academic Materials: Access Codes	N	X	X									Asm. Approps.		
AB 1936	Chavez	Residency: Dependents of Armed Forces Members	S	X	X									Asm. Approps.		
AB 1985	Williams	Advanced Placement Exam (CC System Score Standard)	N	X	X									Asm. Approps.		
AB 1995	Williams	Community Colleges: Homeless Students: Shower Facility	N	X	X									Asm. Approps.		
AB 2009	Lopez	Student Support Services: Dream Resource Liaisons	N	X	X									Asm. Approps. - Suspense		
AB 2017	McCarty	College Mental Health Services Program	S	X	X									Asm. Approps.		
AB 2018	Ridley-Thomas	Mandated Child Abuse Reporting Employee Training Act	N	X	X									Asm. Approps. - Suspense		
AB 2056	Garcia E.	Cal Grant Program: Graduation Verification	S	X	X									Asm. Approps.		
AB 2058	Mayer	CalWORKs: Education Incentives	S	X	X									Asm. Approps.		
AB 2069	Medina	Seymour Campbell Student Success Act of 2012 (PT Faculty)	C	X	X									Asm. Approps. - Suspense		

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BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 2136	Mayes	Exemption for Nonresident Tuition (Deletes Nonimmigrant Exception)	N	X											Asm. Approps.	
AB 2137	Santiago	University of California: Student Transfers	N	X	X										Asm. Approps.	
AB 2154	Medina	Student Aid Commission: Student Members	N	X	X	X									Assembly Floor	
AB 2214	Harper	Public Postsecondary Education: Faculty Royalty Income Disclosure	N	X	X										Asm. Approps. - Suspende	
AB 2222	Holden	Transit Passes (Postsecondary Education - Free Passes)	N	X	X										Asm. Approps. - Suspende	
AB 2251	Stone	Student Loan Borrower's Bill of Rights	N	X	X										Asm. Approps.	
AB 2308	Hernandez R	Health Care Coverage: Enrollment Assistance	N	X	X										Asm. Approps.	
AB 2364	Holden	Tuition Exemption (Concurrently Enrolled Students)	S	X	X										Asm. Approps.	
AB 2383	Medina	Autism Employment and Education Act	N	X											Asm. Higher Ed.	
AB 2412	Chang	Incentive Grant Program for Completion of Industry-Recognized Credentials	N	X	X										Asm. Approps.	
AB 2434	Bonta	Postsecondary Education and Higher Education Policy	C	X	X										Asm. Approps. - Suspende	
AB 2455	Chiu	Electronic Voter Registration: Public Postsecondary Educational Institutions	N	X	X	X									Assembly Floor	
AB 2494	Hernandez R	Veteran Resource Centers Grant Program	S	X	X										Asm. Approps.	
AB 2506	Thurmond	Student Financial Aid: Chafee Grant Awards	S	X	X										Asm. Approps.	
AB 2521	Cooley	Los Rios Community College Pilot Program to Support Special Needs Students	N	X	X										Asm. Approps.	
AB 2654	Bonilla	Equity in Higher Education (Sexual Harassment Policies)	N	X	X										Asm. Approps.	
AB 2681	O'Donnell	Public Education: California College Promise Grant Program	N	X	X										Asm. Approps.	
AB 2738	Olsen	School Bonds: Local School Bonds	N	X	0	X	X								Senate	
AB 2766	Lopez	Student Aid Commission (Student Representation)	N	X	X										Asm. Approps.	
AB 2791	Medina	Community Colleges: Disability Services Program	S	X	X										Asm. Approps.	
AB 2822	Chiu	Student Financial Aid: Student Success and Support Program	C	X	X										Asm. Approps.	
ACA 7	Gonzalez	Voting Age: School and Community College Elections	N	X											Asm. E. & R.	
SB 66	Leyva	Career Technical Education Pathways Program (Sponsor)	S	X	X	X	X								Asm. B. & P.	
SB 893	Nguyen	Tuition and Fees: San Bernardino Dependents	N	X	X										Sen. Approps. - Suspende	
SB 906	Beall	Public Postsecondary Education: Priority Enrollment (Sponsor)	S	X	X	X	X								Assembly	
SB 1038	Allen	Community College: Employees: Tuberculosis Examination	N	X	0	X	X	X							Asm Higher Ed.	
SB 1218	Nguyen	California Postsecondary Education Commission (Spot)	N	X											Senate Rules	
SB 1314	Block	Cal Grant A Entitlement Program	S	X	X										Sen. Approps. - Suspende	

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BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
SB 1357	Block	California Community Colleges Assistance Grant Program	N	X	X										Sen. Approps. - Suspense
SB 1359	Block	Public Postsecondary Education: Education Materials: Textbooks	N	X	X										Sen. Approps. - Suspense
SB 1439	Block	Postsecondary Education: Disclosure of Allegations of Sexual Harassment	N	X	X										Sen. Approps. - Suspense
SB 1450	Glazer	The California Promise	N	X											Senate - Failed
SB 1460	Leno	Community Colleges Funding: San Francisco Community College District	N	X	X										Sen. Approps. - Suspense
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>															
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	N	X	X	X	X	X							Senate Ed.
AB 1850	Garcia E.	Educational Services Federal Immigration Reform	N	X	X										Assembly Floor
AB 1943	Linder	Vehicles: Parking: Public Grounds	N	X	O	X	X								Senate
AB 1961	Baker	Student Financial Aid: Private Nonprofit Postsecondary Educational Institutions	N	X	X										Asm. Approps.
AB 2061	Waldron	Supervised Population Workforce Training Grant Program	N	X	X										Asm. Approps.
AB 2116	Gallagher	School Bonds: Citizens Oversight Committees	N	X	O	X	X								Senate
AB 2155	Ridley-Thomas	Teachers Retirement: Full Time (Instructors in Adult Education)	N	X	X	X	X								Senate
AB 2476	Daly	Local Governments: Parcel Taxes: Notice	N	X	X										Asm. Approps.
AB 2656	O'Donnell	Diploma Alternatives: Fee Waiver: Foster Youth	N	X	X										Asm. Approps.
AB 2850	O'Donnell	Postsecondary Education: Assumption Program of Loans for Education	N	X											Asm. Higher Ed.
SB 821	Block	Crimes: Criminal Threats	N	X	X										Senate Approps.
SB 1042	Hancock	Child Care: State Preschool Programs: Eligibility Age	N	X	X										Sen. Approps. - Suspense
SB 1406	Mendoza	Construction-Related Accessibility: Public Entities	N	X											Senate Judiciary
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>															
AB 1115	Salas	School Zones: State Highways	N	X	X	X	X	X	X						Sen. Trans. & Housing
AB 1648	Wilk	State Publications: Distribution	N	X	X										Asm. Approps.
AB 1679	Weber	Child Care: State Preschool Programs: Military Families	N	X	X	X	X								Senate
AB 1711	McCarty	University of California: Nonresident Enrollment	N	X	X										Asm. Approps.
AB 1835	Holden	Private Postsecondary Education: Minimum Operating Standards	N	X	X										Asm. Approps.
AB 1891	Dababneh	School Districts: Special Taxes: Exemptions	N	X	O	X	X								Senate
AB 1912	Achadjian	Sex Offender Notification	N	X											Asm. Pub. S.
AB 1916	Irwin	Private Postsecondary Education: Student Tuition Recovery Fund	N	X											Assembly - Failed

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BILL	AUTHOR	SUBJECT	First House						Second House				STATUS
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence		
AB 2028	Cooper	School and Safety Employees: Wrongful Termination	N	X	X	X	X						Senate
AB 2063	Gallagher	Work-Based Learning Opportunities	N	X	X	X							Assembly Floor
AB 2064	Allen T	Public Postsecondary Education: Tuition and Mandatory Fees	N	X									Assembly - Failed
AB 2156	Levine	Public Postsecondary Education: Higher Ed. Regional Workforce Coordination	N	X	X								Asm. Approps. - Suspense
AB 2163	Low	California State University: Campus Presidents	N	X	X								Asm. Approps. - Suspense
AB 2164	O'Donnell	Public Postsecondary Education: Tuition and Fees	N	X	X								Asm. Approps.
AB 2166	Cooper	Public Postsecondary Education: Campus-Based Fees	N	X									Asm. Higher Ed.
AB 2181	Brown	Public Contracts: Contract Specifications	N	X	X								Asm. Approps.
AB 2183	Gatto	California State University: Personal Service Contracts	N	X	X								Asm. Approps.
AB 2210	Harper	California State University: Student Access Fees	N	X									Assembly - Failed
AB 2215	Medina	California State University Lottery Education Fund: CSU Trust Fund	N	X	X								Asm. Approps.
AB 2257	Maienschein	Local Agency Meeting: Agenda: Online Posting	N	X	X								Asm. Approps.
AB 2288	Burke	Apprenticeship Programs	N	X	X								Asm. Approps.
AB 2294	Gomez	The California State University: Employees: Leaves of Absence	N	X	X								Asm. Approps.
AB 2302	Harper	University of California: Labor Institute	N	X									Assembly - Failed
AB 2317	Mullin	California State University: Doctor of Audiology Degree	N	X	X								Asm. Approps.
AB 2386	Garcia	California State University: Trustees	N	X	X								Asm. Approps.
AB 2393	Campos	Classified Employees: Sick Leave	N	X									Asm. P.E., R. & S.S.
AB 2419	Jones	The New University of California	N	X									Assembly - Failed
AB 2429	Thurmond	School and Community College District Bonds	N	X	O	X							Assembly Floor
AB 2499	Maienschein	Sexual Assault Evidence Kits	N	X	X								Asm. Approps. - Suspense
AB 2520	Rodriguez	Student Financial Aid: Student Aid Commission	N	X	X								Asm. Approps.
AB 2557	Santiago	Zoning Regulations: Interim Ordinances	N	X									Asm. L. Gov.
AB 2581	Medina	Higher Education and Campus Closures	N	X	X								Asm. Approps.
AB 2599	Gipson	Rape: Consent (Penal Code - Incapable of Giving Consent)	N	X									Asm. Pub. S.
AB 2732	Chang	Public Postsecondary Education: Mandatory Orientation	N	X	X	X							Assembly Floor
AB 2786	Chavez	4-Year Baccalaureate Degree	N	X	X								Asm. Approps.
AB 2787	Chavez	Student Financial Aid: Middle Class Scholarship Program	N	X									Assembly - Failed
AB 2843	Chau	Public Records: Employee Contact Information	N	X	X	X							Assembly Floor

**California Community Colleges Chancellor's Office Legislative Tracking Matrix  
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BILL	AUTHOR	SUBJECT	First House						Second House				STATUS	
			Position	Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
SB 872	Hall	Local Law Enforcement: Supplemental Services	N	X	X	X	X	X					Asm. L. Gov.	
SB 915	Liu	Teacher Recruitment: Center on Teaching Careers	N	X	X								Sen. Approps. - Suspense	
SB 1059	Monning	Postsecondary Education: Title 38 Awards	N	X	X								Senate Approps.	
SB 1071	Allen	Special Education Funding: Preschool-Age Individuals	N	X	X								Senate Approps.	
SB 1123	Leyva	Pupil Instruction: High School Graduation Requirements	N	X	X	X	X						Assembly Ed.	
SB 1148	Stone	Education Expenses (Tax Deduction)	N	X									Senate Gov. & F.	
SB 1180	Jackson	Public School Employees: Military Veterans (Medical Leave)	N	X	0	X	X						Assembly	
SB 1184	Cannella	Health Care: Workforce Training Programs	N	X									Senate Rules	
SB 1192	Hill	Private Postsecondary Education Act of 2009 (CPEC Reference)	N	X	X								Senate Approps.	
SB 1274	Wolk	University of California: Innovation Acceleration Fund	N	X									Senate Rules	
SB 1275	Moorlach	Public Records	N	X									Senate Rules	
SB 1288	Leno	Elections: Local Voting Methods	N	X	X								Senate Approps.	
SB 1348	Cannella	Licensure Applications: Military Experience	N	X	X								Sen. Approps. - Suspense	
SB 1412	Block	California State University: Investments	N	X	X								Sen. Approps. - Suspense	
SB 1417	Galgiani	Public Education: Student Loan Payment Program	N	X	X								Sen. Approps. - Suspense	
SB 1436	Bates	Local Agency Meetings (Salary Discussions)	N	X	X	X	X						Assembly	
SCA 12	Runner	University of California: Students	N	X									Senate Judiciary	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills</b>														
AB 12	Cooley	State Government: Administrative Regulations: Review	N	X	X	X	X	X	X	X	X	X		Senate Approps. - Held
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition	S	X	X	X	X	X	X					Senate Ed.
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition	S	X	X	X	X	X	X					Senate Ed.
AB 113	Weber	Local Government	N	X	X	X	X	X	X					Senate Budget & Fiscal
AB 204	O'Donnell	Redevelopment: County of Los Angeles	N	X	0	X	X	X	X	0	X			Senate Floor - Inactive
AB 520	Levine	Apprenticeship	N	X	X	X	X	X	X					Senate L & I.R.
AB 626	Low	Community Colleges: Instructors	N	X	X	X	X	X	X					Senate Ed.
AB 743	Egman	Cal Works Eligibility: GI Bill benefits	N	X	X	X	X	X	X	X	X			Senate Approps. - Held
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development	S	X	X	X	X	X	X	X	X			Senate Approps. - Held
AB 882	Wilk	School Bonds: Portable Electronic Devices	N	X	0	X	X	X	X					Senate Gov. & F.

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BILL	AUTHOR	SUBJECT	Position	First House						Second House						STATUS
				Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 969	Williams	Community College: Removal, Suspension, Expulsion	S	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive	
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	N	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held	
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	N	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.	
AB 1145	Medina	Pupils: Early Commitment to College Program	N	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.	
AB 1317	Salas	CSU and UC: Executive Officer Compensation	N	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.	
AB 1370	Medina	Public Postsecondary Education: Student Residency	N	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.	
AB 1385	Ting	Community Colleges: Accreditation	N	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive	
AB 1397	Ting	Community Colleges: Accreditation: Public Comment	N	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive	
SB 12	Beall	Foster Youth	N	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 15	Block	Postsecondary Education: Financial Aid	S	X	X	X	X	X	X	X	X	X	X	X	Asm. Higher Ed.	
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	N	X	X	X	X	X	X	X	X	X	X	X	Asm. L. & E.	
SB 62	Pavley	Student Financial Aid: Assumption of Loans for Education	N	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 645	Hancock	After School Programs: Grant Amounts	N	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
SB 786	Allen	Adult Education: Regional Consortia	N	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>																
AB 1598	Weber	Budget Act of 2016	N	X											Asm. Budget	
AB 2908	Higher Ed.	Higher Education Omnibus	N	X	X										Asm. Approps.	
SB 825	Leno	Budget Act of 2016	N	X											Senate Budget	
<b>Status</b>																
Held = The bill was placed in the inactive file, kept in the committee w/o a vote, its hearing was cancelled, or it did not meet legislative deadlines. Some bills that are designated "Held" may not currently be moving through legislative committees, but could receive rule waivers and continue to be tracked by the Chancellor's Office.																
Failed = The bill was heard in committee or on the floor and did not pass. Reconsideration may have been granted.																
<b>Contact:</b> Justin Salenik, Governmental Relations - jsalenik@cccco.edu, (916) 324-2547																
<u>Copies of these bills and legislative committee analyses can be found at <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a></u>																





May 3, 2016

## OVERVIEW

The deadline for bills to pass their policy committee in the first house is now behind us and while the policy committees may still hear non-fiscal bills through May 6, 2016, the next key date to note is May 27, 2016. This is the deadline for a bill to pass the fiscal committee, also known as the “Appropriations Committee,” in the first house. Both houses’ Appropriations Committees are analyzing and hearing measures, and during these hearings they include witnesses from the Department of Finance (DOF). The DOF staff testifies on each measure they have analyzed noting the effect of the bill on the state budget. Some measures clearly have costs, while others may have “cost pressure,” which means the bill may create statute that could require the state to add funds to implement the new law in the future. Nearly all bills with cost concerns will be sent to the “Suspense File,” which is where bills are held while the committee determines if there’s sufficient state funding for implementation. On or near the deadline of May 27, both houses’ fiscal committees will hold hearings to announce which bills have passed, passed with amendments, or were “held” by the committee. Measures that remain on the Suspense File are held by the committee and will not move forward any further in the legislative process.

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

## BILLS OF INTEREST

### ACADEMIC PROGRAMS

- **AB 1846 (Lopez) Adult Education Consortium Program.** AB 1846 appropriates \$250 million annually from the General Fund for support of the adult education program. The intent is to increase total funding for adult education programs from \$500 million to \$750 million annually. The Budget Act currently provides \$500 million in Proposition 98 funding to the Chancellor and Superintendent of Public Instruction for the Adult Education Block Grant, which serves the needs of adult learners through regional consortia.
  - Status: AB 1846 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 1985 (Williams) Postsecondary Education.** AB 1985 requires the Chancellor’s Office to collaborate with the Academic Senate to develop, and each community college district to adopt, a uniform policy to award General Education credit for AP test scores of three or higher. Title 5 regulations state that a community college district may adopt policies to grant credit for AP examinations.
  - Status: AB 1985 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 1914 (Bonilla) Public Postsecondary Education: Access Codes.** AB 1914 requires that the respective segments of public higher education each adopt policies regarding student academic

material requirements by faculty, and specifies that students may not be required to purchase academic materials which can already be provided by the campus to students at no cost. It also adds additional requirements on the provision of information by campus bookstores.

- Status: AB 1914 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee.

## **CAREER TECHNICAL EDUCATION**

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 requires the Economic and Workforce Development Program to align performance accountability measures with that of the federal Workforce Innovation and Opportunity Act. SB 66 also requires the California Department of Consumer Affairs make available to the California Community College (CCC) Chancellor's Office any licensure information that the department has on its boards, bureaus, commissions, or programs to help measure employment outcomes of students who participate in career technical education programs.
  - Position: Sponsor/Support
  - Status: SB 66 passed the Senate and was sent to the Assembly and was assigned to the Assembly Business and Professions Committee.

## **CAMPUS CLIMATE/CAMPUS SAFETY**

- **AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus.** AB 1594 prohibits smoking tobacco products or the use of e-cigarettes on California State University (CSU) and community college campuses. The bill authorizes a fine of up to \$100 with the proceeds to go to support educational operations of the campus, education of the policy implemented by the bill, and tobacco treatment options for students.
  - Status: AB 1594 passed in the Assembly and was sent to the Senate.
- **AB 1653 (Weber) Postsecondary Education: Campus Climate.** AB 1653 requires the CSU Trustees and the CCC Board of Governors to generate a report on campus climate in their respective system and have the California Department of Justice provide guidance on the Clery Act and Violence Against Women Act. If a district uses funds to support activities related to campus climate, then they are required to adopt policies on harassment, intimidation, and bullying. AB 1653 encourages the University of California (UC) to comply.
  - Status: AB 1653 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 1654 (Santiago) Student Safety: Crime Reporting.** AB 1654 requires the Department of Justice to provide guidance on reporting requirements for the federal Violence Against Women Reauthorization Act of 2013 to public and private institutions of higher education starting January 1, 2017.
  - Status: AB 1654 was approved by the Assembly Committee on Public Safety and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 1778 (Quirk) Postsecondary Education: Sexual Assault and Violence.** AB 1778 requires the three segments of higher education to conduct annual employee training on responding and reporting incidents of sexual violence in order to receive state funding for student financial assistance.
  - Status: AB 1778 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act.** AB 2018 requires the CCC Board of Governors to consult with Department of Social Services to develop and disseminate information to each employee and administrator of a community college district who are

mandated reporters. This bill also requires each district to: 1) annually train, using the online training module provided by Department of Social Services, and 2) develop a process for those persons required to receive training under the bill and to provide proof of completing this training within the first 6 weeks of each academic year or within 6 weeks of that person's employment.

- Status: AB 2018 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2654 (Bonilla) Equity in Higher Education Act (Sexual Harassment Policies).** AB 2654 requires a community college district to post its policy on sexual harassment on its website. It requires the policy to include specific rules and procedures for pursuing available remedies and resources, both on and off campus.
  - Status: AB 2654 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **SB 1439 (Block) Employees: Disclosure of Allegations of Sexual Harassment.** This bill provides that the governing board of a community college district shall require an application for appointment to an academic or administrative position disclose any substantiated allegation of sexual harassment.
  - Status: SB 1439 passed in the Senate Education Committee and was put in the Suspense File by the Senate Appropriations Committee.

## FACULTY

- **AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution and seniority rights.
  - Status: AB 1690 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2069 (Medina) Seymour-Campbell Student Success Act of 2012.** AB 2069 amends language in the Student Success Act to require research metrics for districts to include data on the percentage of part-time faculty per full-time equivalent students that are required to hold office hours.
  - Status: AB 2069 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2214 (Harper) Public Postsecondary Education: Faculty Royalty Income Disclosure.** AB 2214 requires governing boards of public postsecondary educational institutions to require faculty to annually disclose any compensation or royalty they receive from a publisher or provider of instructional content under penalty of perjury. Each faculty member would be required to provide information on a form and the campus would be required to make this information available to the public on the campus website.
  - Status: AB 2214 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.

## FINANCE AND FUNDING

- **SB 1460 (Leno) Community Colleges: Funding: San Francisco Community College District.** SB 1460 would require the CCC Board of Governors, for the 2017–18, 2018–19, and 2019–20, fiscal years to provide to the San Francisco Community College District a revenue adjustment for the restoration of reduced apportionments.
  - Status: SB 1460 passed in the Senate Education Committee and was put in the Suspense File by the Senate Appropriations Committee.

## GOVERNANCE

- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the CCC Chancellor to report to the Legislature on the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve in a timely manner the issues identified in the report.
  - Status: AB 986 was sent to the Senate Education Committee but has not been scheduled for a hearing.
- **AB 1837 (Low) Office of Higher Education Performance and Accountability.** AB 1837 creates the Office of Higher Education Performance and Accountability (office) as the statewide postsecondary education coordination and planning entity. The bill establishes an eight member advisory board for the purpose of examining, and making recommendations to the office regarding any comments and proposals made by the office to the Governor and the Legislature. The advisory committee would be comprised of the Chairpersons of the Assembly Higher Education Committee and the Senate Education Committee, and 3 members each appointed by the Assembly and Senate. Representatives from higher education segments would not be appointed to the advisory committee.

This bill amends provisions of the California Education Code that refer to the California Postsecondary Education Commission (CPEC) and replace them with provisions related to the proposed office. CPEC no longer functioned after Governor Brown eliminated its funding from the State budget in 2011. Every year since 2011 legislation has been introduced to replace CPEC with a new agency tasked with the development and coordination of higher education state policy.

- Status: AB 1837 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2434 (Bonta) Postsecondary Education: Higher Education Policy.** AB 2434 creates a blue-ribbon commission to study and develop a plan to grow the funding, enrollment slots, and number of campuses at public universities and colleges so that public higher education in California has the capacity to be universal and tuition-free. The commission would be comprised of nine public members, three appointed by the governor and three members each appointed by the Senate Committee on Rules and Speaker of the Assembly.

This bill is similar to AB 1837 (Low) in that it proposes to create a state entity that would make recommendations regarding statewide higher education policy. There were amendments taken in the Assembly Committee on Higher Education that are not yet in print that remove the prohibition for individuals employed or retained by a public or private postsecondary educational institution, and their spouses and domestic partners, from serving on the commission; the bill would then permit higher level officials from CCC, CSU, and UC to serve on the commission.

- Status: AB 2434 passed in the Assembly Committee on Higher Education and was put in the Suspend File by the Assembly Committee on Appropriations.
- **ACA 7 (Gonzalez) Voting Age: School and Community College Elections.** ACA 7 authorizes persons who are at least 16 years of age to vote in a school or community college district governing board election in which that person would be qualified to vote based on residence.
  - Status: Assembly Constitutional Amendment (ACA) 7 was assigned to the Assembly Elections and Redistricting Committee on April 28, 2017. A measure that is a proposed constitutional amended by the Legislature does not have the same deadlines as bills introduced in the regular session.

## MISCELLANEOUS

- **AB 1726 (Bonta) Data Collection.** AB 1726 is similar to last year's AB 176 (Bonta), which was vetoed by the Governor. The bill requires the segments of higher education to collect data on Asian and Pacific Islander subgroups and post on their respective websites statewide data on enrollment and completion by July 2017. In doing so the bill adds ten additional demographic groups to the groups currently collected by community college campuses. The bill requires that 18 months after the 2020 U.S. Census is released, the API subgroups reported by each segment include any additional subgroups used by the Census Bureau.
  - Status: AB 1726 passed in the Assembly Committee on Higher Education and the Assembly Health Committee and was put in the Suspense File by the Assembly Committee on Appropriations.
  
- **AB 2222 (Holden) Transit Passes.** AB 2222 continuously appropriates \$50,000,000 annually from the Greenhouse Gas Reduction Fund for the Transit Pass Program to support transit pass programs of public agencies that provide free or reduced-fare transit passes to public school students and community college, CSU, and UC students.
  - Status: AB 2222 passed in the Assembly Committee on Transportation and was put in the Suspense File by the Assembly Committee on Appropriations.
  
- **AB 2308 (Hernandez, R.) California Health Care Coverage Enrollment Assistance Act of 2016.** AB 2038 requires the CSU and CCC to identify uninsured students and offer these students contact information for local entities to provide health care enrollment assistance and information about health care coverage options. CSU and CCC campuses would be authorized to develop informational items or amend existing forms and materials, or revise campus websites to provide uninsured students with information about health care coverage options. The bill also removes the January 1, 2019, sunset date from existing law that requires public schools to provide parents or legal guardians with information regarding health care coverage options and assistance. AB 2308 provisions would create additional workload and cost pressures for community college campuses.
  - Status: AB 2308 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2738 (Olsen) School Bonds: Local School Bonds.** AB 2738 prohibits the proceeds from the issuance of bond funds to be withdrawn by a school district or community college district for investment outside the county treasury. The bill also specifies that after all project costs related to the issuance of the bonds have been paid, any remaining balance or surplus in the building fund of the school district or community college district shall be applied to debt service. AB 2738 clarifies that any reference to "governing board" means the governing board of a school district or a community college district.
  - Status: AB 2738 passed in the Assembly Education Committee and was sent to the Senate.
  
- **SB 1038 (Allen) Community Colleges: Employees.** SB 1038 eliminates the tuberculosis test requirement for community college employees. Instead employees will take a risk assessment for tuberculosis and, if found to be at risk, the employee is then required to take the tuberculosis test. This mirrors how tuberculosis screening is done in K-12 districts.
  - Status: SB 1038 passed in the Senate and was sent to the Assembly Committee on Higher Education.
  
- **SB 1359 (Block) Public Postsecondary Education: Education Materials: Textbooks.** SB 1359 requires each campus of public postsecondary education to disclose in the campus course schedule the most accurate retail price information and estimated total costs of required and recommended textbooks and supplemental materials.
  - Status: SB 1359 passed in the Senate Education Committee and was placed in the Suspense File in the Senate Appropriations Committee.

## STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students (a student that is verified as being without a residence in the last six years) and makes them eligible for a Board of Governors fee waiver. The bill establishes a liaison for homeless students that can be a current employee.
  - Status: AB 801 passed both houses last year but was removed from enrollment and placed in the inactive file. Recently it was re-activated by the author for amendments that will narrow the definition of “former homeless student.”
  
- **AB 1995 (Williams) Community Colleges: Homeless Students: Access to Shower Facilities.** AB 1995 requires a district to grant access to shower facilities to any homeless student who is enrolled. The district will also create an action plan that includes the hours of use, a safety plan, the number of units required for a student to participate and outreach to homeless students.
  - Status: AB 1995 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2009 (Lopez) Dream Resource Centers.** AB 2009 requires that the California Community Colleges and CSU, and requests that UC designate a Dream Resource Liaison on each of their respective campuses to assist students by streamlining access to all available financial aid and academic opportunities. The bill authorizes the Board of Governors to seek and accept on behalf of the state gifts, bequests, devices, or donations given to support Dream Resource Centers. The bill also encourages community colleges to establish Dream Resource Centers and specifies that nothing in AB 2009 requires the construction of a new or separate space for a Dream Resource Center. This bill would also encourage the governing board of a school district or county office of education that maintains any of grades 9 to 12 to have a Dream Resource Liaison at each of their campuses. Though AB 2009 would create significant additional costs for community colleges, the bill does not include additional state resources. Community colleges will need additional state funds not currently in the budget to comply with this bill.
  - Status: AB 2009 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was placed in the Suspense File in the Assembly Committee on Appropriations.
  
- **AB 2017 (McCarty): College Mental Health Services Program.** AB 2017 establishes the College Mental Health Services Trust Account and would appropriate \$40 million annually (until 2022) to that account from the Mental Health Services Fund (Proposition 63), to be used to create a grant program for public community colleges, colleges, and universities to improve access to mental health services on campus. The bill also requires a report to the Legislature on how the funds were used.
  - Position: Support
  - Status: AB 2017 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2137 (Santiago) Postsecondary Education: Student Transfer Process.** This bill would request the UC Regents to submit annual reports before March 1 in each year from 2017 to 2020 on the implementation of the recommendations of the Transfer Action Team convened by the UC President. The bill would also request the Regents to submit annual reports before March 1 in each year from 2017 to 2022 on topics relating to the use of transfer pathways by community college student transfers to UC.
  - Status: AB 2137 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.

- **AB 2154 (Medina) Student Aid Commission: Student Members.** AB 2154 authorizes a student member to serve on the Student Aid Commission for up to one additional year after his or her two-year term expires if the Governor has not appointed a successor student member. The bill also requires a qualifying institution to waive a student member's tuition, up to a specified amount, for the duration of the student member's term in office if the student member is not a recipient of a Cal Grant award.
  - Status: AB 2154 passed in the Assembly Committee on Higher Education and the Assembly Committee on Appropriations and will be sent to the floor.
  
- **AB 2766 (Lopez) Student Aid Commission.** AB 2766 requires the Student Aid Commission to include four student members, one from each of the following: UC, CSU, CCC, and a California private postsecondary educational institution. Existing law requires the commission to include two members, appointed by the Governor, who are students enrolled in a California postsecondary educational institution.
  - Status: AB 2766 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2791 (Medina) Community Colleges: Disability Services Program.** AB 2791 authorizes colleges to receive DSPS funds for a student that is enrolled in DSPS but not yet enrolled in a class. This will assist colleges to begin preparing accommodations for the student before they begin taking a class.
  - Position: Support
  - Status: AB 2791 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **SB 906 (Beall) Public Postsecondary Education: Priority Enrollment.** SB 906 revises the definition of foster youth to mean a person in California whose dependency was established or continued by the court on or after the youth's 16th birthday and who is no older than 25 years of age at the commencement of the academic year, aligning it with the Cooperating Agencies Foster Youth Educational Support Program. SB 906 extends priority enrollment indefinitely to those students who are in Community College Extended Opportunity Programs and Services programs and to disabled students by removing the sunset.
  - Position: Sponsor/Support
  - Status: SB 906 passed the Senate and was sent to the Assembly but has not yet been assigned to a committee.

## **TUITION, FEES, FINANCIAL AID**

- **AB 1449 (Lopez) Student Financial Aid: Community College Cal Grant.** AB 1449 authorizes a student to meet the CCC Cal Grant Transfer Entitlement award's high school graduation requirement with a high school diploma or equivalency or by being a California resident on his or her 18th birthday.
  - Status: AB 1449 passed the Assembly to the Senate and will be heard in the Senate Committee on Education.
  
- **AB 1583 (Santiago) Postsecondary Education: Community Colleges.** AB 1583 establishes a California Promise Program that expands access to the community college Board of Governors Fee Waiver (BOGFW) for California residents. The bill would change the financial need threshold to one dollar for determining the expected family contribution of students seeking a fee waiver, revise the amount of income a student can earn and still qualify for a fee waiver to no lower than three times the current federal poverty level, provide a grant to fee waiver recipients not to exceed \$1,000 per year to offset the costs of textbooks, supplies, transportation, and other living expenses, and require an on-

line BOGFW application. Amendments were taken in Committee that remove the provision regarding the earned income maximum of no lower than three times the current federal poverty level, and limit the \$1,000 grant to students who have completed a Free Application for Federal Student Aid (FAFSA) and meet all criteria for financial aid assistance.

- Status: AB 1583 passed the Assembly Higher Education Committee and was sent to the Assembly Committee on Appropriations.
- **AB 1721 (Medina) Student Financial Aid: Cal Grant Program.** AB 1721 raises the maximum award for access cost for the Cal Grant B program from \$1,551 to \$3,000. The bill also increases the age of eligibility from 28 years of age to 31.
  - Position: Sponsor/Support
  - Status: AB 1721 passed in the Assembly Committee on Higher Education and was put in the Suspend File by the Assembly Committee on Appropriations.
- **AB 1741 (Rodriguez) California Community College Promise Program.** AB 1741 establishes the California College Promise Innovation Grant Program to provide funds to California Community College districts for the purpose of establishing regional California College Promise programs.
  - Status: AB 1741 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1747 (Weber) Food Assistance: Higher Education Students.** AB 1747 requires as a condition of participation in the Cal Grant program that public and private postsecondary educational institutions ensure that surcharge-free transactions are accessible on campus through the electronic benefits transfer (EBT) system and allows colleges to receive matching funds for conducting CalFresh outreach activities. The bill would also establish the Public Higher Education Pantry Assistance Account in the Emergency Food Assistance Program Fund and would allocate funds to food banks that support on-campus pantry and hunger relief.
  - Status: AB 1747 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations
- **AB 1888 (Low) Cal Grants: Nondiscrimination.** AB 1888 requires colleges and universities as a condition of participating in the Cal Grant program to certify in their participation agreement with the California Student Aid Commission that the institution shall not subject a student or employee to discrimination. The bill also requires that participating institutions shall not apply for or receive a waiver by the United States Department of Education from nondiscrimination requirements.
  - Status: AB 1888 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1892 (Medina) Cal Grant C.** AB 1892 sets the maximum Cal Grant C award amount at \$3,000 for access costs to help community college students in priority occupational and technical training programs. The bill gives priority to students pursuing high wage and high need careers in a community college region. Substantive amendments were prepared by the Chancellor's Office and submitted to the author. These amendments seek to expand Cal Grant C benefits for community college students. An amendment was taken in the Assembly Committee on Higher Education to add the word "technology" to the definition of an access grant.
  - Position: Sponsor/Support
  - Status: AB 1892 passed the Assembly Committee Higher Education Committee and was put in the Suspend File by the Assembly Committee on Appropriations.
- **AB 2056 (Garcia, E.) Cal Grant Program: Graduation Verification.** AB 2056 requires the California Student Aid Commission to allow a school district to electronically submit high school graduation verification for former grade 12 students as many times as necessary to ensure the information is transmitted and received, and requires high schools to verify graduation no later than October 1 of the academic year immediately following the students graduation. For many students



who complete summer school in order to meet high graduation requirements their verification of graduation is either never received by the California Student Aid Commission or it's submitted after Cal Grant application deadlines. These two scenarios result in delays of Cal Grant award payments or a delay of one year before students can re-apply for a Cal Grant award. AB 2056 (Garcia E) provides high school districts with multiple opportunities to submit electronic verification of high school graduation for the vast majority of their students after the spring term, and allow for transmitting verifications again after the end of the summer term.

- Position: Support
  - Status: AB 2056 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2058 (Mayes) CalWORKs: Education Incentives.** AB 2058 creates the CalWORKs Educational Opportunity and Attainment Program which will provide a monthly incentive grant to a CalWORKs recipient who has attained a high school diploma, associate's degree or bachelor's degree while receiving CalWORKs benefits. AB 2058 also appropriates \$20 million to the Chancellor's Office for funding of the California Community Colleges CalWORKs program.
  - Position: Support
  - Status: AB 2058 was approved by the Assembly Human Services Committee and was sent to the Assembly Committee on Appropriations.
- **AB 2136 (Mayes) Exemption from Nonresident Tuition (Deletes Nonimmigrant Exception).** AB 2136 deletes the exception in the nonresident tuition for nonimmigrant aliens making nonimmigrant aliens eligible for the exemption from nonresident tuition if the student meets other requirements specified in statute. AB 2136 applies to students at CSU and CCC and requests the UC Regents to enact exemptions from requirements to pay nonresident tuition for its students that are equivalent to those applicable to students of CCC and CSU.
  - Status: AB 2136 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2251 (Stone) Postsecondary Education: Student Loan Borrowers' Bill Of Rights.** AB 2251 would expand the California Finance Lenders Law to include the licensure, regulation, and oversight of student loan servicers and require such servicers to be licensed. The bill would establish the Student Loan Borrower's Bill of Rights and require student educational loan servicers to provide each of their student loan borrowers in the state with reliable information about the borrower's loan and repayment options, and quality customer service and fair treatment, and access to available repayment and loan forgiveness benefits.
  - Status: AB 2251 passed in the Assembly Committee on Higher Education and Assembly Committee on Banking and Finance and was sent to the Assembly Committee on Appropriations.
- **AB 2364 (Holden) Public Postsecondary Education: Tuition Exemption.** AB 2364 would exempt certain nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. The bill would also allow community college districts to claim apportionment for students who are eligible for the nonresident tuition exemption.
  - Status: AB 2364 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2383 (Medina) Autism Employment and Education Act.** AB 2383 establishes the Autism Employment and Education Program. It creates a residential, occupational, and living skills program at each participating community college and CSU campus to help students with autism live independently, obtain employment, and become self-sufficient after they graduate from the college or university. The bill would only become operative upon appropriation by the Legislature for the implementation of the program.

- Status: AB 2383 was sent to the Assembly Committee on Higher Education, but was not heard.
- **AB 2506 (Thurmond) Student Financial Aid: Chafee Grants.** AB 2506 specifies standards for postsecondary educational institutions to be deemed qualifying institutions for the Chafee Educational and Training Voucher program. The bill requires the Student Aid Commission to ensure that every current and former foster youth who files a timely application and is eligible for the award of a Chafee Educational and Training Voucher is issued those funds.
  - Position: Support
  - Status: AB 2506 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2681 (O'Donnell) Public Education: College Promise Grant Program.** AB 2681 would establish the California College Promise Grant Program to provide planning grants to eligible school districts and community college districts to establish Career Access Pathways partnerships. The bill would also authorize the Superintendent of Public Instruction and the Chancellor of California Community Colleges to establish the grant application process and criteria for determining the amount of each grant. The proposed planning grants would be supported by Proposition 98 funds, and all grant funds would be disbursed by the Superintendent of Public Instruction.
  - Status: AB 2681 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was sent to the Assembly Committee on Appropriations.
- **AB 2822 (Chiu) Student Financial Aid: Student Success and Support.** AB 2822 authorizes the use of Student Success and Support Program funds for the provision of emergency student financial assistance to eligible students, if such assistance is included in an institution's plan for interventions to students.
  - Status: AB 2822 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **SB 893 (Nguyen) Tuition and Fees: San Bernardino Dependents.** SB 893 prohibits the three segments of higher education from collecting fees from surviving dependents of the December 2, 2015, San Bernardino terrorist attack. The dependent must meet the financial need requirements of the Cal Grant A Program and resident requirements specified in the measure. The California Victims Compensation and Government Claims Board will determine qualification.
  - Status: SB 893 passed the Senate Committee on Education and was placed in the Suspense File in the Senate Appropriations Committee.
- **SB 1314 (Block) Cal Grant A Entitlement Program.** SB 1314 would specify that community college students participating in the baccalaureate degree programs who also satisfy the eligibility requirements for the Cal Grant A entitlement award shall receive an award.
  - Status: SB 1314 passed the Senate Committee on Education and was placed in the Suspense File in the Senate Appropriations Committee.
- **SB 1357 (Block) Cal Grant Program.** SB 1357 establishes the California Community Colleges Assistance Grant Program. The bill would require the California Student Aid Commission to annually augment the awards of all community college recipients of Cal Grant B Entitlement awards and Competitive Cal Grant B awards, and specifies that the amounts awarded under the bill would supplement, and not supplant, the awards and other student financial aid. Committee staff raised the question about the need for administration of a single system award program to be centralized at a state agency. The distribution of supplemental awards by the Chancellor's Office and local campuses would allow for a more streamlined implementation and speedier access to funds by community college students. According to committee staff, with CSAC as the administrator of the programs could delay receipt of supplemental awards for new applicants, particularly as CSAC awaits confirmation from students and campuses of the actual enrollment of the student.

- Status: SB 1357 passed the Senate Committee on Education and was heard by the Senate Appropriations Committee and sent to the Suspense File.
- **SB 1450 (Glazer) The California Promise.** SB 1450 authorizes a CCC and CSU to enter into a pledge with a student to cap fees and tuition if the student earns an associate degree within 2 academic years or a baccalaureate degree within 4 academic years.
  - Status: SB 1450 was heard in the Senate Committee on Education and failed to pass in the Committee.

## **VETERANS, MILITARY AND DEPENDENTS**

- **AB 1936 (Chavez) Residency: Dependents of Armed Forces Members.** AB 1936 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after being admitted to a postsecondary institution. AB 1936 was prompted by a UC Davis student whose father was deployed before classes started and whose resident status for tuition was revoked.
  - Position: Support
  - Status: AB 1936 passed in the Assembly Committee on Higher Education and the Assembly Veterans Committee and was sent to the Assembly Committee on Appropriations.
- **AB 2494 (Hernandez, R) Veteran Resource Centers Grant Program.** AB 2494 establishes the Veteran Resource Centers Grant Program. This bill authorizes the governing board of a community college district and a community college campus at which a veterans resource center has been or is intended to be established to jointly apply to the Chancellor's Office for a grant for the purposes of providing resources to veterans and active duty members of the U.S. Armed Forces enrolled at the campus. The bill would establish the Veteran Resource Centers Grant Fund in the State Treasury. The bill would allocate moneys in the fund, upon appropriation by the Legislature in the annual Budget Act, to the chancellor for, among other things, administration of the program and distribution of awards to recipient community college districts and campuses. AB 2494 requires the Chancellor's Office to submit a report to the Legislature on the progress of the program by May 31, 2019.
  - Position: Support, if amended
    - The Chancellor's Office would like the author to find/identify a funding source.
  - Status: AB 2494 passed in the Assembly Veterans Committee and the Assembly Committee on Higher Education and was sent to the Appropriations Committee.

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May 3, 2016

## OVERVIEW

The deadline for bills to pass their policy committee in the first house is now behind us and while the policy committees may still hear non-fiscal bills through May 6, 2016, the next key date to note is May 27, 2016. This is the deadline for a bill to pass the fiscal committee, also known as the “Appropriations Committee,” in the first house. Both houses’ Appropriations Committees are analyzing and hearing measures, and during these hearings they include witnesses from the Department of Finance (DOF). The DOF staff testifies on each measure they have analyzed noting the effect of the bill on the state budget. Some measures clearly have costs, while others may have “cost pressure,” which means the bill may create statute that could require the state to add funds to implement the new law in the future. Nearly all bills with cost concerns will be sent to the “Suspense File,” which is where bills are held while the committee determines if there’s sufficient state funding for implementation. On or near the deadline of May 27, both houses’ fiscal committees will hold hearings to announce which bills have passed, passed with amendments, or were “held” by the committee. Measures that remain on the Suspense File are held by the committee and will not move forward any further in the legislative process.

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

## BILLS OF INTEREST

### ACADEMIC PROGRAMS

- **AB 1846 (Lopez) Adult Education Consortium Program.** AB 1846 appropriates \$250 million annually from the General Fund for support of the adult education program. The intent is to increase total funding for adult education programs from \$500 million to \$750 million annually. The Budget Act currently provides \$500 million in Proposition 98 funding to the Chancellor and Superintendent of Public Instruction for the Adult Education Block Grant, which serves the needs of adult learners through regional consortia.
  - Status: AB 1846 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1985 (Williams) Postsecondary Education.** AB 1985 requires the Chancellor’s Office to collaborate with the Academic Senate to develop, and each community college district to adopt, a uniform policy to award General Education credit for AP test scores of three or higher. Title 5 regulations state that a community college district may adopt policies to grant credit for AP examinations.
  - Status: AB 1985 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1914 (Bonilla) Public Postsecondary Education: Access Codes.** AB 1914 requires that the respective segments of public higher education each adopt policies regarding student academic

material requirements by faculty, and specifies that students may not be required to purchase academic materials which can already be provided by the campus to students at no cost. It also adds additional requirements on the provision of information by campus bookstores.

- Status: AB 1914 passed in the Assembly Committee on Higher Education and was sent to the Appropriations Committee.

## **CAREER TECHNICAL EDUCATION**

- **SB 66 (Leyva) Career Technical Education Pathways Program.** SB 66 requires the Economic and Workforce Development Program to align performance accountability measures with that of the federal Workforce Innovation and Opportunity Act. SB 66 also requires the California Department of Consumer Affairs make available to the California Community College (CCC) Chancellor's Office any licensure information that the department has on its boards, bureaus, commissions, or programs to help measure employment outcomes of students who participate in career technical education programs.
  - Position: Sponsor/Support
  - Status: SB 66 passed the Senate and was sent to the Assembly and was assigned to the Assembly Business and Professions Committee.

## **CAMPUS CLIMATE/CAMPUS SAFETY**

- **AB 1594 (McCarty) Prohibition of Smoking and Vaping on Campus.** AB 1594 prohibits smoking tobacco products or the use of e-cigarettes on California State University (CSU) and community college campuses. The bill authorizes a fine of up to \$100 with the proceeds to go to support educational operations of the campus, education of the policy implemented by the bill, and tobacco treatment options for students.
  - Status: AB 1594 passed in the Assembly and was sent to the Senate.
- **AB 1653 (Weber) Postsecondary Education: Campus Climate.** AB 1653 requires the CSU Trustees and the CCC Board of Governors to generate a report on campus climate in their respective system and have the California Department of Justice provide guidance on the Clery Act and Violence Against Women Act. If a district uses funds to support activities related to campus climate, then they are required to adopt policies on harassment, intimidation, and bullying. AB 1653 encourages the University of California (UC) to comply.
  - Status: AB 1653 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 1654 (Santiago) Student Safety: Crime Reporting.** AB 1654 requires the Department of Justice to provide guidance on reporting requirements for the federal Violence Against Women Reauthorization Act of 2013 to public and private institutions of higher education starting January 1, 2017.
  - Status: AB 1654 was approved by the Assembly Committee on Public Safety and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 1778 (Quirk) Postsecondary Education: Sexual Assault and Violence.** AB 1778 requires the three segments of higher education to conduct annual employee training on responding and reporting incidents of sexual violence in order to receive state funding for student financial assistance.
  - Status: AB 1778 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2018 (Ridley-Thomas) Mandated Child Abuse Reporting Employee Training Act.** AB 2018 requires the CCC Board of Governors to consult with Department of Social Services to develop and disseminate information to each employee and administrator of a community college district who are

mandated reporters. This bill also requires each district to: 1) annually train, using the online training module provided by Department of Social Services, and 2) develop a process for those persons required to receive training under the bill and to provide proof of completing this training within the first 6 weeks of each academic year or within 6 weeks of that person's employment.

- Status: AB 2018 was approved by the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2654 (Bonilla) Equity in Higher Education Act (Sexual Harassment Policies).** AB 2654 requires a community college district to post its policy on sexual harassment on its website. It requires the policy to include specific rules and procedures for pursuing available remedies and resources, both on and off campus.
  - Status: AB 2654 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **SB 1439 (Block) Employees: Disclosure of Allegations of Sexual Harassment.** This bill provides that the governing board of a community college district shall require an application for appointment to an academic or administrative position disclose any substantiated allegation of sexual harassment.
  - Status: SB 1439 passed in the Senate Education Committee and was put in the Suspense File by the Senate Appropriations Committee.

## **FACULTY**

- **AB 1690 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1690 is similar to AB 1010 (Medina) from 2015. The bill requires community colleges without collective bargaining agreements in effect as of January 1, 2017, or after January 1, 2017, to adopt specific minimum standards for the treatment of part-time, temporary faculty. These standards would include evaluation procedures, workload distribution and seniority rights.
  - Status: AB 1690 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2069 (Medina) Seymour-Campbell Student Success Act of 2012.** AB 2069 amends language in the Student Success Act to require research metrics for districts to include data on the percentage of part-time faculty per full-time equivalent students that are required to hold office hours.
  - Status: AB 2069 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2214 (Harper) Public Postsecondary Education: Faculty Royalty Income Disclosure.** AB 2214 requires governing boards of public postsecondary educational institutions to require faculty to annually disclose any compensation or royalty they receive from a publisher or provider of instructional content under penalty of perjury. Each faculty member would be required to provide information on a form and the campus would be required to make this information available to the public on the campus website.
  - Status: AB 2214 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.

## **FINANCE AND FUNDING**

- **SB 1460 (Leno) Community Colleges: Funding: San Francisco Community College District.** SB 1460 would require the CCC Board of Governors, for the 2017–18, 2018–19, and 2019–20, fiscal years to provide to the San Francisco Community College District a revenue adjustment for the restoration of reduced apportionments.
  - Status: SB 1460 passed in the Senate Education Committee and was put in the Suspense File by the Senate Appropriations Committee.

## GOVERNANCE

- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 requires the CCC Chancellor to report to the Legislature on the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve in a timely manner the issues identified in the report.
  - Status: AB 986 was sent to the Senate Education Committee but has not been scheduled for a hearing.
- **AB 1837 (Low) Office of Higher Education Performance and Accountability.** AB 1837 creates the Office of Higher Education Performance and Accountability (office) as the statewide postsecondary education coordination and planning entity. The bill establishes an eight member advisory board for the purpose of examining, and making recommendations to the office regarding any comments and proposals made by the office to the Governor and the Legislature. The advisory committee would be comprised of the Chairpersons of the Assembly Higher Education Committee and the Senate Education Committee, and 3 members each appointed by the Assembly and Senate. Representatives from higher education segments would not be appointed to the advisory committee.

This bill amends provisions of the California Education Code that refer to the California Postsecondary Education Commission (CPEC) and replace them with provisions related to the proposed office. CPEC no longer functioned after Governor Brown eliminated its funding from the State budget in 2011. Every year since 2011 legislation has been introduced to replace CPEC with a new agency tasked with the development and coordination of higher education state policy.

- Status: AB 1837 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.

- **AB 2434 (Bonta) Postsecondary Education: Higher Education Policy.** AB 2434 creates a blue-ribbon commission to study and develop a plan to grow the funding, enrollment slots, and number of campuses at public universities and colleges so that public higher education in California has the capacity to be universal and tuition-free. The commission would be comprised of nine public members, three appointed by the governor and three members each appointed by the Senate Committee on Rules and Speaker of the Assembly.

This bill is similar to AB 1837 (Low) in that it proposes to create a state entity that would make recommendations regarding statewide higher education policy. There were amendments taken in the Assembly Committee on Higher Education that are not yet in print that remove the prohibition for individuals employed or retained by a public or private postsecondary educational institution, and their spouses and domestic partners, from serving on the commission; the bill would then permit higher level officials from CCC, CSU, and UC to serve on the commission.

- Status: AB 2434 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.

- **ACA 7 (Gonzalez) Voting Age: School and Community College Elections.** ACA 7 authorizes persons who are at least 16 years of age to vote in a school or community college district governing board election in which that person would be qualified to vote based on residence.
  - Status: Assembly Constitutional Amendment (ACA) 7 was assigned to the Assembly Elections and Redistricting Committee on April 28, 2017. A measure that is a proposed constitutional amendment by the Legislature does not have the same deadlines as bills introduced in the regular session.



## **MISCELLANEOUS**

- **AB 1726 (Bonta) Data Collection.** AB 1726 is similar to last year's AB 176 (Bonta), which was vetoed by the Governor. The bill requires the segments of higher education to collect data on Asian and Pacific Islander subgroups and post on their respective websites statewide data on enrollment and completion by July 2017. In doing so the bill adds ten additional demographic groups to the groups currently collected by community college campuses. The bill requires that 18 months after the 2020 U.S. Census is released, the API subgroups reported by each segment include any additional subgroups used by the Census Bureau.
  - Status: AB 1726 passed in the Assembly Committee on Higher Education and the Assembly Health Committee and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2222 (Holden) Transit Passes.** AB 2222 continuously appropriates \$50,000,000 annually from the Greenhouse Gas Reduction Fund for the Transit Pass Program to support transit pass programs of public agencies that provide free or reduced-fare transit passes to public school students and community college, CSU, and UC students.
  - Status: AB 2222 passed in the Assembly Committee on Transportation and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2308 (Hernandez, R.) California Health Care Coverage Enrollment Assistance Act of 2016.** AB 2038 requires the CSU and CCC to identify uninsured students and offer these students contact information for local entities to provide health care enrollment assistance and information about health care coverage options. CSU and CCC campuses would be authorized to develop informational items or amend existing forms and materials, or revise campus websites to provide uninsured students with information about health care coverage options. The bill also removes the January 1, 2019, sunset date from existing law that requires public schools to provide parents or legal guardians with information regarding health care coverage options and assistance. AB 2308 provisions would create additional workload and cost pressures for community college campuses.
  - Status: AB 2308 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was sent to the Assembly Committee on Appropriations.
- **AB 2738 (Olsen) School Bonds: Local School Bonds.** AB 2738 prohibits the proceeds from the issuance of bond funds to be withdrawn by a school district or community college district for investment outside the county treasury. The bill also specifies that after all project costs related to the issuance of the bonds have been paid, any remaining balance or surplus in the building fund of the school district or community college district shall be applied to debt service. AB 2738 clarifies that any reference to "governing board" means the governing board of a school district or a community college district.
  - Status: AB 2738 passed in the Assembly Education Committee and was sent to the Senate.
- **SB 1038 (Allen) Community Colleges: Employees.** SB 1038 eliminates the tuberculosis test requirement for community college employees. Instead employees will take a risk assessment for tuberculosis and, if found to be at risk, the employee is then required to take the tuberculosis test. This mirrors how tuberculosis screening is done in K-12 districts.
  - Status: SB 1038 passed in the Senate and was sent to the Assembly Committee on Higher Education.
- **SB 1359 (Block) Public Postsecondary Education: Education Materials: Textbooks.** SB 1359 requires each campus of public postsecondary education to disclose in the campus course schedule the most accurate retail price information and estimated total costs of required and recommended textbooks and supplemental materials.
  - Status: SB 1359 passed in the Senate Education Committee and was placed in the Suspense File in the Senate Appropriations Committee.

## **STUDENT SERVICES**

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 establishes priority enrollment for homeless students (a student that is verified as being without a residence in the last six years) and makes them eligible for a Board of Governors fee waiver. The bill establishes a liaison for homeless students that can be a current employee.
  - Status: AB 801 passed both houses last year but was removed from enrollment and placed in the inactive file. Recently it was re-activated by the author for amendments that will narrow the definition of “former homeless student.”
  
- **AB 1995 (Williams) Community Colleges: Homeless Students: Access to Shower Facilities.** AB 1995 requires a district to grant access to shower facilities to any homeless student who is enrolled. The district will also create an action plan that includes the hours of use, a safety plan, the number of units required for a student to participate and outreach to homeless students.
  - Status: AB 1995 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2009 (Lopez) Dream Resource Centers.** AB 2009 requires that the California Community Colleges and CSU, and requests that UC designate a Dream Resource Liaison on each of their respective campuses to assist students by streamlining access to all available financial aid and academic opportunities. The bill authorizes the Board of Governors to seek and accept on behalf of the state gifts, bequests, devices, or donations given to support Dream Resource Centers. The bill also encourages community colleges to establish Dream Resource Centers and specifies that nothing in AB 2009 requires the construction of a new or separate space for a Dream Resource Center. This bill would also encourage the governing board of a school district or county office of education that maintains any of grades 9 to 12 to have a Dream Resource Liaison at each of their campuses. Though AB 2009 would create significant additional costs for community colleges, the bill does not include additional state resources. Community colleges will need additional state funds not currently in the budget to comply with this bill.
  - Status: AB 2009 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was placed in the Suspense File in the Assembly Committee on Appropriations.
  
- **AB 2017 (McCarty): College Mental Health Services Program.** AB 2017 establishes the College Mental Health Services Trust Account and would appropriate \$40 million annually (until 2022) to that account from the Mental Health Services Fund (Proposition 63), to be used to create a grant program for public community colleges, colleges, and universities to improve access to mental health services on campus. The bill also requires a report to the Legislature on how the funds were used.
  - Position: Support
  - Status: AB 2017 was approved by the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
  
- **AB 2137 (Santiago) Postsecondary Education: Student Transfer Process.** This bill would request the UC Regents to submit annual reports before March 1 in each year from 2017 to 2020 on the implementation of the recommendations of the Transfer Action Team convened by the UC President. The bill would also request the Regents to submit annual reports before March 1 in each year from 2017 to 2022 on topics relating to the use of transfer pathways by community college student transfers to UC.
  - Status: AB 2137 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.

- **AB 2154 (Medina) Student Aid Commission: Student Members.** AB 2154 authorizes a student member to serve on the Student Aid Commission for up to one additional year after his or her two-year term expires if the Governor has not appointed a successor student member. The bill also requires a qualifying institution to waive a student member's tuition, up to a specified amount, for the duration of the student member's term in office if the student member is not a recipient of a Cal Grant award.
  - Status: AB 2154 passed in the Assembly Committee on Higher Education and the Assembly Committee on Appropriations and will be sent to the floor.
- **AB 2766 (Lopez) Student Aid Commission.** AB 2766 requires the Student Aid Commission to include four student members, one from each of the following: UC, CSU, CCC, and a California private postsecondary educational institution. Existing law requires the commission to include two members, appointed by the Governor, who are students enrolled in a California postsecondary educational institution.
  - Status: AB 2766 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2791 (Medina) Community Colleges: Disability Services Program.** AB 2791 authorizes colleges to receive DSPS funds for a student that is enrolled in DSPS but not yet enrolled in a class. This will assist colleges to begin preparing accommodations for the student before they begin taking a class.
  - Position: Support
  - Status: AB 2791 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **SB 906 (Beall) Public Postsecondary Education: Priority Enrollment.** SB 906 revises the definition of foster youth to mean a person in California whose dependency was established or continued by the court on or after the youth's 16th birthday and who is no older than 25 years of age at the commencement of the academic year, aligning it with the Cooperating Agencies Foster Youth Educational Support Program. SB 906 extends priority enrollment indefinitely to those students who are in Community College Extended Opportunity Programs and Services programs and to disabled students by removing the sunset.
  - Position: Sponsor/Support
  - Status: SB 906 passed the Senate and was sent to the Assembly but has not yet been assigned to a committee.

## **TUITION, FEES, FINANCIAL AID**

- **AB 1449 (Lopez) Student Financial Aid: Community College Cal Grant.** AB 1449 authorizes a student to meet the CCC Cal Grant Transfer Entitlement award's high school graduation requirement with a high school diploma or equivalency or by being a California resident on his or her 18th birthday.
  - Status: AB 1449 passed the Assembly to the Senate and will be heard in the Senate Committee on Education.
- **AB 1583 (Santiago) Postsecondary Education: Community Colleges.** AB 1583 establishes a California Promise Program that expands access to the community college Board of Governors Fee Waiver (BOGFW) for California residents. The bill would change the financial need threshold to one dollar for determining the expected family contribution of students seeking a fee waiver, revise the amount of income a student can earn and still qualify for a fee waiver to no lower than three times the current federal poverty level, provide a grant to fee waiver recipients not to exceed \$1,000 per year to offset the costs of textbooks, supplies, transportation, and other living expenses, and require an on-

line BOGFW application. Amendments were taken in Committee that remove the provision regarding the earned income maximum of no lower than three times the current federal poverty level, and limit the \$1,000 grant to students who have completed a Free Application for Federal Student Aid (FAFSA) and meet all criteria for financial aid assistance.

- Status: AB 1583 passed the Assembly Higher Education Committee and was sent to the Assembly Committee on Appropriations.
- **AB 1721 (Medina) Student Financial Aid: Cal Grant Program.** AB 1721 raises the maximum award for access cost for the Cal Grant B program from \$1,551 to \$3,000. The bill also increases the age of eligibility from 28 years of age to 31.
  - Position: Sponsor/Support
  - Status: AB 1721 passed in the Assembly Committee on Higher Education and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 1741 (Rodriguez) California Community College Promise Program.** AB 1741 establishes the California College Promise Innovation Grant Program to provide funds to California Community College districts for the purpose of establishing regional California College Promise programs.
  - Status: AB 1741 passed the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1747 (Weber) Food Assistance: Higher Education Students.** AB 1747 requires as a condition of participation in the Cal Grant program that public and private postsecondary educational institutions ensure that surcharge-free transactions are accessible on campus through the electronic benefits transfer (EBT) system and allows colleges to receive matching funds for conducting CalFresh outreach activities. The bill would also establish the Public Higher Education Pantry Assistance Account in the Emergency Food Assistance Program Fund and would allocate funds to food banks that support on-campus pantry and hunger relief.
  - Status: AB 1747 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations
- **AB 1888 (Low) Cal Grants: Nondiscrimination.** AB 1888 requires colleges and universities as a condition of participating in the Cal Grant program to certify in their participation agreement with the California Student Aid Commission that the institution shall not subject a student or employee to discrimination. The bill also requires that participating institutions shall not apply for or receive a waiver by the United States Department of Education from nondiscrimination requirements.
  - Status: AB 1888 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 1892 (Medina) Cal Grant C.** AB 1892 sets the maximum Cal Grant C award amount at \$3,000 for access costs to help community college students in priority occupational and technical training programs. The bill gives priority to students pursuing high wage and high need careers in a community college region. Substantive amendments were prepared by the Chancellor's Office and submitted to the author. These amendments seek to expand Cal Grant C benefits for community college students. An amendment was taken in the Assembly Committee on Higher Education to add the word "technology" to the definition of an access grant.
  - Position: Sponsor/Support
  - Status: AB 1892 passed the Assembly Committee Higher Education Committee and was put in the Suspense File by the Assembly Committee on Appropriations.
- **AB 2056 (Garcia, E.) Cal Grant Program: Graduation Verification.** AB 2056 requires the California Student Aid Commission to allow a school district to electronically submit high school graduation verification for former grade 12 students as many times as necessary to ensure the information is transmitted and received, and requires high schools to verify graduation no later than October 1 of the academic year immediately following the students graduation. For many students

who complete summer school in order to meet high graduation requirements their verification of graduation is either never received by the California Student Aid Commission or it's submitted after Cal Grant application deadlines. These two scenarios result in delays of Cal Grant award payments or a delay of one year before students can re-apply for a Cal Grant award. AB 2056 (Garcia E) provides high school districts with multiple opportunities to submit electronic verification of high school graduation for the vast majority of their students after the spring term, and allow for transmitting verifications again after the end of the summer term.

- Position: Support
  - Status: AB 2056 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2058 (Mayes) CalWORKs: Education Incentives.** AB 2058 creates the CalWORKs Educational Opportunity and Attainment Program which will provide a monthly incentive grant to a CalWORKs recipient who has attained a high school diploma, associate's degree or bachelor's degree while receiving CalWORKs benefits. AB 2058 also appropriates \$20 million to the Chancellor's Office for funding of the California Community Colleges CalWORKs program.
  - Position: Support
  - Status: AB 2058 was approved by the Assembly Human Services Committee and was sent to the Assembly Committee on Appropriations.
- **AB 2136 (Mayes) Exemption from Nonresident Tuition (Deletes Nonimmigrant Exception).** AB 2136 deletes the exception in the nonresident tuition for nonimmigrant aliens making nonimmigrant aliens eligible for the exemption from nonresident tuition if the student meets other requirements specified in statute. AB 2136 applies to students at CSU and CCC and requests the UC Regents to enact exemptions from requirements to pay nonresident tuition for its students that are equivalent to those applicable to students of CCC and CSU.
  - Status: AB 2136 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2251 (Stone) Postsecondary Education: Student Loan Borrowers' Bill Of Rights.** AB 2251 would expand the California Finance Lenders Law to include the licensure, regulation, and oversight of student loan servicers and require such servicers to be licensed. The bill would establish the Student Loan Borrower's Bill of Rights and require student educational loan servicers to provide each of their student loan borrowers in the state with reliable information about the borrower's loan and repayment options, and quality customer service and fair treatment, and access to available repayment and loan forgiveness benefits.
  - Status: AB 2251 passed in the Assembly Committee on Higher Education and Assembly Committee on Banking and Finance and was sent to the Assembly Committee on Appropriations.
- **AB 2364 (Holden) Public Postsecondary Education: Tuition Exemption.** AB 2364 would exempt certain nonresident students who live and attend high school in California from nonresident tuition for community college dual enrollment coursework. The bill would also allow community college districts to claim apportionment for students who are eligible for the nonresident tuition exemption.
  - Status: AB 2364 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2383 (Medina) Autism Employment and Education Act.** AB 2383 establishes the Autism Employment and Education Program. It creates a residential, occupational, and living skills program at each participating community college and CSU campus to help students with autism live independently, obtain employment, and become self-sufficient after they graduate from the college or university. The bill would only become operative upon appropriation by the Legislature for the implementation of the program.

- Status: AB 2383 was sent to the Assembly Committee on Higher Education, but was not heard.
- **AB 2506 (Thurmond) Student Financial Aid: Chafee Grants.** AB 2506 specifies standards for postsecondary educational institutions to be deemed qualifying institutions for the Chafee Educational and Training Voucher program. The bill requires the Student Aid Commission to ensure that every current and former foster youth who files a timely application and is eligible for the award of a Chafee Educational and Training Voucher is issued those funds.
  - Position: Support
  - Status: AB 2506 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **AB 2681 (O'Donnell) Public Education: College Promise Grant Program.** AB 2681 would establish the California College Promise Grant Program to provide planning grants to eligible school districts and community college districts to establish Career Access Pathways partnerships. The bill would also authorize the Superintendent of Public Instruction and the Chancellor of California Community Colleges to establish the grant application process and criteria for determining the amount of each grant. The proposed planning grants would be supported by Proposition 98 funds, and all grant funds would be disbursed by the Superintendent of Public Instruction.
  - Status: AB 2681 passed in the Assembly Committee on Higher Education and Assembly Committee on Education and was sent to the Assembly Committee on Appropriations.
- **AB 2822 (Chiu) Student Financial Aid: Student Success and Support.** AB 2822 authorizes the use of Student Success and Support Program funds for the provision of emergency student financial assistance to eligible students, if such assistance is included in an institution's plan for interventions to students.
  - Status: AB 2822 passed in the Assembly Committee on Higher Education and was sent to the Assembly Committee on Appropriations.
- **SB 893 (Nguyen) Tuition and Fees: San Bernardino Dependents.** SB 893 prohibits the three segments of higher education from collecting fees from surviving dependents of the December 2, 2015, San Bernardino terrorist attack. The dependent must meet the financial need requirements of the Cal Grant A Program and resident requirements specified in the measure. The California Victims Compensation and Government Claims Board will determine qualification.
  - Status: SB 893 passed the Senate Committee on Education and was placed in the Suspense File in the Senate Appropriations Committee.
- **SB 1314 (Block) Cal Grant A Entitlement Program.** SB 1314 would specify that community college students participating in the baccalaureate degree programs who also satisfy the eligibility requirements for the Cal Grant A entitlement award shall receive an award.
  - Status: SB 1314 passed the Senate Committee on Education and was placed in the Suspense File in the Senate Appropriations Committee.
- **SB 1357 (Block) Cal Grant Program.** SB 1357 establishes the California Community Colleges Assistance Grant Program. The bill would require the California Student Aid Commission to annually augment the awards of all community college recipients of Cal Grant B Entitlement awards and Competitive Cal Grant B awards, and specifies that the amounts awarded under the bill would supplement, and not supplant, the awards and other student financial aid. Committee staff raised the question about the need for administration of a single system award program to be centralized at a state agency. The distribution of supplemental awards by the Chancellor's Office and local campuses would allow for a more streamlined implementation and speedier access to funds by community college students. According to committee staff, with CSAC as the administrator of the programs could delay receipt of supplemental awards for new applicants, particularly as CSAC awaits confirmation from students and campuses of the actual enrollment of the student.

- Status: SB 1357 passed the Senate Committee on Education and was heard by the Senate Appropriations Committee and sent to the Suspense File.
- **SB 1450 (Glazer) The California Promise.** SB 1450 authorizes a CCC and CSU to enter into a pledge with a student to cap fees and tuition if the student earns an associate degree within 2 academic years or a baccalaureate degree within 4 academic years.
  - Status: SB 1450 was heard in the Senate Committee on Education and failed to pass in the Committee.

## **VETERANS, MILITARY AND DEPENDENTS**

- **AB 1936 (Chavez) Residency: Dependents of Armed Forces Members.** AB 1936 amends current statute that provides in-state tuition for dependents of military members so that they will maintain resident tuition after being admitted to a postsecondary institution. AB 1936 was prompted by a UC Davis student whose father was deployed before classes started and whose resident status for tuition was revoked.
  - Position: Support
  - Status: AB 1936 passed in the Assembly Committee on Higher Education and the Assembly Veterans Committee and was sent to the Assembly Committee on Appropriations.
- **AB 2494 (Hernandez, R) Veteran Resource Centers Grant Program.** AB 2494 establishes the Veteran Resource Centers Grant Program. This bill authorizes the governing board of a community college district and a community college campus at which a veterans resource center has been or is intended to be established to jointly apply to the Chancellor's Office for a grant for the purposes of providing resources to veterans and active duty members of the U.S. Armed Forces enrolled at the campus. The bill would establish the Veteran Resource Centers Grant Fund in the State Treasury. The bill would allocate moneys in the fund, upon appropriation by the Legislature in the annual Budget Act, to the chancellor for, among other things, administration of the program and distribution of awards to recipient community college districts and campuses. AB 2494 requires the Chancellor's Office to submit a report to the Legislature on the progress of the program by May 31, 2019.
  - Position: Support, if amended
    - The Chancellor's Office would like the author to find/identify a funding source.
  - Status: AB 2494 passed in the Assembly Veterans Committee and the Assembly Committee on Higher Education and was sent to the Appropriations Committee.

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## Executive Committee Agenda Item

SUBJECT: Academic Senate Foundation Research		Month: May	Year: 2016
		Item No. IV B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval a process for receiving results from AS Foundation sponsored research.	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:**

At the March 6, 2015, Executive Committee meeting, members approved expanding the work of the AS Foundation to include research as noted in the AS Foundation purpose statement. On October 2, 2015, the AS Foundation, after a review of ASCCC assigned resolutions and requests, reported that it would be supporting two research projects; one of which would be in partnership with the Faculty Association of California Community Colleges (FACCC) on the “Impact of Fulltime Faculty on Student Success” and would culminate in a literature review. Past ASCCC Executive Committee members Ian Walton and Greg Gilbert drafted a literature review on this topic with editorial comments from ASCCC and FACCC representatives.

Since the “Impact of Full-time Faculty on Student Success” is the first research project coordinated under the AS Foundation direction, the Executive Committee will discuss how research papers, literature reviews, and other documents developed by or with support of the AS Foundation are recognized by the ASCCC, and particularly how they are used and published.

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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: Academic Senate Policy		Month: May	Year: 2016
		Item No. IV. C.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider policy language for Executive Committee members' contributions to the AS Foundation	Urgent:	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	May	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	X
		Information	

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

**BACKGROUND:**

Below is draft policy language for the Executive Committee to consider regarding ongoing contributions to the Academic Senate Foundation by Executive Committee members.

The Academic Senate Foundation Board of Directors has explored options for increasing the number of donors through the Ongoing Giving program to the Academic Senate Foundation. One option is for AS Executive Committee members to contribute at the 10+1 = 11 dollar or higher level. The AS Foundation Board discussed pros and cons.

### DRAFT POLICY

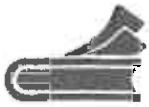
#### Ongoing Support of the Foundation for the Academic Senate for California Community Colleges

Members of the Board of Directors of the Academic Senate have demonstrated a consistent dedication to the work of the faculty of the California community colleges. The Foundation for the Academic Senate for California Community Colleges (Foundation) was created to “enhance the excellence of the California community colleges by sustained support for professional development of the faculty in the furtherance of effective teaching and learning practices.” To ensure that the Foundation is able to continue to meet its mission, all members of the Board of Directors of the Academic Senate shall participate in the monthly ongoing giving program, with a minimum monthly donation of \$11 (10+1), unless

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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: Part Time Faculty Task Force - Recommendations of Priorities		Month: May	Year: 2016
		Item No: IV D	
		Attachment: Yes (4)	
DESIRED OUTCOME:	The ASCCC Executive Committee to establish a Part Time Faculty Standing Committee.	Urgent: No - Spring	
		Time Requested: 30 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	North/Freitas/Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

**BACKGROUND:** In Spring of 2015 the body adopted the following: 1.04 “Resolved, that the Academic Senate for California Community Colleges create a taskforce with no less than 50% part-time faculty membership charged with studying how to increase part-time participation in college governance.” The body has also sought several other options related to part time faculty matters to include the updating of long past papers.

The Task Force is recommending that the ASCCC Executive Committee form a standing committee for purpose of providing professional development opportunities to part time faculty and to advise the president on academic and professional matters as they effect part time faculty. This would include advice on policies and research needs to better inform decision-making.

The following summarizes the work of the committee this year (The detailed annual report is attached, along with a 20-year literature/action review, draft strategic plan for the committee and some supplemental notes for the Executive Committee and the new committee to consider and notes on input from the Spring 16 Plenary breakout):

1. Establish process and criteria to determine the charge, objectives and permanency of the Task Force for recommendations in Spring. The Taskforce’s consensus is that this should be established as a standing committee of the Senate.

*The taskforce developed a recommendation to the Executive Committee to formally establish a part time faculty standing committee. Included in this is recommendation is a strategic plan that is aligned with the ASCCC strategic plan, a supplemental document detailing some of the issues and goals the new committee may consider as they begin the job of carving out the roles for this new committee.*

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

2. Identify/clarify relationship between this Task Force and the PTF Caucus.

*The taskforce attempted to interact with the PT Faculty Caucus several times with no success. The Committee recommended to the Executive Committee to reconsider the value of having a Part Time Faculty caucus.*

3. Revisit the part-time paper to focus on part-timer roles in college governance.

*The taskforce conducted a thorough review of all past actions, positions, efforts and papers taken on by the ASCCC, the Legislature, the Chancellor's Office and other interested stakeholders. This clearly demonstrated that additional updates to existing papers was redundant and would not lead to productive action beyond what limited action has already occurred. This review was forwarded to the Executive Committee and should be passed forward to the new standing committee as a resource. Ultimately the ASCCC has a significant role it can play in providing professional development to faculty, and in this case specific to part time faculty and this should be the primary charge of the proposed standing committee. Additionally, the committee has advisory role to the president where policy or other issues come up that may affect part time faculty academic and professional matters.*

4. Plenary Breakouts Fall and Spring

*The taskforce implemented two breakouts, one in Fall and one in Spring, addressing part-time faculty issues and the establishment of a standing committee.*

5. Potential resolutions

Fall – None

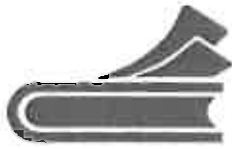
Spring – *The taskforce submitted and got passed Resolution 1.01 S16 Mentoring Programs for Part-Time Faculty*

6. Rostrum Articles – *The taskforce has submitted several Rostrum articles over the last few years.*

Addressing the Silent Majority: Part-time faculty issues Through the Lens of Equity, Engagement and Empowerment

Professional Development: Come One, Come All

Integrating Adjunct Faculty into the College Community



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## PART TIME FACULTY TASK FORCE ANNUAL REPORT

### **Assigned resolution/task force charge**

*S15 1.04 Resolved, That the Academic Senate for California Community Colleges create a taskforce with no less than 50% part-time faculty membership charged with studying how to increase part-time participation in college governance.*

Establish process and criteria to determine the charge, objectives and permanency of the Task Force for recommendations in Spring. The Taskforce's consensus is that this should be established as a standing committee of the Senate.

*The taskforce developed a recommendation to the Executive Committee for their May 2016 meeting to formally establish a part time faculty standing committee. Included in this is a strategic plan that is aligned with the ASCCC strategic plan, a supplemental document detailing some of the issues and goals the new committee may consider as they begin the job of carving out the roles for this new committee.*

Identify/clarify relationship between this Task Force and the PTF Caucus

Contact PT caucus leadership and attend PT caucus meeting at fall plenary.

Identify ways to inform and be informed by the part-time caucus

*The taskforce attempted to interact with the PT Faculty Caucus several times with no success. The Committee recommended to the Executive Committee to reconsider the value of having a Part Time Faculty caucus.*

Revisit the part-time paper to focus on part-timer roles in college governance.

*The taskforce conducted a thorough review of all past actions, positions, efforts and papers taken on by the ASCCC, the Legislature, the Chancellor's Office and other interested stakeholders. This clearly demonstrated that additional updates to existing papers was redundant and would not lead to productive action beyond what limited action has already occurred. This review was forwarded to the Executive Committee and should be passed forward to the new standing committee as a resource. Ultimately the ASCCC has a significant role it can play in providing professional development to faculty, and in this case specific to part time faculty and this should be the primary charge of the proposed standing committee. Additionally the committee has advisory role to the president where policy or other issues come up that may affect part time faculty academic and professional matters.*

*A generic list of possible professional development and potential policy areas follows:*

### General issues

Part-time roles specific to engagement and participation in governance, curriculum development and other activities that increase their value as faculty professionals

Local senate participation and leadership consultation with administration, and union leadership when there is overlap

How and where to go to seek funds for PD

Hiring processes and becoming viable, valued candidates

Issues pertaining to distinct cohorts of part-timer faculty (CTE, Basic Skills, Counseling, Etc.)

#### Address Department and Division Cultures

Part-timers often face many complex physical and social constraints that impair being welcomed in departments and their ability to participate in department professional life. There needs to be a mindset shift on the part of full time faculty and managers from “an expedient, albeit under paid and under valued solution,” to one of “valued partners sharing the burden of serving our students equally.”

#### Hiring Processes

Good and bad practices

Practices leading to equity issues

Opportunities for professional development related to improving teaching

Hiring practices that lead in creasing the diversification of faculty

Equitable pay and the impact on both faculty and students

Identification of standards for academic rank for part-time faculty

Recognition of part-time faculty professional accomplishments (regional and beyond)

Improving interview processes and improving interview skills

Coping with the frustration of being unable to influence outcome of hiring processes

Resources to allow shadowing opportunities and internships for part time faculty

The role of local flex policies as they impact part-time faculty

Barriers part-timer participation in governance work and other work of the college

#### Structural and policy-driven equity barriers

Bylaws and organizational policies the limit or prohibit participation of part time faculty

Policies and procedures that are not effectively communicated and easily accessible

Meeting and event scheduling that impose barriers

Policies that engender institutional manipulation of part time employees

Academic integrity: what it is and how does one deal with cheating issues

Classroom management resources

Develop a PD module for chairs/managers – emphasis on valuing the part-time faculty and their professional contributions

Include case scenarios in the modules

Importance of giving PT faculty the resources they need and make sure they know where to find it. Building institutional commitment to this.

Using technology solutions to bring resources to PT faculty when they can't attend in person, i.e. explore asynchronous mechanisms for engaging part-time faculty with college business and events, making new faculty academies accessible to part-time faculty.

The importance of being the best part-time faculty professional possible, in and out of the classroom, regardless of career goals

How part-time faculty can best prepare themselves for pursuing full-time positions

#### Plenary Breakouts Fall and Spring

*The taskforce implemented two breakouts, one in Fall and one in Spring, addressing PT faculty issues and the establishment of a standing committee.*

#### Potential resolutions

Fall – None

Spring – *The taskforce submitted and got passed resolution 1.01 S16 Mentoring Programs for Part-*



*Time Faculty*

Rostrum Articles – *The taskforce has submitted several Rostrum articles over the last few years.*

Addressing the Silent Majority: Part-time faculty issues Through the Lens of Equity,  
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Professional Development: Come One, Come All

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Stipend for PTF if elected to serve on ASCCC Exec and already at 60%	1998	x	12	x	x	x	x	
1998 ASCCC Paper specifically did not recommend a dedicated PTF position on Exec	1998	x	12	x	x			
AB 3099 (???) Funding for PTF benefits	1996		14		x			x
Increasing need for health benefits for PTF	2002	x	14	x	x			
Students should have access to PTF comparable to FTF	2002	x	15	x	x	x		
AB 301 (???) Funding to cover 50% of PTF office hours	1997		16	x	x			x
ASCCC work with BOG/Consultation to develop mechanisms that give students comparable access to PTF.	2002	x	17	x				x
Urge local compensated office hours and include alternative means for access - phones, DE technology	2002	x	17	x	x			x
BOG and CCCCO working paper "Important historical data, trends, and analysis relevant to full-time/part-time issues"	1999	x	17			x		
Joint Legislative Audit Committee report on over use of PTF	2000	x	18					
CPEC report - define minimum functions and expectations of faculty	2001	x	19	x				x
CPEC report - define comparable salary schedules for PTF	2001	x	19		x			x
CPEC report - local review of compensation distribution between PTF and FTF	2001	x	19	x	x			x
CPEC report - local review of benefits provisions	2001	x	19	x	x			x
CPEC report - ongoing data and research	2001	x	19	x	x			x
CPEC and Auditor's reports presume PTF are not paid to participate in governance and leadership	2002	x	19					x
ASCCC Concern that PTF are unable to fulfill non-teaching professional obligations such as professional development and governance participation. This was tied to a funding conversation attempting to ensure districts negotiate definitions of parity and the specific responsibilities for faculty both in and out of the classroom.	2002	x	26			x		x
ASCCC Paper on faculty hiring - orientation and mentoring should be comparable for PTF and FTF	2000	x	26			x		x
ASCCC Paper on academic freedom recognizes that academic freedom is not the same for PTF and FTF.	1998	x	27			x		x
Provisions for seniority rights should not usurp provisions to increase diversity.	2002	x	28			x		x
2002 ASCCC Paper multiple calls for additional and ongoing research, particularly in the area of diversity, equity, parity, hiring practices, and contractual requirements.	2002	x	29			x		x
AB 1245 (Alquist) 2001-2002 PTF re-hire rights (requires the issue to be EERA)	2002		32			x		x
Lack of commitment to PTF for the sake of enrollment flexibility	2002	x	33			x		x
Ed Codes changes could reduce reliance on PTF	2002	x	34			x		x
AAUP 1973 Report - extend tenure privileges to PTF	1973	x	35			x		x
ASCCC Should also work to ensure all faculty have academic freedom, potentially through tenure	2002	x	35			x		x
Adopted 2002 Paper	2002	x	36					x
Increase number of tenured FTF	2002	x	36			x		x
ASCCC affirms COFO statement	2002	x	36			x		x
ASCCC Reaffirm 1989 paper	2002	x	36			x		x
ASCCC Undertake PTF and FTF hiring practices review - as defined therein	2002	x	36			x		x
ASCCC develop models for mentoring and evaluation of PTF	2002	x	37			x		x
ASCCC work with BOG to ensure effective contact between PTF and students	2002	x	37			x		x
ASCCC reaffirm AB1725 hire PTF for academic needs not fiscal	2002	x	37			x		x





**ASCCC Plenary, Spring 2016**  
**Part-time Task Force Strategic Plan - Draft Proposal**  
**Breakout Recommendations**

1. Establish part-time standing committee

- Increase the effectiveness of participation by providing innovative solutions to accommodate working schedules of part-time faculty
  - o Accessible online
  - o Promoted by full-time profs
  - o Discipline specific professional development
  - o Best practices for professional training for department chairs and full-timers
  - o Portal for resources and best practices
  - o Live streaming for professional development
  - o Plenary for associates/adjuncts to log into and record for prof dev requirement

2. Develop plans for recruiting part time faculty who may be interested in participating in local and state level governance.

- Actions
  - o Promote Part-time Listserve
  - o Include models of how to recruit
  - o Include part-time representation on campus
  - o Bring equity-minded framework to the discussion rather than deficit-minded (i.e. onus not on what part-timers are not doing, but what institution should be doing; e.g. small college vs large college methods)

3. Develop and help provide professional development opportunities that are most needed by part time faculty.

- Actions
  - o

4. Research to understand part time faculty issues and the impact caused by a high reliance on part time faculty.

- Actions
  - o I think we need to start with more research
    - Percentages of courses taught by adjuncts
    - Practices at CA CCS – like what we learned today – where are adjunct faculty paid to serve on local senates, or other governance groups
  - o Develop a guide at the college level that can be used at the department level

## Breakout Recommendations

Page 2

5. Increase resources for part-time faculty to participate in local and statewide governance.

- Actions

- o Encourage the Chancellor's Office to modify the Equity Plans to include part-time faculty involvement in the college governance.
  - Workforce Development?
- o Keep the BOG, legislature and other key leaders informed on academic and professional matters related to part time faculty as legislation and other policy decisions are developed and implemented.
  - Grants?
  - Adjunct Panels for legislators to hear from them - What is it like to teach part-time at multiple colleges?
  - Campus funds designated to support part-time participation in governance.

6. Assist in developing a sustainable means to provide some fiscal support for part time faculty to better engage in these activities.

- Actions

- o Grants
- o



**Part-time Task Force Strategic Plan  
Draft Proposal**

**ASCCC STRATEGIC PLAN OBJECTIVES BEING MET BY THIS PROPOSAL**

**GOAL 1: ASSERT THE FACULTY VOICE AND LEADERSHIP IN LOCAL, STATE, AND NATIONAL POLICY CONVERSATIONS.**

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

**GOAL 2: ENGAGE AND EMPOWER DIVERSE GROUPS OF FACULTY AT ALL LEVELS OF STATE AND LOCAL LEADERSHIP**

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 3.2. 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 GROUPS.**

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

**Goal 1: Increase part-time participation in college governance (Resolution 1.04 S15)**

**Objective 1.1: Provide resources to professionalize part-time faculty**

Strategies	Actions	Responsible Party	Recommended Timeline
Establish part-time standing committee	<ul style="list-style-type: none"> <li>• Develop charge</li> <li>• Recruit part-time faculty</li> <li>• Increase the effectiveness of participation by providing innovative solutions to accommodate working schedules of part time faculty</li> </ul>	Part-time Task Force committee chair and Executive Director	June 2016
Develop plans for recruiting part time faculty who may be interested in participating in local and state level governance.	<ul style="list-style-type: none"> <li>• Develop and implement effective practices for recruiting part-time faculty</li> <li>• Use the PT listserv and other communication technologies effectively</li> </ul>	Part-time Task Force	Summer 2016
Develop and help provide professional development opportunities that are most needed by part time faculty.	<ul style="list-style-type: none"> <li>• Summer Institute on PT</li> <li>• Fall Regional Meetings</li> <li>• Make recommendations to the Faculty Development Committee for annual</li> </ul>	Part-time Task Force and Executive Director	Summer 2016

**Part-time Task Force Strategic Plan  
Draft Proposal**

<p>Research to understand part time faculty issues and the impact caused by a high reliance on part time faculty.</p>	<ul style="list-style-type: none"> <li>• activities.</li> <li>• Draft resolution on improving the performance of part-time faculty locally by providing timely evaluation and feedback</li> <li>• Develop faculty orientation resources that are specific to part time multi-district faculty</li> </ul>	<p>Part-time Task Force committee chair and Executive Director</p>	<p>Fall 2016</p>
<p>Increase resources for part-time faculty to participate in local and statewide governance.</p>	<p>Work with the Foundation and other ASCCC committees to develop a research agenda to identify:</p> <ul style="list-style-type: none"> <li>• Effective practices for involving part-time faculty in local senate and other college activities</li> <li>• Professional development needs specific to part time faculty</li> <li>• The impact on governance, academic effectiveness and student success specific to reliance on part time faculty</li> </ul> <p>Work with System partners to coordinate advocacy that will increase opportunities for professional development and governance participation for part time faculty:</p> <ul style="list-style-type: none"> <li>• Encourage the Chancellor's Office to modify the Equity Plans to include part-time faculty involvement in the college governance.</li> <li>• Keep the BOG, legislature and other key leaders informed on academic and professional matters related to part time faculty as legislation and other policy decisions are developed and implemented.</li> </ul>	<p>ASCCC President</p>	<p>Fall 2016</p>

**Part-time Task Force Strategic Plan  
Draft Proposal**

<p>Assist in developing a sustainable means to provide some fiscal support for part time faculty to better engage in these activities.</p>	<ul style="list-style-type: none"> <li>● Identify funds to support part-time faculty participation on the standing committee, at the Summer Institute, regional meetings, and other ASCCC events.</li> <li>● Identify/disseminate potential grants to support part time faculty professional development and leadership (that local senates and faculty can apply for)</li> </ul>	<p align="center">Executive Director</p>	<p align="center">May 2016</p>
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## **Additional Notes, Ideas and Thoughts to hand forward to the ASCCC PTF Committee:**

### **Charge statements/ideas**

Empower the part time faculty voice in academic and professional matters.

Provide professional development for part time faculty.

Assist in developing policy recommendations regarding academic and professional matters that impact part time faculty.

Make recommendations that sustain high standards of academic rigor in all discipline areas and teaching areas regardless of employment status.

Provide and increase opportunities for part time faculty.

Strive to ensure a majority of its membership are part time faculty from a broad representation of community college faculty, key representation from a few areas that have high reliance and unique problems to address (noncredit, basic skills, counseling, etc.)

### **Potential Professional Development Areas (see annual report)**

Teaching and learning

Program and curriculum design

Pathway processes/design and other support efforts for students within each district are often entirely unknown to part time faculty.

The qualitative aspect of faculty evaluation for part time faculty.

Portfolios for evaluation and/or advancement both as a part time faculty and transitioning into full time.

Local and regional processes and political landscapes – specific to multi-district faculty employees.

### **Research agenda thoughts**

Best practices on local professional development and support of professional development for part time faculty – e.g. stipends, support to attend events, etc.

Where do we rely heavily on part time faculty and does this create equity problems?

Develop a more accurate sense of what PTF aspirations are. E.g. *Become full time versus teaching as an ancillary role to their personal and professional life.*

We need to better understand the correlation of PT:FT ratios to state and regional economic conditions.

Explore local senate developed practices for earning academic ranking, include credentialing.

Practices related to being paid or otherwise supported for participation in governance.

### **Operational needs**

What is the best way to consistently get this group together that provides for effective representation?

    Polls and surveys, Heavy reliance on asynchronous means of interaction.

    Varied and flexible meeting times. Chain or round robin, serial meeting.

    Zoom – subset of CCC Confer – mindful of accessibility concerns.

Recommend the use of Canvas and its related tools to manage meeting process.

Reliance on communication tools, will need to be intentionally cognizant of accessibility needs, do not introduce barriers to participation.

Needs to be a larger group and participation may vary based upon availability/capacity to serve due to congested teaching schedules. The committee needs to have a significant online presence to expand all types of opportunities for part time faculty – both engagement/participation and deployment of resources such as professional development opportunities.

**Recruitment and Outreach**

Means to outreach to a broader group of part time faculty, will be initially challenging until part time faculty specific events occur to build better connections.

Outreach message has to set clear expectations and delineate clear separation between academic and professional matters from working conditions.

Outreach needs to fully inform on roles of the ASCCC and common local senate roles. Central Outreach message: "All faculty are ASCCC members."



## Executive Committee Agenda Item

SUBJECT: Outline for Revision of the 2009 Noncredit Instruction Paper		Month: May	Year: 2016
		Item No: IV. E.	
		Attachment: YES	
DESIRED OUTCOME:	Approve the outline for the revision of the Noncredit paper	Urgent: NO	
		Time Requested: 15 minutes	
CATEGORY:	Action Items	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cheryl Aschenbach	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup>	Annie Wilcox-Barlettani	Action	X
		Discussion	

Please note: Staff will complete the grey areas.

### BACKGROUND:

Resolution 13.02 (Fall 2015) calls for the revision of the paper, *Noncredit Instruction: Opportunity and Challenge*:

Whereas, Changes to regulations governing course repeatability, the recent efforts at realigning adult education (AB 86 and AB 104, Budget Committee, 2013), the recent equalization of funding for Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equity, and Student Success and Support Programs, and the Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) are all resulting in an increased focus on the use noncredit instruction to improve student success and close equity gaps in basic skills as well as provide additional options for preparation for courses in career and technical education programs; and

Whereas, Both the Chancellor's Office document *Noncredit at a Glance*, published in 2006, and the Academic Senate paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, are outdated and require revision in order to reflect the recent changes to credit course repeatability and potential use of noncredit as an alternative to course repetition, the efforts to realign adult education, the changes to CDCP noncredit funding, and the current focus on career technical education programs and workforce development and to provide timely and relevant guidance to the field in these and other areas;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise the 2006 document *Noncredit at a Glance* or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and

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

Resolved, That the Academic Senate for California Community Colleges update its paper Noncredit Instruction: Opportunity and Challenge, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.

The Noncredit Committee recommends revision of the paper with a shift from a historical emphasis and perspective (2009 paper) to an implementation guide that includes an update on issues, advocacy for use of noncredit as a curricular tool to serve students, and identification of on-going challenges. Once the outline is approved, the committee plans to have a draft for first reading at the August meeting, a final draft for approval at the September meeting, and a resolution for adoption of the paper by the body at Fall 2016 Plenary.

The Noncredit Committee requests approval of the outline for the updated paper.



## Noncredit Instruction: Opportunities and Challenges A 2016 update to the 2009 paper

The Noncredit Committee proposes a shift from historical perspective and identification of challenges (2009 paper) to an implementation guide with an update on issues, advocacy for using noncredit as a curricular tool to serve students, and identification of on-going challenges.

Much of the original 2009 Table of Contents can be utilized to develop the 2016 updated paper.

While the outline is being submitted as a stand alone revision to the 2009 paper, there will be an effort to collaborate with the Chancellor's Office to determine feasibility of combining both the ASCCC paper and the Chancellor's Office Noncredit-at-a-Glance document into a single resource as both are updated.

Proposed Outline with updates to 2009 outline underlined:

### Introduction

#### State Need – Noncredit Response

- The Need – Economic and Demographic
  - Include update on noncredit FTES lost during recession and impact on programs
- The Response – Improved Educational Opportunities

#### Developments in Noncredit Education

- The Academic Senate Viewpoint
  - Updated resolutions
- The Chancellor's Office Viewpoint
  - Work Force Task Force & Recommendations
  - Student Equity Plans
  - Student Success & Support Plans / Noncredit SSSP
- The Legislative Viewpoint
  - Adult Education
  - CDCP
- A New Funding Category – CDCP
- The Basic Skills Initiative and Beyond
  - AB86/AEBG
  - Basic Skills Transformation Grants
- Title 5: New and Revised Noncredit Regulations

#### Realizing the Full Potential: Academic Integrity

- Noncredit Philosophy, Pedagogical Differences
  - Misconceptions re: rigor, structure

- Funding
- Full-Time Faculty
  - Ideal characteristic of noncredit faculty
  - FON
- Faculty Workload & Salary
  - Parity
- Effective Participation in Governance
- Noncredit Student Services, Assessment and Matriculation
  - Integration with instruction
  - Student access to services
  - Requirements of Noncredit SSSP
- Attendance Accounting
- Curriculum & Program Review Development
  - Curriculum Requirements & Process
  - CDCP v non-CDCP
  - Credit & Noncredit Integration
  - Noncredit as co-requisites and prerequisites
- Accreditation Standards
- Accountability
  - Progress indicators update / continued need
  - Scorecard & BS Cohort Tracker
  - BSI & Accountability

Conclusion

Recommendations

Sources

Appendices



## Executive Committee Agenda Item

SUBJECT: Strategic Plan Update and Priorities for 2016 – 17		Month: May	Year: 2016
		Item No. IV. F.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will review the 2015 – 16 ASCCC Strategic Plan and consider for approval the strategic priorities for 2016-17.	Urgent: YES	
		Time Requested: 25 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Adams/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:

Last spring, the delegates adopted a three-year strategic plan for the ASCCC. In May, the officers recommended and the Executive Committee approved the strategic priorities for the first year of the ASCCC three-year Strategic Plan. On May 11, 2016, the officers met to review the strategic plan, consider next year priorities, and align budget items to the identified activities. Members will review the status of the 2015 -16 priorities and consider for adoption the priorities for the 2016 – 17 fiscal year. These priorities will be used to inform the budget conversation following this item.

*Note: The updated strategic plan will be forthcoming this weekend.*

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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: ASCCC 2016-2017 Budget		Month: May	Year: 2016
		Item No: IV. G.	
DESIRED OUTCOME: The Executive Committee will consider for approval the 2016-2017 ASCCC budget		Attachment: YES	
		Urgent: YES	
CATEGORY:	Action Items	Time Requested:	
REQUESTED BY:	Freitas/Adams	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup>	Julie Adams	Consent/Routine	
		First Reading	
		Action	X
		Information	

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

**BACKGROUND:**

The Budget Committee met on May 11, 2016, to review the 2015-2016 budget performance and to develop the 2016-2017 fiscal year budget. Funding recommendations were developed based on the Strategic Plan objectives and current trends (i.e., events, Chancellor’s Office committees). The budget presented with this item is the tentative budget and does not included all grant funding, particularly C-ID. However, approval of the tentative budget is necessary allow the ASCCC Office to continue to operate until a final budget is approved in August.

Members will discuss the recommendations of the Budget Committee and consider for approval the 2016-2017 budget. Additionally, members will discuss C-ID and its future.

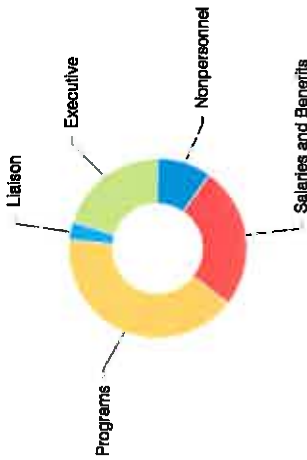
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<sup>1</sup> Staff will review your item and provide additional resources to inform the Executive Committee discussion.



Operating Expense by Category

05/12/2016 11:48



Statement of Financial Position

05/12/2016 11:48

Assets

- Current Assets
  - Cash and Cash Equivalents
  - Accounts Receivable, Net
  - Total Accounts Receivable, Net
  - Other Current Assets
    - Other Current Assets
    - Total Other Current Assets
  - Total Current Assets
  - Long-term Assets
    - Property & Equipment
    - Total Long-term Assets
  - Total Assets
- Liabilities and net assets
  - Liabilities
    - Short-term Liabilities
      - Accounts Payable
      - Accrued Liabilities
      - Deferred Revenue
    - Total Short-term Liabilities
  - Total Liabilities
  - Net Assets
  - Total Liabilities and net assets

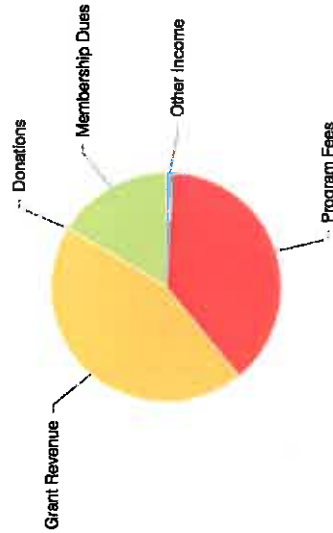
	Year Ending 06/30/2016 Current Year Balance	Year Ending 06/30/2015 Prior Year	Year Ending 06/30/2016 Difference
Cash and Cash Equivalents	22,199.59	337,744.46	(315,544.87)
Accounts Receivable, Net	594,582.71	680,507.82	(85,925.11)
Total Accounts Receivable, Net	594,582.71	680,507.82	(85,925.11)
Other Current Assets	65,485.92	80,848.18	(15,362.26)
Total Other Current Assets	65,485.92	80,848.18	(15,362.26)
Total Current Assets	682,268.22	1,099,100.46	(416,832.24)
Property & Equipment	1,497.13	1,497.13	0.00
Total Long-term Assets	1,497.13	1,497.13	0.00
Total Assets	683,765.35	1,100,597.59	(416,832.24)
Accounts Payable	75,661.97	360,517.85	(284,855.88)
Accrued Liabilities	78,668.01	113,754.03	(34,071.02)
Deferred Revenue	71,258.20	201,213.20	(129,955.00)
Total Short-term Liabilities	226,603.18	675,485.08	(448,881.90)
Total Liabilities	226,603.18	675,485.08	(448,881.90)
Net Assets	457,162.17	425,112.51	32,049.66
Total Liabilities and net assets	683,765.35	1,100,597.59	(416,832.24)





# Dashboard - NFP

Current Fiscal Year Revenue  
05/12/2016 11:48



## Statement of Activities - Actual vs Budget

05/12/2016 11:48

	07/01/2015 Through 04/30/2016 Actual	Year Ending 08/30/2016 Budget	Month Ending 05/31/2016 Budget Diff	Year Ending 12/31/2017 Budget
<b>Change In Net Assets</b>				
Operating Revenue	882,539.00	1,154,470.00	0.00	612,000.00
Grant Revenue	649,569.72	852,875.00	108,177.98	750,000.00
Program Revenue	323,836.06	328,317.00	0.00	344,733.00
Member Fees	13,700.43	20,400.00	125.00	20,000.00
Revenue - Other	1,869,645.21	2,356,062.00	106,302.98	1,726,733.00
<b>Total Operating Revenue</b>	<b>1,928,932.71</b>	<b>2,403,951.00</b>	<b>(16,965.82)</b>	<b>2,166,448.84</b>
Expenditures				
Salary and Wages	429,660.67	439,301.00	0.00	413,902.04
PR Benefits	84,274.11	67,165.00	1,464.90	60,000.00
PR Taxes	12,960.94	16,000.00	579.86	16,000.00
Occupancy	52,896.85	47,000.00	(5,151.17)	47,500.00
Professional Fees	319,381.10	576,290.00	0.00	480,346.80
General and Administrative Expenses	1,028,759.04	1,258,196.00	(13,859.41)	1,148,700.00
<b>Total Expenditures</b>	<b>(59,287.50)</b>	<b>(47,889.00)</b>	<b>91,337.16</b>	<b>(436,715.84)</b>
<b>Change In Net Assets</b>	<b>425,112.51</b>	<b>0.00</b>	<b>365,825.01</b>	<b>0.00</b>
<b>+ Net Assets - Beginning</b>	<b>365,825.01</b>	<b>(47,889.00)</b>	<b>457,162.17</b>	<b>(436,715.84)</b>
<b>Net Assets - Ending</b>				



Welcome to Your

# KEY FINANCIAL STATEMENTS



A Primer for Nonprofit Board Members

# WELCOME TO YOUR KEY FINANCIAL STATEMENTS: A PRIMER FOR NONPROFIT BOARD MEMBERS

## INTRODUCTION

Every nonprofit board member is legally responsible for the financial oversight of the organization he or she serves. You cannot do that without a basic understanding of nonprofit financial statements. This guide is designed to introduce you to the two most important financial documents that you will encounter as a board member — the balance sheet and the income statement — thus helping you meet your fiduciary responsibility.

## WHAT ARE FINANCIAL STATEMENTS?

Financial statements are formal written records of your organization's financial activities and position and provide the information you need to identify your organization's financial strengths and weaknesses. Usually, management is responsible for creating the statements, which are typically produced monthly for the month just ended as well as for the year to date. The year-to-date statements provide valuable reference points and allow the board to see how well actual results are following projected assumptions. At year end, the year-to-date figures reflect the accumulation of the previous 12 months of transaction activities applied to the balance sheet and income statement.

## WHAT IS THE BALANCE SHEET?

The balance sheet or Statement of Financial Position has traditionally been recognized as the most important of the financial statements due to the comprehensive and illuminating information contained in it. At its simplest, it shows you what your organization owns (assets), what it owes (liabilities), and what remains (net assets) at a specific moment in time.

The balance sheet shows the value of your organization, how much of your debt is current and how much is long-term, and — with the help of ratios — much more (See ratios below).

Some people think of the balance sheet as a scale. Assets and liabilities will not balance until you put net assets on the scale.

### Terminology:

**ASSETS** are everything an organization owns and are usually listed according to how quickly they can be turned into cash (how "liquid" they are):

- Cash
- Accounts receivable — Money owed to your organization
- Promises to pay — Promised or pledged contributions
- Property, Plant, and Equipment — Fixed assets

**LIABILITIES** are everything your organization owes and are usually listed in the order they need to be repaid:

- Accounts payable — Money that your organization knows that it owes vendors and suppliers (unpaid invoices).
- Accrued liabilities — Money that your organization estimates that it owes vendors and suppliers (invoices yet to be received).
- Current portion of long-term liabilities — The portion of long-term debt that your organization must pay in the next 12 months.
- Long-term liabilities — Outstanding debt that has a due date beyond 365 days, such as a mortgage or tax-exempt bond.

# WELCOME TO YOUR KEY FINANCIAL STATEMENTS: A PRIMER FOR NONPROFIT BOARD MEMBERS

**NET ASSETS** are the difference between what your organization owns and what it owes. Net assets can be *unrestricted* as to their use or time of use. Or they may be *restricted* assets, as when a donor puts limits on their use. The restriction can either be *temporary* (if the restriction can be met either with the passage of time or by the purpose being fulfilled) or *permanent* (if the restriction never expires and cannot be removed.) As an example, the principal of many endowments is permanently restricted.



**Tip:** The *net asset balance* assists you in determining the underlying financial worth of your organization, because it is the value left after the organization's total liabilities are subtracted from its total assets. It is judicious to monitor your organization's net assets over time; a continuously rising trend for this balance sheet line often represents positive operating margins.

## WHAT IS THE INCOME STATEMENT?

The balance sheet captures a moment in time. It's like a snapshot. The income statement or Statement of Activities reflects your organization's financial activity — revenues and expenses — over time (monthly, quarterly, and annually). It's like a report card. At most nonprofits, numbers change rapidly as money comes in and bills are paid. This makes it hard to know how much money you've actually earned. The Income Statement answers that question. It tells you if revenue is going up or down and how much profit is left after deducting what it costs to operate your nonprofit. This profit can be used to grow your nonprofit or pay debt. The income statement does not tell you if your organization's financial condition is weak or strong, what you own, what you owe, and what others owe you (see the Balance Sheet).

Because the Income Statement reflects your organization's financial activity over time, it is usually developed monthly, quarterly, and annually. Many nonprofits also create a projected income statement for the next 12 months, based on predictions.

GAAP (Generally Accepted Accounting Practices) requires that the income statement classify revenues and expenditures and be shown as unrestricted, temporarily restricted, or permanently restricted.

## Terminology

**REVENUE** is income from providing goods or services to your organization's clients, customers, members, etc. and from other earning activities, such as sales of inventory or earnings on investments. It frequently includes both earned income and income from contributions.

**CONTRIBUTIONS** are assets that have been given to your organization in the form of cash, stock, bonds, art, property, etc.

**EXPENSES** are what an organization spends to conduct its activities. Expenses on the income statement are grouped into three categories:

### Which accounting method does your organization use?

#### The cash method:

- Records revenue when it is received
- Records expense when it is disbursed

#### The accrual method:

- Records revenue when it is earned
- Records expense when it is incurred

# WELCOME TO YOUR KEY FINANCIAL STATEMENTS: A PRIMER FOR NONPROFIT BOARD MEMBERS

- Program Services — expenditures, goods, and services used in activities to fulfill the organization’s mission, such as salaries and supplies
- Management and General — expenditures on general oversight and management, such as on recording keeping and budgeting
- Fundraising — expenses incurred in the solicitation of contributions and grants

**NON-OPERATING INCOME** is revenue not related to your nonprofit’s programs or mission. The most common item is *realized* investment income — gain or loss from the sale of invested assets, such as common stock or mutual funds, that are owned by the organization.

**NET ASSETS** are the difference between what your organization owns and what it owes.

**CHANGE IN NET ASSETS** is *unrealized* income or losses on investments, which are the differences between the fair market value of all of the assets that your organization could sell.

## RATIOS

The balance sheet and income statement contain a lot of illuminating information, and while the numbers in themselves are significant, so too are ratios based on the numbers. Ratios help you identify your organization’s strengths and weaknesses.

Because nonprofits vary in size, structure, income reliability, and other financial aspects, your board, in conversation with management and your auditors, should establish a set of financial ratio standards or benchmarks that are most appropriate for your organization.

Here are five key ratios that you should understand and be able to articulate.

**Current Ratio**  
SOURCE: Balance sheet  
The current ratio measures your organization’s ability to meet its current financial obligations.

$$\frac{\text{Current Assets}}{\text{Current Liabilities}}$$

The higher the ratio, the better off your organization is. A healthy ratio for most organizations is in the 2.0 to 4.0 range. That level indicates that the organization is financially solvent, having double to quadruple the financial means to meet its current financial obligations. A 1:1 ratio means there is no working capital.

**Quick Ratio**  
SOURCE: Balance sheet  
The quick ratio measures your organization’s ability to meet its short-term financial obligations with assets that can quickly be turned to cash.

$$\frac{\text{Cash} + \text{Cash Equivalents} + \text{Accounts Receivable} + \text{Unconditional Promises to Pay}}{\text{Current Liabilities}}$$

Like the current ratio, a range between 2.0 and 4.0 is considered healthy.

**Days Cash on Hand**  
SOURCE: Balance sheet and income statement  
This may be the most important of all ratios for board members. It measures the number of days of average cash expenses that the organization maintains.

$$\frac{\text{Cash} + \text{Short-Term Investments}}{(\text{Total Expenses} - \text{Non-Cash Expenditures}) \div 365} = \text{Days Cash on Hand from Short-Term Sources}$$


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$$\frac{\text{Cash} + \text{Short-Term Investments} + \text{All Long-Term Investments}}{(\text{Total Expenses} - \text{Non-Cash Expenditures}) \div 365} = \text{Days Cash on Hand from All Sources}$$

Like the current ratio, a higher value is always preferred. The board may want to exclude restricted cash from this equation so as not to overstate the organization’s ability to meet its basic operating needs.

# WELCOME TO YOUR KEY FINANCIAL STATEMENTS: A PRIMER FOR NONPROFIT BOARD MEMBERS

## Debt-to-Equity Ratio

SOURCE: Balance sheet

The debt-to-equity ratio tells you the proportion of debt versus assets being used to support your organization. It tells you how deeply your organization is in debt and what percentage of your assets are tied up in liabilities.

$$\frac{\text{Total Liabilities}}{\text{Total Net Assets}}$$

A lower debt-to-equity ratio implies a more financially stable organization. Nonprofits with higher debt-to-equity ratios may be taking too much financial risk as debt must be repaid and the organization may not be able to make the payments.

## Operating Margin Percentage

SOURCE: Income Statement


Operating margin percentage is a useful ratio because it measures the organization's bottom line (before non-operating revenues) compared to its total revenues. The ratio allows you to quickly and rather accurately determine the extent of your organization's profitability on its core operations.

$$\frac{\text{Excess of Support \& Revenues Over Expenses}}{\text{Total Support \& Revenues}}$$

Higher values are preferable.

## SAMPLE BALANCE SHEET AND INCOME STATEMENT

A key challenge to understanding financial statements is recognizing the wide diversity of nonprofit organizations and the multiplicity of audiences and clientele they serve. Because of this diversity, nonprofit financial statements differ in format and appearance from one organization to the next. The following examples represent a fictional nonprofit; they are meant to be an amalgamation of several types of nonprofits operating throughout the U.S. While these fictional statements may not be precisely like the statements used by your nonprofit, all the common and essential elements are shown to enable you to relate to your organization.

See Next Page 

# SAMPLE BALANCE SHEET

## Financial Statements Explained

**ABC CHARITIES, INC.**  
**Statements of Financial Position (Balance Sheet)**  
**At December 31, 2015 and 2014 (in thousands)**

Assets (OWNED BY THE ORGANIZATION)	December 2015	December 2014
<b>Current Assets</b>		
Cash	1,200	3,000
Investments — Short Term	6,500	5,400
Total Cash and Cash Equivalents	7,700	7,400
Gross Accounts Receivable	12,000	12,800
Less: Allowance for Doubtful Accounts	(2,600)	(2,600)
Net Patient Receivables	9,200	10,200
Unconditional Promises To Pay	5,000	5,000
Inventory	500	400
Prepaid Expenses	400	300
Other Current Assets	950	700
<b>Total Current Assets</b>	<b>22,800</b>	<b>23,300</b>
Long-Term Investments — Unrestricted	62,300	55,000
Trusted Investments	10,000	12,200
Deferred Financing Costs	1,300	1,400
Other Noncurrent Assets	73,600	68,600
<b>Property, Plant &amp; Equipment</b>		
Land and Land Improvements	2,000	2,000
Buildings	20,000	18,000
Leasehold Improvements	700	700
Equipment and Fixtures	10,500	9,000
Construction in Progress	1,500	1,000
Total PP&E	34,700	30,700
Less: Accumulated Depreciation	(18,000)	(15,000)
Net PP&E (book value)	16,700	15,700
<b>Total Assets</b>	<b>113,100</b>	<b>107,600</b>
<b>Liabilities (OWED BY THE ORGANIZATION)</b>		
<b>Current Liabilities</b>		
Accounts Payable	6,000	4,500
Current Retirement on L/T Debt	1,500	1,400
<b>Total Current Liabilities</b>	<b>7,500</b>	<b>5,900</b>
Long-Term Debt	64,800	60,200
Other Long-Term Liabilities	3,000	2,100
<b>Total Long-Term Liabilities</b>	<b>66,800</b>	<b>68,300</b>
<b>Total Liabilities</b>	<b>74,300</b>	<b>74,200</b>
<b>Net Assets (DIFFERENCE BETWEEN ASSETS OWED AND OWED)</b>		
Unrestricted	33,600	27,900
Temporarily Restricted	4,200	4,200
Permanently Restricted	2,000	1,300
<b>Total Net Assets</b>	<b>38,800</b>	<b>33,400</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>113,100</b>	<b>107,600</b>

Anything easily convertible into cash

an allowance for receivables that may not be collected

Contributions that have been promised to the organization without any conditions that have to be met

Assets that were donated or purchased with the hope that they will generate income

The portion of long-term debt that your organization must pay within 12 months

Outstanding debt that has a due date beyond 365 days

No donor restrictions on how and when the asset can be used



Tip: This number assists you in determining the underlying value of the organization. A continuously rising trend represents positive operating margins.

Donor restrictions that can be met over time

Donor restrictions that will never expire

**Quick ratio:**

$$\frac{\text{Cash} + \text{Cash Equivalent} (\$7,700) + \text{Accounts Receivable} (\$9,200) + \text{Unconditional Promises to Pay} (\$5,000)}{\text{Current Liabilities} (\$7,500)} = 2.7$$

**Current ratio:**

$$\frac{\text{Current assets} (\$22,800)}{\text{Current liabilities} (\$7,500)} = 3.0$$

**Debt-to-Equity Ratio:**

$$\frac{\text{Total liabilities} (\$74,300)}{\text{Total unrestricted net assets} (\$33,600)} = 2.3$$



# SAMPLE INCOME STATEMENT

## Statement of Activities Explained

Donor has placed restrictions on the use of the net assets that can be met over time or by purpose fulfilled

Donor has required gift to be held in perpetuity (not used), generates income that must be used according to donor's intent

**ABC CHARITIES, INC.**  
 Statement of Activities (Income Statement)  
 For the Years Ending December 31, 2015 & 2014 (in thousands)

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL 2015	TOTAL 2014	PERCENTAGE CHANGE
<b>Public Support &amp; Revenues</b>						
Net Service Revenues	45,500	10,000	--	55,500	50,000	7.2%
Contributions	9,000	--	700	9,700	9,000	7.3%
Grants	3,400	--	--	3,400	3,200	6.3%
<b>Total Support and Revenue</b>	<b>57,900</b>	<b>10,000</b>	<b>700</b>	<b>68,600</b>	<b>62,200</b>	<b>7.2%</b>
<b>Expenses</b>						
Program Services	40,100	7,000	--	47,100	45,800	3.9%
Management and General Fundraising	10,190	3,000	--	13,190	12,000	9.9%
Total Expenses	50,290	10,000	--	60,290	57,800	5.1%
<b>Excess of Support &amp; Revenue over Expenses</b>	<b>4,500</b>	<b>--</b>	<b>700</b>	<b>5,200</b>	<b>3,700</b>	<b>40.5%</b>
<b>Non-Operating Income (Expenses)</b>						
Gain/(Loss) on Investments	1,200	--	--	1,200	3,000	30.0%
<b>Total Non-Operating Income</b>	<b>1,200</b>	<b>--</b>	<b>--</b>	<b>1,200</b>	<b>1,000</b>	<b>20.0%</b>
<b>Excess of Support &amp; Total Revenue over Expenses (Total margin)</b>	<b>5,700</b>	<b>--</b>	<b>700</b>	<b>6,400</b>	<b>4,700</b>	<b>36.2%</b>
<b>Net Assets, Beginning of Year</b>	<b>59,500</b>	<b>4,200</b>	<b>1,100</b>	<b>64,800</b>	<b>62,300</b>	<b>4.3%</b>
<b>Change in net unrealized gains &amp; losses on investments</b>	<b>(1,000)</b>	<b>--</b>	<b>--</b>	<b>(1,000)</b>	<b>(2,000)</b>	<b>-50.0%</b>
<b>Net Assets, End of Year</b>	<b>64,300</b>	<b>4,200</b>	<b>2,000</b>	<b>70,500</b>	<b>58,300</b>	<b>8.7%</b>

**Operating Margin Percentage:**  
 Allows you to quickly determine the organization's profitability on its core operations; the higher the value the better.

**Excess of Support + Revenue over Expenses**  
**Total Support & Revenue**  
 \$5,200  
 \$66,700 = 7.8%

Commonly includes expenses directly related to program delivery, such as salaries, supplies, purchased services

Expenditures related to oversight and administrative activities, such as record keeping and finances

Total cost of fundraising efforts

Revenue/expenses not related to mission, such as income from investments

Changes in the fair market value of investments that the organization could sell





## Executive Committee Agenda Item

SUBJECT: EDAC Strategic Plan		Month: May	Year: 2016
		Item No: IV. H.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a strategic plan for the Equity and Diversity Committee.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Smith/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:

The ASCCC Strategic Plan calls for action in the following goals:

1. Objective 2.1. Increase leadership development opportunities for diverse faculty such that they are prepared to participate in and lead local and statewide conversations.
2. 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.

The Equity Diversity and Action Committee (EDAC) was tasked with the creation of a strategic plan, for 2016 - 17. EDAC will meet on Saturday, May 14, 2016, to discuss and consider for approval a strategic plan for presentation to the Executive Committee. The draft plan will be sent to members after the meeting on 5/14. The committee apologizes for the inconvenience but hope that others understand the time constraints. The Executive Committee will consider for approval the strategic plan for addressing equity issues related to the Executive Committee, local senates, and statewide representation.

Note—EDAC will meet on May 14, 2016, so the plan will be sent under separate cover.

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





## Executive Committee Agenda Item

SUBJECT: Annual Committee Reports		Month: May	Year: 2016
		Item No. IV. I.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will approve the final committee status reports and discuss committee priorities for next year.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Annie Wilcox-Barlettani	Action	X
		Information/Discussion	

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

**BACKGROUND:** During the year, ASCCC Standing Committees worked on the committee priorities identified in August 2015. Each chair was requested to provide action taken by the committee on the priorities and update the status, which will be posted on the website. The Executive Committee will consider for approval the final committee status reports and discuss briefly the committee priorities for next year.

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





## Executive Committee Agenda Item

SUBJECT: Communication		Month: May	Year: 2016
		Item No. IV. J.	
		Attachment: YES (forthcoming)	
DESIRED OUTCOME:	The Executive Committee will consider for approval a communication mechanism to connect the ASCCC representatives.	Urgent: YES	
		Time Requested: 30 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	X
		Information/Discussion	

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

### BACKGROUND:

In conversations with ASCCC representatives, Executive Committee members, Chancellor’s Office staff over the years, there is a need to create a communication between and among ASCCC representatives, including committees, Chancellor’s Office groups, and other faculty assigned tasks, to the work of the ASCCC Standing Committees and the Executive Committee. The Officers have discussed a possible mechanism for ensuring that communication is occurring. Members will discuss a proposed mechanism for improving communication processes.

Note: A document will be forthcoming this weekend.

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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: Action Tracking		Month: May	Year: 2016
		Item No. IV, K	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the removal of actions on the action tracking sheet.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Information/Discussion	

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

**BACKGROUND:**

After each Executive Committee meeting, the actions taken are tracked on the Action Tracking sheet and updated regularly. Some actions, however, have not been acted upon for one reason or another. The Executive Committee will review the Action Tracking sheet and determine if some of the actions should be removed.

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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
1 ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	Complete			April 2016: The white papers have been finalized and are in the publication process.
2 Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete		Pending--Morse will follow up again with CoFO	Sept. 2014: The chair of the Education al Policies Committee will bring back an outline for the paper to another Executive Committee meeting for consideration for approval. Feb. 2015: Morse to explore with CoFO the idea of developing a joint paper.
5 Current (Recency) Survey from S&P Committee	3. October	2014	IV. H.	Stanskas	Future	Incomplete		S&P chair will followup with CO	October 2014: Rutan will follow up with the Chancellor's Office to determine whether or not adding recency is legal and bring this item back to the Executive Committee for further discussion. Update: Unable to obtain legal opinion from the CO until a new legal counsel is chosen. The CO anticipates having a new legal counsel within the next few months (approx. Spring/Summer 2015)
7 Committee Communication	3. October	2014	IV. L.	Adams	May	In progress		On May agenda	Adams will work on revising the policies and drafting some guidelines for consideration by the May 2016 EC meeting.
10 SB 967 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete		EDAC will discuss this year.	Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senates and make recommendation to the Executive Committee on how to assist local senates.
11 The Best of the Rostum	5. January	2015	II. F.	Adams	May	In progress			Each standing committee (not just chairs) will review the Rostum articles for inclusion in the Rostum compendium that follows the following criteria: Philosophical or dealing with standing ASCCC principles; offer guidance that can apply to any time period (regardless of the context of the original publications); or deal with issues that are perennial faculty concerns not bound to a specific time period.
13 Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Freitas/Davison	Future	Incomplete			Nov 2015: This item needs to be raised at SACC again Dec 2015: An agenda item has been submitted for the January Exec meeting to request further guidance.
15 Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Davison	Future	Incomplete		Need to research status	The Distance Education and Accreditation and Assessment Committee will explore this idea further and bring back a recommendation to a future Executive Committee meeting.
19 ASFCC Foundation – Research Development	7. March	2015	II. D.	May	Future	Incomplete		Foundation will bring back a plan in fall.	The Foundation will bring back a research plan for how to address resolution priorities, as well as process for conducting research.
37 TASSC Survey on Services for Disenfranchised Students	8. August	2015	V. M.	May/Davison	Future	In Progress			TASSC will distribute a survey on existing services for disenfranchised students in the California Community College System
ASCCC Advocacy Day	November	2015	II. E.	Bruno	Future	Complete			November 2015: Draft survey approved for distribution by Executive Committee
New Modules for the Professional Development College	November	2015	II. H.	Rutan	Future	In progress			The Legislative Advocacy day will be held in May 2016. Training for Executive Committee and Legislative and Advocacy Committee members will be held on April 29.
PDC Modules	January	2016	II. D.	Rutan/Adams	March	Incomplete			The Faculty Development Committee will develop six new modules for the Professional Development College (PDC)
Strategic Plan	January	2016	II. L.	Adams	January	Incomplete			The Faculty Development Chair and Executive Director are working with Committee chairs in facilitating the completion of the modules as approved. Hopefully completed by summer 2016.
Resolution to be created to discuss issues around the Multiple Measures Assessment Project	March	2016	IV. F.	Rutan	Future	In Progress			A report on the activities of the Strategic Plan will be published for Fall 2016
Mathematics Placement Model from Common Assessment Initiative	March	2016	IV. F.	Rutan	Future	In Progress			
Agenda Item for August - Apple leadership to present some of their technology tools	March	2016	III. A.	Adams	August	In Progress			Rutan will carry forward members' request to postpone the publication guideline until they have properly vetted appropriately.
Add agenda item for next May meeting recommending how the ASCCC can work with @ONE	March	2016	III. A.	Adams	May	Complete		On May agenda	





## Executive Committee Agenda Item

SUBJECT: Board of Governors/Consultation Council Meetings		Month: May	Year: 2016
		Item No: V. A	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will receive an update on the recent Board of Governors and Consultation Council Meetings.	Urgent: NO	
		Time Requested: 10 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information/Discussion	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

President Morse and Vice President Bruno will highlight the recent Board of Governors and Consultation meetings. Members are requested to review the agendas and summary notes (website links below) and come prepared to ask questions.

Full agendas and meeting summaries are available online at:

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/Meetings.aspx>

<http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries.aspx>

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





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# **NOTICE OF MEETING**

**of the  
Board of Governors of the California Community Colleges  
Chancellor Search Committee**

**Sunday, May 15, 2016  
8:30 a.m.**

**USC Price School of Public Policy  
1800 I Street  
Sacramento, CA 95811**

**and**

**3520 Hughes Avenue  
Los Angeles, CA 90034  
(Teleconference Location)**

**NOTICE IS HEREBY GIVEN** that the Chancellor Search Committee will hold a meeting on Sunday, May 15, 2016. The meeting will commence approximately at 8:30 a.m. The agenda is as follows:

1. Welcome and Introductions – Cecilia Estolano, Chair of Chancellor Search Committee
2. Adjournment into Closed Session – Personnel Matters

Topic: Public Employment - Government Code Section 11126(a)  
Title: Chancellor

The Chancellor Search Committee will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

3. Reconvene Open Session/Report From Closed Session (if applicable)
4. Public Comment

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All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations such as alternate media materials, sign language interpreters, or real-time transcription will be provided to persons with disabilities upon request. Persons requesting such accommodations should contact Christina N. Castro, 1102 Q Street, Sacramento, CA, 95814-6511, [ccastro@cccco.edu](mailto:ccastro@cccco.edu), (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

**NOTE: The meeting is open to the public. Meeting time is approximate and subject to change.**

**For further information, call  
Christina Castro, Board Liaison  
California Community Colleges  
(916) 323-5889**

**This Notice is available online at [www.cccco.edu](http://www.cccco.edu)**





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# NOTICE OF MEETING

of the  
**Board of Governors of the California Community Colleges**

**Sunday, May 15, 2016  
11:00 a.m.**

**USC Price School of Public Policy  
1800 I Street  
Sacramento, CA 95811**

**NOTICE IS HEREBY GIVEN** that the Board of Governors will hold a meeting on Sunday, May 15, 2016. The meeting will commence at approximately 11:00 a.m. The agenda is as follows:

1. Welcome and Introductions – Geoffrey L. Baum, President
2. Adjournment into Closed Session – Personnel Matters

Topic: Public Employment - Government Code Section 11126(a)  
Title: Chancellor

The Board of Governors will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

3. Reconvene Open Session/Report From Closed Session (if applicable)
4. Public Comment

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All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations such as alternate media materials, sign language interpreters, or real-time transcription will be provided to persons with disabilities upon request. Persons requesting such accommodations should contact Christina N. Castro, 1102 Q Street, Sacramento, CA, 95814-6511, [ccastro@cccco.edu](mailto:ccastro@cccco.edu), (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

**NOTE:** The meeting location listed below is open to the public. Meeting time is approximate and subject to change.

For further information, call  
Christina Castro, Board Liaison  
California Community Colleges

(916) 323-5889

This Notice is available online at [www.cccco.edu](http://www.cccco.edu)

## **STANDING ORDERS OF BUSINESS**

**Roll Call**

**Pledge of Allegiance**

**President's Report**

**Chancellor's Report**

## **CONSENT CALENDAR**

**March 21-22, 2016, Board Meeting Minutes (Paul Feist)** **Item 1.1**  
This item presents the minutes from the March 21-22, 2016 board meeting.

## **ACTION**

**Approval of Contracts and Grants (Paul Feist)** **Item 2.1**  
This item recommends that the Board of Governors approve entering into the contracts and grants described in the May 2016 agenda.

**Community Colleges Basic Skills Student Outcomes and Transformation Program (Pamela D. Walker)** **Item 2.2**  
This item seeks the Board of Governors' approval to award Community Colleges Basic Skills Student Outcomes and Transformation Program grants to the recommended colleges.

**2017-18 Five-Year Capital Outlay Plan (Mario Rodriguez)** **Item 2.3**  
This item requests the approval of the California Community Colleges 2017-18 Five-Year Capital Outlay Plan prepared pursuant to the requirements of Government Code sections 13100-13102 and Education Code sections 67500-67503.

**2017-18 Capital Outlay Spending Plan (Mario Rodriguez)** **Item 2.4**  
This item presents the proposed California Community Colleges 2017-18 Capital Outlay Spending Plan for consideration and action.

**Appointment of George A. Acero to the Board of Directors of the Foundation for California Community Colleges (Vincent Stewart)** **Item 2.5**  
This item requests the appointment of a new Board member, filling the roles of public member and legal expert, to the Board of Directors of the Foundation for California Community Colleges for a four-year term.

**Approval of Interim Chancellor Contract with Erik E. Skinner (Thuy T. Nguyen)** **Item 2.6**  
This item requests the approval the contract for Erik E. Skinner to serve as Interim Chancellor.

## **FIRST READING**

**Stand-Alone Credit Course Approval (Pamela D. Walker)** **Item 3.1**  
This item is a first reading of a proposed regulatory change to reinstate the California Code of Regulations, title 5, section 55100 *Course Approval*.

*\*All times are approximate and subject to change. Order of items is subject to change*

**Articulation of High School Courses (Pamela D. Walker)**

**Item 3.2**

This item is a first reading of a proposed revision to California Code of Regulations, title 5, section 55051 *Articulation of High School Courses*.

**INFORMATION AND REPORTS**

**2016 Classified Employee of the Year Award (Erik Skinner)**

**Item 4.1**

This item announces the Classified Employee of the Year Award recipients for 2016, which represent the best of California's community college classified employees.

**Accreditation Update (Pamela D. Walker)**

**Item 4.2**

This item provides the Board of Governors with an update on the activities of the CEO Workgroups to develop a new structure for accreditation for the California Community Colleges.

**Hartnell College and CSU Monterey Bay: CSin3 Presentation (Van Ton-Quinlivan)**

**Item 4.3**

This item provides the Board of Governors with a presentation about the award winning CSin3 program at Hartnell College and CSU Monterey Bay.

**State & Federal Legislative Update (Vincent Stewart)**

**Item 4.4**

This item presents the Board of Governors an update on recent state and federal activities.

**Update on the Governor's 2016-17 May Revision Budget Proposal (Mario Rodriguez)**

**Item 4.5**

This item presents an overview of the Governor's 2016-17 May Revision budget proposal as it relates to the California Community Colleges.

**Equal Employment Opportunity Report (Thuy T. Nguyen)**

**Item 4.6**

This item provides a report on the four Equal Employment Opportunity initiatives operated by the Chancellor's Office, and recent data showing progress in full-time faculty diversity hiring.

**Board Member Reports**

**Item 4.7**

Board members will report on their activities since the last board meeting.

**PUBLIC FORUM**

People wishing to make a presentation to the board on a subject not on the agenda shall observe the following procedures:

- A. A written request to address the board shall be made on the form provided at the meeting.
- B. Written testimony may be of any length, but 50 copies of any written material are to be provided.
- C. An oral presentation is limited to three minutes. A group wishing to present on the same subject is limited to 10 minutes.

**NEW BUSINESS**

**ADJOURNMENT**

**Monday, May 16, 2016**  
**12:00 PM\***  
**Chancellor's Office**  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, CA 95811

### **CLOSED SESSION AGENDA**

Conference with Legal Counsel – Existing Litigation: Under Government Code section 11126(e)(1) and (e)(2)(A), the California Community Colleges Chancellor's Office hereby provides public notice that some or all of the following pending litigation will be considered and acted upon in closed session:

- *Lopez. v. San Bernardino Community College District, et al.*, San Bernardino Superior Court of California, Case No. CIVDS1511495

Conference with Legal Counsel – Anticipated Litigation: Under Government Code section 11126(e), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide whether there is significant exposure to litigation, and to consider and act in connection with matters for which there is significant exposure to litigation. Under Government Code sections 11126(e)(1) and (e)(2), the Board of Governors hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Personnel Matters: Under Government Code section 11126(a), the Board of Governors hereby provides public notice that it may meet in Closed Session regarding the appointment, employment, evaluation of performance, or dismissal, discipline, or release of public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.

- Topic: Public Employment - Government Code Section 11126(a)  
Title: Chancellor

The Board of Governors will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).

- Topic: Public Employment - Government Code Section 11126(a)  
Title: Interim Chancellor

The Board of Governors will meet in Closed Session to consider the appointment, employment, evaluation of performance, or dismissal of a public employee pursuant to Government Code Section 11126(a).



**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLORS OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811  
(916) 445-8752  
<http://www.cccco.edu>



**AGENDA  
Consultation Council  
Thursday, April 21, 2016  
Sacramento Convention Center, Room: 309  
9:30 a.m. to 2:00 p.m.  
1400 J Street  
Sacramento, CA 95814**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

1. Student Senate Update
2. Administration of \$200M Strong Workforce Program
3. 2016-17 Budget Update
4. Stand-Alone Credit Courses
5. Articulation of High School Courses
6. State and Federal Legislative Update
7. Other

**Future 2016 Meeting Dates:**

May 19, 2016  
June 16, 2016  
July 21, 2016  
August – No Meeting  
September 15, 2016  
October 20, 2016  
November 17, 2016 (Riverside)





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**AGENDA  
Consultation Council  
Thursday, May 19, 2016  
Chancellor's Office, Room: 6ABC  
9:30 a.m. to 2:00 p.m.  
1102 Q St, 6<sup>th</sup> Floor  
Sacramento, CA 95811**

The items on this agenda will be discussed at the upcoming Consultation Council Meeting.

1. Student Senate Update
2. Satisfactory Progress Grade
3. 2016-17 Budget Update
4. State and Federal Legislative Update
5. Other

**Future 2016 Meeting Dates:**

June 16, 2016  
July 21, 2016  
August – No Meeting  
September 15, 2016  
October 20, 2016  
November 17, 2016 (Riverside)





## Executive Committee Agenda Item

SUBJECT: Baccalaureate Pilot Program and ACCJC		Month: May	Year: 2016
		Item No: V. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will be updated on the progress of the Baccalaureate degree pilot.	Urgent: No	
		Time Requested: 15 minutes	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	John Stankas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

*The purpose of this agenda item is to keep the Executive Committee informed regarding the baccalaureate degree pilot.*

*The ASCCC defined the minimum parameters expected for a baccalaureate degree from the California Community College system. The Chancellor's Office codified those recommendations in a Bachelor's Degree Handbook approved by the Board of Governor's in March. ACCJC published a draft policy on Bachelor's Degrees in January, after the first reading of the Bachelor's Degree Handbook by the BoG. The pilot college CEOs sent a letter to ACCJC on April 10 to request a meeting with appropriate representation from the system with the ACCJC Education Policy committee regarding the disparities between the minimum requirements set by the ASCCC and BoG and those in the ACCJC draft policy. The response from ACCJC was that in April, ACCJC will hold a webinar regarding the draft policy and all are welcome to provide feedback. This webinar occurred. An additional letter was sent after the webinar further clarifying the system's position and again requesting a meeting with the ACCJC Education Policy committee. No reply has been received as of May 11.*

*The points of disparity between ACCJC's draft policy and the Handbook are most significant in these three areas:*

*General Education – ACCJC draft policy is 9 units of upper division, the Handbook is 6.*

*Upper Division units – ACCJC draft policy is 45 units of upper division, the Handbook is 24.*

*Minimum Qualifications – ACCJC draft policy is a Master's Degree to teach upper division, the Handbook is a Bachelor's Degree and 6 years of experience in industry.*

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

*It should be noted that the level of specificity in ACCJC's draft policy is not reflected in any other regional accrediting body. In addition, the following points are noted with regard to the attached presentation:*

- 1. The slide regarding construction of a baccalaureate degree only considers a 60+60 model as opposed to a holistic approach of the entire program of study. The 60+60 approach does not work for many fields as illustrated in the difficulty science and technology major's have utilizing the ADT system.*
- 2. The slides regarding the upper division unit requirements compares ACCJC to CSU, UC, and CCCCCO. It seems more appropriate to compare ACCJC to other regional accreditors.*
- 3. The assertion of General Education must be 9 units of upper division is not required from other regional accreditors.*
- 4. The minimum qualifications recommendation has no basis in other regional accreditors. Other regional accreditors state that "faculty are appropriately prepared and qualified" and assume the college, system, or state has defensible standards.*



Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

# INFORMATIONAL WEBINAR SERIES

## Baccalaureate

Sonya Christian, ACCJC Commission Member

Eleanor Siebert, ACCJC Commissioner

Pamela Luster, President, San Diego Mesa College

Tim Brown, ACCJC Commissioner and Substantive Change Member

Norv Wellsfry, ACCJC Liaison for Substantive Change

**April 27, 2016**



**Sonya Christian**  
*ACCJC Commission Member,  
Administration Sector  
CEO Bakersfield College*



## **Eleanor Siebert**

*ACCJC Commissioner, 4-Year Expertise Member  
Professor Emerita, Mount Saint Mary's University*

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# UNDERLYING DISTINCTION BETWEEN THE BACCALAUREATE AND ASSOCIATE DEGREE

The *associate degree* prepares students for entry-level work with basic skills and knowledge. It is viewed in many cases as the first 2 years of a 4-year degree. The *baccalaureate degree* is generally thought to round out the student not only as a potential worker, but aims to develop skills and knowledge to a higher level, but to include education that prepares them for professional and middle-management jobs. Thus, not only are there specific required courses in the major there are also general education courses—and especially in the area of communication and problem solving.



# SETTING THE STANDARDS FOR CC BACCALAUREATE DEGREES IF BASED ON THE FOLLOWING ASSUMPTIONS (ASCCC NOVEMBER 2015)

- Bachelor's degrees offered by the CCCs are at least equivalent in breadth, rigor, and utility to bachelor's degrees offered by any other accredited public college or university in the state of California
- Bachelor's degrees offered by the CCCs should serve as appropriate preparation for the workforce and for further educational goals
- There are no "applied" bachelor's degrees—they are not terminal degrees.

*The CCC Baccalaureate was not envisioned as a second-tier degree; CCC students would be exposed to a 120-unit curriculum equal in rigor and breadth as what any baccalaureate student in California's higher education system would receive.*

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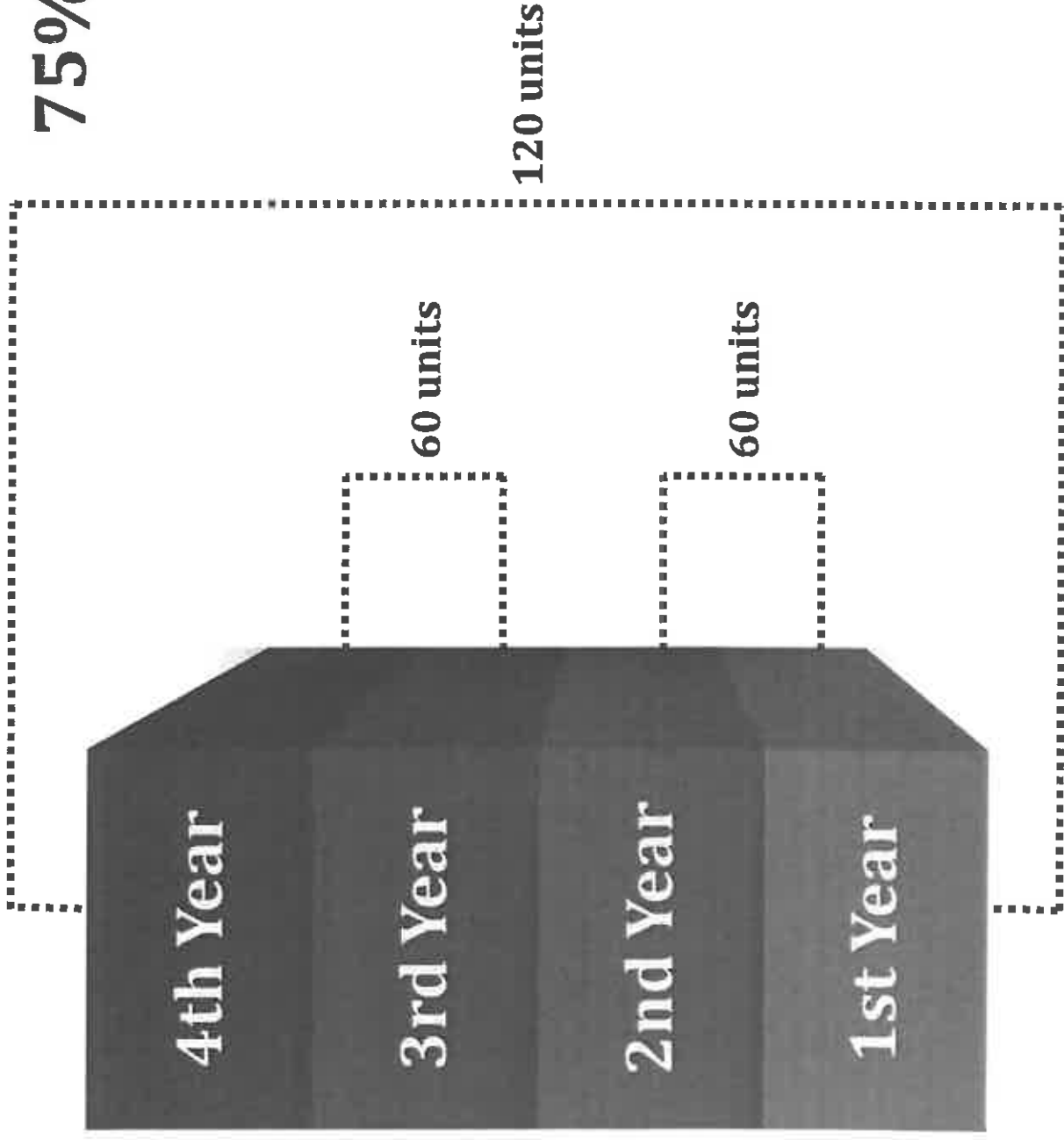
## **IN SETTING THE STANDARDS, THE TOPICS FOR MAJOR DECISION POINTS BECAME**

- Authorization and Mission
- Total number of units required for a baccalaureate degree
- The number of units of upper division coursework
- General Education requirements
- Minimum Qualifications of instructional faculty
- Support services needed to support baccalaureate students
- Admission and Articulation with universities
- Resources

# STANDARDS UNDER I. MISSION, INSTITUTIONAL INTEGRITY

- Some institutions will need to make changes within the institutional mission to reflect the difference in credentials, service areas and intended student populations when the baccalaureate degree is added.
- Assessment of data for the program should be considered in measuring institutional effectiveness and the baccalaureate program should be included in planning and decision making processes.
- Requirements of the baccalaureate program in relation to learning and student support services and resource allocation/management should be recognized.

**75% of 60 = 45**



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## STANDARDS UNDER II. PROGRAMS

- Baccalaureate field aligns with the mission
- Learning outcomes are identified, appropriate to a 4-year degree, and assessed
- Two standards stand out in terms of curriculum and programming.

*Standard II.A.5: The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.*

***Specifically: 45 semester credits or equivalent of upper division work.***

---

*Standard II.A.12: The institution requires of all its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees*

**Specifically 36 semester units or equivalent of general education, including 9 semester units (or equivalent) of upper division general education coursework.**

**Unit Requirement Distribution recommendations: Total Units and upper division Gen Ed**

Standard	ACGJC	CSU	UC	CCCCO
Total Units	120 (Standard II.A.5)	120	120	120
Lower Division Units	60 units minimum, and most associate degrees hold close to that number (Standard II.A.5)			
General Education (Upper Division)	9 units (proposed: II.A.12)	(9-12 units)	varies	6 units
Total Upper division	45 (proposed: II.A.5) (37.5%)	40 (33%)	40-42.7 (33 - 35.6%)	24 units (20%)

*Table Notes: Upper division coursework is typically 40-45 units total for a Baccalaureate degree. The exact number varies considerably depending on the major and institution.*

ACGJC has produced a modified policy that is now in the field for a first reading, where 45 units of upper division work, constituting 37.5% of the baccalaureate program, would include 9 units of upper division GE courses.

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## **STANDARDS UNDER III. RESOURCE ALLOCATION**

Proposals should include baccalaureate considerations specifically in terms of personnel, facilities, technology, financial, and administrative needs.



**With respect to faculty teaching in the upper division courses for the baccalaureate degree (Standard III.A.2.)**

**The California Code of Regulations, CCR Title 5, addresses CC MQ for faculty in the context of associate degrees; Division 7 addresses baccalaureate faculty in connection with unaccredited private secondary education requiring that faculty hold a degree at least equivalent to the level of instruction being taught. §40500 of Title 5 that applies to the CSUs requires 40 units of upper division coursework. §40405.1 requires 9 units of upper division coursework in General Education.**

**The ACCJC policy now in the field, and that to which the first group was held, calls for faculty teaching in the upper division courses to hold a credential that is at least one degree level above the level of teaching assigned. For faculty teaching the upper division courses, that would mean a master's degree.**

## Minimum Qualification for faculty teaching in baccalaureate programs

Baccalaureate Handbook	MQ for faculty
WASC ACCJC	Master's level degree
WASC SCUC	Not codified except to indicate that "a preponderance of faculty should have a terminal degree in the discipline."
SAACS	Master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline)
HLC	Assumed Practices: "Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."
Middle States	faculty and other professionals appropriately prepared and qualified for the positions they hold,

---

# STANDARDS UNDER IV. DECISION-MAKING / GOVERNANCE

Specific considerations include attention to baccalaureate program evaluation criteria and catalog requirements.

The USDE staff analysis specifically discussed the “specific general education requirements and the level and rigor of upper division courses within the baccalaureate degree program”, and “faculty qualifications”, and imposed the following requirements:

1. The agency must demonstrate it has developed a consistent, regular, and thorough process for review and approval of baccalaureate degree programs both via substantive change process and comprehensive accreditation process. The agency must revise its standards related to baccalaureate degree programs to ensure they are comparable to commonly accepted standard and process for assuring quality in baccalaureate degree programs. (602.16(b)) ACCJC response is the *Policy on Accreditation of Baccalaureate Degrees*, which includes both the standards and specific criteria that are required. These criteria are comparable to commonly accepted standards.

2. The agency must revise its curricular standards related to baccalaureate degree programs to ensure they are comprehensive, sufficiently rigorous and comparable to commonly accepted standards and processes for ensuring quality in baccalaureate degree programs. (602.16(a)(1)(iii)) ACCJC response is the *Policy on Accreditation of Baccalaureate Degrees*, which includes criteria for minimum numbers upper division general education units as well as program units, comparable to other institutions of higher education. The ACCJC will examine the rigor of courses labeled “upper division” for comparability to the rest of higher education.

3. The agency must revise its faculty standards related to baccalaureate degree programs to ensure they are comprehensive, sufficiently rigorous and comparable to commonly accepted standards and processes for ensuring quality in baccalaureate degree programs. (602.16(a)(1)(iii)) The ACCJC response is the definition of faculty qualifications as one degree above the bachelor’s degree, a master’s degree, must be held by all faculty teaching at the upper division level.

4. The agency must revise its curricular standards related to baccalaureate degree programs to ensure that they are comprehensive and sufficiently rigorous for **institutions to maintain baccalaureate degree requirements that at least conform to commonly accepted standards. (602.17(a)) (emphasis added as per USDE staff emphasis – institutional maintenance of conforming degree requirements.)** The ACCJC response is the *Policy on Accreditation of Baccalaureate Degrees* which describes how each standard applies to baccalaureate degree programs, and describes criteria for application. ACCJC will review institutions in comprehensive evaluation reviews and substantive change reviews and site visits to demonstrate consistent application of that policy.



**PERSPECTIVE OF A  
COLLEGE CEO**

**Pamela Luster**

*President, San Diego Mesa College*

**Baccalaureate Program:  
Health Information Management**

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# **SUBSTANTIVE CHANGE PROCESS AT SAN DIEGO MESA COLLEGE**

**Preparing for the Site Visit**



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# RESPONSE TO ACCJC PROPOSED POLICY

## Perspectives from the Field:

- Other accreditors do not spell out directly the number of units for upper division and upper division GE. Why is ACCJC doing so?
- There are no minimum qualifications delineated for our AA level work in CTE in the ACCJC standards – the Title 5 guidelines have been our guideposts, which includes options for an associates plus experience for certain CTE programs. Local research reveals that other accrediting agencies do not typically spell out minimum qualifications for various programs.
- The issue of rigor arises quite often in regard to courses that are in the major, but not for GE courses. Are we assuming that rigor only happens in GE courses?



**Tim Brown**  
*ACCJC Commissioner and Substantive  
Change Member,  
Faculty Riverside Community College*

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# ACCJC PROCESS FOR APPROVAL OF A BACCALAUREATE DEGREE – SUBSTANTIVE CHANGE

- Required elements – Substantive Change Manual and all Commission Policies
  - Description of Change
    - Evidence of consistency with Mission (ER 6, Standard I.A.1)
    - Rationale for Change
  - Description of New program (Standards I.C.4, II.A.5, II.A.14)
    - Level and rigor of upper division courses commonly accepted as appropriate to baccalaureate degree
    - Program length
    - Identification of Delivery Mode
  - Planning process which led to change

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# **SUBSTANTIVE CHANGE PROCESS**

(continued)

- Evidence of capacity, resources, and acceptable quality (Standards III.A.1, III.B.3, III.C.1, III.D.1)
- Approvals
  - Internal and External Approvals
  - Authorization from the State
  - Sufficient Demand
- Evidence that Eligibility Requirements will be fulfilled
- Evidence that each Accreditation Standards will be fulfilled specifically related to change and all relevant policies.

# **SUBSTANTIVE CHANGE PROCESS**

(continued)

- Evidence that program meets minimum requirements for degree (Standard II.A.5)
- Evidence that program meets minimum General Education requirements (Standard II.A.12)
- Evidence that Library and learning resources are sufficient (Standard II.B.1)
- Evidence that faculty qualifications are rigorous and appropriate with regard to:
  - Discipline expertise
  - Level of Assignment (one degree level above the baccalaureate degree)



**Norv Wellsfry**  
*ACCJC Liaison for Substantive Change*  
*Associate VP, ACCJC*

# COMPARISON OF PROPOSED PROGRAMS TO POLICY

College	PROGRAM	Upper Division Requirements				Variation from Policy		
		Major (36 req'd)	General Education (9 Req'd)	Total Upper Division (45 Req'd)	General Education 9 units	Total Upper Division 45 units	Faculty - Masters in Appropriate discipline	
ANTELOPE VALLEY	AIRFRAME MANUFACTURING TECH	41	12	53	3	8	yes	
RIO HONDO	AUTOMOTIVE TECH	39	24	63	15	18	yes	
MIRA COSTA	BIO-MANUFACTURING	34	9	52	0	7	yes	
SOLANO	BIO-MANUFACTURING	47	9	56	0	11	yes	
FOOTHILL <i>Program units converted from Quarter to Semester Equivalent</i>	DENTAL HYGIENE	66.7	6	40.5	-3	-4.5	yes	
WEST LA	DENTAL HYGIENE	65	9	74	0	29	yes	
FEATHER RIVER	EQUINE AND RANCH MANAGEMENT	36	6	42	-3	-3	yes	
SAN DIEGO MESA	HEALTH INFORMATION MANAGEMENT	42	18	60	9	15	yes	
SHASTA	HEALTH INFORMATION TECH (DE)	49	6	55	-3	10	yes	
BAKERSFIELD	INDUSTRIAL AUTOMATION	51	9	60	0	15	yes	
SANTA MONICA	INTERACTION DESIGN	35	6	41	-3	-4	yes	
CYPRESS	MORTUARY SCIENCE	24	6	30	-3	-15	yes	
SANTA ANA COLLEGE	OCCUP STUDIES- OCCUP THERAPY	50	18	68	9	23	yes	
MODESTO	RESPIRATORY CARE	48	9	57	0	12	yes	
SKYLINE	RESPIRATORY CARE	17	9	26	0	-19	yes	
SAN JOAQUIN VALLEY	RESPIRATORY THERPY	24	9	33	0	-12	no	



# Q&A

Sonya Christian, ACCJC Commission Member

Eleanor Siebert, ACCJC Commissioner

Pamela Luster, President, San Diego Mesa College

Tim Brown, ACCJC Commissioner and Substantive Change Member

Norv Wellsfry, ACCJC Liaison for Substantive Change

**April 27, 2016**





## Executive Committee Agenda Item

SUBJECT: Criteria for Serving as an ASCCC Representative		Month: May	Year: 2016
		Item No. V. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will discuss the current process for making appointments for ASCCC representatives.	Urgent: NO	
		Time Requested: 20 mins.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Information/Discussion	X

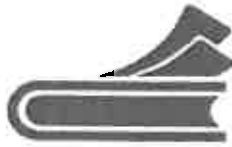
*Please note: Staff will complete the grey areas.*

### BACKGROUND:

The current practice for approving ASCCC appointments to Chancellor’s Office advisory/task forces and other constituent groups requires the local senate president approval. Note: Standing Committee appointments do not require local senate approval since these are internal committees. Last year, we appointed more than 900 faculty—including initiatives and C-ID. The process is time consuming and some local senate presidents do not respond. The Executive Committee will consider for approval an alternate appointment process to expedite faculty appointments.

<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.

## ASCCC Noncredit Committee

### Agenda

April 4, 2016

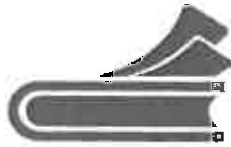
9:00am-10:00am

### CCC Call Confer

1. Agenda approved; Cheryl took notes.  
Present: Cheryl Aschenbach, Alicia Munoz, Julie Nuzum, and Jan Young.
2. February 29, 2016 minutes approved. February 1 to be approved next time.
3. Important Dates and Events
  - a. ASCCC Noncredit Regional – South April 16 9am-3pm (Mt. San Antonio College)
  - b. Spring Plenary April 21-23 (Sacramento)
  - c. ASCCC Noncredit Committee May 2 @ 9am, CCC Confer
4. Updates:
  - a. Basic Skills Advisory Committee (Cheryl)  
BSAC met last week but only to read and score Basic Skills Transformation grant applications. A total of 83 applications were received, and grants were awarded at the end of the week. There didn't seem to be many grants utilizing noncredit as part of a basic skills approach; acceleration and multiple measures assessment and placement were popular strategies. Jan asked whether applications would be made public so colleges could see what is being done by other colleges and so those not funded can see what funded applications looked like. Cheryl will check with Kirsten.
  - b. Jan reported that the LACCD-sponsored noncredit event at LA Valley College in March went well. Diane did the opening presentation, then Jan and Madelyn did a 1-hour Q&A that focused primarily on nuts and bolts. One item to be noted was that Chantee Guiney from the Chancellor's Office made it clear that noncredit CTE course and program submissions do not need the same amount of information as credit CTE course and program submissions; the key is to include general labor market data. No regional consortium approval is needed for noncredit CTE.
  - c. Julie shared that the courses for Butte's Occupational Life Skills Certificate were approved with the exception of one, and with clarification that one should also be approved.
5. Looking forward:
  - a. Noncredit regional  
Only a south regional is being held; no north colleges volunteered or were able to until the end of March, and at that point it was too late to get interest generated.
  - b. Spring Plenary: two breakouts with noncredit committee participation:  
***Thinking Outside the Box: Using Noncredit Courses and Programs to Increase Equity, Access, and Success***  
*Cheryl Aschenbach, Executive Committee, Facilitator*  
*Alicia Munoz, Cuyamaca College, ASCCC Noncredit Committee*  
*Julie Nuzum, Butte College, ASCCC Noncredit Committee*  
*Jan Young, Glendale College, ASCCC Noncredit Committee*  
  
***Noncredit as an option for CTE***  
*Cheryl Aschenbach, ASCCC Representative-at-Large, Facilitator*  
*Jolena Grande, Cypress College, ASCCC CTE Leadership Committee*  
*Julie Nuzum, Butte College, ASCCC Noncredit Committee*  
*Jan Young, Glendale College, ASCCC Noncredit Committee*
6. Next Steps: Tasks & Future Agenda Items
  - a. FON – update. What is the current status of efforts to include noncredit faculty in the FON? Cheryl will follow-up and report back.

- b. IEPI Noncredit Professional Development – a group is meeting May 15, but we need to know more. Cheryl will follow-up and report back.
- c. Next meeting 5/2. Schedule for a conference call, but tentatively planned for Sacramento instead. Alicia and Julie can attend. Jan teaches and may not be able to. Cheryl will check with Diane, Melody, and John.

7. Adjourn 9:35am



# Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## ASCCC Noncredit Committee

### Minutes

May 2, 2016

10:00am-3:00pm

### ASCCC Office

One Capitol Mall, Suite 340, Sacramento, CA

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1. Agenda approved. Present: Cheryl Aschenbach, Alicia Munoz, Julie Nuzum, Jan Young.
2. April 4, 2016 minutes will be approved via email along with minutes from this meeting.
3. Updates:
  - a. Noncredit Regional – Cheryl updated the group about the South Noncredit Regional held at Mt. San Antonio College on April 16. It was well attended with 36 present, and there was a lot of discussion and engagement. Madelyn Arballo presented information about ACCE, and Donna Necke did a great presentation with specific examples of how Mt. SAC uses noncredit to support credit efforts that was well received.
  - b. Plenary – Cheryl thanked everyone for participating in at least one of the Plenary breakouts, and everyone discussed how impressed they were with the attendance and level of engagement especially in the Friday afternoon breakout. As a committee we moved from noncredit basics this year to more ideas for implementation, and the field has been receptive.
  - c. Other – Cheryl and Jan shared information about the Basic Skills Transformation Grants (\$60 million granted at end of March) and the disappointment that very few colleges included noncredit in their proposals. They also spoke about the proposed budget bill trailer language (an additional \$30 million designated for basic skills) and the frustration with it redefining basic skills to exclude noncredit because of the way accountability will be measured (must complete transfer level within 3 semesters of taking basic skills). It only really includes transfer-oriented students, not those taking noncredit English, math, or ESL for self-improvement, to help with work, or needing more than a single semester of any of these. It is also frustrating that the
4. Committee Accomplishments & Priorities
  - a. At the beginning of the year, the committee determined that two goals were to expand awareness of noncredit and advocate for expansion of noncredit to support student success and equity. Everyone agreed we've been able to do this, and everyone feels there is more communication between noncredit and credit faculty right now. This information and advocacy needs to continue as more colleges consider utilizing noncredit.
  - b. The committee discussed progress on resolutions assigned to the committee. It was agreed the liaison resolution (17.05 S15) is complete, the system guidance resolution (13.02 F15) is in progress with the development of an outline and writing of a paper by fall, while continued discussion needs to happen with the Chancellor's Office to bring separate document revision efforts together, and the defining credit and basic skills apportionment (9.02 F11) status remains unchanged. There was discussion about addressing 9.02 through Senate conversations/breakouts and/or Rostrum articles about how to have conversations about credit & noncredit.
  - c. The committee reviewed the ASCCC Strategic Plan and determined that there were a few areas where the work of the noncredit committee specifically addressed strategies. Cheryl will submit the information to Julie Adams.
5. Noncredit Rostrums  
<http://www.asccc.org/directory/noncredit-committee> - See Rostrum articles linked at bottom of page  
Most of the Rostrums are dated although they provide historical context. Besides the recent article, March 2016, the only other noncredit-related Rostrum article that is still relevant is the Noncredit Progress Indicator Pilot article from February 2012 since we still need implementation of progress indicators in noncredit.
6. Lunch
7. Updated Noncredit Paper – Outline Development

The committee reviewed topics discussed at December's meeting and organized a rough outline. Cheryl will prepare it for submission the Executive Committee for feedback.

8. Other

- a. We need to utilize the noncredit liaisons and listserv to improve communication about noncredit, develop awareness, and answer each other's questions. This may not be possible with a one-way listserv; perhaps a 2-way listserv can be considered.
- b. The committee is interested in knowing where the discussion about FON is. Cheryl will find out and report back.
- c. It was recommended that lobbying information be included as a breakout at plenary – how to lobby, awareness of the importance of lobbying. Senate leaders are in a position where lobbying of local and state representatives is more necessary than ever.

9. Adjourn 2:10pm



# Academic Senate for California Community Colleges

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## **Relations with Local Senates Committee (RWLS)**

April 5, 2016 – 11:00 am -12:00 pm

### **CCC Confer**

Dial your telephone conference line: 1-913-312-3202\*

Presenter Passcode: 1192612

**Participant Passcode: 958311**

\*Toll free number available: 1-888-886-3951

## MINUTES

**Members Present:** Ginni May (Chair), Nancy Golz, Rochelle Olive, Julie Oliver, Mary Rees, Leigh Anne Shaw, John Zarske, Julie Adams (Abs. Alicia Muñoz)

### **Members Absent:**

1. Select note taker – Leigh Anne Shaw
2. Approve Agenda – M-S-C
3. Approval of minutes: Minutes from 1-30-2016 and 2-26-2016 were approved by email.
4. Announcements:
  - Updates to the ASCCC website – Go to ASCCC, Home Page, 3<sup>rd</sup> button/circle a few inches down the page and to the right, where it says “New to the Senate?” on an orange background and click on Senate Presidents. We will come up with recommendations to add an introduction for new local senate presidents which will include information on where to find resources along with web links, meet and greet info, where to send questions (contact [info@asccc.org](mailto:info@asccc.org)), plenary sessions, ambassadors at sessions, leadership institute, Area meetings, how to sign up for listserves, web link to handbook, web link to new senate presidents module (see #3), how to sign up for the Google listserve (contact Richard Mahon [rd.mahon@verizon.net](mailto:rd.mahon@verizon.net)), etc.
    - RLS Committee members are asked to review the changes and suggest any improvements
    - We will finalize the work at the May meeting.
  - Participatory Governance Power Point – Training and introduction for new senate presidents – this ppt is just a starting point so we don't have to start from scratch. Cynthia brought this to us and we began some work. We will be recommending content additions/deletions/edits to the ppt so that it can be used in a module to for new senate presidents. This module will be available for new senate presidents (and anyone, really) at no charge. The format will be a bit different from that of the Curriculum Modules that some of you have used.
    - RLS Committee members are asked to review the materials from the ppt that Julie

Adams will send out; asked to suggest which sections might comprise modules that will be created in the Canvas classroom.

- We will finalize the work at the May meeting.
- Needs Survey – Julie Adams is analyzing the “needs survey” results alongside of what ASCCC currently does/does not provide.
  - Julie Adams reviewed the needs survey; seeing requests for things that actually exist on the site, revealing that people may just not know how to search the site. Some things are easier to find than others. Julie wants to put information out on how to find key information.
  - We will discuss more at the May meeting.

5. Follow up on Outreach to Senate Presidents

- a. Follow-up scheduled for San Diego Continuing Ed
- b. Many follow-ups to college senate presidents; very few responses

6. Spring Plenary Session 2016:

- Spring Fling – Thursday, April 21, 6:30 pm - 9:30 pm
- Silent Auction – still looking for donations (art, staycations, jewelry, etc.) Click on link above to get information on how to donate
- ASCCC Elections: Open positions for At-Large rep, South rep, North rep, Area C, Area B, and all officers. Julie will be posting soon.
- Relations with Local Senates Sessions: (check final program for any changes)

*Thursday, April 21 9:45 am – 11:15 am*

**Information is Power—A Guide for First Time Attendees and First Time Delegates**

Nancy Golz, Merced College

Ginni May, ASCCC Executive Committee, Sacramento City College

Alicia Muñoz, Cuyamaca College

Julie Oliver, Cosumnes River College

John Stanskas, ASCCC Executive Committee, San Bernardino Valley College

Is this your first time attending an Academic Senate plenary session or your first time serving as an ASCCC delegate? Attending plenary session and serving as a delegate for the first time may seem overwhelming, but we are here to provide you with the information you will need to help you navigate plenary like a pro. You will learn about many valuable resources such as the *Local Senates Handbook* and the ASCCC website, both of which include delegate information. Please join us for a discussion about how it all works and how you can get the most out of plenary.

*Thursday, April 21 2:00 pm – 3:15 pm*

**Developing Healthy and Productive Relations: Faculty and Administrative Leaders**

Ginni May, ASCCC Executive Committee, Sacramento City College

Rochelle Olive, College of Alameda

Mary Rees, Moorpark College

Leigh Anne Shaw, Skyline College

John Zarske, Santa Ana College

In this fast-paced educational climate, it is easy to see participatory governance as the extra step that delays the process. Yet, participatory governance is more than just a college’s duty and opportunity – it is the law! Learn the ins and outs of the academic senate’s role in participatory governance and come away with a deeper understanding



of how to get the most out of your participatory governance practices. The success of your college may just depend on it!

7. Future meetings:

- Wednesday, May 18, 9:00 am – 2:00 pm
  - Call-in information will be made available for those who cannot attend in person
  - Agenda: Updates to the ASCCC Website (see Announcements on this agenda)

8. Events:

Online Education Regionals – April 8 (North—College of San Mateo), April 9 (South—Glendale College)

Noncredit Regionals – (North—cancelled), April 16 (South—Mt. San Antonio College)

Spring Plenary Session – April 21-23, Sacramento Convention Center

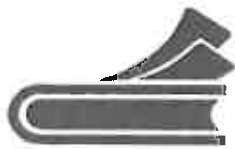
CTE Institute – May 6-7, Double Tree, Anaheim

Faculty Leadership Institute – June 9-11, Riverside

Curriculum Institute – July 7-9, Anaheim

Meeting adjourned at 11:52am.





# Academic Senate for California Community Colleges

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## Transfer, Articulation, and Student Services Committee (TASSC)

May 2, 2016 – 12:00-1:00

### CCC Confer

Dial your telephone conference line: 1-913-312-3202\*

Presenter Passcode: 2479691

**Participant Passcode: 179729**

\*Toll free number available: 1-888-886-3951

### MINUTES

**Members Present:** Ginni May (Chair), Dolores Davison (2<sup>nd</sup>), Vicki Maheu, April Pavlik, Trevor Rodriguez, Shuntay Taylor, Michael Wyly

#### Members Absent:

1. Select note taker – Dolores Davison
2. Approval of the Agenda – Approved by consensus
3. Approval of the Minutes from April 11, 2016 – Approved by committee
4. Spring Plenary Session 2016 – Report
  - Breakout from TASSC – Disenfranchised Students, Thursday, April 21, 3:45-5:00
    - April, Shuntay, Ginni, Michael: feedback from folks that could not be there; breakout went really well, lots of positive feedback; well received and informed subsequent resolution. Where to go next: good steps spelled out by April.
    - Discussion was about services already provided as well as those who have no services – audience recognized that most services are provided for targeted or cohorts, and that where general resources exist, they are sporadic and not centralized; very few examples of centralized efforts; audience seemed to understand what the breakout focus was
  - Thank you, Shuntay, who donated wine
  - ASCCC Elections Results -- Julie Bruno (President); John Stankas (Vice-President); Dolores Davison (Secretary); John Freitas (Treasurer); Cleavon Smith (Area B); Cheryl Aschenbach (North); Area C (Adrienne Foster); At-Large (Lorraine Slattery-Farrell); Randy Beach (South); Sam Foster (South); Conan McKay (at-large)
  - Resolution on AP Credit and AB 1985 (Williams) – Passed

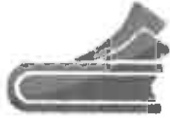
#### 5. **Services for Disenfranchised Students** – Next steps for TASSC

<https://www.surveymonkey.com/results/SM-X73LCNSW/>

We have the results; need to be analyzed by next year's committee and possibly do a paper or other material about the survey; possible take this to exec and the Foundation to ask for

direction; also look at article in Rostrum and presentation and come up with a recommendation going forward; Ginni will bring item to May exec meeting.

6. Best of Rostrum Articles <http://asccc.org/directory/transfer-articulation-and-student-services-committee>  
*When are Counseling Paraprofessionals Appropriate? A Friendly Reminder*, April 2010
7. Recommendations for next year's committee
  - a. Continue work on disenfranchised students
  - b. Reciprocity issues – articulation officers have concerns about it being too restrictive;
  - c. Noncredit transfer issues
  - d. AP Credit
8. **TASSC Meetings** – this is it! Please submit a request to serve form if you are interested!
9. Events  
CTE Institute – May 6-7, Double Tree, Anaheim  
Faculty Leadership Institute – June 9-11, Riverside  
Curriculum Institute – July 7-9, Anaheim
10. Adjourned at 12:44pm



**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

Academic Senate for California Community Colleges

**Chancellor's Office Curriculum Inventory (COCI) Advisory Committee  
Report**

Date: April 18, 2016

Submitted by: Craig Rutan

**Attendance:**

*Chantee Guiney (CO), Bryan Reece (CIO), Craig Rutan (ASCCC), Joanna Schilling (CIO), David Shippen (CCCTC), Mike Slavich, Rachel Stamm (CCCTC), Michael Tuccillo (CCCTC), Mary Turner (CIO)*

**Summary of Issues and Actions:**

The goals of the COCI project are:

- Create a reliable system to facilitate the efficient review and approval of curriculum submitted to the Chancellor's Office.
- The system must integrate seamlessly with local curriculum management systems.
- The new system must be vendor independent and must allow direct submissions from all local curriculum management systems.
- Field testing for all functionality must happen before the new system is made available.
- The new system must align with the coding requirements specified in the 6<sup>th</sup> edition of the Program and Course Approval Handbook (PCAH).
- The new technology is necessary to compensate for the lack of human resources available in the Academic Affairs division of the Chancellor's Office.

The COCI Advisory Committee has a Basecamp site and all relevant documents and updates will be posted there. These documents include a charter and standard presentation that can be used by any member of the advisory committee to update their organization on the progress to date.

**Timeline:**

- The first sprint for the user interface (UI) was just completed. This sprint focused on building the administrative interface and developing the entry screens for course and program submission.
- Testing is currently scheduled to begin in June/July with a possible launch in August/September. These dates are in flux and may change during development. It was emphasized that the summer is the best time to have local curriculum specialists testing the new COCI and that once the fall semester begins, it will be much more difficult to transition into the new COCI.



**ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES**

Academic Senate for California Community Colleges

**Data:**

- All existing data in the current version of the COCI will be migrated into the new system as is.
- The new system will need to have a way to show that individual data elements did not pass the validation against the code requirements in the 6<sup>th</sup> edition of the PCAH and the Data Element Dictionary.
- Colleges will be required to update data elements on programs and courses in order to submit any change proposals, but updating all of the coding errors will not be required immediately.
- No existing courses or programs will be deactivated or removed from the COCI because of data errors.
- The COCI team at the CCC Technology Center will be working on a bulk upload solution for colleges that would like to update a large number of records at the same time. This will likely be a manual process initially, but it may become a feature in the new COCI.

**Future Steps:**

Committee members should review the draft charter and provide feedback by April 27, 2016.

An online vote will be taken for the Chair and Co-Chair prior to the May Zoom meeting.

Committee members, SACC members, and the writers of the 6<sup>th</sup> edition of the PCAH are asked to review the proposed COCI Data Element Dictionary to ensure that it is accurate and aligns with the new PCAH.

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE  
STATEWIDE PUBLIC SAFETY EDUCATION ADVISORY COMMITTEE

On-Line

Friday, December 11, 2015

9:30am – 11:00am

MINUTES

In Attendance:

<b>Fred Allen</b>	Committee Facilitator
<b>George Beitey</b>	San Diego public Safety Training Centers
<b>Keith Clement</b>	4-Year University Programs
<b>Dave Cornejo</b>	P.O.S.T.
<b>Abbey Decoteau</b>	Committee Administration
<b>Doug Dickson</b>	Allan Hancock Public Safety Training Center
<b>Natalie Hannum</b>	Fire Tech Directors
<b>Eric Nelson</b>	Chancellor's Office
<b>Kevin Sampson</b>	Homeland Security
<b>Steve Segura</b>	CA Academy Directors Association
<b>Linda Vaughn</b>	South Bay Regional Training Center

Absent:

<b>Michael Beaber</b>	CA Department of Corrections & Rehabilitation
<b>April Chapman</b>	Santa Rosa Regional Training Center
<b>Chris Dewey</b>	Police Chief's Association
<b>Mike Grabowski</b>	CAAJE
<b>April Lovan-Martinez</b>	Chancellor's Office
<b>Eric Nelson</b>	Chancellor's Office
<b>Nathaniel Reed</b>	Board of State & Community Corrections
<b>Rodney Slaughter</b>	State Fire Training
<b>Jim Suits</b>	Academic Senate
<b>Dave Torgerson</b>	CA State Sheriffs' Association
<b>Mary Wakefield</b>	Board of State & Community Corrections

I. Welcome/Introductions

Linda Vaughn welcomed members.

II. Review of 12/11/15 Minutes

Steve Segura made a motion to accept the minutes and Kevin Sampson seconded. Minutes were approved.

III. Chancellor's Office Report

April Lovan-Martinez was not available so Linda Vaughn gave the report. She shared that the date request letter has been sent to Laura Coleman the Director of Centers of Excellence. Hopefully that will get things in motion. She also shared graphs showing completion numbers for Public Safety over the past several years.

#### IV. P.O.S.T. Advisory Committee Report

George Beitey gave the report. He stated that he has an attendance reporting procedure change at his college for any academy course that lasts longer than 5 days. They now have a separate census/reporting process that differs from POST or State Fire training. He asked if anyone having the same problem. Linda Vaughn found out that the change took place to allow for public safety online training. All Public Safety in-service courses required positive attendance based upon contract hours. Since asynchronous/online classes do not have any "contact hours" FTES must be based upon census. The change in regulation allows us to use census reporting for public safety in-service courses so we are now allowed to capture the asynchronous training.

Dave Cornejo added that next week they should have an announcement recommending who to interview for the Executive Director position.

#### V. State Fire Marshal's Office Report

Rodney Slaughter was absent and we had no report.

#### VI. Homeland Security/Emergency Management Project

Fred Allen stated that we plan to have 5 workshops throughout the state. The first will be March 7, 2016 at Coastline Community College. We will be focusing on getting the Regional CTE/Workforce Deans there since these are the folks the programs would have to go through. The next meetings will be March 30 at Grossmont College, April 8 at CSU Fresno, May 13 in Sacramento – location to be determined and May 16, hopefully at DeAnza. It will be limited to 50 participants at a meeting. Abbey will send out the dates and locations and committee members can get in touch with their consortia to give them a heads up. Keith Clement added that he has done quite a bit of work on the curriculum side. He will have a document to go out the committee showing the core courses, learning objectives and k-12 pathways. He has also developed a public safety aptitude test marketed to high school students. He is looking forward to sharing it with and receiving feedback from the committee. Everyone was in agreement that we need to get the information out to the regional consortias.

#### VI. Homeland Security Project Report

Linda said she is looking at the Health format to see what other data we need. We still need the data from Centers of Excellence. John Careese will do a little pushing from the inside to try to get the data request through. She is ready to start working on the language of the letter. We are heading in the right direction.



VII. Next Meeting

The next meeting will be in the conference room at POST in Sacramento on April 15, 2016 from 9:30am – 1:30pm

Meeting Adjourned

Minutes recorded by Abbey Decoteau





## Executive Committee Agenda Item

SUBJECT: TTAC Retreat Report		Month: May	2016
		Item No: VI. B. iii.	
		Attachment: <b>NO</b>	
DESIRED OUTCOME:	Update for exec on most recent TTAC retreat and plans going forward	Urgent: <b>NO</b>	
		Time Requested:	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Dolores Davison/John Freitas	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :		Action	
		Discussion	X

Please note: Staff will complete the grey areas.

### BACKGROUND:

The annual TTAC retreat was held on 26-27 April 2016. ASCCC appointees in attendance were Dolores Davison, John Freitas, and Dean Nevins. Other attendees represented CEOs, CIOs, CSSOs, Butte Technology Center, CCCCCO, CAPED, Librarians, the CCC Foundation, and others.

### TTAC Retreat Objectives:

1. Take stock of current projects
2. Start developing TTAC's vision for the next 10 years of technology investments
3. Articulate action steps for implementing the vision
4. Revisit TTAC's purpose and function with the goal of making TTAC more effective

Project Directors joined by video conference to provide an update of the Online Education Initiative, Education Planning Initiative, Common Assessment Initiative, and e-Transcript California. Most questions were about specific timelines of implementation.

Reports were followed by brainstorming of current technology projects and how they integrate with each other. Common comments from all groups included questions about challenges at the local and state levels (changing leadership, lack of integration) and lack of communication on all levels.

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

Small group discussions began to focus on specific areas, including what is important to students, faculty, staff, and administrators. The common threads included better communication, professional development, ease of use, and technology support for all levels, not just students and faculty.

The discussion then turned to what is trending in education and technology that should be included in the planning going forward, with most groups agreeing that using data analytics would be essential. Particular interest in making sure that everything is mobile accessible and useable.

Afternoon sessions were more focused on what is working and not working with TTAC. Answers included: lack of students, faculty, diversity; absence of clear mission statement and membership; communication; focusing primarily on reports from subgroups rather than visioning and big picture discussions.

The committee identified the following five top priority goals to be met by 2025:

- Accessibility
- Seamless integration of technology services
- Technology tools for enrollment management
- Fully funded and sustainable instructional technology for the system
- Continued professional development

The committee then broke into small groups and looked at barriers and risks to meeting these goals, and then identified what needs to happen to realize these goals.

Next steps:

- Compile the five goals into a new technology plan draft for TTAC to address in the fall
- Convene a workgroup to develop a draft revision of the 2003 charter and bring it to TTAC in the fall for review and action



### **Academic Academy 2016**

During this Academic Academy, the goal is for you and/or your college team to leave this event with a means to implement elements of your Student Success and Equity Plans. As you journey through the next day and half, consider the following questions. During the last General Session, attendees will have the opportunity to discuss this event and respond to these questions. The conversations will begin at each table, from there each table will report out to the group as a whole.

1. What portion of your college's Student Success and Equity Plans would you like to address at this event during the next day and a half?
2. What did you learn to take back to your college to assist you and your college to accomplish this portion of your Student Success and Equity Plans?
3. What resources do you or your college still need to carry out this portion of the plan?
4. What resources does the ASCCC currently offer that would assist you or your college to carry out this portion of the plan?
5. What resources might the ASCCC consider offering that would assist you or your college carry out this portion of the plan?
6. Many of the presentations are about college behaviors or conditions that you may want to build or replicate at your college. What knowledge/resources would you need in order to see those behaviors or conditions take hold at your college?
7. What practices have you observed at the Academic Academy would you like to see expanded beyond the college, and presented into a larger regional or state-wide community of practice to provide opportunities for inquiry-to-action beyond the college(s) who presented?



**Academic Academy 2016**  
**Last General Session Notes – Based on the Guiding Questions**

**Table 1:**

**Questions:**

- A. Disproportionate impact on non-BoG waiver students who might still be determined to live below the poverty line.
- B. How to turn this data into visible, manageable action beyond what we already do now? Best practices?
- C. Is this a direction for the next iteration: recommended follow-up—qualitative research for EOPS students—what is working? How is it working? What are student responses to these questions? Certainly a desire from the participants to have additional qualitative data collected and included to understand better what is working and what is not.
- D. More on CAP and MMS? Really, we shouldn't rely wholly on BSI funds for much of this—equity funding should and does relate. Should we build an app for service delivery?

**Table 2:**

1. It was discussed that the colleges really need to leverage the different groups on campus when talking about Equity. The groups that were identified were:
  - a. Classified
  - b. Faculty
  - c. Students (both those who are involved and those who are not as involved.)
  - d. Learning Communities.
2. With every college there should be a link between what is being planned and how this information links back to the Mission and to the Institutional Plans.
3. There should be a closing of the loop with regard to learning at the conference.
4. With many of the presentations there are examples of colleges across the state who are successfully implementing innovative programs, or who have programs that are addressing equity issues. These are a resource that should be leveraged to provide support for those who area wanting to implement these programs across the state.
5. There is an opportunity to link attended with “a follow up” best practices checklist. It seems that there are colleges that attend who may be able to mentor other colleges in “How do I implement this on my campus.”
6. With well attended meetings or topics that generated high levels of discussion and excitement, it may be worthwhile to do a follow-up webinar (forgive my spelling of this one) between academies.

7. With presenters like the LGBTQIA presentation, maybe they could become “subject experts” who could help that ASCCC liaison with colleges experiencing challenges.
8. Apps that could be accessed during the session that could increase the interaction between the presenters and the attendees.
  - a. Meting Play
  - b. Double Dutch

**Table 3:**

Group responses to closing questions

Question #1

- There is still some unawareness of what is on each college’s equity plan. Small committees, in one case was with SSSP then separated into a different committee, but plan wasn’t vetted widely.
- In another case, Equity Task Force included representation from student services with larger input and listening sessions/brainstorming
- Some plans were vetted through Senate for approval as incomplete and unfinished documents because of tight timelines

Question #2

- Moving equity dialogue/mindset from deficit-minded will be helpful for steering dialogue and creating awareness and shared meaning about equity. Until more dialog, hard to know where people are in regards to plans and understanding of equity
- Problem may not be the campus not supporting equity and a plan, but more that a common language and understanding is still missing
- In some cases (many?), the focus is more on how we can spend SEP/SSSP money than how we can help students. Dialog needs to change this, and some concepts from AA may help.
- The idea of mentoring (Reedley College) is intriguing – bringing all interested employees into a program mentoring first year students

Question #3

- Professional development/convocation – define equity, language of equity, understanding of what equity looks like in classroom and campus practice, what cultural competency looks like in different disciplines

Question #4

- Events like this are helpful, but should also include Senate leaders

Question #5

- ASCCC work more with local senates to educate/inform about dialog and help local senate leaders create dialog on their own campuses



- Encourage local senators to be equity mentors with faculty on their own campuses – and mentors in other ways like increased participation at dept. meetings etc.
- Encourage local senates to honor faculty equity efforts on their campuses locally as well as Hayward nominations

Questions #6 & #7 are answered within the other responses

**Table 4:**

1. Ongoing need to develop comprehensive strategies for the implementation of equity plans...how to engage faculty and students
  - a. What else might ASCCC do to charge local senates with leading dialogues re: equity-mindset
  - b. ? concern that categorical funds continue to be tied to administrative whim versus “actionable” plans
2. Connections between equity and related categorical monies (eg BSI and SSSP)
  - a. Discussions of successful strategies for addressing equity ?? course offerings (acceleration, multiple measures, co-reqs, SIs/embedded tutoring)
  - b. English cited as a place where much more change has occurred. Ongoing struggles to embed/address equity in mathematics.
3. How might the ASCCC bring equity-based conversations and/or action to local colleges?
  - a. Best practices
  - b. Increased conversations
  - c. Has to energize apathetic faculty including local senates
  - d. Faculty training opportunities at local colleges
4. How to break down and erase silos which do address equity (eg Umoja)?

**Table 5:**

Groups not represented:

Safe Zone-LGBT, veterans

Using Equity funds/Student Success

Question 6:

- Resources = Equity/SSSP
- Lacking a vision
- Educational Master Plan embedded
- Too many initiatives on the plate
- Sustainability of programs
- Professional Development - enforcement of new policies
- Looking at union contracts and process implemented at College

- Institutional research/type of data that is shared with faculty

Question 5:

- Faculty hiring
- Statewide mandated toolkits providing more resources for Academic Senates to use to train faculty

Table 6:

2.

- There needs to be incentives for faculty to implement with faculty so extended...driven by plan deadlines not visions. Possible award ceremonies may help and acknowledge efforts.
- Mentor initiatives 50% release time given to counselor and faculty to help train faculty to become mentors and to make it more pervasive
- Roadtrip Nation seems great and very interesting helping students figure out their interests and pathways to help them meet their goals - great resource and program
- Integrate silos - what has been written and done and how to integrate and move forward
- What can be supported through academic senate
- ESL students remain at the bottom but need ways to make our institution more equitable for all groups. Redefine equity

3.

- Everything but money, reassign time. We can't do everything
- What is the admin partnership with AS in ensuring participatory governance

ESL seen as problem that needs to be solved not as a demographic that needs to be served = deficit-model! (migrationpolicy.org)

**General Comments:**

Please help us address...

...basic skills students need help succeeding in Gen Ed courses *while* they're waiting to get through the dev ed pipeline. Students may test into dev ed English/Math/Both, but they take Psych, History, Sociology, Philosophy, Humanities, etc. often *before* they complete the dev ed sequence. In addition to Acceleration, and readdressing our Dev Ed, we need strategies and training to help students succeed in collegiate-level transfer courses. (hamiltonj@mjc.edu)

Address: the institution as a whole needs to address equity. Move

Getting down to what matters

Equity in curriculum - not seeing themselves reflected in the curriculum

Culture of returning

**C-ID Advisory Committee Minutes**  
**February 11, 2016**  
**Academic Senate Office – 2<sup>nd</sup> Floor Conference Room**  
**One Capitol Mall, Sacramento, CA**  
**10a-3p**

*In Attendance:*

Deanna Abma, Articulation Officer, City College of San Francisco  
Julie Bruno, Communication Studies Faculty, Sierra College/ASCCC  
Robert Cabral, C-ID CTE Director, Oxnard College  
Grant Goold, Emergency Medical Services Faculty, American River College  
Mary Legner, Mathematics Faculty, Riverside City College  
Juliette Parker, Articulation Officer, San Diego Mesa College  
Nancy Purcille, Transfer Articulation Coordinator, University of California – Office of the President  
Bob Quinn, Transfer and Articulation Coordinator – C-ID Project Monitor, Chancellor’s Office  
Craig Rutan, Area D Representative/Executive Committee Liaison ASCCC, Santiago Canyon College  
Erik Shearer, C-ID Advisory Chair, Napa Valley College  
Barbara Swerkes, Consultant, CSU System Office  
Mark VanSelst, Psychology Faculty, San Jose State University

*Via Phone:*

Adrienne Price, Grants Director, Mt. SAC

*Staff:*

Krystinne Mica, Associate Director, ASCCC  
Mai Choua Vang, Administrative Assistant, ASCCC

- I. Announcements and Approval of the Agenda**  
By consensus, the agenda was approved as presented.
- II. Approval of December 11 Meeting Minutes (a. I)**  
A few typographical corrections were requested. By consensus, the minutes were approved with the additional changes.
- III. Review of roster and Charge of C-ID Committee (a. II)**  
The group discussed the current roster and charge of the committee with the goal of endorsing the committee charge moving forward. It was noted that the committee would continue the work on UC Pathways to increase UC faculty involvement. Members raised some concern on the creation of policies that could have unforeseen curricular impact. The group concurred that curricular decisions should be made by faculty members.
- IV. C-ID Grant Update**

Quinn provided an update on changes within the C-ID Operations Office at Mt. San Antonio College (Mt. SAC). Price and Quinn are working on putting together the grant to cover the period of February 1 to June 30, 2016. Moving forward, the award amount per year could increase to \$400,000. A change in staffing was noted as Arevalo resigned from C-ID. A concern that the grants should cover travel expenses for CSU faculty was raised.

**ACTION:**

- An item will be included on the next agenda to discuss travel reimbursement for all C-ID participants (CCC/CSU).

**V. General Updates**

**A. Math FDRG**

1. Statistics Prerequisites (a. III)

Shearer gave a brief history of the memo sent out from the Math FDRG addressing the prerequisites for statistics. The ASCCC passed a resolution to convene the Math FDRG in fall 2015 and produce two possibilities for resolving the issue involving the Math 110 descriptor. The first of which, is to re-open the Math 110 descriptor for a 30-day review period ahead of the scheduled 5-year review. The second possible solution is to create a new descriptor with the purpose of tentatively allowing alternative pathways. Committee members discussed concerns that the addition of a Math 111 descriptor could cause issues with the current Transfer Model Curricula (TMC) that are already in place. The Math FDRG will reconvene to discuss the vetting results and will inform the field of their decision once the meeting occurs. A note was made that C-ID should avoid being the focal point for this discipline's issue.

**B. Discipline Input Group (DIG)**

The committee was informed of the upcoming DIG at the end of February. Ten career technical education (CTE) disciplines are being convened including: Health Information Coding, Health Information Technology, Clinical Medical Assisting, Administrative Medical Assisting, Dental Assistant, Licensed Vocational Nursing, Psychiatric Technician, Computer Software Development, Computer Programming, and Database Design and Administration. C-ID is working closely with Deputy Sector Navigators (DSN) and Sector Navigators (SN) to get faculty attendance and industry input on descriptors and Model Curricula. Some commented about the lack of faculty participation but a few found that during the event, many regional faculty found commonality that are useful to the group.

**C. General Disciplines Update (a. IV)**

Shear reviewed the monthly C-ID newsletter. Mica updated the group on the upcoming training of Primary Reviewers in February. Shearer expressed that there has been difficulty with bringing the Studio Arts FDRG to review the proposal to archive the List B descriptors. Once the FDRG meets, the final endorsement of the FDRG will be finalized by the ICW before the template change.

**VI. Processes and Policies**

A. Review of Current C-ID Policies

Shearer reiterated to the committee that the following agenda items regarding C-ID policies are process-orientated, and not intended to create curricular standards.

B. Process for Overruling Primary Reviewer (a. V)

Shearer reviewed the proposal to overrule Primary Reviewers. As part of the background information, it was noted that the CSU Academic Senate in 2012 passed a resolution to have C-ID determinations be in agreement between CCC and CSU reviewers and concern was expressed on a Primary Reviewer overruling the CCC and CSU determinations. A policy from the ICW was developed to address this issue in 2013. There is concern that the actual review comments being provided to the colleges may be inappropriate and members voiced concerns regarding reviewers not conducting a holistic review. The committee suggested bringing back any reviews that may need to overrule the Primary Reviewer to the committee, however this would cause undue burden to the system as the committee does not meet frequently enough to address the issue expediently. An alternate suggestion was made asking the C-ID Curriculum Director and Program Manager to meet with the reviewers for final determination.

**ACTION:**

Shearer will make edits and revisions to the policy based on feedback from the committee. The revisions and final endorsement will be sent to the committee members during the next meeting.

C. Policy on Lowering Status on a Previously Approved COR (a. VI)

There have been instances where a college submits both the non-honors and honors version of a course outline, and both come back with different determinations (e.g. the non-honors is approved and the honors is conditionally approved). The question posed to the committee is on revoking an approval given in error – what are the consequences to the college and the student who took the course that was approved by error? A suggestion was made to consider only lowering a status to “Conditionally approved” and never “Not Approved” to allow the course to be resubmitted to C-ID within a one-year period. It was also recommended that a message be distributed to AOs noting that they should contact C-ID at least three months in advance if they are unable to meet the one-year deadline. Mica stated that the current technology could support the one-year extended deadline for courses that may need to have its status lowered.

**ACTION:**

Shearer will apply the changes and will send it back to the group for final approval.

D. Creation of Non-Credit Descriptors

Rutan gave a brief overview on noncredit courses using hours instead of credits and if a minimal number of study hours is necessary for CCC. Shearer noted that a draft policy will need to be created that will propose removing units from the noncredit descriptors and basic skills descriptors except when they are degree applicable.

**ACTION:**

Rutan will draft a policy and present to the committee during the next meeting.

E. Sunset Policy on Descriptors (a. VII)

The attached policy was given to the body that outlines a proposal for archiving C-ID descriptors. Shearer gave a brief overview of the instances where the FDRG determined a descriptor no longer necessary. Mica mentioned the archived descriptors are all kept but not available online. One member noted the usefulness of having the old descriptors available in cases of updating curricula. It was also agreed that descriptors would be archived and stored, but not displayed to the public to avoid confusion.

**ACTION:**

The policy was adopted by the committee and will be posted on the C-ID website.

F. CORE Removal Process (a. VIII)

Shearer noted that there currently is no process in place to remove course reviewers. Concerns were expressed in regards to a pattern developed, in which reviewers are not completing the reviews assigned to them causing the reviews to sit idly in the system. The committee discussed the CORE Removal Process Policy that would empower the Primary Reviewers to alert the reviewers that are not completing reviews in a timely manner and begin the process of removal and reassignment. The committee agreed to move forward with the CORE Removal Process Policy with the note that the CSU Liaison would be informed if a CSU reviewer is potentially being considered for removal. This policy will give primary reviewers and C-ID the authority to remove reviewers who are not completing reviews in a timely manner.

**ACTION:**

Shearer will send a revised version of the CORE Removal Process Policy to the committee for review and approval.

G. Documentation of Descriptor Vetting Process

A draft policy was not created. This item will be agendaized for the next meeting.

H. CCC FDRG and Number of Faculty Appointed

A draft policy was not created. This item will be agendaized for the next meeting.

I. FDRG Term Limits

A draft policy was not created. This item will be agendaized for the next meeting.

J. Allowing Outside Funding for Reviewer Stipend Payments

Mica explained that a Regional Consortium Director is offering funds to pay additional stipends for their regional faculty to review for C-ID. The committee unanimously agreed that the additional stipend funding should not be allowed as it could create an imbalanced system. The concerns raised by the committee included the lack of consistency statewide, an increase in expectations from reviewers, as well as creating confusion over differing funding streams

**VII. Publish List of FDRG Leads**

Shearer provided the committee with an overview of the issues that may arise should a published list of FDRG Leads be released. The committee discussed the concern that publishing the FDRGs names could result in faculty contacting the FDRG members directly when they had an issue. It was noted that there should be a list of criteria for eligibility of an FDRG member released in order to provide more transparency. Shearer and Mica will discuss how to display the FDRG eligibility criteria on the C-ID website.

**ACTION:**

Shearer will speak with the FDRG leads and discuss whether they feel that publishing their names could impede their ability to lead the FDRG.

**VIII. C-ID Technology**

**A. Allowing Winter Quarter Submissions**

Mica provided information on the rework of the C-ID website to C-ID 2.0 with the anticipated release in Fall 2016. The question to the committee was to see if winter quarter submissions would be permissible in the new C-ID website. The integration of C-ID in ASSIST Next Gen would move the AO submission process to ASSIST. Allowing quarter submissions in C-ID would align the two systems. The committee discussed the proposal and agreed to move forward with allowing winter quarter submissions in C-ID.

**IX. Future Agenda Items and next meeting time/place**

- A. FDRG Term Limits
- B. CCC FDRG and Number of Faculty Appointed
- C. CCC FDRG and Number of Faculty Appointed
- D. Documentation of Descriptor Vetting Process
- E. Standard Updates
- F. Stats Prerequisites
- G. Credit and Noncredit
- H. Textbook Policy
- I. Poll will be sent out shortly for possible dates in May

**X. Adjournment**

Respectfully submitted by,

Mai Choua Vang  
Administrative Assistant

