



**Friday, October 2, 2015 – MiraCosta College**

One Barnard Drive, Oceanside, CA 92056

Room: OC3449 – Aztlan B

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

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

5:45 p.m. to 8:00 p.m. Dinner at Felix’s BBQ With Soul – 3613 Ocean Ranch Blvd, Oceanside, CA 92056

**Saturday, October 3, 2015 – Hilton San Diego Resort & Spa**

1775 East Mission Bay Drive, San Diego, CA 92109

Room: Portofino/Marseilles

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

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

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

12:30 p.m. to 2:00 p.m. Meeting

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by emailing the Senate at [agendaitem@asccc.org](mailto:agendaitem@asccc.org) or contacting Sandra Sanchez 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**

**F. Dinner Arrangements**

**II. CONSENT CALENDAR**

**A. September 11 – 12 Meeting Minutes, Stankas**

**B. Accounting Policies, Adams**

**C. CTE Liaison Expectations, Goold**

**D. CTE Leadership Committee Charge, Goold**

### III. REPORTS

**A. President's/Executive Director's Report – 30 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 – 20 mins., Bruno/Davison**

The Executive Committee will be updated on recent state and federal legislation and take action as necessary.

**B. CTE Curriculum Academy – 10 mins., Goold/Adams**

The Executive Committee will consider for approval the structure of the CTE Curriculum Academy.

**C. Accreditation Task Force Report - 15 mins., Morse**

The Executive Committee will consider endorsing the 2015 Chancellor's Office Task Force on Accreditation Report.

**D. Equity and Diversity Action Committee (EDAC) Recommendation – 25 mins., Smith**

The Executive Committee will consider for approval an EDAC proposal for a series of focus groups informing diversity and inclusion training and research.

**E. Instructional Design and Innovation (IDI) – 40 mins., Rutan/Adams**

The Executive Committee will consider for approval potential presentations for IDI including both proposals from the field and suggestions from ASCCC committees.

**F. Accreditation Institute – 15 mins., Beach**

The Executive Committee will consider for approval a partnership with the RP Group for the Accreditation Institute in February 2016.

**G. Transfer, Articulation, and Student Services Committee Survey on Services for Disenfranchised Students – 15 mins., May**

The Executive Committee will consider for approval a survey to gather baseline data on the types of services available to disenfranchised students at California Community Colleges.

**H. Common Assessment Initiative (CAI) Policy Issues – 30 mins., Rutan**

The Executive Committee will consider for approval policy recommendations for CAI and provide guidance on how to proceed with ongoing policy discussions related to the common assessment.

**I. Associate Degree for Transfer (ADT) White Papers – 15 mins., Bruno**

The Executive Committee will review and consider for approval two of four white papers: History of C-ID and TMCs and Effective Practices for Local Implementation of TMCs.

**J. Resolutions – 2 hours, Stanskas**

The Executive Committee will consider for approval resolutions to be forwarded

to the delegates for discussion and debate at the 2015 Fall Plenary Session.

**K. Fall Plenary Session – 25 mins., Morse/Adams**

The Executive Committee will consider for approval the preliminary program for the 2015 Fall Plenary Session.

**L. Curriculum Processes and Effective Practices White Paper – 20 mins., Freitas/May**

The Executive Committee will consider for approval the Curriculum Processes and Effective Practices white paper.

**V. DISCUSSION**

**A. Chancellor’s Office Liaison Report – 45 mins., *(Time certain 1:30 pm)***

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

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

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

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

**A. Standing Committee Minutes**

- i. TASSC, May
- ii. Relations with Local Senates Committee, Rico
- iii. Educational Policies Committee, Davison

**B. Liaison Reports**

- i. GEAC, Stanskas
- ii. IEPI, Bruno
- iii. CAPP, Adams

**C. Local Senate Reports**

- i. Cosumnes River College, Davison/Aschenbach

**VII. ADJOURNMENT**





## Executive Committee Agenda Item

<b>SUBJECT:</b> Calendar • Upcoming 2015-2016 Events • Reminders/Due Dates • 2015-2016 Executive Committee Meeting Calendar • 2015-16 Event Timelines		Month: October	Year: 2015
		Item No. I. D	
		Attachment: YES	
DESIRED OUTCOME:		Urgent: NO	
		Time Requested: 5 minutes	
CATEGORY:	Order of Business	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Information	X

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

**BACKGROUND:**

**Upcoming Events and Meetings**

- **Session Executive Meeting** – Irvine – November 4, 2015
- **2015 Fall Plenary Session** – Irvine – November 5 to 7, 2015

*Please see the 2015-2016 Executive Committee Meeting Calendar on the next page for August 2015 – June 2016 ASCCC executive committee meetings, academies and institutes.*

**2015-16 Event Timelines are attached.**

**Reminders/Due Dates**

- October 20, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Nov. Executive meeting
- December 17, 2015:** Agenda Items, Committee Reports, and Action Tracking updates for Jan. Executive meeting
- January 21, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Feb. Executive meeting
- February 18, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Mar. Executive meeting
- April 4, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for Apr. Executive meeting
- May 12, 2016:** Agenda Items, Committee Reports, and Action Tracking updates for May Executive meeting

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





# Academic Senate for California Community Colleges

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## 2015-2016 EXECUTIVE COMMITTEE MEETING DATES

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

Meeting Type	Date	Campus Location	Hotel Location
Executive Meeting	August 21 – 22, 2015	Los Angeles City College 855 N. Vermont Avenue Los Angeles, CA 90029	Embassy Suites 800 N. Central Avenue Glendale, CA 91203
Executive Meeting	September 11– 12, 2015	Sacramento City College 3835 Freeport Boulevard Sacramento, CA 95822	Citizen Hotel 926 J Street Sacramento, CA 95814
Executive Meeting	October 2 – 3, 2015	MiraCosta College One Barnard Drive Oceanside, CA 92056	Hilton Resort & Spa 1775 East Mission Bay Drive, San Diego, CA 92109
Area Meetings	October 23 – 24, 2015	Various	Various
Session Executive	November 4, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Fall Plenary Session	November 5 – 7, 2015	n/a	Marriott Irvine 18000 Von Karman Avenue, Irvine, CA 92612
Executive Meeting	January 8 – 9, 2016	Cerritos College 11110 Alondra Boulevard Norwalk, CA 90650	Sheraton Cerritos 12725 Center Court Dr S Cerritos, CA 90703
Executive Meeting	February 5 –6, 2016	Folsom Lake College 10 College Pkwy, Folsom, CA 95630	Lake Natoma Inn 702 Gold Lake Dr, Folsom, CA 95630
Executive Meetings	March 4 – 5, 2016	Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789	Sheraton Fairplex 601 W. Mckinley Ave Pomona, CA 91768
Area meetings	April 1 – 2, 2016	Various	Various
Session Executive	April 20, 2016	n/a	Sacramento Convention Center
Spring Plenary Session	April 21-23, 2016	n/a	Sacramento Convention Center
Executive/Orientation	May 20 – 22, 2016	n/a	Metropole Hotel Catalina Island
Faculty Leadership	June 9 – 11, 2016	n/a	The Mission Inn
<b>EVENTS<sup>2</sup></b>			
Career Technical Ed	January 14-15, 2016	n/a	Napa Valley Marriott
Innovation and Instructional Design	January 21-23, 2016	n/a	Riverside Convention Center/Mission Inn/Marriott
Accreditation Institute	February 19 – 20, 2016	n/a	Marriott Mission Valley San Diego
Academic Academy	March 17– 19, 2016	n/a	Sheraton Sacramento
Career Technical Edu. Institute	May 6 – 7, 2016	n/a	DoubleTree Anaheim
Curriculum Institute	July 7 – 9, 2016	n/a	DoubleTree Anaheim

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

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





## EVENT TIMELINES

Career Technical Ed Academy: January 14 –15, 2016

Innovation and Instructional Design: January 21-23, 2016

Accreditation Institute: February 19-20, 2016

Academic Academy: March 17 – 19, 2016

Career Technical Ed Institute: May 6 – 7, 2016

Faculty Leadership Institute: June 9 – 11, 2016

Curriculum Institute: June 7 – 9, 2016

### September 2015

#### IDI

1. Executive Committee to approve theme at the September Executive Committee Meeting
2. Call for presentation sent out: September 14, 2015
3. Website registration goes live
4. Hotel Information is posted to website
5. Possible Breakout Topics due to Julie – September 16 , 2015 (for October Agenda)
6. Call for presentations – due to Julie September 28, 2015

### October 2015

#### IDI

1. Planning Group meets to discuss possible proposal submissions, develop draft preliminary program, and identify possible keynote presenters
2. Preliminary program due for the Exec agenda on **October 20, 2015** for first reading at the November meeting

#### CTE Curriculum Academy

First reading of the program structure will discussed at the October 1 – 2, 2015 Executive Committee meeting.

#### Accreditation

1. Submit preliminary speaker list to president and Executive Director by **December 4, 2015**.
  - a. Please note that anyone who is not on your committee (including Executive Committee need to be approved prior to approaching them).
1. Draft program outline will be due **October 20, 2015** for first reading in November.

### November 2015

#### IDI

1. Tentative Program posted to website
2. Final breakout descriptions and presenters due to Julie by **November 30, 2015**

## December 2015

### IDI

1. Draft Final Program sent to Executive Director **December 13, 2015** (Note: the final program will need to be approved via email since Exec does not meet until January 9<sup>th</sup>)
2. Finalized rooming lists for presenters/committee members due **December 18**
3. Presenter registrations and travel request forms due by **December 18**
4. Last day to pre-register: **December 22** (end of day)

### CTE Curriculum Academy

1. Submit preliminary speaker list to president and Executive Director by **December 4, 2015**.
  - b. Please note that anyone who is not on your committee (including Executive Committee need to be approved prior to approaching them).
2. **December 6**, an email with link to travel request will be sent to the approved committee member and presenters.
3. Draft Final Program to Executive Director by **December 7, 2015**.
4. Final program to printer **December 31, 2015**.

### Accreditation

Along with #1 and #2 above, the draft program (with descriptions, committee members, and other presenters) is due for final reading at the January Executive Committee Meeting (**due agenda deadline, December 17, 2015**).

### Academic Academy

Along with #1 and #2 above, the draft program outline due **December 17, 2015** for first reading in November.

## January 2016

### IDI

1. A/V Needs due by **January 4**
2. Finalized rooming list/cutoff date due to Hotels by **January 2**
3. All presentations, handouts, and material due for posting to website/Livebinders by **January 11**
4. All Print requests due by **January 14**

### Accreditation

1. Final Program to Executive Director by **January 12, 2016**.
2. Final program to printer **January 29, 2016**.
3. Digital materials, breakout materials, general session materials due **January 29, 2016**.

### Academic Academy

1. Program (with descriptions, committee members, and other presenters) due for final reading at the February Executive Committee Meeting (**due agenda deadline, January 21, 2015**)
2. Committee member/presenter (once approved) travel requests, hotel requests, and AV needs due to Edie by **January 29, 2016**.

## February 2016

### Academic Academy

1. Final Program to Executive Director **February 5, 2016**.
2. Final program to printer **February 19, 2016**.
3. Early registration ends on **February 27, 2016**.
4. Digital materials, breakout materials, general session materials due **February 29, 2016**.

### Career Technical Education Institute and Faculty Leadership

1. Develop theme and specifications for events
2. Start thinking about general sessions, breakouts, presenters, facilitators for events
3. Your outline of the program will be due on **February 28, 2016** for first reading in March and final in April.

## March 2016

### Faculty Leadership

1. President (in collaboration with the Officers) will outline a draft program outline with topics for the first reading at the April Meeting Executive Committee Meeting (**due agenda deadline, April 4, 2016**).

### Curriculum

1. Develop theme and specifications for events
2. Start thinking about general sessions, breakouts, presenters, facilitators for events
3. Submit your outline of the program by **March 26, 2016** for first reading in April and final in May.

## April 2016

### Career Technical Education Institute

1. Committee member/presenter (when approved) travel requests, hotel requests, and AV needs due to Edie by **April 1, 2016**.
2. Early registration ends on **April 21, 2016**.

### Faculty Leadership

1. Committee Member/Presenter (when approved) travel requests, hotel requests, and AV needs due to Edie by **April 30, 2016**.

## May 2016

### Faculty Leadership

1. Final Program to Executive Director by **May 23, 2016**
2. Registration ends on **May 22, 2016**.
3. Final program to printer **May 31, 2016**.
4. Digital materials for the CD/Flash drive, breakout materials, general session materials to Edie by **May 31, 2016**. If copies of handouts are required, please specify.

### Curriculum

1. Submit possible topics for general sessions and breakouts for the first reading at the April Executive Committee Meeting (**due by agenda deadline, May 12, 2015**).

2. Committee Member/Presenter (when approved) travel requests, hotel requests, and AV needs due to Edie by **May 31, 2016**.

<b>June 2016</b>
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**Curriculum**

1. Final Program to Executive Director by **June 10, 2016**.
2. Final program to printer **June 17, 2016**.
3. Digital materials for the CD/Flash drive, breakout materials, general session materials to Edie by **June 24, 2016**. If copies of handouts are required, please specify.
4. Early registration ends on **June 17, 2016**.

# Action Tracking as of September 22, 2015.xls - Outstanding

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/In Month Complete	Year Complete	Status/Months
1 ADT Draft Paper	2. September	2014	IV. C.	Bruno	Future	Incomplete	Pending--followed up with Julie B./Michelle P.	The ADT paper was brought to the March Executive Committee meeting. The Executive Committee determined that since questions remained unanswered, the best course of action is to use the content of the paper to publish white papers on the topics. April 2015: Bruno will craft language to address concerns raised by the Exec Comite and bring back recommendations at a future meeting. 8/31/15--Followed up with Julie B and Michelle Pila--they will review the current documents and bring forward white papers this year. 9/17/15: Two white papers will be submitted at the October Executive Committee meeting. The History of C-ID and TMCs and Effective Practices. Sept. 2014: The chair of the Education at 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. Unable to obtain legal opinion from the CO until a new legal counsel is chose. The CO anticipates having a new legal counsel within the next few months (approx Spring/Summer 2015) Adams will work on revising the policies and drafting some guidelines for Equity and Diversity Action Committee (EDAC) will have a conversation about how to assist local senators and make recommendation to the Executive Committee on how to assist local senators.
2 Senate/Union Relations Paper	2. September	2014	IV. G.	Morse	Future	Incomplete	Pending--Morse will follow up again with CoFO	
5 Current (Recancy) Survey from S&P Committee	3. October	2014	IV. H.	Rutan	Future	Incomplete	S&P chair will followup with CO	
7 Committee Communication	3. October	2014	IV. L.	Adams	Future	Incomplete		
10 SB 987 Student Safety: Sexual Assault	4. November	2014	V. E.	Smith	Future	Incomplete	EDAC will discuss this year.	
11 The Best of the Rostrum	5. January	2015	III. F.	Adams	Future	Incomplete	Adams will bring something to the January meeting	Adams will bring back to a future meeting a recommended process for creating a compendium of still relevant Rostrum articles including funding for its publication.
12 De-prioritizing Work on the DE Paper	5. January	2015	III. G	Freitas	Future	Incomplete	Only one article still needs to be completed and the 2015-16 Committee will address this item this year.	The Online Education paper will be deprioritized until action progress and results of the Online Education Initiative (OEI) can be evaluated. The current version of the paper will be divided into three Rostrum articles as noted in the agenda item.
13 Proposed Revisions to Title 5 Regarding Distance Education	5. January	2015	IV. C.	Grimes-Hillman	Future	Incomplete	Need to research status	
15 Distance Education Accreditation Pedagogy and Structure Reviews	5. January	2015	IV. F.	Freitas	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.
17 ASCCC Certification	6. February	2015	III. D.	Adams	Future	Incomplete	Will be implemented with the Curriculum Module this fall.	Adams, in collaboration with the PD committee chair to implement the ASCCC certification process including the past CTE Academic Academy.
18 Technical Assistance Curriculum Visits	7. March	2015	II. C.	Freitas	Future	Incomplete	Adams will cost it out and bring back a proposal to the January Meeting	Approved In concept -- revisit the cost component.
19 ASFCCC 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 concluding research.
24 Honoring Faculty - Eminentis	6. February	2015	II. C.	Rutan	Future	Incomplete		Staff will include the emeritus language in policy documents.
26 Foundation Board Nominations	8. August	2015	III. B.	Staff	Future	Incomplete	in progress -- will be updated when the new site is launched this month.	Staff will update the Foundation website to reflect the new membership of the Board of Directors.
27 Natural Sciences Competency Statement	8. August	2015	III. C.	Staff	Future	Incomplete		Staff will include the Natural Sciences Competency Statement in the Fall Plenary Session resolution packet and to ICAS
31 Legislative Update	8. August	2015	V. A.	All Committee Members	N/A	Incomplete		Executive committee members will send the president concerns and comments to inform the opposition letter.
32 Legislative Update	8. August	2015	V. A.	Morse	N/A	Incomplete		Morse will send a letter of opposition for AB 968

Action Tracking as of September 22, 2015.xls - Outstanding

Action Item	Month Assigned	Year Assigned	Orig Agenda Item #	Assigned To	Due Date	Complete/In Complete	Year Complete	Status/Notes
37 Student Support for Disenfranchised Students Survey	8. August	2015	V. M.	May	Future	Incomplete		TASSC will send out the survey in late October or early November
Action Tracking August 21-22, 2015 Meeting Minutes	September	2015	I. E.	Adams/Staff	Future	Complete	2015	Adams added the action tracking spreadsheet to the Executive Committee LiveBinder. Staff shared a link to the document with members on 9/16/15
Standing Committee Appointments	September	2015	II. A.	Staff	Future	Complete	2015	Staff posted the approved August minutes to the Senate website
CTE Regional Meeting Resolutions to Honor Former Executive Committee Members	September	2015	II. B.	Committee Chairs	Future	Incomplete/Ongoing		Committee chairs will continue to recruit faculty participants and President Morse will confirm these appointments as necessary. Staff will post all appointments on the ASCCC website.
Curriculum Regional Meeting Agenda	September	2015	II. D.	Staff	Future	Complete	2015	Staff posted the approved CTE Regional meeting agenda to the ASCCC website.
Legislation - AB 288 Letter of Support	September	2015	II. E.	Morse	Future	Incomplete		Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee.
Legislation - Senate Opposition for SB42	September	2015	II. F.	Staff	Future	Complete	2015	Staff posted the approved Curriculum Regional meeting agenda to the ASCCC website. Executive committee members will send the president comments, concerns, and suggestions to inform the letter of support for AB 288. Using this information, Morse will compose and send a letter of support for AB 288.
WFTF Recommendations Program Fall Preliminary Session Preliminary Report	September	2015	IV. A.	Morse	Future	Incomplete		Morse will continue to assert the senate's opposition to SB42 including working with FACCC and Chancellor Harris
Faculty Development Survey	September	2015	IV. B.	Officers	Future	Incomplete		The Officers will meet to discuss how to best inform the implementation of the WFTF recommendations.
Revised Disposition and Charge Curriculum Processes and Effective Practices White Paper Proposal	September	2015	IV. C.	Adams	Future	Incomplete		Adams will resolve any scheduling conflicts and send to the Executive Committee
	September	2015	IV. D.	Stanikas / Adams	September	Complete	2015	Adams sent a survey to the field including CIOs, CSSOs, CCCAOE, CTE faculty and others for comment on the Bachelor's Degree recommendations.
	September	2015	IV. E.	Staff	Future	Incomplete		Staff will post the revised charge on the ASCCC website
	September	2015	IV. I.	Freitas / Bruo	Future	Incomplete		A white paper will return to the next meeting for consideration of approval.

## EXECUTIVE COMMITTEE MEETING

### *Draft Minutes*

Friday, September 11, 2015 to Saturday, September 12, 2015 Meeting

#### I. **ORDER OF BUSINESS**

##### A. **Roll Call**

President Morse called the meeting to order at 12:35 p.m. and welcomed members and guests.

Members present: J. Adams, C. Aschenbach, R. Beach, J. Bruno, D. Davison, A. Foster, J. Freitas, G. Goold, V. May, W. North, C. Rico, C. Rutan, C. Smith, and J. Stanskas

Liaisons present: J. Escajeda, Chancellor's Office; P. Walker, Chancellor's Office; Erik Skinner, Chancellor's Office; Shaaron Vogel, FACCC; Alana Voechting, Student Senate

Guests present: Susan Bowley, Yuba College; Dianna Chiabotti, Napa Valley College; Dan Crump, American River College; Roietta Fulghar, American River College; Mara Javines, Antelope Valley College; Julie Oliver, Cosumnes River College; Jennifer Simonson, Clovis College

Staff present: Sandra Sanchez, Executive Assistant

##### B. **Approval of Agenda**

At the request of Morse, item VI. C. 1. C-ID Report was moved to section V. Discussion and items IV. K. Chancellor's Office Equity Summits and V. D. Consultation Council Update were added to the agenda. The agenda was approved by consensus as amended.

##### C. **Public Comment**

No public comment.

##### D. **Calendar**

Members were provided with an updated calendar of events and meetings, as well as a list of reminders and due dates. The October agenda deadline is September 18, 2015 and the *Rostrum* deadline is October 12, 2015.

##### E. **Action Tracking**

Adams provided the committee with updates on action tracking and the Executive Committee LiveBinder. Members were asked to update the action tracking spreadsheet before the next meeting. It was requested for Adams and staff to add this spreadsheet to the LiveBinder and share a link to the document with members.

**Action:**

- Adams/Staff will add the action tracking spreadsheet to the Executive Committee LiveBinder and share a link to the document with members.
- Members to update action tracking spreadsheet before October meeting.

**F. Dinner Arrangements**

Members discussed dinner arrangements.

**II. CONSENT CALENDAR**

**A. August 21-22, 2015 Meeting Minutes, Stankas**

**B. Standing Committee Appointments, Morse**

**C. Committee Priorities, Chairs**

**D. CTE Regional Meeting Agenda, Goold**

**E. Resolutions to Honor Former Executive Committee Members, Morse**

**F. Curriculum Regional Meeting Agenda, Freitas**

**MSC (Goold/Davison) to approve the consent calendar.**

**Action:**

- Item A: Staff will post the approved August minutes to the Senate website.
- Item B: Committee Chairs will continue to recruit faculty participants and President Morse will confirm these appointments as necessary; Staff will post all appointments on the ASCCC website.
- Item D: Staff will post the approved CTE Regional meeting agenda to the ASCCC website.
- Item E: President Morse will present resolutions to Dan Crump and Michelle Grimes-Hillman in honor of their service on the Executive Committee.
- Item F: Staff will post the approved Curriculum Regional meeting agenda to the ASCCC website.

**III. REPORTS**

**A. President's/Executive Director's Report, Morse/Adams**

President Morse addressed the Open Forum on Accreditation and the Discussion with Local Faculty Leaders that were included on the Executive Committee's September agenda. These discussions received a lot of interest, and there were several requests to set up remote access. Unfortunately, he and Adams were unable to accommodate these requests; however, they will consider remote access for similar discussions in the future.

Morse discussed the letter of opposition regarding AB 968 (Williams, College Transcripts) that the Executive Committee agreed to send at the August meeting. Morse solicited feedback from members and prepared the letter; however, he was later advised by Andrea York, FACCC's Director of Government Relations and by Vince Stewart, the Chancellor's Office Vice-Chancellor of Government Relations, not to send it. The bill has moved through the Senate floor without opposition, so he and the committee agreed that filing the letter at this point is not



in the best interest of the Senate. Vice-Chancellor Stewart agreed to do his best to share the Senate's concerns during the discussion on implementation.

Morse informed the committee of his meeting with the new CCLC President and CEO, Larry Galizio, replacing Thuy Nguyen. He also updated members on his recent visits to College of the Desert, Folsom Lake College, Golden West College and Oxnard College.

Morse shared that Bruno, Rico, Rutan, Stanskas and himself will be presenting at the RP Group's upcoming Strengthening Student Success Conference. Additionally, he was approved to present three breakouts at the CCLC Annual Convention in November. Topics will include faculty hiring, positive interactions between CIOs and Senate Presidents, and the 50% Law.

The Chancellor's Office has authorized the development of a workgroup to review the processes of the 50% Law. Morse will be one of the workgroup's chairs. He also noted that the discussion on the 50% Law is a suggested presentation for the upcoming Fall Plenary Session.

Adams opened her report with an update on the Career Pathways Toolkit. She informed members that there are 164 pathways in the high school toolkit – 64 of which are tied to C-ID. There is an interest to develop a webinar. Adams is working with Krystinne Mica, C-ID Program Manager, and Kris Costa, Articulation Liaison, to arrange a vendor table at the upcoming CSU/UC/CC Counselor Conference where they can advertise the toolkit. They are also looking into presenting at the 2015 Educating Careers Conference. Adams and Morse discussed the need for funding in order to continue the work of Statewide Career Pathways. They plan to make recommendations to the Chancellor's Office concerning this matter.

Adams attended the recent Bachelor's Degree Pilot College meeting and technical assistance visit at Folsom Lake College. She informed members about the Spring Session planning meeting that was held at the ASCCC office with representatives from the CCCCIOS, CCCAOE, CSSOs, and the Chancellor's Office. Adams also provided an update on the Inmate Education Program. She recently attended an inmate training with representatives from Folsom Lake College, Chaffey College, Antelope Valley College and Laney College. There is an interest to develop modules to train faculty on how to work with incarcerated students.

Adams attended the Economic Workforce Extended Operations meeting where they reviewed recommendations from the Work Force Task Force. She informed the attendees that the Senate is developing a whitepaper on effective curricular processes which should be available in fall. The Chancellor's Office as well as other requested that a section about CTE be included in the paper. Adams updated members on operational issues included the upcoming audit and hiring of staff members.

## **B. Foundation President's Report, May**

May met with Adams on September 8, 2015 to discuss ASFCCC current issues and future plans. The ASFCCC Board of Directors will meet on September 29, 2015. Agenda items will include:

- Update Strategic Fundraising Plan (3-year plan)
- Research Projects – The Board of Directors will be developing a research plan for how to address resolution priorities and consider three projects: Impact of Full-Time Faculty on Student Success (partnering with FACCC), Effective Practices for Hiring Diverse Faculty (from EDAC), and Resolution S15 2.01 Disaggregation of Learning Outcomes Data.
- Goals for 2015-16
- Annual Fall Report – The last report to the field went out in spring 2013. Going forward, the Foundation would like to put out a new report every fall.
- ASFCCC Board of Directors Job Descriptions
- Monkey Trophy Contest

The new and improved Foundation website will go live in the next week, so the old site will be down for maintenance during this transition. Lastly, the call for nominations for the Board of Directors was shared through the Academic Senate President Listserv on September, 8, 2015.

## **C. Liaison Oral Reports**

- **FACCC:** Vogel updated members on upcoming FACCC events including: the Diversity, Culture, and Learning Conference (sold out) on September 19; the Budget Workshop on September 21; the Part-Time Faculty Symposium on November 7; and the 2016 Policy Forum on January 29. Vogel also encouraged members to recommend nominees for the FACCC Outstanding Faculty Awards – More information is available on the FACCC website. Lastly, she concluded with a brief legislative update.
- **Student Senate:** Vochting informed members that the Student Senate was approved as a 501(c)(3) organization and they will be discussing strategic planning at their next meeting. Vochting hopes to increase networking with system partners and would also like to develop a shared governance matrix to make sure student representatives are attending assigned events and meetings.

## **IV. ACTION ITEMS**

### **A. Legislative Update**

Bruno provided the committee with an update on recent state and federal legislation.

Members discussed whether the Senate should provide a letter of support for AB 288 (Holden, August 28, 2015) *College and Career Access Pathways Partnership*, which would authorize a community college district to enter into a

College and Career Access Pathways partnerships (CCAP) with a K-12 school district to develop pathway from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. This bill is sponsored by the Chancellor's Office and is highly supported by the Community College League of California. A few members were concerned with the implementation of the bill and how it may affect curriculum. It was noted that, in a letter of support, the Senate could express these concerns and share suggestions for implementation.

**MSC (North/Foster) to approve a letter of support for AB 288 (Holden, August 28, 2015) with the ASCCC concerns and suggestions.**

**Action:**

- Executive Committee Members will send the president comments, concerns, and suggestions to inform the letter of support.
- Using comments, concerns, and suggestions provided by the Executive Committee, President Morse will send a letter of support for AB 288.

The committee reviewed SB 42 (Liu, August 28, 2015) *Commission on Higher Education Performance*, which was significantly amended on July 14, 2015, and discussed whether the Senate should maintain its position of opposition. Members were informed that there is no opposition on the current version from other organizations.

**MSU (Stankas/Achenbach) The Executive Committee came to a unanimous decision to reassert the Senate's opposition to SB 42 (Liu, as of August 28, 2015), alert FACCC, and discuss with Chancellor Harris.**

**Action:**

- President Morse will continue to assert the Senate's opposition to SB42 including working with FACCC and Chancellor Harris.

The committee also discussed AB 968 (Williams, August 28, 2015) *Transcripts*, which would require districts to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time. The bill is intended to ensure the integrity and transparency of student transcripts to increase the safety and security of California campuses. Organizations that support the bill include: California Coalition against Sexual Assault, California Federation of Teachers, California State Student Association, CSU and UC.

**B. Workforce Taskforce Update and Direction, Bruno**

Bruno updated members on the status of the recommendations of the workforce taskforce and suggested ideas about how best to inform the implementation of the recommendations. Members provided feedback, which will be used by the

Officers to further develop and bring back to the Executive Committee for consideration.

**Action**

The Officers will meet to discuss how best to inform the implementation of the workforce task force recommendations.

**C. Fall Plenary Session**

Member reviewed the preliminary program for the 2015 Fall Plenary Session and made changes as necessary. Members also discussed ideas for keynote speakers, breakouts, and timeline.

**MSC (Stankas/Freitas) to approve the preliminary program as amended.**

**Action:**

Adams will resolve any scheduling conflicts and send to the Executive Committee.

**D. Recommendations and Feedback of the Bachelor's Degree Task Force, Stankas**

Stankas updated the committee on the Bachelor's Degree Task Force meeting held September 2, 2015. It was suggested to survey the field at large for comment on the Bachelor's Degree recommendations. There is also an interest to invite discipline faculty, articulation officers, programmatic counselors and curriculum chairs from the pilot colleges to join a Community of Practice Listserv where they can discuss common questions and share solutions. The Task Force will provide an update at the ASCCC CTE Regional Meetings, the CCCAOE Fall Conference, the CIO Fall Conference, and the ASCCC Fall Plenary Session.

The committee discussed the task force's draft resolutions on minimum qualifications, defining parameters, and general education, as well as the three draft resolutions from the Chancellor's Office.

**MSC (Rico/Freitas) to approve the distribution of the feedback survey to the field including CIOs, CSSOs, CCCAOE, CTE faculty and others.**

**E. Faculty Development Committee Direction and Charge**

At the August Executive Committee meeting, Resolutions 12.01 F14 and 12.03 F14 were assigned to the Faculty Development Committee and incorporated into its revised charge. Since that discussion, there has been an interest to broaden the committee's direction and change its focus to evaluate the ASCCC professional development offerings including a review of current events, development of an overall professional development plan, and making recommendations to the Executive Committee on additional professional development opportunities.

The committee discussed the revised charge and made minor modifications as recommended.

**MSC (Freitas/Aschenbach) to approve the charge of the Faculty Development Committee as amended.**

**Action**

Staff will post the revised charge on the ASCCC website.

**F. CCCCIO Liaison to Executive Committee Meetings**

Members discussed inviting the CCCCIO Executive Board to send a liaison to Executive Committee meetings. It was also suggested to invite a liaison from CSSO.

**MSC (Smith/Rico) to invite liaisons from CCCIO and CSSO to Executive Committee meetings.**

**G. Resolutions, Stankas**

The Executive Committee discussed the resolution process and presented resolutions related to the CCC Bachelor Degree Pilot.

**H. Instructional Design and Innovation (IDI)**

The committee reviewed the Call for Presentations for IDI with particular attention to the possible proposal categories. Adams informed members that a category for vendors was added to allow vendors access to the event. These presentations will be noted in the program with an acknowledgment that the ASCCC does not endorse the products. There were suggestions to slightly modify the language of the presentation rule concerning content/vendor endorsement.

**MSC (North/Goold) to approve the IDI Call for Presentations as amended.**

**I. Curriculum Processes and Effective Practices White Paper Proposal**

Because of the major developments with the draft recommendations of the Work Force Task Force and the Bachelor's Degree Task Force recommendations, the Curriculum Committee has been asked to draft a white paper on effective practices for curriculum. The Executive Committee suggested that the paper focus only on the curriculum committee role and local approval processes and include a section on CTE process.

**MSC (Smith/Goold) to approve the drafting of the proposed white paper with the recommendation that it focus on the role of the curriculum committee and local approval processes.**

**Action**

A white paper will return to the next meeting for consideration of approval.

**J. Curriculum Committee Regional Coordination Survey**

At the August 2015 Executive Committee meeting, Freitas and May requested that the final approval of the draft survey on the Regional Coordination of Courses be postponed until the 2015-16 Curriculum Committee had the opportunity to review the draft survey. The Curriculum Committee reviewed the survey and made minor revision to improve the clarity of the survey.

**MSC (Smith/Rutan) to approve the revised survey.**

**K. Chancellor's Office Equity Summits**

The Equal Employment Opportunity (EEO) Committee has asked the Senate to sponsor two summits they are holding on hiring and diversifying faculty. Morse requested approval from the Executive Committee to move forward with this opportunity.

**MSC (Adrienne/Grant) to approve the Senate sponsorship of the EEO Committee's upcoming summits.**

**V. DISCUSSION**

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

Interim Dean Escajeda, Vice Chancellor Walker, and Deputy Chancellor Skinner provided a Chancellor's Office update and covered the following topics:

- **ADTs:** 56 colleges met the August 31 ADT development deadline in compliance with SB440.
- **Basic Skills:** The Basic Skills Initiative (BSI) expenditure report for prior years and the activity plans for the current year are due October 1, 2015. The Chancellor's Office will present a comprehensive overview of Basic Skills Programs to the Board of Governors on September 20.
- Walker discussed her involvement with the Senate's Bachelor's Degree Task Force meeting and the CSU General Education Advisory Committee (GEAC) meeting concerns with the community college baccalaureate project. She praised the Senate's ability to manage the generation of the parameters of this project.
- **Inmate Education:** Professional Development training for faculty and administrators of the four selected colleges took place the week of August 30, through the Prison University Project at San Quentin. Initial course offerings are planned for this fall. A statewide Inmate Education Summit is planned for December 2014.
- **Veteran and Military Education:** The Chancellor's Office is working with Student Services to try to align veteran education with prior learning through the military and the American Council on Education (ACE). Walker is also trying to connect the colleges with the California Conservation Corps, which might help veterans and military students transition to life on campus.

- **Budget:** System budget requests will be presented to the Board of Governors on September 21. Some of the policy areas of significance include funding for the Work Force Task Force, full-time hiring augmentation, and basic skills.
- **Curriculum Management System:** The Chancellor's Office is working with Butte Technology Center to develop a new curriculum inventory system. The system is still undergoing changes, but they hope to have a soft rollout by the end of the academic year.

**B. Open Forum on Accreditation**

The Executive Committee held an open discussion of the recently released report by the Chancellor's Office Task Force on Accreditation and on accreditation in the system in general.

**C. Discussion with Local Faculty Leaders**

Local faculty leaders engaged the Executive Committee with questions and comments on topics related to Academic Senate purview.

**D. Consultation Council Update**

The Consultation Council discussed legislation, budget, accreditation, and the Workforce Taskforce. They also received an update from the EEO Committee on distribution of equity funding. Funding can be distributed in one of three ways: (1) each college receives the same amount, (2) through FTES, or (3) setting different metrics for the colleges. There is a push for the third option, so the Council brainstormed some ideas. Notes from this discussion are available on the Council's website, and Morse strongly encouraged members to review them. The larger focus is on full-time faculty, but includes part-time faculty as well.

**E. C-ID Report**

Per SB-440, at least two transfer model curriculums (TMCs) in areas of emphasis (AOEs) must be developed by the end of the 2015-16 academic year. The TMCs for Social Justice Studies and Global Studies were originally intended to be posted to the Chancellor's Office website on September 1, 2015, but they were not ready for posting by that date. TMCs are posted to the Chancellor's Office website on September 1 and February 1 yearend, but it might be possible to post the AOE TMCs on a different schedule since no college will be required to create an ADT in either area within 18 months. There is an interest to work with the Chancellor's Office to see if the TMCs can be posted in October.

**MSC (North/Goold) to approve exploring if the Chancellor's Office will consider posting the AOE TMCs for Social Justice Studies and Global Studies in October rather than February.**

**VI. REPORTS**

**A. Standing Committee Minutes**

1. Curriculum Committee Approved Minutes, August 4, 2015, Freitas

2. Curriculum Committee Approved Minutes, August 19, 2015, Freitas

**B. Liaison Reports**

1. OEI Steering Committee Draft Charter Revision, Freitas

2. OEI Steering Committee Minutes, May 2015, Freitas

3. OEI Steering Committee Minutes, June 2015, Freitas

4. OEI Steering Committee Minutes, July 2015, Freitas

**VII. ADJOURNMENT**

The Executive Committee meeting was adjourned at 12:45 p.m.

Respectfully submitted by

Sandra Sanchez, Executive Assistant

Julie Adams, Executive Director

John Stankas, Secretary





## Executive Committee Agenda Item

SUBJECT: Accounting Policies		Month: October	Year: 2015
		Item No: II. B	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval changes to the Senate's Accounting Policies.	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> :	Julie Adams	Action	
		Discussion	

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

### BACKGROUND:

In preparation for the Senate's annual audit, the Accounting Policies are reviewed and revised as necessary. The last time the policies were revised was July 2014. The Executive Committee will consider for approval the changes to the policies as recommended by the Executive Director.

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



**The Academic Senate for  
California Community Colleges**

**Accounting Policies**

**Prepared by:  
Julie Adams, Executive Director  
Katrina Salazar, Chief Financial Officer**

**Updates Approved: Executive Committee, August 2014  
Draft September 22, 2015**

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**Accounting Policies**  
**The Academic Senate For California Community Colleges**

**1.0 General Accounting Policies**

**1.10 Accounting Method**

It is the policy of the Academic Senate to use the accrual basis of accounting that recognizes revenues when they have been earned and expenses when they have been incurred.

Salaries and Fringe Benefits Accruals

It is the policy of the Academic Senate to accrue unpaid salaries, vested annual leave, and fringe benefits in the financial statements of the Academic Senate, according to function.

Accounts Payable Accruals

It is the policy of the Academic Senate to accrue all unpaid expenses on the financial records at the end of the year.

**1.20 Fiscal Year**

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

**1.30 Chart of Accounts**

It is the policy of the Academic Senate to maintain a chart of accounts. The chart of accounts must be reviewed and updated as necessary at least every six months and shall be issued to all employees involved with account coding responsibilities or budgetary responsibilities.

**1.40 Clearing Accounts**

It is the policy of the Academic Senate to use clearing accounts for certain expenses which require additional research for proper allocation. All items posted to a clearing account shall be re-allocated to the appropriate account before the close of the fiscal year.

**1.50 Prepaid Expenses**

It is the policy of the Academic Senate to treat payments of expenses that have a time-sensitive future benefit as prepaid expenses on the financial records and to expense them in the proper period. Prepayment of any expense in the amount of \$500 or less will not qualify as a prepaid expense. Records of prepaid expenses will be maintained and budgets will be established accordingly.

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**The Academic Senate For California Community Colleges**

**1.60 Deferred Revenues**

It is the policy of the Academic Senate that revenues that have not been earned will be included with deferred revenues on the financial statements and recorded as revenue when earned.

**1.70 Capitalization and Depreciation**

Capitalization Cut-off Point

It is the policy of the Academic Senate to capitalize and depreciate assets which cost in excess of \$1,5,000 individually. An asset will be expensed in the period purchased if the individual asset costs \$1,500 or less.

Depreciation

All capitalized items will be depreciated over the useful life of the asset using the straight-line method. The useful life of the asset will be determined as follows:

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

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

Leases

It is the policy of the Academic Senate to record leases as either capital leases or operating leases in the financial records. Capital leases will be recorded on the Statement of Financial Position. Operating leases will be recorded as an expense in the period paid.

**1.80 Financial Statement Presentation of Net Assets**

In accordance with Accounting Standard Codification 958-205-06-6A (formerly Statement of Financial Accounting Standard (SFAS) 117), it is the policy of the Academic Senate to present the net assets on the statement of financial position in the following categories: unrestricted, temporarily restricted, or permanently restricted.

Board-Designated Funds

It is the policy of the Academic Senate to treat board-designated funds as unrestricted net assets on the statement of financial position.

**Accounting Policies**  
**The Academic Senate For California Community Colleges**

Temporarily Restricted Net Assets

It is the policy of the Academic Senate to add together all temporarily restricted net assets for statement of financial position presentation.

Permanently Restricted Net Assets

It is the policy of the Academic Senate to add together all permanently restricted net assets for statement of financial position presentation.

**2.0 Expenditure and Accounts Payable Policies**

**2.10 Procurement Policies**

Bid Requirements and Vendor Approval

It is not generally the policy of the Academic Senate to require bids for any expenditure. If the Academic Senate enters into a grant agreement with an agency which requires the use of bids, the Executive Director will draft and the Budget and Finance Committee will approve a bid policy.

The decision to approve a vendor will be made by the Executive Director.

Purchase Orders

It is generally the policy of the Academic Senate not to require a purchase order system.

**2.20 Expenditure Authorization**

It is the policy of the Academic Senate to require the completion and approval of an Expense Authorization Form for each expenditure.

**2.30 Office Supply Purchases**

It is the policy of the Academic Senate to maintain control of the ordering and storage of office supplies.

**2.40 Vendor Review and Approval**

It is the policy of the Academic Senate to perform a review of vendors to whom payments were made each quarter. An annual review shall be performed when approving the 1099's issued for each calendar year.



## **Accounting Policies**

### **The Academic Senate For California Community Colleges**

#### **2.50 Cash Disbursements Policies**

It is the policy of the Academic Senate to keep unused check supplies safeguarded under lock and key. Manual checks will be issued as needed and a log shall be maintained. All accounts payable checks are issued through Bill.com as described in section 6.20.

It is the policy of the Academic Senate to require the completion and approval of an Expenditure Authorization Form or Expense Reimbursement Form to which the approved invoices or expense vouchers are attached.

#### **2.60 Travel Expenses**

It is the policy of the Academic Senate to reimburse the relevant expenses incurred by individuals while serving in an official capacity on behalf of the Academic Senate as provided in the budget approved by the Executive Committee and confirmed by Executive Director. A person is expected to neither gain nor lose money while traveling on Academic Senate business and shall travel in the most economic means possible considering the circumstances of the travel. Travel expenses will be reimbursed up to the current approved limit based on relevant state and federal guidelines. The Executive Director may authorize higher limits in high cost areas if funds are available in the approved budget.

The policies listed below are intended to provide ease of use and administration while maintaining prudent accountability.

All expenses shall be paid in accordance with Senate policies. Any items remitted for reimbursement or charged directly to the Academic Senate which exceed those outlined in Senate policies will be capped at the limits outlined in Senate policies. The excess charges will not become the responsibility of the Senate and shall not be charged to the Senate Grant or any other grant administered by the Academic Senate.

Travel will be reimbursed as authorized in accordance with the following:

1. When personal contact is the most efficient and/or effective method of conducting Academic Senate business.
2. When the most economical method of transportation is selected. For airline travel, when individual effort to obtain state or lowest rate for airfare is used.
3. When attendance at a conference or meeting is limited to persons concerned with the topics discussed or the business to be transacted.

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4. When travel is scheduled to avoid backtracking and duplicate travel whenever possible.
5. When appropriate receipts and reports have been submitted.

Employees and committee members are expected to use economy lots whenever possible and be aware that, for overnight travel, parking costs may exceed the cost of door-to-door shuttle service. Therefore, individuals might give consideration to using available shuttle services.

When travel arrangements require an individual to leave home before 6:00 am or return later than 7:00 pm, reimbursement for additional meal expenses may be authorized.

**Authorizations** Signature of the Executive Director on the Academic Senate Expense Reimbursement Form will constitute authorization for the Tax Office to issue a warrant for said amount and will also serve as the second signature on the disbursement. For those expenditures over \$50,000, the Treasurer's signature on the Expense Reimbursement Form will constitute authorization for the Tax Office to issue a warrant.

It is the responsibility of the Office Manager, in consultation with the Executive Director, to ascertain the necessity and reasonableness of the expenses for which reimbursement is claimed. Claiming an expense does not guarantee reimbursement. **No Person May Encumber An Expense on Behalf of the Academic Senate In Excess of \$200 Without Prior Approval of the Executive Director based on available funds in the approved budget.**

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

**Travel Advances** It is the policy of the Academic Senate not to supply travel advances.

**Personal Mileage** Employees and committee members will be reimbursed for use of their personal cars on Academic Senate business at the current federal rate. Commuting mileage will not be reimbursed.

**Public Carrier** Employees and committee members traveling by public carrier must use the Senate Office to book travel. However, costs will be reimbursed if a more cost-effective means of travel (such as ordering online) is available. Receipts are necessary. The Academic Senate will reimburse individuals for the

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State of California rate when traveling by air between California cities. Individuals must obtain prior approval from the Executive Director to be fully reimbursed for air travel costs that exceed the State of California Rate.

**Lodging** Lodging facilities must be approved by the Executive Director. Employees and committee members will be reimbursed entirely for the basic room charge and applicable taxes. Receipts are necessary.

**Meals** Employees and committee members will be reimbursed at the California State per diem rate for the cost of meal. Receipts are necessary for meals. **Taxi** Actual taxi fares, including tips, will be reimbursed entirely when no other reasonable mode of transportation is available. Receipts are necessary if the fare exceeds \$10. Tips must be noted on taxi receipts.

**Parking, Tolls and Public Transit** Parking fees, toll expenses and public transit fees will be reimbursed. Receipts are not necessary for individual amounts less than \$10.

**Car Rentals** Car rentals will be reimbursed if approved in advance by the Executive Director. Receipts are required.

**Supplies** Executive Committee members may be reimbursed for supplies, postage, equipment, hosted functions, and other charges necessary for the completion of official business. Receipts are required.

**Conference Fees** Travel expenses and registration fees incurred while attending an authorized conference, convention, or business meeting within California will be reimbursed. Receipts are required. (See Executive Committee policy on non-Senate conference attendance.)

**Out of State Travel** All out-of-state travel must be approved by the Executive Committee in advance.

**Reports** With the exception of official Academic Senate meetings (standing and ad hoc committees), where minutes are kept, a **written report** of the meeting must be submitted with the expense form before reimbursement for travel expenses can be made.

**Lost Receipts** If the employee or committee member is unable to locate a required receipt for valid expenditures, the Academic Senate requires the completion of an affidavit (lost receipt) form for each separate invalidated

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expenditure. However, receipts are not necessary for amounts less than \$10.

**Senate Credit Card** The Senate credit card should only be used for expenses that would be within the approved reimbursement policies. The actual receipt(s) should accompany the credit card reconciliation for each individual for all items purchased using the Senate credit cards.

**2.70 Accrual of Accounts Payables**

It is the policy of the Academic Senate to accrue unpaid expenses on its financial records if such expenses are in excess of \$250 individually. Accordingly, expense reimbursement requests are to be prepared and submitted by July 15 for any expenses incurred on or before June 30.

**2.80 Photocopy Expenses**

It is the policy of the Academic Senate to allocate photocopy expenses to the function responsible for incurring the expense. This policy applies to both in-house and out-of-house photocopying expenses.

**2.90 Postage and Overnight Expenses**

It is the policy of the Academic Senate to maintain a postage log and to charge each respective function for actual postage used. This policy applies to both in-house and out-of-house postage expenses. Employees are prohibited from using the Academic Senate's postage meter for personal mail.

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

**2.100 Telephone Expenses**

It is the policy of the Academic Senate to maintain records of phone line usage. Telephone, modem, and fax expenses will be allocated in accordance with the percentage of overhead calculation based on employees assigned to a particular function.

The Senate employees shall not make personal long distance phone calls at the Senate's expense.

**2.110 Check Signing Authority**

## **Accounting Policies**

### **The Academic Senate For California Community Colleges**

It is the policy of the Academic Senate to give check-signing authority to the following positions:

- President
- Treasurer
- Executive Director

No check signer shall sign a check issued in his/her name. In addition, the following shall apply:

- Treasurer or President approves Expense Reimbursement Forms submitted by the Executive Director that authorizes the Tax Office to generate a check to the Executive Director.

The employee who prepared or requested the check is not authorized to sign it. Additionally, individuals involved with the preparation of checks and bank reconciliations are prohibited from having check-signing authority.

#### **3.0 Voided / Lost Checks**

It is the policy of the Academic Senate to account for voided checks within the accounting software. All voided checks will be defaced and kept in numerical order.

In the event of a lost check, it is the policy of the Academic Senate to issue a stop-payment order with the bank before issuing a new check. The Academic Senate requires that the recipient reimburse the Academic Senate for the cost to issue a stop-payment on the lost check unless the Executive Director specifically waives this fee.

#### **4.0 Stale-Dated Checks**

It is the policy of the Academic Senate to make every attempt possible to contact the payees of outstanding checks that have failed to clear the bank.

Checks that have been outstanding in excess of ~~six~~three months will be declared stale-dated and attempts to contact the payee will ensue. Checks outstanding in excess of one year will be handled in accordance with applicable state escheat or unclaimed property law. A log of checks that have been turned over to the state will be completed and made available for the annual audit.

#### **5.0 Revenue Recognition**

It is the policy of the Academic Senate to generally recognize revenue at the

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date of the invoice. All fees received in advance of an institute to be held after fiscal year end are to be recorded as deferred revenue.

**5.10 Invoicing of Revenues**

It is the policy of the Academic Senate to create an invoice for all grant revenue, dues, services, and products in order to properly track payments by source. All invoices will be tracked through accounts receivable in the financial statements.

**5.20 In-Kind Donations Revenue**

As discussed above, it is the policy of the Academic Senate to accrue expenditures in excess of \$250. Although the Academic Senate fully expects to receive an invoice for the accrued expenditures, there are certain instances when the agency providing the service for which the expenditure was accrued never generates a bill to the Academic Senate. Examples of transactions for which the Academic Senate may not receive an invoice are as follows:

- Expenditures for postage and printing services provided by the Chancellor's office that exceed the annual allowance provided the Academic Senate by the Senate grant.
- Reassigned time payable to a member District/College for the time spent by a District/College employee on Academic Senate business.

The Senate will make every attempt possible to contact the provider of the service that has failed to invoice the Academic Senate for services provided. If an invoice for services rendered is not received one year after the invoice was accrued, it is the policy of the Academic Senate to recognize those services as in-kind contributions.

It is not the policy of the Academic Senate to recognize in-kind contributions on any portion of a transaction that was charged to and reported as the expenditure of a grant. Rather, the Academic Senate will generate the appropriate expense form and supporting documentation for any unpaid grant expenditures; a check will be generated and mailed to the provider of the service.

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

The Chancellor's Office provides the Academic Senate with printing and postage services. An annual allowance is established and services provided in excess of the allowance are to be repaid to the Chancellor's Office upon receipt of an invoice. The original intent of the allowance was to provide the Academic Senate with services free of charge. Once the Academic Senate began to service grants, the services rendered began to exceed the annual allowance.

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Accordingly, the Academic Senate policy is to pass through the printing and postage expenditures applicable to the individual grant.

The Academic Senate policy is to track the services rendered by the Chancellor's Office and recognize the associated expense and revenue.

#### **6.0 Cash Receipts and Cash Handling Policies**

##### **6.10 Check Endorsement/Stamp**

It is the policy of the Academic Senate to immediately log all receipts to the organization in order to maintain controls. The Academic Senate requests that all amounts owed to the Academic Senate be paid by check or credit card. When received, checks are endorsed with a stamp which denotes:

Pay to Order of the Bank Name  
For Deposit Only  
Account number

##### **6.20 Bank Reconciliations**

It is the policy of the Academic Senate to address bank statements to the Executive Director who shall perform an initial review of the transactions. A copy of each bank statement shall be emailed to the Treasurer upon receipt. Once the bank account has been reconciled by the Tax Office, the Treasurer shall review and approve the bank reconciliation along with the original supporting documentation.

Neither the Executive Director nor the Treasurer have editing access within the Intacct Accounting software. Check disbursements are issued through Bill.com payables management software and the Bill.com interfaces transactions within Intacct. The Tax Office issues warrants from the two source documents, Expense Authorizations or Expense Reimbursements. Source document must contain signed approval by Executive Director, and Treasurer, if required by designated minimums or for checks to the Executive Director. Warrants are approved by Tax Office Accountants and submitted for final approval and payment authorization by Executive Director. All ~~Ce~~check stock is provided by Bill.com Inc., maintained at their location, and issued by their bill payment service. All supporting documents and check copies are maintained digitally in Bill.com.

On rare occasion, the Senate Office will issue a check. The Tax Office

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generates the check information for the Office Manager, who has blank check stock locked in her desk drawer. The Office Manager prints the information on the check stock and submits to the Executive Director for approval and signature.

#### **6.30 Credit Card Receipts**

It is the policy of the Academic Senate to accept payment by credit cards. The Academic Senate will levy a fee upon the payer to cover processing and administrative costs associated with the transaction.

### **7.0 Accounts Receivable and Invoicing Policies**

#### **7.10 Invoicing Policy**

It is the policy of the Academic Senate to create an invoice for all grant revenue, dues, services, and products in order to properly track payments by source. The invoices are created through Bill.com receivables management software with documentation supporting the invoice digitally stored, which are issued in numerical order.

#### **7.20 Accounts Receivable Write-Off Policies and Authority (Bad Debts)**

It is the policy of the Academic Senate to ensure that individuals are afforded every opportunity to process and pay invoices recorded as accounts receivable by the Academic Senate before write-off procedures are initiated.

If an invoice is written-off, the following accounting treatment applies:

- Invoices written off that are dated during the current year will be treated as a reduction of the appropriate revenue account.
- Invoices written off that are dated prior to the current year will be treated as bad debt expense.
- An allowance for bad debt will not be recorded.
- The invoice tracking sheet is updated to record the date written off.
- The invoice is added to the invoice write off tracking sheet.

#### **7.30 Tracking Procedure Policy for Accounts Receivable Write-Offs**

It is the policy of the Academic Senate to continue collection efforts on all unpaid invoices. An Uncollected Invoices Tracking Sheet shall be maintained by the Office Manager to continue tracking invoices that are selected for write off. The entity (District/College) or Individuals deemed responsible for payment and listed on the Uncollected Invoices Tracking Sheet will not be allowed to register for any future events until payment is received.



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**7.40 Non-sufficient Funds Checks Policy**

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

**7.50 Refund Policy**

It is the policy of the Academic Senate to publish the Academic Senate's Refund Policy on session enrollment forms. No refunds will be given beyond the cut off date unless approved by the Executive Director.

**8.0 Payroll and Pay Period Record Keeping Policies**

The Executive Director has the authority to hire and fire, set salary schedule and vacation as appropriate to run the office according to the Executive Director duties set forth by the Budget and Finance Committee and included in the overall approved budget.

The Executive Director has the authority to determine if an employee is exempt or non-exempt and to determine the rate at which each individual employee will be paid as long as the rate falls within the maximum pay scale as documented. These rates will be reviewed annually by the Budget and Finance Committee who will revise them as necessary. Executive Director payroll decisions are limited by the overall approved budgets. The President must approve any exceptions to the above maximums. In no case will the exception be allowed if this will cause the budget to be exceeded.

**8.10 Time Sheets**

It is the policy of the Academic Senate to require the completion of timesheets for purposes of meeting requirements for allocating compensation.

**8.20 Pay Periods**

The Senate will issue paychecks ~~semi-monthly on the 15th and the last day of the month~~ every other Friday. In the event those days fall on the weekend or a holiday, the pay day will be the last business day preceding the off day.

**8.30 Vacation/Leave Policy**

Mandatory Vacations

It is the policy of the Academic Senate to require employees, other than the Executive Director, to take annual leave due them.

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#### Annual Leave Payments

It is the policy of the Academic Senate to cap vacation hours at a total of 160 hours except for the Executive Director. At that point, the employee will cease to accrue additional vacation. Academic Senate requires employees to schedule vacation with advance approval in order to minimize the amount of unused vacation. All eligible employees are required to take compensated vacation time each year.

#### Compensatory Time Off

It is the policy of the Academic Senate to comply with state overtime laws and regulations. Hourly employees earning overtime will bank one and a half hours for each hour of overtime worked. This time is tracked and will be recorded as a liability in the financial statements. See the Personnel Policy for established limits and further detail.

### **8.40 Salary and Benefit Allocations**

#### Fringe Benefits

It is the policy of the Academic Senate to distribute fringe benefits to the functions of the Academic Senate based on actual salaries charged to the functions. Fringe benefits include ~~medicare~~ Medicare taxes, unemployment taxes, employee insurance premiums, state disability insurance, flexible benefits and pension payments.

#### Salary Allocations

It is not the policy of the Academic Senate that all employees complete and sign time sheets for every pay period. However, the Academic Senate requires that all employees complete an allocation worksheet to document time spent on various activities (or functions) in increments of not less than one-quarter hour. From this information, the Office Manager will prepare an official documentation of time spent per activity. Compensation will be charged to the various activities based on the pro-rata share of actual hours worked.

### **8.50 Flexible Benefits Account**

It is the intention of the Academic Senate to provide all permanent employees with full health and welfare benefits. To this end, the Academic Senate budgets the full cost of health and welfare benefits for the employee. Notwithstanding this goal, the Academic Senate recognizes that certain employees may not use the full benefit for health and welfare insurance expenses. In recognition of this fact, the Academic Senate will allow each employee to request the balance of the budget be placed in a Flexible Benefits Account from which they may request reimbursement for eligible benefit expenses. All reimbursements from the

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Flexible Benefits Account will be taxable to the employee.

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

**9.0 Miscellaneous Accounting and Management Policies**

**9.10 Financial Statement Preparation and Distribution**

It is the policy of the Academic Senate to prepare and distribute monthly financial statements that will include the Statement of Functional Operations and the Academic Senate – Senate Grant Statement of Operations.

The Budget and Finance Committee shall receive a quarterly report that includes a Summarized Budget to Actual Income Statement (Statement of Financial Position) and a Balance Sheet (Statement of Changes in Net Assets). The Executive Director shall have available for their review the detailed Budget to Actual Income Statement for each grant, a detailed Budget to Actual Income Statement for just Senate operations and the associated Income Statements from the Intacct accounting system.

The Budget Performance Report (budget to actual) shall be reviewed monthly by the Executive Director, regularly by the Treasurer, periodically by the Executive Committee and each spring by the Budget and Finance Committee and the organization's delegates

**9.20 Overhead Allocation**

It is the policy of the Academic Senate to allocate overhead expenses to the various ~~functions~~ grants of the Academic Senate based on the allocation of time per the work assignments and/or employee timesheets.

**9.25 Senate Revenues**

It is the policy of the Academic Senate to maintain a reserve equivalent to 6 months operational costs to be determined prior to the annual budgeting process. The Executive Director makes a recommendation for how much to maintain in the reserves to the Budget and Finance and Committee each May.

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**9.30 Rent**

It is the policy of the Academic Senate to distribute rent expense to the various ~~functions~~ ~~grants~~ of the Academic Senate based on the percentage of employees assigned to that function in relation to the total number of employees of the Academic Senate.

**9.40 Computer File Back-Up Policy**

It is the policy of the Academic Senate to maintain a computer file back-up system for accounting records. All accounting, accounts payable, accounts receivable, and payroll data files and back-up documentation are stored on secure cloud based platforms. This includes Intacct Accounting software, Bill.com payables and receivables management software, and ADP payroll processing software.

**9.50 Computer Passwords**

It is the policy of the Academic Senate that each individual who has access to Bill.Com have a unique identification login.

**9.60 Budget and Finance Committee**

It is the policy of the Academic Senate to maintain a Budget and Finance Committee consisting of the Treasurer, President, Vice President, Secretary, Executive Director, ~~and another committee member as appointed by the~~ ~~President~~. The Treasurer will chair the committee, prepare the agenda, ensure corrective action is taken when necessary, and report on budget committee action to the Executive Committee.

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

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

**9.70 Bartering Prohibited**

It is the policy of the Academic Senate to prohibit entering into bartering agreements with members whereby dues are foregone in exchange for goods or services provided by the member.

Any other type of bartering agreement, in any form, is also prohibited.

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**9.80 Credit Cards**

It is the policy of the Academic Senate to issue credit cards to the following individuals:

- President
- Vice President
- Treasurer
- Executive Director

**9.90 Loans Prohibited**

It is the policy of the Academic Senate to prohibit loans to employees, members or individuals under all circumstances.

**9.100 Bonding of Employees**

It is the policy of the Academic Senate to bond all employees involved in the financial functions of the Academic Senate.

**9.110 Contract Signing Authority**

It is the policy of the Academic Senate to grant authority to sign contracts to the President, Treasurer and Executive Director, as long as the financial implications of the contract are included in the Academic Senate's budget.

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

**9.120 Journal Entries**

It is the policy of the Academic Senate to control the journal entry posting process to ensure access is restricted, usage is for specific purposes, and to obtain the review and approval of the Executive Director. Journal Entries may only be posted by authorized accounting personnel of The Tax Office, Inc. All journal entries require back up document signed by Executive Director, which is then digitally saved in Bill.com file storage.

**Usage:** Journal entries are used for very specific purposes:

- To correct the coding of cash disbursements and cash receipts that are originally coded to the wrong account.
- To allocate operating costs to a specific grant based on the respective percent of staff time worked on the grant during that period.

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- To manually correct balance sheet items other than cash at year end. (Examples are cash on hand, receivables, prepaid expenses, accounts payable, accrued expenses, fixed assets and so forth.)
- To reverse manual accruals posted in the prior year that have an affect on current year.
- To post prior year audit adjustments in the current year.
- Journal entries are not posted to cash. If an item adjusts cash, it must be posted as a bank transaction.

**10.0 Tax, Audit, and Records Management Policies**

**10.10 Access to Records by Individuals, Members and the Public**

It is the policy of the Academic Senate to allow individuals, members and the public to inspect the following records of the Academic Senate:

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

**10.20 Federal Identification Number**

The Senate may print the Academic Senate's Federal Identification Number on any of the Academic Senates documents which may trigger a customer's request for this information.

**10.30 Independent Contractors**

It is the policy of the Academic Senate to evaluate criteria established by the IRS when assigning an individual employee or independent contractor status. All persons qualifying as independent contractors will sign an Independent Contractor Agreement. In addition, it is policy of the Academic Senate to report stipends paid to committee members as IRS Form 1099 miscellaneous income. In compliance with federal guidelines, a 1099 will be issued to each qualifying person whose annual compensation exceeds the federal exemption limit.

**10.40 IRS Form 1099**

It is the policy of the Academic Senate to complete IRS Form 1099 for all individuals and vendors receiving \$600 or more from the Academic Senate. A Log of Vendor Federal Identification Numbers will be maintained.

**Accounting Policies**  
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**10.50 Record Retention and Destruction**

It is the policy of the Academic Senate to retain records as required by law and to destroy them when appropriate. The Senate will retain records as required by law and destroy them when appropriate.

The appropriateness of the destruction of records will be determined by the following timetable:

<u>Records</u>	<u>Length of Time</u>
Worker's Comp Accident Reports	7 years
Accounting Ledger Records	7 years
Accounts Payable Support	7 years
Bank Reconciliations	4 years
Canceled Checks	4 years
Chart of Accounts	Permanent
Contracts	Permanent
CPA Audited Financial Statements	Permanent
Depreciation Records	7 years
Employee Personnel Records	Permanent
Grant Records	Permanent
Insurance Policies	4 years
Invoice Records	4 years
Minutes	Permanent
Payroll Records (keep annual reports permanently)	7 years
Legal Correspondence	Permanent
Tax Records	7 years
Trust Records	Permanent

**10.60 Selection of CPA Firm**

It is the policy of the Academic Senate to contract with the CPA firm selected to audit the Academic Senate for a period not to exceed five years. At the end of this period proposals from a minimum of five CPA firms specializing in auditing not-for-profit organizations shall be solicited and a recommendation to the Budget and Finance Committee shall be made for final selection. Re-awarding the contract for auditing services to the existing auditing firm is acceptable as long as the interview and selection criteria clearly indicate the firm is the most qualified and cost effective.

**Accounting Policies**  
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**10.70 Annual Information Returns**

In compliance with Federal and State requirements, it is the policy of the Academic Senate to file the federal Form 990, Return of Organization Exempt From Income Tax, and the state Form 199, California Exempt Organization Annual Information Return on an annual basis. Additionally, the organization will file California Statements of Information (SI-100) bi-annually, and the State Attorney General Annual Registration Renewal Fee Report (RFF-1) annually.

**10.80 Unrelated Business Income Tax (UBIT)**

It is the policy of the Academic Senate to avoid activities which will generate UBIT. Any exception to this policy must be approved in advance by the Executive Committee.

**10.90 Accounting and Support Services Provided to the Foundation**

It is the policy of the Academic Senate to provide accounting and support services to The Foundation of the Academic Senate for California Community Colleges. In view of the Foundation needs that may be readily met by the Academic Senate through the use of its trained personnel and available facilities, the Academic Senate intends to enter into an annual agreement with the Foundation to do the following:

- a. Provide at nominal rates technology support service as well as online access to such Academic Senate files as are relevant to the business and purpose of the Foundation.
- b. Provide at nominal rates access to the Academic Senate's auxiliary services including copy services, internet and website, graphics, mail service, event scheduling, and related activities.
- c. Provide at nominal rates access to and services provided by the Academic Senate's employees, accounting staff, support staff, and independent contractors as deemed necessary.
- d. Provide at nominal rates office space, general supplies and other goods or services as deemed necessary to fill the Foundation's operational needs.





## Executive Committee Agenda Item

SUBJECT: CTE Liaison Expectations		Month: October	Year: 2015
		Item No. II. C.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the expectations of the CTE liaisons.	Urgent: YES	
CATEGORY:		Time Requested: 5 mins.	
REQUESTED BY:	Grant Goold	<b>TYPE OF BOARD CONSIDERATION:</b>	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Consent/Routine	X
		First Reading	
		Action	
		Discussion	

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

**BACKGROUND:** At the 2015 Spring Plenary, delegates passed Resolution 17.02 urging “local academic senates to identify a CTE faculty member to act as a liaison to facilitate communication among local CTE faculty, the local academic senate, and the Academic Senate for California Community Colleges.” The CTE Leadership Committee met on Friday, September 18, 2015, and developed the following expectations for a CTE Liaisons. The Executive Committee will consider for approval these expectations.

CTE Liaison Expectations

- Attend local senate meetings and report as needed about statewide issues of concern in CTE
  - Facilitating local and regional CTE discussions
  - Identify CTE issues of concern locally or regionally
  - Communicate opportunities for CTE faculty to participate in CTE related statewide initiatives, workgroups, committees and taskforces to ensure that CTE interests are represented
  - Communicate the Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy recommendations and participate in conversations to implement system-wide policies and practices that may significantly affect career technical education programs
  - Create a mechanism to communicate with CTE faculty on your campus around issues of common concern
  - Serve as a conduit between the local CTE faculty and the CTE Leadership Committee representatives in your area
  - Identify CTE faculty at your college and in your region to serve locally and statewide on committees and taskforces
  - As funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings
- Note: We strongly recommend that a member of the CTE LC not be a CTE Liaison

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## Executive Committee Agenda Item

SUBJECT: CTE Leadership Committee Charge		Month: October	Year: 2015
		Item No: II. D.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval a revised charge for the CTE Leadership Committee.	Urgent: NO	
		Time Requested: 5 mins.	
CATEGORY:	Consent	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Grant Goold	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	
		Discussion	

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

### BACKGROUND:

At its August meeting, the Executive Committee approved changing the CTE Leadership Task Force from a task force to a standing committee of the Academic Senate. At that time, members also approved a revised charge. The CTE Leadership Committee met on September 18, 2015, and discussed the revised charge. Committee members felt that the charge could be further tweaked. The Executive Committee will consider for approval the following revisions to the charge.

~~The goal of the CTE Leadership Committee is to better align with and support the CCCCCO CTE/EWD division restructuring under the “Doing What Matters” campaign. This CTE Leadership Committee, as an advisory committee to the Executive Committee, goal seeks to ensure that all relevant parties are connected to the processes related to CTE, are better equipped to work together as existing programs are perfected, can provide resources to develop new programs, and collaborate to meet the needs of students by preparing them for the workforce and/or advanced education. The committee members objectives noted below are intended to both develop and support CTE faculty so they can participate more actively in leadership roles regionally and statewide. The key goal is to develop CTE faculty leaders to become informed participants in the ongoing dialog with the variety of state players.~~

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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: Legislation Update		Month: October	Year: 2015
		Item No: IV. A	
DESIRED OUTCOME: Update the Executive Committee on recent state and federal legislation.		Attachment: Yes (4)	
		Urgent: NO	
CATEGORY: Action		Time Requested: 20 minutes	
		<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY: Bruno/Davison		Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>		Action	X
		Information	

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

**BACKGROUND:** The Legislature has completed their legislative session sending a number of bills to the Governor. The Governor has until October 11 to sign or veto bills passed by the Legislature on or before September 11, the last day for each house to pass bills.

ASCCC position letters submitted on SB 42 (Liu), AB 490 (Alejo), AB 626 (Low), AB 770 (Irwin), AB 288 (Holden), and AB 798 (Bonilla) as well as the latest ASCCC Legislative Report may be found on our Legislative Update page: <http://www.asccc.org/legislative-updates>.

The September 2015 ASCCC Legislation Report is provided as an attachment. The most recent Chancellor’s Office State and Federal updates and the CO Legislation Matrix are also included as attachments.

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



**ASCCC Legislative Report  
September 19, 2015**

*Assembly Bills*

**AB 176 (Bonta) Data Collection**

Requires the segments of higher education to collect data on specified Asian and Pacific Islander subgroups and post the data on their respective websites by July 2016. The bill calls for 10 additional categories. There is discussion around affects of disaggregating the data including concerns around identifying individual students and the loss of data. Amendments include specific reporting requirements and compliance with FERPA. **Additional amendments include delineation of categories. Last amended 7/14/15. Last amended on 09/01/15 to remove the Department of Healthcare Services 09/01/15. (CO Supports)**

**Status:** Enrolled and presented to the Governor 09/17/15

**ASCCC Position/Resolutions:** The ASCCC has Resolution 2.01 F03 on the protection of privacy and data that stresses adherence to FERPA and the AAUP statement on privacy. There is also Resolution 3.01 F13 that requests the expansion of demographic categories to provide students with choices when choosing identities to illustrate the demographic realities of our colleges and assist in planning. It appears that a balancing act between the two positions may be required depending on the shaping of the bill.

**AB 288 (Holden) College and Career Access Pathways Partnership**

This bill would authorize a community college district to enter into a CCAP partnership with a K-12 school district to develop pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. The bill would require the partnership agreement to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Amendments include language to address employment concerns, the 15 units per term maximum, service areas, CCAP agreements, and reporting requirements. **Amendments include Chancellor's Office responsibilities, parameters of CCAP agreements, a 10% cap on total number of FTE statewide and a sunset date of 1/1/22. Of concern is language stating that remedial courses offered through a CCAP agreement "shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation."** Amended on 07/13/15. **Amendments on 09/01/15 include preventing oversubscribed courses from being offered through CCAP. Last amended on 09/04/15 to expand definition of academic programs to include certificates and credentials in addition to associate degrees as well as clarifying language. (CO Sponsored/Support)**

**Status:** Enrolled and presented to the Governor 09/18/15

**ASCCC Position/Resolutions:** Resolution 6.03 S15 specifically endorsed the intent of this bill. In addition, the ASCCC has several other resolutions that generally support expanding

opportunities for dual and concurrent enrollment (4.01 F07 and 4.02 F07). While the ASCCC does not have anything specifically on this legislation, those resolutions seem to generally apply. We also have a resolution requesting limitations on concurrent enrollment (15.02 S09). Recently, resolution 13.02 F14 requested guidance on regulations and effective practices for dual and concurrent enrollment as well clarifying terminology. We also have two *Rostrum* articles on the concurrent enrollment in the December 2007 issue.

**ASCCC Action:** Letter of support submitted 4/16/15.

#### **AB 340 (Weber) Campus Climate Report**

Requires CSU and CCC, and urges UC, to submit a report once every two years to the legislature on campus climate and for each to post the report on its website. Amendments include specifications for the content of the report and language on campus program developments that impact campus climate. **Latest amendments include language about costs being borne by the state if it is determined that this is mandated. Last amended on 7/08/15.**

**Status:** Enrolled and presented to the Governor 09/17/15

**ASCCC Position/Resolutions:** The ASCCC has resolutions that allude to support for creating emotionally supportive and positive campus climates (e.g., Resolution 13.01 F94) but not one that speaks directly to this issue.

#### **AB 404 (Chiu) Accreditation**

Adds to the duties of the board of governors by requiring it to conduct a survey of the community colleges, including consultation with representatives of both faculty and classified personnel, to develop a report to be transmitted to the United States Department of Education and the National Advisory Committee on Institutional Quality and Integrity that reflects a systemwide evaluation of the accrediting agency based on the criteria used to determine an accreditor's status. Minor amendments 4/13/15 and 6/10/15.

**Status:** Enrolled and presented to the Governor 09/16/15

**ASCCC Position/Resolutions:** The ASCCC has numerous resolutions on Accreditation. Positions relevant to this bill include Resolution 2.02 F13 that states, "Resolved, That the Academic Senate for California Community Colleges urge the Accrediting Commission for Community and Junior Colleges to model and exemplify for its member institutions effective and transparent self-evaluation practices by acknowledging and addressing any areas of non-compliance identified in evaluations by the U.S. Department of Education (USDE) Accreditation Group and the National Advisory Committee on Institutional Quality and Improvement (NACIQI), and to document and make public what steps it will take to address any areas of non-compliance." In its current form, this bill appears to advance the interest inferred from the resolution.

#### **AB 542 (Wilk) Early and Middle College High Schools**

Grants the same enrollment priority consideration to Early College High Schools as is authorized under current law for Middle College High Schools. Also allows colleges to claim apportionment



for ECHS and MCHS students in physical education courses beyond the 5% statutory cap and exempts these students from the 10% cap on summer course enrollment. Amendments include specifying criteria for claiming apportionment and reporting requirements. **Last amended 7/08/15.**

**Status:** Passed Senate Education Committee to Senate Appropriations 7/8/15. Senate Appropriations – Held under submission 8/27/15.

**ASCCC Position/Resolutions:** Generally, the ASCCC has passed resolutions that call for considering potential impact on students before assigning priority enrollment for any student population. (Resolutions F11 13.11 and Sp11 18.01)

**AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. Closures**

Provides financial and educational assistance to students affected by the closing of CCI campuses in California. Waives CCC fees for CCI students until July 1, 2018. Restrictions apply and are delineated. Also provides funds for CO to support statewide media campaign to inform CCI students of educational opportunities at CCCs. Recent amendments include provisions of legal aid and student loans assistance. **Amended 07/09/15 Amendments includes specifying Heald College in some sections, requiring affected to students to have demonstrated need as determined enrolling college, and providing restoration of award years for student who received a California National Guard Education Assistance Award and attended Heald College. Amended 08/18/15. Latest amendments include removing distance education and add clarifying changes 08/31/15. Last amended 09/04/15.**  
(CO Supports)

**Status:** Enrolled 09/16/15

**ASCCC Position/Resolutions:** The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

**AB 626 (Low) Instructors**

Requires colleges to use portions of program improvement allocations to be used to make progress on the policy of 75 percent of credit hours to be taught by full time faculty. Also, the bill requires the board of governors to work with the Academic Senate for California Community Colleges and other relevant entities to develop goals for the full-time to part-time faculty ratio in noncredit education. Amendments include direction for the CO to convene a workgroup of stakeholders every 4 years to develop recommendations on spending strategies to achieve 75 percent standard and support part-time faculty including office hours. **Last amended on 6/01/15.**  
(FACCC Sponsored)

**Status:** In Senate Education as of 7/1/15. Hearing set for 7/8/15 but cancelled at request of author.

**ASCCC Position/Resolutions:** Resolution 6.04 S15 specifically endorsed the intent of this bill. In addition the ASCCC has numerous resolutions supporting progress on the full time obligation (75/25 ration). The most recent, Resolution 13.01 F14 states, “Resolved, That the Academic

Senate for California Community Colleges, in consultation with its system partners, support actions and ongoing funding, including possible legislation, that ensure progress toward the statutory goal that 75% of credit courses offered be taught by full-time faculty, excluding overload assignments.” Regarding faculty in noncredit education, the ASCCC has a number of resolution in support including resolution F92 12.11 that states “Resolved that in order to enhance the academic quality in our colleges, the Academic Senate for California Community Colleges support the following position: The Senate should explore avenues to insure a core of full-time noncredit instructors in each district offering noncredit programs with a long-term goal to increase the percent of hours taught by full-timers to 75%.” Furthermore, Resolution F07 19.02 states, “Resolved, That the Academic Senate for California Community Colleges urge local senates to educate their faculty, staff, administrators, and trustees who may not be familiar with this issue, about the need for an appropriate number of full-time noncredit faculty and how their college and students benefit.” Finally, F14 7.01 states, “Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to restructure the calculation of the Faculty Obligation Number (FON) in a manner that includes full-time noncredit faculty without diminishing the requirements for hiring full-time credit faculty.”

**ASCCC Action:** Letter of support submitted 4/13/15.

#### **AB 770 (Irwin) Basic Skills and Professional Development**

Establishes a financial grant and professional development funding program for adopting or expanding the use of evidence-based models of academic assessment and placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals. Delineate the specific criteria required to award the grant funds as well as reporting requirements. **Amendments include levels of funding and grant criteria and reporting requirements as well as provisions for technical assistance from the CO. Last amended on 7/01/15. Amended 8/18/15 (CO support, if amended)**

**Status:** **Passed Senate Education; Appropriations 07/15/15. Senate Appropriations – Held under submission 8/27/15**

**ASCCC Position/Resolutions:** The ASCCC passed Resolution 9.01 F11 requests that the ASCCC “support the intent of the California Community Colleges Task Force on Student Success recommendations (as of September 30, 2011) to encourage and incentivize innovation in the delivery of basic skills instruction.”

**ASCCC Action:** Letter of support, if amended submitted 4/14/15.

#### **AB 798 (Bonilla) College Textbook Affordability Act**

Accelerate the adoption of OER to reduce the students’ cost and improving access to materials through the OER Adoption Incentive Fund. Requires grants to be used for activities such as faculty professional development, OER curation activities, and technology support for faculty. Requires local academic senates, in collaboration with students and administration, to pass resolution in support. **Amendments include removal of UC, require CaOERC to provide oversight of meeting plan requirements and determination of plan approval. Grant recipients**

would submit progress reports to CaOERC. ICAS is required to report to the legislature. Last amended on 7/01/15 Latest amendments include benchmarks requirements for grant recipients and changes to the use of the money at local colleges. The ASCCC president is working with Bonilla's staff 8/27/15. Amended 09/04 and 09/09/15 Amendments include changes to the amount of money that would go to colleges; instead of a specific amount (\$50,000 was the most common number), colleges would now receive grants of \$1,000 per course section up to \$50,000, with the aim of a 30% savings in at least 10 of those sections. There are also provisions for stipends for COERC (\$27,000 total) and a stipulation that \$200,000 will go directly to COOL for Ed for the administration of that program. (CO support, if amended)

**Status:** Enrolled 09/16/15

**ASCCC Position/Resolutions:** Resolution 11.01 F12 calls for the ASCCC “support the appropriately expanded use of Open Educational Resources (OER) resources and work with our higher education partners to develop policies for the coordination, storage, retrieval, use, and updating of “creative commons” –licensed materials; and...to develop appropriate rules and guidelines for accessing Open Educational Resources materials for faculty in a broad range of formats that encourage their wide-spread availability for adoption and use.” Bonilla’s office has been working with ASCCC, as well as other higher education senates and organizations, to amend the bill. Resolution 6.05 S15 specifically endorsed the intent on this bill. However, recent discussions between Assemblymember Bonilla’s office and the CaOERC could necessitate a reevaluation of that support.

**ASCCC Action:** Letter of support submitted 4/14/15.

#### **AB 968 (Williams) Transcripts**

Require districts to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll. Amended 09/04/15 to include language to delay implementation until July 1, 2016.

**Status:** Enrolled and presented to the Governor 09/18/15

**ASCCC Action:** Letter of opposition written to be submitted 8/30/15. Action rescinded by ASCCC Executive Committee 09/11/15

#### **AB 1010 (Medina) Part time temporary employees**

Specifies minimum standards for part time faculty to be included in collective bargaining agreements such as evaluation procedures, workload distribution, and seniority rights. Last amended on 04/27/15.

**Status:** Passed in Assembly and Senate Education Committee; Senate Appropriations Committee - suspense file 07/06/15 Senate Appropriations – Held under submission 8/27/15.

**ASCCC Position/Resolutions:** The ASCCC has many resolutions to address the academic and professional issues specific to the situations of part time faculty as well as the paper “Part Time Faculty: A Principled Perspective” which includes recommendations on hiring and evaluation

processes and procedures and their implementation.

**AB 1016 (Santiago) Student Transfer Act**

Requires the CO to report to the Legislature the status of each community college's compliance with creating the associate degrees for transfer (ADTs). Requires CSU to submit 2 reports to the Legislature on campus acceptance of transfer model curricula by concentration. Requires the CSU to publicly post all available data on the number of students admitted with an ADT, the extent to which the CSU admitted associate degree transfer students to the students' first choice campus and to a program that is similar to their transfer degree, the number of redirected students that ultimately enrolled at CSU, and the proportion of students with an ADT who graduated from CSU. Last amended on 7/08/15 to change all March dates to December of the same year. (CO Support)

**Status:** Enrolled and presented to Governor 09/03/15

**ASCCC Position/Resolutions:** Resolution Sp12 9.06 states "Resolved, That the Academic Senate for California Community Colleges participate in Chancellor's Office data collection on SB 1440 (Padilla, 2010) degrees and gather its own evidence for evaluating the effectiveness of the degrees for students and faculty." Additionally, the information from CSU would assist counseling and discipline faculty when advising students on associate degrees and associate degrees for transfer.

**AB 1366 (Lopez) Dream Resource Centers**

Require CCCs that have at least 500 currently enrolled students meeting the requirements set forth in title 5 section 68130.5 to create Dream Resource Centers on each campus to assist students by streamlining access to all available financial aid and academic opportunities for those students. The Dream Resource Centers would seek to empower and create a safe and welcoming environment for those students and increase enrollment, transfer, and graduation rates among this population. Amendments include provisions to accept gifts, bequests, or donations to fund DRCs. Additional amendments include requirements for colleges that do not meet the minimum student requirement to establish a DRC to have a designated staff person to fulfill specified functions. New amendment includes language to allow centers to offer support services, including, but not necessarily limited to, state and institutional financial aid assistance, academic counseling, peer support services, psychological counseling, referral services, and legal services. Last amended on 7/08/15. Latest amendments removes mandate for center and requires a Dream Resource liaison and the space where the liaison is located may be designated as a Dream Resource Center 08/18/15. Last amended 09/01/15 (CO neutral)

**Status:** Inactive file 09/09/15

**ASCCC Position/Resolutions:** The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals but not one that speaks directly to this issue.

*Senate Bills*

**SB 42 (Liu) Commission on Higher Education Performance**

Changes the composition of and renames the California Postsecondary Education Commission (CPEC) to the California Commission on Higher Education. Regardless of substantial amendments, the makeup of the commission is still without segment representation. Significantly amended on 7/14/15 to include on the advisory committee the chairs from both the Assembly Higher Education and Senate Higher Education, require an annual report on higher education to the Governor, and require the commission to review the pursuing of cross segmental initiatives. Amended 08/31 and 09/02/15.

**Status:** Enrolled and presented to the Governor 09/11/15

**ASCCC Position/Resolutions:** In response to this legislation, the ASCCC passed Resolution 6.01 S15: “Resolved, That the Academic Senate for California Community Colleges oppose SB 42 (Liu, 2015, as of December 2, 2014) and any further legislation that would seek to create an oversight body for California higher education that is not primarily composed of segmental representation; and Resolved, That the Academic Senate for California Community Colleges oppose legislation that proposes to expand the former role of CPEC into areas that intrude on decisions properly made by representatives of the California higher education segments themselves. “

**ASCCC Action:** “Watch with Concern/Oppose as written” letter submitted to Senator Liu on 3/18/15. Joint opposition letter with FACCC submitted on 4/27/15.

#### **SB 786 Adult Education Regional Consortia**

Provides process and requirements for apportioning funds to joint powers of authority to support maintenance of effort for adult education. Latest amendments on 8/19/15.

**Status:** Passed from Assembly Education Committee on 07/15 2015 to Appropriations with recommendation to be placed on consent calendar. Assembly Appropriations – Held under submission 8/27/15.

**ASCCC Position/Resolutions:** The ASCCC has many resolutions urging support for students to assist them in achieving their educational goals and resolutions in support of adult education but not one that speaks directly to this issue.

### ***Higher Education - Watch***

#### **AB 636 (Medina) Student Safety**

Authorizes the identification of the alleged assailant, even if the victim does not consent to being identified, if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and the immediate assistance of police is necessary to contact or detain the assailant. Last amended 4/29/15

**Status:** Enrolled and presented to the Governor 09/09/15

#### **AB 653 (Levine) Intersegmental Coordination Information Technology**

This bill was amended significantly in June and no longer specifically allows for the sharing of



contracts with UC and CSU for the purchase of goods and services. It does allow CCC districts to publish a notice for bids and proposals to an internet site or bidding platform instead of a newspaper. It also declares that there is nothing in Ed Code or Public Contract Code that precludes a CCC district from purchasing similar materials or services under the same terms and conditions in a contract awarded by UC and CSU. **Last amended 6/30/15** (CO Support)

**Status:** Enrolled and presented to Governor 09/03/15

**AB 801 (Bloom) Homeless Youth in Higher Education**

Establishes priority registration for homeless youth and former homeless youth, designates a Homeless and Foster Student Liaison within the institution's financial aid office and to inform current and prospective students of the institution about student financial aid and other assistance available to current and former homeless youth and current and former foster youth and provides other program and financial assistance to homeless and former homeless youth. **Amended 6/01/15. Amended 09/01 and 09/03/15.**

**Status:** Inactive file 09/08/15

**AB 967 (Williams) Sexual Assault Case Procedures**

Require the adoption and implementation of a uniform process for disciplinary proceedings relating to any claims of sexual assault and report, on an annual basis, specified data relating to cases of alleged sexual assault in a manner that provides appropriate protections for the privacy of individuals involved. Includes a 2-year minimum suspension for specified violations. **Last amended 7/14/15**

**Status:** Enrolled and presented to the Governor 09/17/15

**AB 969 (Williams) Community College Districts: Removal, suspension or expulsion**

Allows districts to discipline a student for an offense that happens off campus but threatens the safety of students and the public, whether the behavior occurred on or off campus. Also expands a board's authorization to deny enrollment to an individual who has been expelled in the last 5 years or is currently undergoing expulsion procedures for a sexual assault or sexual battery offense from another community college district. Authorizes a community college district to require a student seeking admission to inform the community college district if he or she has been previously expelled from a community college in the state for rape, sexual assault, or sexual battery. **Last amended 6/24/15** (CO Support)

**Status:** Inactive file 09/01/15

**AB 1385 (Ting) Accreditation**

Prohibit accrediting agencies from imposing a special assessment to pay for the agency's legal fees unless a majority of the CEOs, or their designees vote to do so. Latest amendments would excuse compliance if the CO determines that the accrediting agency's compliance would violate federal law. **Last amended 7/08/15**

**Status:** Inactive file 09/11/15

**AB 1397 (Ting) Accreditation Public Comments**

The bill went under significant revision since being introduced. Amendments include defining the composition of visiting teams to include an appropriate percentage academics, public decision-making, prohibiting participation of persons with conflicts of interest, preservation of review documents, making documents public, and an appeal process. Latest amendments include specific criteria to determine conflict of interest. Amended 7/08/15. Last amended 09/04/15.

**Status:** Inactive file 09/11/15

**SB 186 (Jackson) Community College Districts: Removal, suspension or expulsion**

Existing law provides for the removal, suspension, and expulsion of a community college student, as specified, for good cause, as defined and prohibits a community college student from being removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or attendance. This bill would add to the definition of good cause, for the purpose of removal, suspension, and expulsion of a community college student, the offense of sexual assault and sexual exploitation, regardless of the victim's affiliation with the community college and authorize the governing board of a community college district to remove, suspend, or expel a student for sexual assault and sexual exploitation, regardless of the victim's affiliation with the community college, even if the offense is not related to college activity or attendance. Last amended 4/16/15.

**Status:** Chaptered 09/01/15

**SCA 1 (Lara) University of California: Legislative Control**

Proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students.

**Status:** Referred to Senate Education and Elections and Constitutional Amendment Committees 01/15/15

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





**California Community College Chancellor's Office Legislative Tracking Matrix  
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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	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 1</b>															
AB 25	Gipson	Financial Aid: Cal Grant Program: Renewal	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 82	Garcia	Vehicles: Driver's License: Selective Service (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 176	Bonta	Data Collection: API Ethnic Groups (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 288	Holden	Public Schools: College and Career Access Pathways (Sponsor)	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 340	Weber	Campus Climate Reports (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 404	Chiu	Community Colleges: Accreditation	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 449	Irwin	Income Taxation: Savings Plans: ABLE Program	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 542	Wilk	Community College: Early and Middle College HS	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 573	Medina	For Profit College Closure: Student Assistance (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 626	Low	Community Colleges: Instructors	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 636	Medina	Postsecondary Education: Student Safety (Support)	X	0	X	X	X	X	0	X	X	X	X	X	To Governor
AB 653	Levine	Intersegmental Coordination: Information Technology (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 721	Medina	Student Financial Aid: Private Student Loans (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 767	Santiago	Community Colleges: Emergency Preparedness Standards	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 770	Irwin	Community Colleges: Basic Skills: Professional Development (Support, if amended)	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 798	Bonilla	Course Materials Accessibility (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 801	Bloom	Success for Homeless Youth in Higher Education Act	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 913	Santiago	Student Safety: Sexual Assault	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 934	Bonilla	Education Technology: K-12 High Speed Network (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 963	Bonilla	Teachers' Retirement Law	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 967	Williams	Sexual Assault Case Procedures (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 968	Williams	Transcripts: Expulsion Note	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 969	Williams	Community College: Removal, Suspension, Expulsion (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 986	Gipson	Community Colleges: Compton Community College District	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 1010	Medina	Community Colleges: Part-Time, Temporary Employees	X	X	X	X	X	X	X	X	X	X	X	X	Senate Rules
AB 1016	Santiago	Public Postsecondary Education: Student Transfer Act (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 1066	Gonzalez	Classified Employees: Nonemployee Contractors	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
			X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.

**California Community College Chancellor's Office Legislative Tracking Matrix  
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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	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 1091	Garcia E.	Student Financial Aid (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 1361	Burke	Student Financial Aid Cal Grant Program Veterans (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 1366	Lopez	Public Postsecondary Education: Dream Resource Centers (Neutral)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 1385	Ting	Community Colleges: Accreditation (No Position)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 1397	Ting	Community Colleges: Accreditation: Public Comment (No Position)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor - Inactive
AB 1401	Baker	Veterans: Student Financial Aid (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 15	Block	Postsecondary Education: Financial Aid (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Higher Ed.
SB 42	Liu	Commission on Higher Education Performance (Concern)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 114	Liu	Kindergarten-University Public Education Facilities (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Floor
SB 150	Nguyen	Personal Income Tax: Exclusion: Student Loan Debt (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
SB 172	Liu	Pupil Testing: High School Exit Examination: Suspension	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 186	Jackson	Community College District: Removal, Suspension (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 324	Pavley	Income Taxation: Savings Plans: Qualified ABLE Program (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 605	Gaines T	Community Colleges: Non Resident Tuition Exemption: Nevada (Support)	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 725	Hancock	Pupil Testing: High School Exit Examination: Exemption	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 786	Allen	Adult Education: Regional Consortia	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SCA 1	Lara	UC: Legislative Control	X	X	X	X	X	X	X	X	X	X	X	X	Sen. Ed.
SCA 2	Nguyen	Public Postsecondary Education: United States Flag	X	X	X	X	X	X	X	X	X	X	X	X	Sen. Jud.,E. & Con.
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 2</b>															
AB 12	Cooley	State Government: Administrative Regulations: Review	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 80	Campos	Status of Boys and Men of Color Interagency Task Force	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 113	Weber	Local Government	X	X	X	X	X	X	X	X	X	X	X	X	Senate Budget & Fiscal
AB 147	Dababneh	Postsecondary Education: Animal Research	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 266	Cooley	Medical Marijuana (Professional Certification)	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 333	Melendez	Healing Arts: Continuing Education	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 410	Oberholte	Reports Submitted to Legislative Committees	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 532	McCarty	Collection of Data: Ancestry or Ethnic Origin	X	X	X	X	X	X	X	X	X	X	X	X	To Governor

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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	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 743	Eggman	Cal Works Eligibility: GI Bill benefits	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps. - Held
AB 854	Weber	Educational Service: Pupils in Foster Care	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 882	Wilk	School Bonds: Portable Electronic Devices	X	0	X	X	X	X	X	X	X	X	X	X	Senate Gov. & F.
AB 915	Holden	Public Education Employees: Accident or Illness	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
AB 952	Garcia	Community College Governing Boards: Vacancies	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
AB 1093	Garcia E.	Supervised Population Workforce Training: Grants	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 1269	Dababneh	Alternative Energy	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 1270	Garcia E.	Workforce Innovation and Opportunity Act	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
HR 7	Lopez	Adult Education	X	X	X	0	0	0	0	0	0	0	0	0	Adopted
SB 222	Block	School Bonds: School facilities - Statutory Lien	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
SB 418	Morrell	CSU: Military Students Interruption in Attendance	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 436	Liu	Education: Omnibus Bill	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 440	Liu	Postsecondary Education: Institutions	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
SB 456	Block	Firearms Discharge on Campus	X	X	X	X	X	X	X	X	X	X	X	X	Vetoed
SB 707	Wolk	Firearms: Gun-Free School Zone	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - TIER 3</b>															
AB 30	Alejo	School or Athletic Team Names: California Racial Mascots Act	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 38	Eggman	California State University: Stockton Campus.	X	X	X	X	X	X	X	X	X	X	X	X	Senate Rules
AB 145	Gomez	Public Benefits Reports	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 204	O'Donnell	Redevelopment: County of Los Angeles	X	0	X	X	X	X	X	0	X	X	X	X	Senate Floor - Inactive
AB 313	Atkins	Enhanced Infrastructure Financing Districts	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 331	Levine	School Districts Governing Boards: Membership Reduction	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 520	Levine	Apprenticeship	X	X	X	X	X	X	X	X	X	X	X	X	Senate L & I.R.
AB 715	Daly	Residential Development: School Facilities Fees	X	0	X	X	X	X	X	0	X	X	X	X	Chaptered
AB 716	Low	California State University: Special Sessions	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 731	Gallagher	Maintenance of the Codes	X	0	X	X	X	X	X	0	X	X	X	X	To Governor

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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	Policy Cmte	Fiscal Cmte	Floor	Concurrence	
AB 752	Salas	Private Postsecondary Education	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 768	Thurmond	Tobacco Ban: Baseball Fields	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 802	Williams	Residential, Nonresidential Buildings: Energy Savings	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 819	Irwin	UC & CSU: Alumni Associations	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 991	Bontia	State Teachers' Retirement	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 1000	Weber	CSU: Student Success fees	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
AB 1145	Medina	Pupils: Early Commitment to College Program	X	X	X	X	X	X	X	X	X	X	X	X	Senate Approps.
AB 1228	Gipson	Public Postsecondary Education: Campus Housing	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 1307	McCarthy	Postsecondary Education	X	X	X	X	X	X	X	X	X	X	X	X	Enrollment
AB 1308	Perea	Apprenticeship Programs: Approval	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
AB 1317	Salas	CSU and UC: Executive Officer Compensation	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 1370	Medina	Public Postsecondary Education: Student Residency	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
ACR 39	Dababneh	Financial Aid and Literacy Month	X	X	X	X	X	X	X	X	X	X	X	X	Chaptered
SB 12	Beall	Foster Youth	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 45	Mendoza	Federal Workforce Innovation and Opportunity Act	X	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	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 451	Lara	Pupil Instruction and Services: Counseling	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 501	Wieckowski	Wage Garnishment Restrictions: Student Loans	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 532	Leyva	Higher Education Facilities Bond Act Program	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
SB 645	Hancock	After School Programs: Grant Amounts	X	X	X	X	X	X	X	X	X	X	X	X	Asm. Approps. Held
SB 686	Pan	Higher Education Employer-Employee Relations Act	X	X	X	X	X	X	X	X	X	X	X	X	To Governor
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - 2 year Bills</b>															
AB 5	Nazarian	Foster Youth: Transition from High School to Postsecondary Education	X												Asm. Hum. S.
AB 6	Wilk	Bonds: Transportation - School Facilities	X												Asm. Trans. Failed
AB 13	Chávez	CC: Veterans Exemptions From Nonresident Tuition (Support)	X	X	X	X	X	X	X	X	X	X	X	X	Senate Ed.
AB 17	Bonilla	Personal Income Tax: Credit: Qualified Tuition Program	X	X											Asm. Approps Held

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 9/18/2015**

BILL	AUTHOR	SUBJECT	First House						Second House				STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence			
AB 27	Chávez	UC/CSU: Veterans - Exemption From Nonresident Tuition (Support)	X	X	X	X	X						Senate Ed.
AB 42	Kim	Public Postsecondary Education: Funding And Mandatory Fees	X										Asm. Higher Ed.
AB 148	Holden	School Facilities: General Obligation Bond Measure	X	X									Asm. Approps. Held
AB 151	Rodriguez	Income Taxes: Credits: Apprenticeships	X	X									Asm. Approps. Held
AB 184	Garcia E.	Small Business Technical Assistance Act of 2015	X	X									Asm. Approps. Held
AB 200	Alejo	Student Financial Aid: Competitive Cal Grant Awards (Support, if amended)	X	X	X	X	X						Senate Ed.
AB 206	Stone	Student Financial Aid: DREAM Work-Study Program	X	X									Asm. Approps. Held
AB 209	Patterson	Tax Deductions: 529 College Savings Plans	X										Asm. Rev. & Tax Held
AB 280	Brown	Small Claims Court Jurisdiction: Community College Districts	X										Asm. Jud.
AB 343	Melendez	Academic Credit for Prior Military Experience											Introduced
AB 351	Jones-Sawyer	Public Contracts: Small Business Participation	X	X									Asm. Approps. Held
AB 393	Hernandez	Veteran Resource Centers Grant Program (Support, if amended)	X	X									Asm. Approps. Held
AB 421	Calderon I	Community Colleges: Veterans Counselor (Support, if amended)	X	X									Asm. Approps. Held
AB 456	Patterson	Public Postsecondary Education: UC: CSU	X										Asm. Higher Ed.
AB 458	O'Donnell	Postsecondary Education: Instructional Strategies	X	X									Asm. Approps. Held
AB 482	Harper	Concurrent Enrollment in Secondary School and College											Introduced
AB 490	Alejo	Community College Extended Opportunity Programs	X	X									Asm. Approps. Held
AB 586	Campos	Student Opportunity and Access Program (Spot)	X										Asm. Higher Ed.
AB 616	Campos	Student Financial Aid: State Work-Study Program (Spot)	X										Asm. Higher Ed.
AB 677	Dodd	School Safety: Door Locks	X	X									Asm. Approps. Held
AB 735	Ridley-Thomas	Postsecondary Education: Student Athlete Bill of Rights	X										Asm. A., E, S, T
AB 748	Lackey	Taxation: Exemptions: Public Schools	X										Asm. Rev. & Tax Held
AB 831	Bonilla	Student Financial Aid: Cal Grant Program	X	X									Asm. Approps. Held
AB 836	Rendon	Tour Guides: Regulations	X	X									Asm. Approps. Held
AB 837	Hernandez	UC: Employee Salaries	X	X									Asm. Approps. Held
AB 889	Chang	Concurrent Enrollment in School and Community College: STEM (No Position)	X	X									Asm. Approps. Held

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 9/18/2015**

BILL	AUTHOR	SUBJECT	First House						Second House						STATUS
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte	Floor	Concurrence					
AB 916	O'Donnell	Career Technical Education: Student Organizations	X	X										Asm. Approps. Held	
AB 996	Medina	State Teachers' Retirement System	X	X										Asm. Approps. Held	
AB 1088	O'Donnell	School Facilities: Bond Act: Greene Act	X	X										Asm. Approps.	
AB 1112	Lopez	Adult Education: Consortia (Concern)	X											Asm. Higher Ed. Failed	
AB 1165	Ridley-Thomas	Vocational Nursing: Secondary, Post-Secondary Education	X											Asm. B. & P.	
AB 1181	Calderon I	Adult Education Programs: Federal Pell Grant Program	X											Asm. Ed.	
AB 1212	Grove	Postsecondary Education: Freedom of Association	X											Asm. Higher Ed. Failed	
AB 1224	Baker	Postsecondary Education: Cal Grant Awards	X											Asm. Higher Ed.	
AB 1349	Weber	Public Postsecondary Education California First Act	X	X										Asm. Approps. Held	
AB 1365	Baker	Sexual Assault Awareness and Prevention Program	X											Asm. Higher Ed.	
AB 1372	Holden	School Facilities: Funding K-12												Introduced	
AB 1433	Gray	Higher Education Facilities Bond (Support)	X	X										Asm. Approps. Held	
AB 1466	Burke	Student Safety: Sexual Assault												Introduced	
AB 1474	Chavez	Community Colleges: Technical Education Bond Act	X											Asm. Higher Ed.	
AB 1481	Mullin	Workforce Development												Introduced	
AB 1503	Perea	Telecommunications Universal Service Programs	X	X										Asm. Approps. Held	
SB 8	Hertzberg	Taxation	X											Sen. Gov. and F.	
SB 66	Leyva	Career Technical Education Pathways Program (Support)	X											Sen. Ed.	
SB 362	Vidak	Postsecondary Education: Reporting Requirements	X											Sen. Ed.	
SB 373	Pan	California Community Colleges: Overload Assignments	X	X										Sen. Approps. Held	
SB 381	Huff	School Employees: Reeducation in Workforce	X											Sen. Ed. Held	
SB 403	Liu	California Community Schools Act	X	X										Sen. Approps. Held	
SB 430	Cannella	Career Technical Education Pathways Program												Introduced	
SB 480	Pan	Taxation: Qualified Heavy Equipment	X	X										Sen. Approps. Held	
SB 521	Liu	CalFresh Employment and Training Program	X	X										Sen. Approps. Held	
SB 634	Block	Postsecondary Education: Interstate Reciprocity (Support)	X											Sen. Ed.	

**California Community College Chancellor's Office Legislative Tracking Matrix  
2015 Legislative Session: 9/18/2015**

BILL	AUTHOR	SUBJECT	First House			Second House			STATUS	
			Policy Cmte	Fiscal Cmte	Floor	Desk/Rules	Policy Cmte	Fiscal Cmte		Floor
SB 665	Block	Postsecondary Education: Rape and Sexual Assault	X	X					Sen. Approps. Held	
SB 668	Leyva	Sexual Assault Counselor-Victim Privilege	X						Sen. Pub.S.	
SB 691	Morrell	Postsecondary Education: Student Code of Conduct	X						Sen. Ed.	
SB 791	Hertzberg	Student Financial Aid: Golden State Scholarshare Trust	X	X					Sen. Approps. Held	
<b>BILLS TRACKED BY THE CHANCELLOR'S OFFICE - Budget</b>										
AB 93	Weber	Budget Act of 2015	X	O	X	X	X	O	X	Chaptered
AB 104	Weber	Budget Act of 2015 Education Omnibus (Incl. Adult Education)	X	O	X	X	X	O	X	Chaptered
AB 128	Weber	Education Finance (Technical Changes to Education Budget)	X	X	X	X	X	O	X	Senate Floor
SB 78	Leno	Budget Act of 2015 Education Local Control Formula	X	O	X	X	X	O	X	Chaptered
SB 81	Leno	Budget Act of 2015: Postsecondary Education Trailer Bill (Incl. VACA alignment)	X	O	X	X	X	O	X	Chaptered
SB 103	Leno	Education Finance (Technical Changes to Education Budget)	X	X	X	X	X	O	X	Enrollment
<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> Raul Arambula, Governmental Relations - rarambula@ccccc.edu; (916) 327-6227										
Copies of these bills and legislative committee analyses can be found at <a href="http://www.leginfo.ca.gov">www.leginfo.ca.gov</a>										





August 31, 2015

## OVERVIEW

The Legislature is nearing the end of its 2015 calendar with the Interim Study Recess beginning upon adjournment on September 11, 2015; the Legislature will then reconvene on January 4, 2016. The most recent deadline was for bills to pass out of the fiscal (Appropriations) committees by August 28, 2015. The final Appropriations Committee hearing for 2015 was held on August 27, one day before the deadline. A number of our bills of interest passed with amendments in the Appropriations Committees. The chairs of the committees made brief statements describing the amendments; however, specific language for the proposed amendments may not be available for a few days following the committee's actions. Bills making it out of the Appropriations Committees have just a few more steps before being sent to the Governor. After action taken on the house floor, a bill may be sent through the enrolling and engrossing process, the final, administrative step that the Legislature takes before sending a bill to the Governor. All bills must be passed by the Legislature by September 11, 2015, in order to be sent to the Governor during the regular session. The Governor will have until October 11, 2015, to sign or veto all bills in his possession. If the Governor does not act on a measure, it automatically becomes law.

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/>. The new website allows you to compare prior versions of the measure, review proposed changes in the law as amended, etc.

## BILLS OF INTEREST

### ACADEMIC PROGRAMS

- **AB 288 (Holden) Public Schools: College and Career Access Pathways (CCAP) Partnerships.** AB 288 (Holden) encourages a modest expansion of voluntary dual enrollment partnerships by reducing fiscal penalties and policy barriers that currently limit such collaborations. The bill authorizes a community college district and K-12 school district to enter into a formal CCAP partnership with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, helping high school students achieve college and career readiness, and improving high school graduation rates. AB 288 (Holden) passed in the Senate Appropriations Committee with amendments to prevent oversubscribed courses from being offered through the partnership.
  - Position: Sponsor/Support
  - Status: AB 288 (Holden) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
  
- **AB 542 (Wilk) Community Colleges: Early and Middle College High Schools.** AB 542 (Wilk) exempts Early College High School (ECHS) and Middle College High School (MCHS) students from the lowest priority enrollment consideration. The bill allows a community college to claim state apportionments for MCHS and ECHS students enrolled in physical education courses beyond the 5 percent statutory cap and exempts these students from the 10 percent cap regarding enrollment in community college summer courses.
  - Status: AB 542 (Wilk) passed in the Assembly and the Senate Education Committee but was "held" in the Senate Appropriations Committee.

- **AB 770 (Irwin) Community Colleges: Basic Skills and Innovation Strategies.** The Budget Act included language from earlier versions of AB 770 (Irwin) to create the Community Colleges Basic Skills Innovation Program. Following enactment of the State Budget, AB 770 (Irwin) was amended to add clarifications to this new program regarding application criteria, administration, and technical assistance.
  - Status: AB 770 (Irwin) passed in the Assembly and the Senate Education Committee but was “held” in the Senate Appropriations Committee.
- **SB 172 (Liu) Pupil Testing: High School Exit Examination: Suspension.** SB 172 (Liu) suspends the requirement to pass the California High School Exit Exam (CAHSEE) as a condition of receiving a high school diploma through the 2017-18 school year. This action was necessary because the CAHSEE exam is not aligned with the new Common Core State Standards. The CAHSEE contract was suspended as of July 1, 2015, which left approximately 5,000 high school “graduates” for the 2015 school year with no opportunity to take the test. This outcome resulted in questions about the impact of SB 172 (Liu) on admission to community colleges, access to the BOG Fee Waiver, and access to the Cal Grant and Pell programs.

The Chancellor’s Office recently distributed guidance to community college personnel regarding these issues. A related bill, SB 725 by Senator Hancock, offers a solution for the 5,000 students who graduated in 2015 and are affected by the suspension of CAHSEE exam. SB 725 (Hancock) removes the requirement that students pass the CAHSEE exam if they have met all other high school graduation requirements. SB 725 (Hancock) contains an urgency clause which allows the bill’s provisions to take effect immediately with the governor’s signature. SB 172 (Liu) passed in the Senate Appropriations Committee with amendments to authorize local education authorities to award degrees without the exam requirement, and to add a sunset date.

- Status: SB 172 (Liu) passed in the Senate and Assembly Committees and is headed to the Assembly Floor.
- **SB 725 (Hancock) Pupil Testing: High School Exit Examination: Exemption.** SB 725 (Hancock) applies to the 2015 high school graduating class and removes the requirement that seniors pass the California High School Exit Examination as a condition of graduation from high school if they have met all other requirements for high school graduation. The bill contains an urgency clause allowing the provisions of this bill to take effect immediately.
  - Status: SB 725 (Hancock) was signed into law by the Governor.
- **SB 786 (Allen) Adult Education: Regional Consortia.** SB 786 (Allen) provides that specified joint powers authorities which provide adult career technical education be eligible for Maintenance of Effort funding through adult education.
  - Status: SB 786 (Allen) was “held” in the Assembly Appropriations Committee.

#### **CAMPUS CLIMATE/CAMPUS SAFETY**

- **AB 340 (Weber) Postsecondary Education: Campus Climate Report.** AB 340 (Weber) declares the intent of the Legislature to enact legislation requiring governing bodies of the higher education systems to submit a report once every two years to the legislature on campus climate. The Chancellor’s Office report is contingent on information received from colleges.
  - Position: Support
  - Status: AB 340 (Weber) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 636 (Medina) Student Safety.** AB 636 authorizes postsecondary education institutions to disclose the identity of a student or employee who is accused of a violent crime, sexual assault, or hate crime to local law enforcement if the institution determines that the alleged assailant represents a serious and ongoing threat to the safety of persons or the institution and if the

immediate assistance of police is necessary to contact or detain the assailant. AB 1433 (Gatto), signed into law last year, requires colleges to report serious crimes to local law enforcement if the crimes occur on campus or involve students or employees. While AB 1433 (Gatto) included language prohibiting the disclosure of the accused assailant's identity to local law enforcement if the victim declined to be identified, AB 636 (Medina) allows colleges to identify the accused (not the victim) if the college determines that the accused assailant poses a serious and ongoing threat to campus safety.

- Status: AB 636 (Medina) passed in the Assembly and the Senate Education and Public Safety Committees and is on the Senate Floor.
- **AB 767 (Santiago) Community Colleges: Emergency Preparedness Standards.** AB 767 (Santiago) requires the Chancellor's Office to update emergency preparedness standards by January 1, 2017 and every 5 years thereafter and to consider including an active shooter response plan.
  - Status: AB 767 (Santiago) was signed into law by the Governor.
- **AB 913 (Santiago) Student Safety.** AB 913 (Santiago) expands written agreements between each college and local law enforcement agency that clarify operational responsibilities for investigations to include sexual assault and hate crimes. It also requires that these agreements be reviewed by July 1, 2016 and every five years thereafter. SB 913 (Santiago) passed in the Senate Appropriations Committee with amendments to allow colleges to add information when agreements are updated.
  - Status: AB 913 (Santiago) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 967 (Williams) Sexual Assault Case Procedures.** AB 967 (Williams) requires the governing board of each community college district to adopt and carry out a uniform process for disciplinary proceedings relating to any claims of sexual assault. This uniform process would be required to include a two-year minimum suspension for specified violations. Recent amendments added an implementation date of April 1, 2017 and a sunset date of December 31, 2021. The bill would additionally require the governing board of each community college district to report data relating to cases of alleged sexual assault, including:
  - The number of sexual assault, domestic violence, dating violence, and stalking complaints received by the institution.
  - The number of complaints investigated by the institution and the number that were not investigated.
  - The number of investigations in which the respondents were found responsible at the disciplinary proceedings of the institution and the number of investigations in which the respondents were not found responsible.
  - The number of disciplinary sanctions imposed on respondents who were found responsible disaggregated by following categories: expulsion, suspension of at least two years, suspension of fewer than two years, probation.
  - Position: Neutral
  - Status: AB 967 (Williams) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 968 (Williams) Transcripts: Expulsion Note.** AB 968 (Williams) requires the governing board of each community college district to indicate on a student's transcript when the student is ineligible to reenroll due to suspension or expulsion for the period of time the student is ineligible to reenroll.
  - Status: AB 968 (Williams) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.

- **AB 969 (Williams) Community College: Removal, Suspension, Expulsion.** AB 969 (Williams) authorizes a district to deny or permit conditional access to a student found responsible for sexual assault, domestic violence, dating violence, or stalking. The bill would also allow a district to require a student seeking admission to disclose any past expulsions for sexual assault, domestic violence, dating violence or stalking; failure to do so may be considered by the community college district in determining whether to grant admission.
  - Position: Support
  - Status: AB 969 (Williams) passed in the Assembly and the Senate and is back in the Assembly for a vote of concurrence with amendments taken in the Senate.
  
- **SB 186 (Jackson) Community College Districts: Removal, Suspension, or Expulsion.** SB 186 (Jackson) clarifies that state law does not prohibit districts from taking disciplinary action against students for off campus behavior if the district is doing so to comply with federal law, such as the Clery Act, Title IX, Violence Against Women Act, etc. SB 186 (Jackson) also adds sexual assault to the list of “good cause” reason to remove, suspend, or expel a student and defines sexual assault for those purposes. The definitions used in this bill are those provided by the White House’s Task Force on Campus Sexual Assault.
  - Position: Support
  - Status: SB 186 (Jackson) passed in the Senate and the Assembly and is in the enrollment process to be sent to the Governor.

## FACULTY

- **AB 626 (Low) Community College: Employees.** AB 626 (Low) requires the California Community Colleges Chancellor’s Office to convene a group of stakeholders on or before July 1, 2016, and every four years thereafter, to develop recommendations on funding strategies to enable the community colleges to achieve the 75 percent standard and increase district participation in the support of part-time faculty. The bill requires the Chancellor’s Office to report these recommendations to the Legislature.
  - Status: AB 626 (Low) passed the Assembly and was sent to the Senate Education Committee but was not heard in time to meet legislative deadlines.
  
- **AB 1010 (Medina) Community Colleges: Part-Time, Temporary Employees.** AB 1010 (Medina) specifies minimum standards for the treatment of part-time, temporary faculty to be met by community college collective bargaining agreements. The bill urges community college districts without a collective bargaining agreement in effect as of January 1, 2016 to negotiate with the exclusive representatives for part-time, temporary faculty regarding the terms and conditions required by the bill.
  - Status: AB 1010 (Medina) passed in the Assembly and the Senate Education Committee but was “held” in the Senate Appropriations Committee.

## FINANCE AND FUNDING

- **SB 605 (Gaines) Community Colleges: Nonresident Tuition Exemption for Nevada Students.** SB 605 (Gaines) exempts up to 200 students in any academic year from paying non-resident tuition fees if they attend the Lake Tahoe Community College (LTCC) and reside in certain communities in Nevada and permits the LTCC to count these persons as resident full-time equivalent students (FTES) for purposes of determining apportionment funding. This bill makes these provisions contingent upon the Board of Governors of the California Community Colleges entering into an interstate attendance agreement with the Nevada System of Higher Education providing reciprocal rights to California residents attending Western Nevada College.
  - Status: SB 605 (Gaines) passed in the Senate and the Assembly Committees and is on the Assembly Floor.

## GOVERNANCE

- **AB 404 (Chiu) Community Colleges: Accreditation.** AB 404 (Chiu) requires the California Community College Chancellor's Office to survey all 113 community colleges, regarding the evaluation of the current regional community college accrediting agency. The survey will be used by the Chancellor's Office to develop a report that reflects a systemwide evaluation of the regional accrediting agency based on the criteria used to determine an accreditor's status. The report will be sent to the U.S. Department of Education and the National Advisory Committee on Institutional Quality and Integrity.
  - Status: AB 404 (Chiu) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
  
- **AB 986 (Gipson) Community Colleges: Compton Community College District.** AB 986 (Gipson) requires the Chancellor to report to the Legislature concerning the priorities identified in each Fiscal Crisis and Management Assistance Team report and to provide a response on how the Chancellor intends to resolve the issues identified in the report in a timely manner.
  - Status: AB 986 (Gipson) passed in the Assembly and was sent to the Senate but was not heard in a policy committee in time to meet legislative deadlines.
  
- **AB 1385 (Ting) Community College: Accreditation.** AB 1385 (Ting) prohibits the accrediting agency from imposing a special assessment on community colleges to pay for the accrediting agency's legal fees for any lawsuit unless there has been an affirmative vote of the majority of the chief executive officers, or their designees, of all of the community colleges. The bill would excuse compliance with this prohibition if the Chancellor of the California Community Colleges determines that the accrediting agency's compliance would violate federal law.
  - Status: AB 1385 (Ting) passed in the Assembly and the Senate Education Committee and is on the Senate Floor.
  
- **AB 1397 (Ting) Community College: Accreditation.** AB 1397 (Ting) enacts the California Community Colleges Fair Accreditation Act of 2015. It requires that at least 50 percent of each visiting accreditation team from the accrediting agency for the California Community Colleges be composed of academic personnel as defined in the bill. The bill prohibits persons with a conflict of interest from serving on a visiting accreditation team. The bill requires the accrediting agency to conduct the meetings of its decision-making body to ensure the ability of members of the public to attend those meetings. AB 1397 (Ting) also requires the accrediting agency to preserve all documents generated during an accreditation-related review. AB 1397 (Ting) requires the agency's accreditation-related decisions to be based on written, published standards in accordance with state and federal statutes and regulations.
  - Status: AB 1397 (Ting) passed the Assembly and the Senate Committees and is on the Senate Floor.
  
- **SB 42 (Liu) Commission on Higher Education Performance.** Although Governor Brown deleted funding for the California Postsecondary Education Commission (CPEC) years ago, statutes referring to CPEC remain. SB 42 (Liu) revises these statutes and creates the California Office of Higher Education Performance and Accountability. The executive director of the proposed office would be appointed by the Governor and subject to confirmation by the Senate. A six-member advisory board would be established with three members each appointed by the Assembly Speaker and Senate Rules Committee. SB 42 (Liu) excludes representatives from postsecondary institutions from serving on the advisory board. SB 42 (Liu) passed out of the Assembly Appropriations Committee with amendments that stipulate the advisory board members will not be paid; that the Assembly Higher Education Chair and Senate Education Committee Chair be appointed to the advisory board; that require an annual report to the governor on higher education; that require an annual performance review of the executive director; and that require the office to review cross segmental initiatives for future study.

- Position: Concern
  - Status: SB 42 (Liu) passed in the Senate and Assembly Committees and is headed to the Assembly Floor.
- **SCA 1 (Lara) University of California: Legislative Control.** SCA 1 proposes an amendment to the State Constitution to repeal the constitutional provisions relating to the University of California and the regents. This measure subjects the university and the regents to legislative control as may be provided by statute. SCA 1 prohibits the Legislature from enacting any law that restrains academic freedom or imposes educational or curricular requirements on students. A Senate Constitutional Amendment, or SCA, is a measure that places an initiative on the statewide ballot to change the California Constitution and it is not subject to the same legislative deadlines as Assembly or Senate Bills.
    - Status: SCA 1 has been referred to both the Senate Education and Elections and Constitutional Amendments Committees.

#### MISCELLANEOUS

- **AB 176 (Bonta) Data Collection.** AB 176 (Bonta) requires the segments of higher education to post specified data on Asian and Pacific Islander (API) subgroups by July 2016 and to expand the number of subgroups after the 2020 Census. The bill also imposes specified data collection requirements on the Department of Managed Health Care. AB 176 (Bonta) passed out of the Senate Appropriations Committee with amendments to remove the Department of Healthcare Services.
  - Position: Support
  - Status: AB 176 (Bonta) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 653 (Levine): Intersegmental Coordination: Information Technology.** AB 653 (Levine) makes contracting practices among the segments of higher education more efficient by improving the ability of community college districts to share contracts with University of California (UC) and California State University (CSU). Specifically, AB 653 (Levine) adds clarifying language to statute which specifies that districts can share, or “piggyback,” onto contracts with UC and CSU for the purchase of goods and services. This will provide for more efficient contracting practices and potential cost savings to all three segments.
  - Position: Support
  - Status: AB 653 (Levine) passed in the Assembly and Senate Committees and is on the Senate Floor.
- **AB 798 (Bonilla): College Textbook Affordability Act.** AB 798 (Bonilla) seeks to lower textbook expenses for students by creating incentives for campuses to use Open Educational Resources (OER). AB 798 (Bonilla) provides that the California OER Council may utilize its funding as designated in SB 1052 of 2012 to provide grants in the amount of \$10,000 to community college and CSU campuses which, with their local academic senates, develop and submit plans to increase the use of OER. Campuses that receive grant awards would also be eligible for bonus grants of \$10,000 for up to 3 subsequent years if they reach specified benchmarks. The program would be administered by the California OER Council, composed of representatives of academic senates from all three segments. AB 798 (Bonilla) passed out of the Senate Appropriations Committee with amendments to eliminate ongoing cost pressure and make clarifying changes.
  - Position: Support
  - Status: AB 798 (Bonilla) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.

- **AB 963 (Bonilla) Teachers' Retirement Law.** AB 963 (Bonilla) revises the definition of creditable service for purposes of the Defined Benefit Program and the Cash Balance Benefit Program.
  - Status: AB 963 (Bonilla) passed the Assembly and the Senate Public Employment and Retirement Committee and is on the Senate Floor.

## STUDENT SERVICES

- **AB 801 (Bloom) Success for Homeless Youth in Higher Education Act.** AB 801 (Bloom) establishes priority enrollment for homeless students and makes them eligible for a Board of Governors fee waiver. A homeless student must be verified as being without a residence in the last six years. The bill also establishes a liaison for homeless students that can be a current employee, rather than requiring colleges to hire a new staff person. AB 801 (Bloom) passed in the Senate Appropriations Committee with amendments to remove ongoing cost pressure.
  - Status: AB 801 (Bloom) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 1016 (Santiago) Public Postsecondary Education: Student Transfer Achievement Reform Act.** AB 1016 (Santiago) would require the Chancellor's Office to report to the Legislature on the status of each community college's compliance with statutory requirements related to creating Associate Degrees for Transfer.
  - Position: Support  
Status: AB 1016 (Santiago) passed the Assembly and the Senate and has been enrolled to the Governor.
- **AB 1366 (Lopez) Public Postsecondary Education: Dream Resource Centers.** AB 1366 (Lopez) authorizes the governing boards of community college districts to designate a Dream Resource Liaison on each campus to assist AB 540 students with information about financial aid and academic opportunities. AB 1366 (Lopez) passed in the Senate Appropriations Committee with amendments to remove the mandate.
  - Status: AB 1366 (Lopez) passed the Assembly and the Senate Education Committees and is headed to the Senate Floor.

## TUITION, FEES, FINANCIAL AID

- **AB 25 (Gipson) Financial Aid: Cal Grant Program: Renewal.** AB 25 (Gipson) requires the Student Aid Commission to establish an appeal process for an otherwise qualified institution that fails to satisfy the 3-year cohort default rate and graduation rate requirements under the Cal Grant program.
  - Status: AB 25 (Gipson) passed in the Assembly and in the Senate Committees and was sent to the Senate Floor.
- **AB 82 (Garcia) US Selective Service: Financial Aid Ineligibility.** Similar to last year's AB 2201 (Chávez), AB 82 (Garcia) establishes a program through the Department of Motor Vehicles to register males between 18 and 26 years old for Selective Service when they submit an application for an original or a renewal of a driver's license. AB 82 (Garcia) passed out of the Senate Appropriations Committee with amendments to allow the registrant to "opt-in."
  - Position: Support
  - Status: AB 82 (Garcia) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 449 (Irwin) Income Taxation: Savings Plans: Qualified ABLE Program.** AB 449 (Irwin) modifies state tax law to conform to the federal Achieving a Better Life Experience (ABLE) Act of 2014. ABLE programs help students with disabilities and their families save money to pay for college costs. In contrast to the existing state program for college savings accounts, called



"Scholarshare" or "529 accounts," California's ABLE program would significantly expand the definition of a qualified education expense for students with disabilities, thereby, ensuring that ABLE account earnings and withdrawals for qualified expenses are not included in a student's income for state tax purposes. This bill would benefit disabled students attending community colleges and improve degree, certificate, and transfer completion by reducing education costs.

- Status: AB 449 (Irwin) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 573 (Medina) Student Financial Aid: Corinthian Colleges, Inc. (CCI) Closures.** AB 573 (Medina) provides financial and other educational assistance to students affected by the April 27, 2015 closure of CCI campuses in California, including Heald, Everest, and WyoTech campuses. The bill authorizes a CCI student with demonstrated need as determined by a community college to receive a Board of Governors Fee Waiver through July 1, 2018. This benefit applies to CCI students who were unable to complete their education program due to school closures or who withdrew within 120 days prior to CCI campus closures. AB 573 (Medina) provides an additional \$100,000 to the Chancellor's Office to support a statewide media campaign to inform CCI students of educational opportunities at community colleges. Heald College students would have two years of eligibility restored for the Cal Grant program and the California National Guard Education Award Assistance program. AB 573 (Medina) adds new requirements regarding BPPE grant disbursements to legal aid organizations that serve CCI students, and specifies the type of legal aid assistance to be provided. Recent amendments replace the proposed closed school task force with a dedicated single point of contact within the Attorney General's Office for students harmed by for-profit school closures and remove CCI distance education programs from the bill.
  - Position: Support
  - Status: AB 573 (Medina) passed the Assembly and Senate Committees and is headed to the Senate Floor.
- **AB 721 (Medina) Student Financial Aid: Private Student Loans.** AB 721 (Medina) requires community colleges to comply with federal student loan disclosure requirements, including notifying students if a college does not participate in the federal loan program, advising students that they may be eligible for federal loans at other community colleges, and providing students with information regarding the California Student Aid Commission's website and the Federal Student Aid web link on the United States Department of Education's website.
  - Position: Neutral
  - Status: AB 721 (Medina) passed the Assembly and Senate and has been enrolled to the Governor.
- **AB 1091 (E. Garcia) Student Financial Aid: Cal Grant Program.** AB 1091 (E. Garcia) authorizes the California Student Aid Commission (CSAC) to require public schools and school districts to electronically submit verification of high school graduation. AB 1091 (E. Garcia) would also require CSAC to develop a standardized form for electronic submission of GPA information. AB 1091 (E. Garcia) builds upon previous legislation, AB 2160 (Ting, 2014), that required all public schools and districts to electronically submit student GPA information to CSAC. If AB 1091 (E. Garcia) becomes law, the electronic verification of high school graduation would be added to the same standardized form used for GPA information. Recent research confirms that these practices are highly effective and would allow many more students to complete their financial aid applications in a timely manner.
  - Position: Support
  - Status: AB 1091 (E. Garcia) passed the Assembly and the Senate Committees and is headed to the Senate Floor.
- **SB 150 (Nguyen) Personal Income Tax: Exclusion: Student Loan Debt.** SB 150 (Nguyen) would amend the state personal income tax code to exclude from gross income in the amount of



student loans that are forgiven for eligible students who were enrolled at Corinthian schools on or after January 1, 2015. Because SB 150 (Nguyen) is a “tax levy” it does not have the same deadlines as other measures.

- Position: Support
  - Status: SB 150 (Nguyen) passed in the Senate Governance and Finance Committee and the Senate Appropriations Committee and is headed to the Senate Floor.
- **SB 324 (Pavley) Income Taxation: Savings Plans: ABLE Program.** SB 324 (Pavley) modifies state tax law to conform to federal tax law regarding the California Achieving a Better Life Experience (ABLE) Act of 2014. SB 324 (Pavley) would ensure that ABLE account earnings and withdrawals for qualified expenses are not included in a student’s income for state tax purposes. The bill also directs the State Treasurer to administer ABLE accounts on behalf of qualified Californians. ABLE account withdrawals would not be counted as income as long as funds are used to pay for qualified expenses and do not exceed the cost of qualified expenses. Consistent with the ABLE Act, SB 324 (Pavley) would impose a 10 percent tax on distributions that exceed qualified expenses. This bill would benefit disabled students attending community colleges and improve degree, certificate, and transfer completion by reducing education costs. In contrast to the existing state program for college savings accounts, called "ScholarShare" or “529 accounts,” the ABLE Act significantly expands the definition of a qualified education expense. For example, students would be able to claim the following new items as qualified expenses: the full cost of housing and food; transportation; employment training and support; computers, assistive technology and personal support services; health prevention and wellness; financial management and administrative services; legal fees; oversight and monitoring; and funeral and burial services.
    - Position: Support
    - Status: SB 324 (Pavley) passed in the Senate and Assembly Committees and is headed to the Senate Floor.

## VETERANS

- **AB 1361 (Burke) Student Financial Aid Cal Grant Program: Veterans.** AB 1361 (Burke) eliminates the age limit of 28 years old for veterans applying for the California Community College Transfer Cal Grant Entitlement Program. It is sponsored by the California Student Aid Commission.
  - Position: Support
  - Status: AB 1361 (Burke) passed in the Assembly and the Senate Committees and is headed to the Senate Floor.
- **AB 1401 (Baker) Veterans Student Financial Aid.** AB 1401 (Baker) reinstates expired provisions of state law that requires financial aid information, including the Board of Governors (BOG) fee waiver and the Free Application for Federal Student Aid (FAFSA) to be made available to each member of the California National Guard, the State Military Reserve, and the Naval Militia who do not have a baccalaureate degree.
  - Position: Support
  - Status: AB 1401 (Baker) passed in the Assembly and the Senate and has been enrolled to the Governor.
- **SB 81 (Committee on Budget and Fiscal Review) Postsecondary Education: Budget Trailer Bill.** During this legislative session, two bills by Assembly Member Chávez, **AB 13** and **AB 27**, were introduced to align state law with the federal law known as the Veterans Access, Choice, and Accountability Act of 2014 (VACA). VACA requires the state's public postsecondary educational institutions to exempt qualifying nonresident veterans and covered individuals from paying nonresident tuition and fees. Because the University of California (UC) has autonomy through the state Constitution and authority to set its fees, UC was able to address compliance

with VACA by amending their Educational Policy through the UC Board of Regents. The California Community Colleges (CCC) and the California State University (CSU) do not have the same authority to set fees. Therefore, while the CCC Board of Governors supported prior legislation to provide instate tuition to veterans and continued that precedent by supporting AB 13 and AB 27, without a change in state law VACA would have prevented the US Veterans Administration from providing GI Bill education benefits to veterans attending CCC and CSU.

While AB 13 and AB 27 were going through the legislative process, SB 81 was introduced as a budget trailer bill. SB 81 included an addition to Education Code to address the issue of aligning state law with VACA to authorize and require districts to charge instate tuition to individuals covered by VACA. SB 81 also allows the colleges to count students affected by VACA as California residents for the purposes of state funding. SB 81 was signed by the Governor as part of the budget bill package on June 24, 2015 and was effective immediately upon signature. However, as stated in VACA, SB 81 applies for terms beginning on or after July 1, 2015. Assembly Member Chavez will now use AB 13 and AB 27 for other purposes.

- Position: Support
- Status: SB 81 was signed into law by the Governor.

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September 1, 2015

## OVERVIEW

At the federal level, the congressional committee hearing process for policy legislation and the federal budget moves at a much slower pace than at the state level. As a result, the status of bills may not change for months. In addition, disagreements and posturing during the federal budget process can sometimes result in continuing resolutions that maintain the prior fiscal year's funding levels and requirements, setting aside major changes proposed earlier in the year. The status of some of the federal legislation we are monitoring has not changed since the July 2015 Federal Legislative Update, and the federal budget battle for 2015-16 is just starting.

### Funding Bills

Before Congress began its annual recess during the month of August, the Appropriations Committees of the U.S. Senate and the House of Representatives approved and passed their respective Labor, Health and Human Services, and Education (LHHS-ED) funding bills for Fiscal Year (FY) 2016. Both measures included significant cuts to higher education programs, including cuts to the Pell Grant program. For example, while the maximum Pell Grant award will increase for the 2016-2017 school year, the Senate bill rescinds over \$300 million to support Pell Grants next year. The Association of Community College Trustees (ACCT) notes that this will lead to a shortfall for the program in FY 2017.

### Corinthian Colleges Closure

While California has taken legislative steps to assist the students who were affected by the Corinthian Colleges closure, students should also be aware of the ongoing actions by the U.S. Department of Education. For students whose schools were closed, the Department has extended debt relief eligibility to students who withdrew from a Corinthian College after June 20, 2014. Former Corinthian College students seeking forgiveness of their federal debt will also have the option of placing their federal loans into forbearance. The Department's Federal Student Aid office is providing impacted student borrowers information on their website: <https://studentaid.ed.gov/sa/about/announcements/corinthian>

## COMMUNITY COLLEGES BILLS OF INTEREST

### Reauthorization of the Higher Education Act

The deadline to reauthorize the Higher Education Act of 1965 (HEA) must be extended by September 30, 2015. In July and August, the Senate Committee on Health, Education, Labor, and Pensions (HELP) continued its series of hearings regarding the reauthorization of the HEA. The HELP Committee hearings included: "Exploring Barriers and Opportunities within Innovation" on July 22, 2015, "Combating Campus Sexual Assault," on July 29, 2015, and "Opportunities to Improve Student Success" on August 5, 2015. According to the American Association of Community Colleges (AACC), the Senate may pass a bipartisan bill by the fall, but the same activity is not likely to occur in the House.

### Campus Climate and Safety

#### **HR 2680 HALT Campus Sexual Violence Act**

The Hold Accountable and Lend Transparency on Campus Sexual Violence Act or the HALT Campus Sexual Violence Act amends the Department of Education Organization Act to require the Department of Education to make publicly available on its website:

- a list of the institutions of higher education (IHEs) under investigation, sanctions or investigation findings, and a copy of program reviews and resolution agreements
- the letter terminating the Department's monitoring of such agreements

The bill also amends the Clery Act to direct the Department to develop a biennial sexual violence climate survey and include statistics from the survey in the annual campus security report provided to current and prospective students and employees. It would allow an individual to allege a violation of the Clery Act in a judicial proceeding and increase the maximum penalty for substantially misrepresenting the number, location, or nature of the crimes required to be reported under the Clery Act. Lastly, the bill would make changes to the annual statement IHEs prepare regarding their policies on domestic violence, dating violence, sexual assault and stalking, and would direct the Departments of Education and Justice to create a joint interagency Campus Sexual Violence Task Force.

### **S. 590 Campus Accountability and Safety Act**

This bill by Senator Claire McCaskill (D-Missouri) and co-sponsored by a bi-partisan group of 12 Senators will establish new campus resources and support services for student survivors, ensure minimum training standards for on-campus personnel, create new transparency requirements, require a uniform discipline process and coordination with law enforcement, and establish enforceable Title IX penalties and stiffer penalties for Clery Act violations. This bill was referred to the Senate Committee on Health, Education, Labor and Pensions.

### **S. 706 Survivor Outreach and Support Campus Act**

Senator Barbara Boxer (D-CA) introduced the Survivor Outreach and Support on Campus Act (S.O.S. Campus Act). The legislation would require every institution of higher education that receives federal funding to designate an independent advocate for campus sexual assault prevention and response. This advocate would be responsible for ensuring that survivors of sexual assault – regardless of whether they decide to report the crime – have access to: emergency and follow-up medical care, guidance on reporting assaults to law enforcement, medical forensic or evidentiary exams, crisis intervention, and ongoing counseling and assistance throughout the process. Congresswoman Susan Davis (D-San Diego) introduced H.R.1490, a version of this bill in the House.

### Tuition, Fees, Financial Aid

#### **S. 1716 and H.R. 2962: America's College Promise Act of 2015**

Senator Tammy Baldwin (D-WI) and Congressman Bobby Scott (D-VA) introduced legislation, S. 1716 and H.R. 2962, modeled after President Obama's America's College Promise proposal. These bills would make two years of community college free through a federal-state partnership. Federal grants would be awarded to states that agree to waive community college resident tuition and fees for all eligible students. The federal investment in the program would be \$79.7 billion over the next 10 years; however, no source of revenue has been identified to cover the cost. States would be required to commit to Maintenance of Effort equal to or exceeding their average spending per full-time equivalent student at institutions of public higher education for the three preceding years and contribute 25 percent of the average community college resident tuition and fees per student in all states in the 2016-2017 award year.

#### **S. 60: Eligibility for Postsecondary Education Benefits**

S. 60 by Senator David Vitter (R-Louisiana). This bill would prohibit states from offering in-state tuition to undocumented immigrants unless they offer in-state tuition to all Americans. The author contends that 15 states have exploited a loophole in federal immigration policy to extend in-state tuition to undocumented immigrants. States are currently prohibited from granting postsecondary education benefits to undocumented immigrants on the basis of residency. However, using different criteria, such as graduation from an in-state high school (similar to California's AB 540), states have been granting in-state tuition regardless of

immigration status. If enacted, this bill would force states to either grant in-state tuition to Americans from every U.S. state or deny in-state tuition to undocumented immigrants that are currently considered residents.

#### **HR 1507 Investing in States to Achieve Tuition Equality for Dreamers Act of 2015 or the IN STATE Act of 2015**

The IN STATE Act of 2015, sponsored by Congressman Polis (D-CO), would amend title IV (Student Assistance) of the Higher Education Act of 1965 (HEA) to direct the Secretary of Education to allot grants to states to offer Dreamer students in-state tuition and expand their access to in-state financial aid. This bill is similar to its Senate version: S.796 IN-STATE for Dreamers Act of 2015.

#### **HR 1959 College Options for DREAMers Act**

This bill sponsored by Congressman Hinojosa (D-TX) would amend the HEA to provide Dreamer students with access to student financial aid. This bill is identical to the Senate measure S. 1059 College Options for DREAMers Act

#### **HR 1956 Pell Grant Protection Act**

This bill would amend the HEA to ensure funding for the Federal Pell Grant program by removing the program from the congressional discretionary appropriations process. This measure is identical to the Senate bill: S 1060 Pell Grant Protection Act.

#### **HR 1958 Year-Round Pell Grant Restoration Act**

Sponsored by Congressman Hinojosa, HR 1958 would amend the HEA allow eligible students to receive additional Federal Pell Grants for payment periods that are not otherwise covered by their Federal Pell Grant award for that academic year. This bill is identical to the Senate measure S1062 Year-Round Pell Grant Restoration Act.

#### **S. 1102 Protect Student Borrowers Act of 2015**

Sponsored by Senator Reed (D-RI) this bill would amend title IV of the HEA to require institutions participating in the Federal Direct Loan program to accept risk sharing requirements. The House version of this measure is HR 2364 Protect Student Borrowers Act of 2015.

#### **S. 1373 College for All Act**

Sponsored by Senator Sanders (I-VT), the College for All Act would amend the HEA to eliminate tuition and required fees at public institutions of higher education by creating a grant program funded by a federal-state partnership.

#### **Workforce Training**

#### **HR 1503 Community College Energy Training Act of 2015**

This bill would require the Secretary of Labor to carry out a joint sustainable energy workforce training and education program. It also appropriates \$100,000,000 for each of the fiscal years 2016 through 2020. Not less than one-half of these funds shall be awarded to community colleges with existing sustainability programs that lead to certificates, credentials, or degrees in one or more of the industries and practices.

#### **HR 2224: Youth Access to American Jobs Act of 2015**

This bill, sponsored by Congressman Rick Larsen (D-WA), would direct the Secretary of Education to award grants to 10 partnerships between a local educational agency (LEA), a community college, and a state apprentice program to carry out a program for students to:

- 1) take science, technology, engineering, and mathematics (STEM) courses and STEM-focused Career and Technical Education courses a during grades 11 and 12 at a secondary school that prepare them for community college;
- 2) enroll in a course of study related to the manufacturing field at the community college upon graduating from the secondary school; and

- 3) enroll, for a two-year period, in the state apprenticeship program or the joint-labor management training program upon receiving an associate's degree from the community college.

### Miscellaneous

#### **HR 182: Centralized Report of Veteran Enrollment**

H.R. 182 by Congressman Ken Calvert (CA-42) would streamline the Department of Veterans Affairs (VA) processes for community colleges that have multiple campuses. Currently, the VA requires community colleges to certify that their veteran students are enrolled for a specific number of classes before the VA will disperse student benefits. These rules must be updated to account for multi-college Community College Districts, such as Riverside Community College District (RCCD). Without such an update, veterans that take classes at a multi-college District see their benefits delayed while colleges and the VA complete and shuffle unnecessary paperwork. H.R. 182 would direct the Secretary of Veterans Affairs to permit the centralized reporting of veteran enrollment by certain groups, districts, and consortiums of educational institutions.

#### **HR 937: Dual Enrollment Grants**

Congressman Ruben Hinojosa (D-TX 15) introduced The Fast Track to College Act of 2015. The bill authorizes the Secretary of Education to award matching six-year grants to local educational agencies (LEAs) that partner with institutions of higher education (IHEs) to establish or support dual enrollment programs, such as early college high schools, that allow secondary school students to earn credit simultaneously toward a secondary school diploma and a postsecondary degree or certificate.

#### **S. 649 Higher Education Reform and Opportunity Act of 2015**

The Higher Education Reform and Opportunity (HERO) Act would allow all 50 states and the District of Columbia to develop their own systems of accrediting educational institutions, curricula, apprenticeships, job-training programs, and individual courses, all of which would be eligible to receive federal student loan money.



## Executive Committee Agenda Item

SUBJECT: CTE Curriculum Academy		Month: October	Year: 2015
		Item No: IV. B.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval the structure of the CTE Curriculum Academy.	Urgent: YES	
		Time Requested: 10 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Grant Goold	Consent/Routine	X
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	
		Discussion	

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

### BACKGROUND:

The Chancellor’s Office has funded the January CTE Curriculum Institute which is co-hosted with CCCAOE and ASCCC. Last year the first day of the event was dedicated to CCCAOE and the second day to the ASCCC. The feedback received was positive but many felt that two general sessions back to back was overwhelming. On September 18, 2015, the CCCAOE President (Joyce Johnson), Chancellor’s Office Technical Assistance Provider (Dianna Chiabotti), CTE LC chair (Grant Goold), and Julie Adams met to discuss the structure for the 2016 CTE Curriculum Academy. The group agreed that the information provided at last year’s event was well received but the format should be changed to one that is engaging and entertaining while still providing the necessary training.

Prior to the event, those attending will be required in fall to take the ASCCC Curriculum modules prior to the January event. The event will be structured on how to develop a program from thought to two-year review.

- Audience: CTE Liaison, Key Talent, curriculum committee [200]
- Day One:
  - Begin with CCCAOE Roadmap
  - Describe how a program gets generated (mock program development)
  - Breakouts (different parts of the process)
    - Division conversations
    - Curriculum committee
    - Regional consortium approval
    - Board of trustee approval
    - Working with an advisory group

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

- Each group would be formed based on like industries and charged with developing a new and emerging program
- Take away: tools of what it takes from concept from industry to 2-year process.
- Day two:
  - Continue from day one with program development.
  - Ask Napa if they would be willing to sponsor a wine and culinary event at the closing of the event – a student showcase
- Other topics to be covered during the event:
  - Launchboard with program review
  - Update on what's happening
  - Overview of ASCCC and CCCAOE (overlap/differences)
  - Breakouts
    - Like industry groups together
      - Pathways
      - Sharing sample programs
      - Regional Consortia process
      - Program of study: Developed, implemented





### Executive Committee Agenda Item

SUBJECT: Accreditation Task Force Report		Month: October	Year: 2015
		Item No: IV. C	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider endorsing the 2015 Chancellor's Office Task Force on Accreditation Report.	Urgent: Yes	
		Time Requested: 15 Minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:** At its September meeting, the Executive Committee engaged in an extensive discussion of the 2015 Chancellor's Office Accreditation Task Force Report. The general sense of all feedback was positive. While a resolution for endorsement by the delegates at plenary remains appropriate, the Chancellor's Office has urged all constituencies to take action on the report as soon as possible. The Executive Committee will therefore consider an endorsement of the report that would then be further ratified by the delegates at the Fall Plenary.

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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: Equity and Diversity Action Committee (EDAC)		Month: October	Year: 2015
		Item No: IV D.	
		Attachment: No	
DESIRED OUTCOME:	The Executive Committee will consider for approval an EDAC proposal for a series of focus groups informing diversity and inclusion training and research.	Urgent: YES	
		Time Requested: 30 min	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Cleavon Smith	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	x
		Discussion	x

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

### BACKGROUND:

The Equity and Diversity Action Committee proposes focus groups drawing from three categories of faculty in the California community colleges: faculty who have recently served on hiring committees, recently hired faculty, and candidates who have gone through the hiring process but failed to gain tenure-track employment. Below are the objectives and suggestions for generating questions/protocol and identifying sites to convene the groups.

1. Focus group objectives:
  - Baseline knowledge/experience of college/system diversity and inclusion climate and hiring practices to generate online modules for HR screening committee certification/training
  - Starting point for deeper research to inform ASCCC paper
2. Focus group questions and protocol
  - Formulated by social scientist faculty with direction from the Executive Committee
3. Focus group sites
  - Consistent with Executive Committee practice of representing a diversity of college location, size and demographics

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





## Executive Committee Agenda Item

SUBJECT: Instructional Design and Innovation (IDI)		Month: October	Year: 2015
		Item No. IV. E	
DESIRED OUTCOME: The Executive Committee will consider for approval potential presentations for IDI including both proposals from the field and suggestions from ASCCC committees.		Attachment: NO	
		Urgent: YES	
		Time Requested: 40 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan/Julie Adams	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	x
		Discussion	

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

### BACKGROUND:

At its last meeting, the Executive Committee approved a call for proposals which was sent out immediately after the September Executive Committee meeting. The first deadline for the calls was October 1<sup>st</sup>. A subgroup of the Executive Committee reviewed the initial proposals and will make a recommendation to the Executive Committee for consideration for approval. Additionally, ASCCC standing committee chairs will propose presentations for consideration. The planning for this event is extremely compressed so action will need to be taken at this meeting so that planning can progress.

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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: Accreditation Institute		Month: October	Year: 2015
		Item No. IV. F.	
		Attachment: NO	
DESIRED OUTCOME:	The Executive Committee will consider for approval a partnership with the RP Group for the Accreditation Institute in February 2016.	Urgent: YES	
		Time Requested: 15 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Randy Beach	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:** The Accreditation and Assessment Committee will host the annual Accreditation Institute February 19-February 20, 2016. The committee expressed an interest in working with the RP Group and possibly partnering with the organization to put on the institute. The committee would like the opinion of the Exec Committee on a proposed partnership.

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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

<b>SUBJECT:</b> Transfer, Articulation, and Student Services Committee Survey on Services for Disenfranchised Students		Month: October	Year: 2015
		Item No: IV. G	
<b>DESIRED OUTCOME:</b> The Executive Committee will consider for approval a survey to gather baseline data on the types of services available to disenfranchised students at California Community Colleges.		Attachment: NO	
		Urgent: YES	
		Time Requested: 15 minutes	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	May/Davison	Consent/Routine	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	First Reading	
		Action	X
		Information	

Please note: Staff will complete the grey areas.

**BACKGROUND:**

The Executive Committee will discuss the following survey proposed by last year’s Transfer, Articulation, and Student Services Committee to gather baseline data on the types of services available to disenfranchised students at California community colleges.

**Survey on Existing Services for Disenfranchised Students in the CCC**  
(September 9, 2015)

At the fall 2014 plenary session, the body passed Resolution 20.01: *Developing a System Plan for Serving Disenfranchised Students*:

Whereas, California’s community colleges serve a diverse population of students, some of whom have emotional and/or environmental circumstances which may interfere with their ability to achieve their academic goals, as well as disenfranchising them from engaging in normal societal privileges and activities;

Whereas, These disenfranchised students may be homeless, may be suffering from untreated medical and mental ailments, may not have steady income or transportation, and are often highly disinclined to allow themselves to be identified as being in need of support because the common characteristic among these students is that they exist in a constant state of insecurity;

Whereas, California’s community colleges are already overburdened with mandates to provide education plans for all students without sufficient resources, which are needed for these disenfranchised students in order to increase success, retention, and completion; and

Whereas, The California Community College System has established no future plans to provide the services that these disenfranchised students so badly need;

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<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 work with the Chancellor's Office and Board of Governors to develop a long-range plan that will increase services for disenfranchised students.

In support of this resolution, the ASCCC Transfer, Articulation, and Student Services Committee (TASSC) would like to gather baseline information to learn the types of services available to disenfranchised students that are currently offered at California community colleges. As such, this survey is distributed via a wide range of listservs, including senate presidents, counselors, administrators, and others. If you are not able to answer the questions below, please forward this survey to someone whom you believe is able to answer them. Respondents' colleges will not be published for public view.

1. What is your position at your college? (drop down menu)

- Senate President
- CIO
- CSSO
- Counseling Dean
- Student Services Dean
- Counselor
- Other, please describe [text box]

2. What is the name of your college? [text box]

**The questions below are specifically about services offered to the disenfranchised students defined in the second whereas; these questions do not pertain to students who are currently part of programs such as EOPS, CalWorks, etc.**

1. What, if any, types of on-campus housing for students, does your college subsidize?
2. What, if any, types of on-campus food distribution (for example, food pantries, vouchers, etc.) for students, does your college subsidize?
3. What, if any, type(s) of financial assistance programs (for example, short-term loans, monies for utilities, etc.) for students, does your college subsidize?
4. What, if any, types of on-campus childcare for students, does your college subsidize?
5. What, if any, types of services for homeless students, does your college subsidize?
6. What, if any, types of on-campus mental health services for students, does your college subsidize?
7. What, if any, types of partnerships, has your college developed with other organizations (Departments of Social Services, Rehab, etc.)?
8. How is information about these services disseminated to the college community?
9. Are there additional ways that you would define students who are disenfranchised other than the second whereas above?
10. Does your college have a formal or official method to identify disenfranchised students?



## Executive Committee Agenda Item

SUBJECT: Common Assessment Initiative (CAI) Policy Issues		Month: October	Year: 2015
		Item No: IV. H.	
		Attachment: YES (2)	
DESIRED OUTCOME:	The Executive Committee will consider for approval policy recommendations for CAI and provide guidance on how to proceed with ongoing policy discussions related to the common assessment.	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Craig Rutan	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

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

### BACKGROUND:

During the August 28, 2015 meeting of the Common Assessment Initiative (CAI) steering committee, discussions began on possible policies related to retesting and how long assessment results would be valid before reassessment is required. The proposals were brought forward with the idea that a common assessment for all colleges should have common policies that all colleges need to follow. Having common policies ensures that all students have the same access to retesting and that their assessment profile is valid for the same amount of time no matter where they are initially assessed. During the discussion, several steering committee members felt that these decisions should be made by districts and not at the state level. Possible equity issues were raised with full local control because some students might not have the resources to travel to a district where a more liberal retesting policy is in place.

Questions on retesting included whether students could be given access to some type of refresher instruction that triggers the ability to retake the assessment, if the student can just choose to retest whenever they wish, or if the assessment cannot be reattempted until a certain amount of time has passed. The proposal was that assessments would only be valid for a single year, but no one in the steering committee felt that was sufficient and that the minimum should be related to the significant lapse of time for prerequisites. These discussions will continue at the October 15, 2015 steering committee meeting and the Executive Committee needs to provide guidance in how to proceed during these discussions and whether resolutions may be needed at Fall Plenary.

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





# Common Assessment Initiative

## CAI Recommendation on Reassessments

Draft, August 12, 2015

### Overview

The Common Assessment Initiative (CAI) includes the following goals:

- Reduce the need for re-assessment of Community College Students by increasing the portability.
- Increase the effectiveness and accuracy of test placement for students placing at or below college level.
- Lower remediation rates for California Community College students and increase the initial placement level for students.
- Reduce the cost of assessment related activities at the district/college level.

To achieve these goals the CAI Steering Committee believes that a student is best served when they take advantage of pre-assessment learning opportunities when available. The Steering Committee believes it is in the student's best interest to enroll in the course(s) into which he/she has initially placed. However, should the student decide to reassess, the CAI Steering Committee recommends the following reassessment policy.

### Definitions

“Assessment” means the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

“Pre-Assessment” is an un-proctored, self-administered assessment used to provide students information on their strengths and areas in need of improvement related to collegiate success, which may include assessment preparation, practice tests, or other self-reported measures.



## Common Assessment Initiative

### Reassessments

After taking a California Community College Chancellor's Office authorized assessment instrument, students may re-assess one (1) time within a six (6) month period of the initial date of an assessment; however, students cannot reassess if they have earned a transcriptable grade (passing, or D, F, W, NP or I) in the subject/course sequence in which they are seeking a new placement.

Before reassessing, students are strongly encouraged to prepare and review for the assessment.

### Use of Assessment Information

Once the reassessment is complete, the student may enroll in the classes recommended from their first assessment or from the reassessment.



# Common Assessment Initiative

## CAI Recommendation on How Long Assessment Information is Valid

Draft, August 12, 2015

### Overview

The Common Assessment Initiative (CAI) includes the following goals:

- Reduce the need for re-assessment of Community College Students by increasing the portability.
- Increase the effectiveness and accuracy of test placement for students placing at or below college level.
- Lower remediation rates for California Community College students and increase the initial placement level for students.
- Reduce the cost of assessment related activities at the district/college level.

To achieve these goals the CAI Steering Committee believes that a student is best served when assessment information used for course placement reflects a student's current knowledge, skills, and abilities important for success.

### Definition

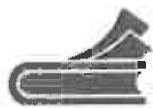
"Assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

### Expiration of Assessment Results

California Community College Chancellor's Office authorized assessment instrument results are valid for one (1) year from the date that an assessment method was administered.







## Executive Committee Agenda Item

SUBJECT: Associate Degree for Transfer (ADT) White Papers		Month: October	Year: 2015
		Item No. IV. I.	
DESIRED OUTCOME: The Executive Committee will review and consider for approval two of four white papers: History of C-ID and TMCs and Effective Practices for Local Implementation of TMCs.		Attachment: Yes	
		Urgent:	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	J. Bruno	Consent/Routine	
		First Reading	
STAFF REVIEW <sup>1</sup> :	Julle Adams	Action	X
		Information	

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

**BACKGROUND:** In fall 2013, the body adopted Resolution 9.01 calling for a paper establishing guidelines and effective practices for local development and implementation of Associate Degrees for Transfer. In response to the resolution, a task force was formed to write the paper for adoption by the body at the fall 2014 plenary session. The paper was drafted and went through a first reading by the Executive Committee. At the second reading in October, significant questions remained regarding legislative and policy issues that affected local implementation of TMCs. As a result of the outstanding issues, the authors requested additional time to resolve the issues with the Chancellor’s Office and predicted that the paper would be ready for adoption at the spring 2015 plenary session. The Executive Committee granted the request. To inform the body on the progress of the resolution, Bruno and Pilati wrote a Rostrum article (October 2014) and included a discussion on the paper in the fall 2014 breakout session on Transfer Model Curriculum and C-ID.

For the second reading of the paper at the March Executive meeting, Bruno and Pilati revised the paper, attempting to circumvent the unresolved issues that still remain regarding local implementation of ADTs and SB 440 mandates. In reviewing the paper, the Executive Committee was hesitant to publish an incomplete paper that would require revision once the outstanding issues were resolved. The Executive Committee decided that a series of white papers derived from the content of the draft paper would be the best way to provide the information to the field until all issues were resolved and a complete paper may be adopted by the body. The Executive Committee approved the following topics for a series of white papers on the implementation of TMCs:

1. The History of C-ID and TMCs
2. Effective Practices for Local Implementation of TMCs (TMC>COT>ADT)

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

3. Effective Practices for Messaging and Marketing ADTs
4. Establishing Effective Local ADT Policies and Practices (Reciprocity, External Exams, Credit by Exam)

The Executive Committee has before it for consideration two of the four white papers. The other two white papers will be presented to the Executive Committee at a subsequent meeting.

**Action:** The Executive Committee will adopt and approve for publication two white papers: The History of C-ID and TMCs and Effective Practices for Local Implementation of TMCs (TMC>COT>ADT)

## History of C-ID and TMCs September 21, 2015

### Introduction

Since 2004, the Academic Senate for California Community Colleges (ASCCC) has played a primary role in assisting the California Community Colleges (CCC) in responding to legislation intended to support student success by facilitating the portability of courses both between the CCCs and intersegmentally, as well as increasing degree completion, and improving transfer rates to the California State University (CSU) system. Three key pieces of legislation required clear and specific action from the CCCs by mandating the establishment of a common course numbering system (Senate Bill 1415, 2004), the development of a new type of associate degree for transfer (ADT) designed to facilitate student transfer to the CSU (Senate Bill 1440, 2010), and ADT development mandates (Senate Bill 440, 2013). Fortunately, most of the legislation allowed for faculty to take responsibility and propose a concerted, coordinated approach to implementation that would ensure that the CCC and CSU faculty remained in charge of the curriculum and yielded additional benefits for students not dictated by the legislation.

This paper will provide a brief history of the creation of the Course Identification Numbering System (C-ID; [www.c-id.net](http://www.c-id.net)) and its supporting role in the development of Transfer Module Curricula (TMCs). Readers who are not familiar with these efforts and the many acronyms used to facilitate communication may wish to print out Appendix A for reference.

### History of C-ID and TMC

The Course Identification Numbering System (C-ID) and Transfer Model Curricula (TMCs) are inextricably intertwined. C-ID was the California Community College (CCC) system's response to legislation (Senate Bill 1415, 2004) that mandated a common course numbering system. Since its inception in 2007, C-ID has provided a centralized system facilitating communication between and among faculty at the three segments of public higher education. TMCs, an intersegmentally developed framework of courses for the major component of an associate degree, came into existence in response to Senate Bill 1440 (Padilla, 2010). While SB 1440 did not require the establishment of TMCs, the faculty of the CCCs and CSU determined that students would be better served by establishing a system where the preparation for popular transfer majors was defined such that a student could complete a degree at any of the 113 CCCs and be prepared for that major at any of the 23 CSUs that offered it. Because a TMC consists of courses, a system was needed to define the courses that comprise the TMC and the corresponding Associate Degrees for Transfer (ADTs) that would be locally developed at the community colleges. Since (C-ID) uses alphanumeric designations to signal when a course is comparable to other courses with the same designations, it provides a means of identifying the courses in a TMC and establishes articulation among the CCCs. In this way, C-ID became integral in the construction of the TMCs and remains a

vital part of the process necessary to support student success, ensure instructional integrity and rigor, and meet the needs of both the CCCs and CSUs.

### **Precursors to the C-ID System**

California has long had an interest in creating clear pathways that would allow students to easily and successfully navigate transfer between segments to achieve their educational goals. The concept was articulated in the 1960 *Master Plan for Higher Education* and subsequently strengthened by various pieces of legislation.

One solution was to establish a common course numbering system as a way to facilitate transfer by identifying comparable courses. To that end, the California Articulation Number (CAN) System began as a pilot project in 1982, involving a dozen California community colleges, 5 baccalaureate-granting institutions, and transfer courses in 27 disciplines (California Postsecondary Education Commission, 1983). CAN went on to serve as a statewide mechanism for recognizing comparable courses by attaching a California Articulation Number to courses that were part of the system. Participation in CAN was voluntary. Brief CAN identifiers, consisting of a few sentences to describe the content of each course, were developed for common transferable courses, creating a system to numerically tag courses to signal their comparability. After establishing articulation with just four participating state universities, a community college course would receive a CAN number and, consequently, articulation with all participating institutions. With CAN, the necessity for each campus to negotiate articulation agreements with every other campus was eliminated.

CAN was the foundation for a statewide articulation numbering system but had several shortcomings, including vague course descriptions and a lack of significant faculty participation and review. Furthermore, CAN suffered from a lack of funding, which ultimately ended its operation in 2005, leaving colleges in need of a system more comprehensive than CAN that identified comparable courses, had significant faculty involvement, and was capable of allowing local colleges to maintain their autonomy with respect to courses and curriculum.

Expanding on the efforts of CAN, the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) convened intersegmental discipline faculty from across the state to discuss how best to prepare community college students to meet faculty expectations at the CSU and University of California (UC) in terms of major preparation. In doing so, faculty determined that it would be possible to develop a core curricular pattern in many majors that would allow students to better prepare for upper division coursework regardless of their transfer destination. Although funding for IMPAC ended in 2006, the work of this project helped provide a stepping-stone to improving transfer for California students by identifying potential transfer pathways that could prepare students for multiple institutions.

Subsequent to IMPAC and in response to a legislative mandate [Senate Bill 1785, 2004 (Scott)], the CSU system sought to improve the transfer pathway for community college students with the Lower Division Transfer Pattern (LDTP) project. LDTP expanded on

the work of IMPAC by developing transfer pathways that were accepted by all CSUs. As a part of the LDTP process, the CSU developed a detailed course descriptor for each course in LDTP that was required by all CSUs with that major. Community college courses received a Transfer CSU number (TCSU) when their course was deemed comparable to a descriptor (in contrast to the articulation-based numbering system used by CAN). Unfortunately, descriptor development was not an intersegmental effort and the “transfer pathways” sometimes consisted of only a single course. Ultimately, only a handful of LDTP descriptors were completed for each of the 30 disciplines before funding ended and left unaddressed hundreds of courses articulated and posted in ASSIST ([www.assist.org](http://www.assist.org) ASSIST is the official repository of articulation information for California’s public colleges and universities).

### **Course Identification Numbering System (C-ID)**

In 2007, the Course Identification Numbering System (C-ID) began as a pilot project to improve on the organizational structures provided by CAN and the intersegmental faculty engagement process initiated with IMPAC. The intent was to develop a system that could respond to the need for a common course numbering system supported by intersegmental collaboration, significant faculty participation, and the creation of descriptors with specificity and rigor that more closely resembled course outlines of record. Because the work of C-ID began while CSU was engaged in its LDTP efforts, C-ID initially avoided the courses that were part of the TCSU system. When LDTP ceased to function, TCSU descriptors were absorbed into C-ID.

Recognizing the impact that such a system would have on all four segments of higher education in California [CCCs, CSUs, University of California (UC), and the Independents], the C-ID pilot project began by garnering intersegmental support through the establishment of an advisory committee. This advisory committee consisted of intersegmental representatives who directed the development of a pilot numbering system that would add alphanumeric identifiers to courses in the same way that CAN had done and LDTP had started to do.

C-ID proponents recognized early in the process that any course identification system must be predominantly faculty-driven. Since faculty have the necessary expertise and responsibility for curricular design and revision, the C-ID process relied heavily upon Faculty Discipline Review Groups (FDRGs) that consisted of discipline faculty appointed by their respective academic senates. Most commonly, an FDRG consisted of 3 CCC and 3 CSU faculty, although faculty at the University of California and private institutions also participated for some disciplines. FDRG members identified the courses that would benefit from descriptor development, developed the descriptors based on broad input from discipline faculty statewide, and, typically, played a role in determining which courses receive a C-ID designation. In an effort to address one of the shortcomings of the CAN system, C-ID descriptors are comparable to a community college course outline of record and include course objectives, content, methods of evaluation, minimum units, prerequisites and sample texts. Similar to LDTP, a C-ID designation is received after a team of CCC and CSU faculty establishes that a CCC course outline of

record (COR) is comparable to a C-ID descriptor. C-ID's initial implementation efforts and on-going processes benefited from and build on the work of other faculty driven initiatives (e.g., CAN, IMPAC, LDTP, UC Streamlining, and Pathways projects). The FDRGs were tasked with the following:

- identifying those lower division courses already widely articulated in their field, particularly those pre-major or major courses in their discipline,
- determining which courses within the discipline need descriptors and a C-ID designation,
- assigning an alphanumeric designator to those prioritized courses based on the C-ID numbering protocol, and
- developing C-ID descriptors for those numbered courses including course content and topics to be addressed in each course and any applicable objectives and knowledge expected of students who complete the course.

Upon the FDRG's development of a draft descriptor, the descriptors were made available on the C-ID website for statewide intersegmental vetting. After completion of the vetting process, the FDRG reviewed the feedback to ensure that the descriptor reflects a general statewide discipline consensus. Since effective curriculum is not static, all descriptors undergo a full review approximately every five years.

As discipline experts with first-hand knowledge of the descriptors, FDRG members were uniquely qualified to serve as Course Outline of Record Evaluators (COREs) for reviewing community college course outlines of record submitted for a C-ID designation. As needed, additional faculty discipline experts from outside of the FDRG were brought on as COREs. Training was provided both on the technology related to the course review process as well as discipline-specific norming for Course Outline of Record (COR) review and evaluation.

As C-ID expanded in scope, the C-ID Advisory Committee created policies and established foundational processes to structure the work of the FDRG and the COREs, as well as enhance the development of a dynamic course numbering system. Further, a web-based infrastructure was developed to support the COR review process, including a database of approved descriptors and an online submission and review system. While participation in C-ID was not initially mandated and submission of courses to C-ID was not proposed to confer any obligations on the submitting college, the use of C-ID in the Transfer Model Curriculum and corresponding Associate Degrees for Transfer (ADTs), as well as the general interest in facilitating student movement among the CCCs, has resulted in mandates from the CCC Chancellor's Office. Today, when a college develops a TMC-aligned ADT, submission to C-ID of certain courses within the ADT are required and a C-ID designation on a course establishes intrasegmental articulation (Appendix B – Chancellor's Office Memos dated November 30 2012 and January 28 2015). In addition to a C-ID designation granting portability within the CCC system, numerous CSU departments are granting articulation upon receipt of a C-ID designation, thereby increasing the benefits of C-ID to student success. The CSUs that offer descriptor-based articulation, and the descriptors they

articulate, can be viewed at [www.c-id.net](http://www.c-id.net). The resulting articulation is posted in ASSIST.

### **Course Identification Numbering System (C-ID) and Senate Bill 1440**

Senate Bill 1440 (Padilla, 2010) was intended to ensure that students transferring from a CCC to the CSU system received a degree prior to transferring, had a clear and efficient transfer pathway, and were guaranteed admission to the CSU. Requirements of the legislation included the creation of a 60-unit ADT by the CCCs, and guarantee admission with junior standing to the CSU system. Moreover, the CSU system was prohibited from making students repeat similar courses, and the student could only be required to complete 60 more units for a total of 120 units for a baccalaureate degree. The legislation prohibited a community college from imposing "local graduation requirements" and the CSU from "requiring a transferring student to repeat courses that are similar to those taken at the community college that counted towards the units required for the associate degree for transfer". According to SB 1440, Section 1 (c) "Currently, the coursework necessary to transfer to a campus of the California State University or the University of California differs from the coursework needed to earn an associate degree. As a result, many transfer students leave the community college system having completed transfer requirements, but are unable to participate in community college graduation ceremonies, do not have a degree to show for their work, and are ineligible for some awards and scholarships because they did not fulfill current requirements for an associate degree".

Since the content of community college degrees is an academic matter, the Academic Senate for California Community Colleges (ASCCC) and the Academic Senate of the California State University (ASCSU) took the lead on coordinating a statewide response to SB 1440. Rather than the existing 112 community colleges developing 112 different degrees in each transfer major, a statewide response was initiated in the form of a TMC. With the C-ID structure established, a viable framework existed for the creation of the TMC. In order to establish ASCCC's support for the use of the C-ID framework for the development of SB1440 degrees, ASCCC Resolution 9.12 was passed at the 2010 Fall Plenary:

Whereas, It is the intent of SB 1440 (Padilla, 2010) to improve student transfer by decreasing the complexity of transfer and the unique requirements of the 23 California State University (CSU) campuses that are a primary source of confusion for students preparing to transfer; □□

Whereas, SB 1440 permits each of the 112 California community colleges to develop a variety of unique degrees which would not provide the opportunity to develop programs based on statewide coordination (i.e., the ability to transfer to any CSU where that major or a similar major exists) where possible; and



Whereas, SB 1440 does not prohibit the development of model curriculum in each transfer major;

Resolved, That the Academic Senate for California Community Colleges support the development of transfer model curriculum in majors and areas of emphasis through the Course Identification Numbering System (C-ID).

Since the effort required intersegmental cooperation, the ASCCC and ASCSU leadership agreed that the established infrastructure of C-ID would be the best implementation vehicle as the technology and faculty expertise were already in place. ASCSU position was established in resolution AS-311-13 in January of 2013:

AS-3111-13/APEP (Rev)  
January 17-18, 2013  
Second reading

### **Support for the Course Identification Numbering System (C-ID)**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) applaud the work of the C-ID system and continue to support it (<http://www.c-id.net/>) ; and be it further
2. **RESOLVED:** That the ASCSU commit to shared leadership with the Academic Senate for California Community Colleges (ASCCC) to ensure the continued success of the C-ID system; and be it further
3. **RESOLVED:** That sufficient continuing funding be provided to ensure viability of the C-ID system; and be it further
4. **RESOLVED:** That the ASCSU distribute this resolution to:
  - Chancellor Timothy White
  - California Community College Chancellor Brice Harris
  - EVC Ephraim Smith
  - ASCCC President Michelle Pilati

**RATIONALE:** C-ID offers a system-wide articulation alternative to campus-to-campus articulation between 23 CSU and 112 California Community College campuses. More specifically, it provides a means by which courses and curricula are approved for inclusion in the transfer AA degrees established under the guidelines contained in SB 1440. It has the potential to increase the ease of transfer, to ensure comparability of courses across colleges, and to provide a system-wide method for ensuring that curricula and courses continue to meet the needs of our students and to facilitate their success after transfer. Without a viable C-ID system, or a replacement, it would be impossible to implement these degrees on community college campuses.

As initial funding for the system diminishes and the project matures, it is important that sufficient funding be secured to continue the efforts to develop and maintain



articulation, to support the course review process, and to keep course descriptors and curricular patterns up-to-date. It would enhance the system's viability for the ASCSU to become an equal partner with ASCCC in the ongoing functioning of C-ID.

As a result of strong intersegmental coordination, early and effective policy discussions, and both systems' commitment to a statewide process, SB 1440 implementation began in 2011 with Discipline Input Group (DIG) meetings, open regional events at which all interested discipline faculty are invited to attend. Building on the process established by C-ID, faculty attendees of a DIG, usually with support from an articulation officer, began the discussion of a transfer model curriculum (TMC) and the corresponding descriptors. By calling together discipline faculty from both the CCCs and CSUs with a broad range of interests and viewpoints, these statewide meetings marked the first phase in the development of TMCs and the identification of the corresponding C-ID course descriptors necessary to define the required courses in the TMCs.

DIG meetings were usually the precursors to the work of the Faculty Discipline Review Group (FDRG), whose role included taking what was started at the DIG and bringing it to conclusion. Based on the input from the DIG meetings, the FDRGs developed draft TMCs and their associated C-ID descriptors. Each TMC defined the essential components of a degree in a major or area of emphasis delineating additional options that colleges may select as they designed an Associate Degree for Transfer (ADT) that meets the needs of their local student population. The goal was to establish common major preparation while also allowing for some local flexibility. In this way, students would know what was expected in each major, and CSU faculty could be confident that incoming transfer students who received priority admission - as required by the legislation - had a specific minimum level of preparation for the major. As a TMC described both the major components of an associate degree and the coursework required for transfer, the course requirements may have exceeded what is necessary for transfer.

To ensure success, intersegmental cooperation and oversight of the project was critical. Intersegmental faculty conversations began prior to the signing of the legislation and the Intersegmental Curriculum Workgroup (ICW) was established and convened even before the bill was signed to guide the curriculum elements of SB 1440. The core members of the ICW, as appropriate for curricular matters, were faculty. Providing support and additional input were CCC and CSU representatives from both the CCC and CSU academic senates and chancellors' offices. Additional representatives brought later to the ICW table came from administration, articulation, and transfer centers. Initially, the ICW identified the top 25 majors, building from the work initiated in California Articulation Number (CAN), Intersegmental Major Preparation Articulated Curriculum Project (IMPAC), and Lower Division Transfer Pattern (LDTP) project, as well as those majors identified with the highest number of transfers. The ICW was charged with overseeing policies and processes related to the TMCs as well as serving as the accepting body once a TMC was finalized.

Articulation officers (AOs) from both the CCC and CSU played a vital role in the C-ID process from its inception and served as the primary conduit between the C-ID system, TMC development, and local discipline faculty. As noted earlier, AOs attended and participated in DIG meetings to support the work of discipline faculty. AOs also participated in the descriptor and TMC vetting process and assisted C-ID with identifying faculty from their respective campuses to serve as members of the FDRGs or as COREs. At the local colleges, AOs assisted discipline faculty as they modified courses to be proposed for a C-ID designation. In 2013, a C-ID Articulation Officer Subgroup was created to support and assist the work of C-ID and ICW, when appropriate.

CSU articulation officers (CSU AOs) also acted as conduits, sharing C-ID descriptors with the discipline faculty on their own campuses to potentially articulate the descriptors and educating their faculty regarding C-ID and TMC efforts. CSU AOs also used the C-ID website to indicate courses that were deemed comparable to C-ID descriptors, forging the way to new articulation by seeking out community colleges that obtained C-ID designation for those courses. In other words, for any given C-ID descriptor the C-ID website indicated which CSUs grant course-to-course articulation based a course having obtain a C-ID designation.

## **Conclusion**

The collaboration between the faculty of the CCCs and the CSU, prompted by various legislative mandates, has profoundly altered higher education in California. C-ID, TMCs, and ADTs all, ultimately, serve to simplify the complicated connections that exist among California's 113 CCCs and between the CCCs and the 23 CSU campuses. In improving the portability of classes and defining new pathways to assist students in reaching their educational goals, C-ID and ADTs have made it easier for students to navigate the complexities of higher education. The creation of this framework has the potential to significantly improve the likelihood that students will complete their educational goals and achieve rewarding careers. It is clear that the benefits to students are numerous and will be further realized with the passage of time. Furthermore, there are many opportunities for these efforts to expand and increase their import. Most notably, there is hope for C-ID to expand its use within the CCC system and to see the UC increase its participation.

In the mean time, what is clear is that C-ID and TMCs have fundamentally changed the way faculty and the segments of higher education relate to one another and work together for the benefit of students. From the inception of C-ID, through the development of the TMCs, and the creation of ADTs, discipline faculty, both intrasegmentally and intersegmentally, have collaborated to define not only strong pathways between segments but also discipline standards for courses and degrees to prepare students to achieve their educational and career goals. This model of collaboration will serve higher education well as the foundation for future projects among the CCCs, CSUs and UCs to ensure the success of all students in California.

## Appendix A Acronym Glossary

ADT Associate Degree for Transfer  
AO Articulation Officer  
ASCCC Academic Senate for California Community Colleges  
ASCSU Academic Senate for California State University  
ASSIST Articulation System Stimulating Intersegmental Transfer  
CAN California Articulation Number  
CCC California Community Colleges  
C-ID Course Identification System  
CORE Course Outline of Record Evaluator  
CSU California State University  
DIG Discipline Input Group  
FDRG Faculty Discipline Review Group  
ICW Intersegmental Curriculum Workgroup  
ICFW Intersegmental Curriculum Faculty Workgroup  
IMPAC Intersegmental Major Preparation Articulated Curriculum Project  
LDTP Lower Division Transfer Pattern  
SB Senate Bill  
TMC Transfer Model Curriculum/Curricula  
UC University of California

## Appendix B

Chancellor's Office Memos dated November 30 2012 and January 28 2015



## **Effective Practices: TMC > COT > ADT**

**September 22, 2015**

### **Introduction**

Creating degrees consistent with Senate Bill 1440 (SB 1440; Padilla, 2010) and fulfilling the mandates of Senate Bill 440 (SB 440; Padilla, 2013) requires the involvement of discipline faculty, curriculum chairs, articulation officers, and counselors, as well as other college personnel who play a role in ensuring that the students of the California Community Colleges (CCCs) are well-served. The process of creating one of these degrees, known as Associate Degrees for Transfer (ADTs), begins with developing a structure, vetted intersegmentally and adopted statewide, for the central component (i.e., major or area of emphasis) of an associate degree. This faculty-developed structure, known as a Transfer Model Curriculum (TMC), is used by the CCC Chancellor's Office to create a template (Chancellor's Office Template or COT) that local colleges complete when submitting their TMC-aligned degrees to the Chancellor's Office for approval. Thus, the process begins with statewide faculty development of a TMC and ends with the local implementation of that TMC in the form of an ADT. Local faculty engagement is critical to the overall success of the process, beginning with ensuring that the TMC will serve students across the state well and ending with the creation of a degree intended to meet the needs of each college and its population.

This paper discusses the role of the Transfer Model Curriculum (TMC) and the Chancellor's Office Template (COT) and offers effective practices in developing an ADT. A list of the TMCs presently available for use, as well as documents providing an overview of the TMC development process are available at <https://c-id.net/degreereview.html>.

### **C-ID, Transfer Model Curriculum (TMC), and Associate Degrees for Transfer (ADTs)**

#### **C-ID and TMCs**

The development and instructional integrity of a Transfer Model Curriculum (TMC) relies heavily on the Course Identification Numbering System (C-ID; [www.c-id.net](http://www.c-id.net)). C-ID is used to describe the required and specified courses in the TMC and C-ID's operational structure has been used as the basis for TMC development. C-ID's discipline listservs, for example, are one-way forms of communication used by the Academic Senate for California Community Colleges (ASCCC) to send messages to intersegmental faculty in the discipline, as well as other interested parties who have subscribed to the list-serv. The C-ID listservs have always been used to ensure faculty awareness of C-ID's progress and now are being used to inform the field about TMCs. All faculty in a discipline should ensure that they are on their discipline's listserv (<http://www.c-id.net/listserv.html>), as well as on the listserv for other disciplines that impact their discipline (e.g., biology and physics faculty may have an interest in chemistry

curriculum). Many California Community College (CCC) articulation officers (AOs) have opted to sign up for all of the discipline listservs in order to be informed of any proposed, in progress, or finalized TMC or C-ID work. Because curriculum is dynamic and must be reviewed regularly, it is important that faculty ensure that they are on all appropriate listservs so that they have an opportunity to participate when new curricular structures are developed, as well as when existing structures are reviewed. C-ID descriptors and TMCs are reviewed approximately every five years. In addition, there may be exceptional circumstances that necessitate an “out of cycle” review.

## **Initiating a Local Review of a TMC**

Once a TMC is vetted and finalized, it is submitted to the Chancellor’s Office for the creation of a Chancellor’s Office Template (COT). Although formal degree submission to the Chancellor’s Office is not possible until the COT is published, local discussions about Associate Degree for Transfer (ADT) development should begin once the TMC is finalized. The steps outlined below propose a structure for this local discussion.

### **Step 1: Local Review of a TMC**

While the final TMC-aligned Chancellor’s Office Templates (COTs) are scheduled to be posted twice per year, on February 1 and September 1, the process for determining local need and feasibility can begin as soon as a finalized TMC is posted to the C-ID website ([www.c-id.net](http://www.c-id.net)). Colleges may find it useful to initiate discussion of the potential development of an ADT while the related TMC is being vetted. The early consideration of a draft TMC allows for any local issues or concerns regarding the TMC to be shared via the statewide vetting process. Draft TMC documents generally include sufficient detail and local degree implementation suggestions to make broad, initial determinations as to whether or not development of a local ADT aligned with the TMC is desired. Whether or not degree development is required (per SB 440) should also be factored into the conversation; a degree development mandate exists if the college has an existing associate degree in the Taxonomy Of Programs (TOP) Code associated with the TMC.

### **Step 2: Considerations**

As with the creation of any degree, colleges and districts will need to consider whether the development of an ADT, aligned with a given TMC, will fit with their curricula, meet local student transfer needs, and be feasible in both the short and long terms. To this end, local colleges should ask the following questions before faculty begin crafting an ADT.

#### **A. Is it necessary?**

The first consideration is to determine if the college is required to develop an ADT for a given TMC. Senate Bill 440 (SB 440; Padilla, 2013) and the resulting changes to Education Code (i.e., Section 66746) require that local colleges must create and offer an ADT if they currently offer an associate degree in the same program, as defined by TOP code. Colleges can review the listings of their active

degrees in the Curriculum Inventory (curriculum.cccco.edu) maintained by the Chancellor's Office. TOP Codes are typically specified during TMC development and included in the vetting process. Per Education Code Section 66746 (C), "A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum approved subsequent to the commencement of the 2013-14 academic year within 18 months of the approval of the transfer model curriculum." As stated above, ADTs cannot be submitted to the Chancellor's Office for approval until after the Chancellor's Office Template (COT) for a given TMC has been published. The 18 month timelines for degree submission begins when the COT is posted on the Chancellor's Office website.

(<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>)

Although not directly related to the decision to develop a given ADT, in the event that a college has an existing degree and an ADT in the same discipline, it is important for local discipline faculty to evaluate the benefit to students of having two degrees in the same discipline. If local discipline faculty determine maintaining both degrees is advantageous for students, colleges are encouraged to market the degrees as distinct and make those distinctions very clear in published information so students understand the differences between the two options.

#### **B. Is it desirable?**

Many colleges have embraced existing TMCs and developed ADTs because offering the option benefits their students and the TMC reflected the local faculty view of what an associate degree in the major should consist of. If the college is not obligated to develop the degree, initial conversations should focus on whether or not degree-creation would satisfy an existing or anticipated student need.

#### **C. How does the college's existing curriculum align with the TMC?**

If a college has determined that it needs or wants to create an ADT, faculty should next carefully review local course offerings to determine if existing local courses and course sequences are consistent with the courses, requirements, and intent of the TMC. Since some of courses within the TMC will require that C-ID designations be obtained, much of the conversation will revolve around courses aligning with C-ID descriptors. A complete review should provide an evaluation of how the college's curriculum is or is not consistent with the TMC. In this stage of the review, faculty should ask the following questions:

- Does the college have local equivalents for all required courses in the TMC? What courses are missing, if any?
- Does the college have sufficient local courses to meet the minimum unit requirements for restricted electives or other variable components of the TMC?

- Are the college's courses comparable to the C-ID descriptors for courses listed in the TMC by descriptor? Are all prerequisites required by C-ID already in place?
- What new courses would the college need to develop in order to create an ADT based on the TMC?
- Do the unit values of the college's courses meet the minimum unit requirements established by C-ID?
- Do the unit values for courses in the college's curriculum exceed the minimum values established by C-ID and potentially interfere with ADT development, as the 60-unit limit would be exceeded?
- Are there key courses in the college's CSU GE Breadth or IGETC pattern that are higher in unit value, such as four or five unit English composition or statistics courses that will make it likely that some ADTs may exceed the 60-unit maximum?
- Are there any other local anomalies in the program or college's curriculum that would make alignment with the TMC within the prescribed limits difficult or impossible?

Many TMCs include detailed notes and degree development guidelines to assist local faculty in creating strong matches to the TMC while also accommodating the need for local variations in program emphases common in the CCC system. Faculty should carefully review these notes during this stage of degree review and development.

**D. Does it align with your local CSU programs and transfer patterns?**

ADTs are intended to simplify student transfer between the CCC and CSU systems. Students successfully earning an ADT are granted admission with junior standing into the CSU system and the assurance of the potential to earn a baccalaureate degree within 120 total units. The TMCs are developed by faculty from both systems to meet broad, statewide discipline needs and typical major transfer preparation requirements. While most TMCs are broadly designed, a local ADT aligned with a TMC should be crafted to best meet the needs of students transferring to local CSU programs. Some TMCs provide more flexibility than others, particularly in the restricted electives, while others are more prescriptive as required by the demands and standards of the particular discipline.

Whether flexible or prescriptive, local faculty should review how a potential ADT would align with the transfer requirements or expectations of the CSU campuses where their students are most likely to apply for transfer admission. Existing transfer preparation requirements can be found in ASSIST ([www.assist.org](http://www.assist.org)) and college catalogs. Likewise, CCC faculty can contact CSU department chairs or faculty advisors directly to discuss preferred courses, course sequences, and other transfer preferences to determine how and if these can be incorporated into an ADT.



In this stage of the review, faculty should ask the following questions:

- To which CSU or CSUs do the college's students transfer? This information can be both anecdotal and based on data. Historical transfer data can be obtained from the California Postsecondary Education Commission (<http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>), the local CSU, and through other sites that can be accessed by institutional researchers at local colleges. Additionally, the transfer center director and articulation officer are typically excellent resources for data.
- Does the TMC allow enough flexibility to develop an ADT that is consistent with the existing transfer requirements of more than one CSU? This is particularly important in geographic areas where students have numerous CSU campuses nearby to which they are likely to transfer, but it can be an important consideration even for remote or rural schools. An effective practice would be to develop local ADTs that continue, or enhance, the existing curricular relationships developed between higher education institutions.
- Which CSUs have identified a given TMC as similar and for which degree options? This information is available from the SB 1440 website for counselors (<http://www.sb1440.org/Counseling.aspx>).

#### **E. Do student and program data support the development of the ADT?**

Student pathway, enrollment, success, and transfer data can provide local colleges with additional perspectives when considering the development of an ADT. These data can include the number of degrees awarded in programs or majors similar to the TMC, course and program enrollment trends in those courses, transfer rates to the local CSU or CSUs in general and by major, and other information. Taken together, these data can provide a broad perspective on what currently works for students and the college and can point faculty in the right direction for the development of an ADT. Institutional researchers can provide valuable resources for faculty in assembling and interpreting these data.

The following are specific data-related questions colleges can ask at this point in the process:

- Where do students transfer? As mentioned previously, transfer data are available from multiple sources that can provide a broad picture of transfer patterns between local CCC and the CSU.
- How many students complete and earn existing associate degrees in the same or similar disciplines as the TMC?
- What are the historical trends in degree completion? Faculty should look at trends over time to determine if interest is declining, increasing, or remaining consistent.
- What are the enrollment trends in courses that may be used in the ADT? This information can help provide a perspective on the potential impact of ADT implementation on areas such as course scheduling and course section growth.

- What are the enrollment and program trends for out-of-discipline courses in the degree? What are the potential impacts for those programs if an ADT added to the curriculum?

The answers to these questions can help colleges develop a coherent picture of current student and program trends and forecast potential impacts.

Additionally, they provide a starting point for analyzing what is already working and incorporating those successful practices into the development of an ADT.

#### **F. Is the degree feasible within existing college structures and resources?**

When a college decides to develop an ADT, faculty should consider feasibility questions as part of the initial review of the TMC. If degree development is not required, there is no point in developing a degree that the college cannot or will not support.

Key considerations for assessing the feasibility of a new degree include:

- Will the potential ADT degree be aligned with the program and college mission?
- Will the degree increase student enrollment or demand in particular programs?
- Does the college have sufficient faculty with expertise in all of the courses necessary to offer the degree? Will the degree require the hiring of additional faculty?
- Is there an existing or potential departmental home for the degree with full-time faculty to oversee curriculum development and ongoing updates? In other words, who will be responsible for degree oversight? If there is no clear "home", is there a process for establishing one?
- Will the degree lead to an increased need for instructional supplies, equipment, or facilities?
- Do the library and learning resources areas have sufficient resources to support the new degree?
- If the implementation of an ADT could lead to growth in a program, does the college have enough classroom or lab space?
- If program growth is anticipated, will the college be able to allocate sufficient FTES to the program?
- Will the degree impact other college programs? And, if so, how?
- Will the degree impact resource allocation in other college programs?
- What is the impact on all aspects of student services including admissions and records, counseling, and advising?
- How will this degree be integrated with existing program review and planning cycles?
- Do sufficient faculty and institutional resources exist to support the creation and assessment of student learning outcomes in the program?
- Will the college be able to schedule the courses so that students will have a reasonable chance of completing the degree within two years?

### **G. Degree Integrity**

Given all of the conditions and analysis above, can the college create and offer a degree that meets student needs, aligns with local curriculum and programs, and do so in a feasible manner? Despite the introduction of degree creation mandates, colleges should be careful to adopt degrees that genuinely serve students and are viable for the college. There may be instances where discontinuing an existing degree in order to eliminate an ADT mandate may be the most appropriate option for students and the college. A degree that only exists as a list of courses in a catalog without adequate faculty or institutional support does not serve students and the community. Colleges must ensure the integrity of every degree in their catalogs.

### **Step 3: Yes or No?**

After a thorough review of the considerations listed above and any others relevant to local priorities, discipline faculty, in consultation with the administration and other stakeholders, should decide whether to proceed with the development and submission of an ADT. Whether or not degree development is required should factor into the decision. Good practice suggests that faculty develop clear responses to all questions of integrity, feasibility, alignment with existing curricula, fit with local CSU programs, data trends, and student need prior to curriculum revision and development. A simple checklist covering all of the above considerations can be helpful in this process.

## **Creating an Associate Degree for Transfer (ADT)**

### *Roles and Responsibilities*

Creating a new ADT requires the collaboration of many groups and individuals at the college. The process of developing and locally approving a new ADT will be more efficient if the work is divided among several groups and all of those groups work cooperatively. While every college is different, the following individuals and groups will likely have a role in the development of a new ADT.

- **Discipline Faculty:** Discipline faculty must be involved in every step of the process. Faculty are responsible for determining the courses to be included in the degree, modifying course outlines to obtain required articulation and C-ID approvals, creating new courses, if necessary, and developing college required elements of the degree such as the catalog description and learning outcomes.
- **Articulation Officer:** The articulation officer (AO) provides vital resources and expertise in the development of an ADT. The AO is responsible for submitting courses to C-ID, advising faculty about revising course outlines to obtain a C-ID designation or articulation approval, and assisting with the collection of the required documentation for all courses included in the ADT.
- **Curriculum Committee Members:** Members of the curriculum committee are knowledgeable about course outlines and curriculum processes. As curriculum trained faculty, the committee members serve as a resource for discipline faculty

to assist with the creation of new courses, modification of existing courses, and development of local degree paperwork.

- **Curriculum Chair:** The curriculum chair facilitates the work to ensure that the ADT is approved locally. This facilitation will include developing a timeline for each step of the approval process, working with the AO to determine what courses must be added or modified to submit the degree, assisting the discipline faculty with the modification and creation of new courses, working with the curriculum office staff to ensure that the degree is submitted to the Chancellor's Office, and serving as a liaison to the local academic senate to provide updates on progress and ensure that the senate is informed during every step of the process.
- **Curriculum Specialist:** Curriculum specialists often serve as the liaison between the college and the Chancellor's Office. Curriculum specialists are typically responsible for submitting the required information to the Chancellor's Office for degree approval and seeking additional information requested by the Chancellor's Office.
- **Institutional Researcher:** Institutional researchers provide data and information to support faculty in developing the degree.
- **Administrators:** Administrators help ensure that all stakeholders are included in the process as well as provide the information and resources needed to assist in the development and approval of the ADT.
- **Counselors:** Counselors assist with issues such as determining student demand for an ADT, clarifying the difference between a local degree and an ADT, and communicating to students the benefits and disadvantages of each.
- **Academic Senate:** Every local academic senate has policies on curriculum development and approval. Whether the academic senate approves curriculum items or gives that power to the curriculum committee, the senate must always be kept updated about the progress of a new ADT. At a minimum, the curriculum chair should include updates on ADTs in a curriculum report given at senate meetings. If the senate is concerned about the progress, it can take an active role in developing strategies to accelerate or alter the approval process.
- **Board of Trustees:** The Board of Trustees has the final approval of the curriculum at the local level as well as the responsibility to promote the benefits of ADTs to the community at large.

When all of these groups are collaborating, the development of the new degree will be smooth and predictable. Colleges should avoid counting on one or two individuals to create ADTs. Keeping the entire campus engaged in the process will lead to better decisions and facilitate degree development.

### *Chancellor's Office Templates (COTs)*

While local discussion and consideration of ADT development should begin when a TMC is finalized, preparation of a new ADT for submission to the CCC Chancellor's Office requires the use of a Chancellor's Office Template (COT). While the COT should

reflect the TMC, stylistic differences may exist regarding the manner in which course requirements are presented. Any questions about a new COT should be referred to the Chancellor's Office. The COT specifies all of the courses that can be included in the degree and the documentation required for each course when the new degree is submitted to the Chancellor's Office. If elements of the COT are unclear, faculty are encouraged to review the original TMC. If an impactful discrepancy between the COT and the TMC is identified, the ASCCC should be contacted.

### *C-ID and Articulation Considerations in ADT Development*

As stated earlier, local ADT development begins with an analysis of the TMC, local curriculum, and the requirements of common transfer destinations. Typically, all required core courses are specified by a C-ID descriptor and no articulation options are available. As stated in a Chancellor's Office memo dated January 28, 2015 and titled "Update on C-ID Verification for Associated Degrees for Transfer, "Effective July 1, 2015, all ADT proposals (new, substantial and nonsubstantial change), submitted to the CCCCCO for review must:

- 1) Have a C-ID status of "Approved" for all courses entered on a TMC Template where a C-ID descriptor is listed. That is, any course listed on a TMC Template next to a C-ID descriptor in the Required Core, List A, List B, or List C sections, must appear in C-ID.net with an "Approved" status for that descriptor. One exception is that if the TMC Template indicates that an ASSIST Articulation Agreement by Major (AAM) is accepted in addition to the C-ID descriptor, then a valid AAM will be accepted in lieu of the "Approved" C-ID status, and
- 2) Include all the correct required attachments (Narrative, Template, Course Outline of Records, if applicable: ASSIST Reports, Advisory Board Minutes, Labor Market information and all attachments must include the required information)."

If a course requiring C-ID approval does not currently have C-ID approval and has not been submitted to C-ID for approval, but the course outline has all of the required elements listed in the descriptor, then the Articulation Officer should submit the course outline of record (COR) to C-ID for receipt of a C-ID designation. Ideally, submission to C-ID and revisions for C-ID are made prior to initiating degree development.

If a course does not have a C-ID designation and requires revisions to the COR before it can be submitted to C-ID, the course revision process needs to begin as soon as possible. Given that an 18-month time limit is initiated for colleges with an existing degree in the TOP Code when a new COT is made available, revising curriculum in advance is highly recommended. If a course does not exist in the curriculum, is required for the ADT, and the college is required to or wants to create the ADT, the college will need to create the new course. Assuming C-ID approval is also required, early course

development and submission to C-ID is critical to meet any externally imposed deadlines.

Courses that do not have or require receipt of a C-ID designation will need different documentation to permit the inclusion of the course in an ADT as noted on the TMC and the COT. At a minimum, all courses included in the degree must be transferable to CSU. Verification of transferability and all other forms of articulation can be obtained from ASSIST ([www.assist.org](http://www.assist.org)). Often, articulation as major preparation for at least one CSU campus is required. In some instances, articulation for general education may be sufficient. If articulation as major preparation is required and has not been obtained, a college has several options from which to choose. The first is to not include the course in the new ADT. If the proposed course is not necessary for the development of the ADT, the chosen course can be omitted. If the discipline faculty want to include this course in the ADT or the degree requirements cannot be completed without the course, then articulation will need to be established.

In some instances, a list within a TMC may include courses specified by C-ID but allowing the option to include courses with some specified articulation. In such an instance, the college may either indicate that their course is comparable to the C-ID descriptor and obtain C-ID approval or work with a CSU to establish the required articulation. In those cases where submission to C-ID is an option, submission to C-ID and subsequent receipt of a C-ID designation is required when the college indicates that the course is comparable to the C-ID descriptor on the COT. For example, List B of the Administration of Justice COT allows the inclusion of courses from List A (all have C-ID designations), other courses specified by C-ID descriptors (e.g., SOCI 110, SOCI 125), any CSU transferable administration of justice course, and any course that possesses major preparation articulation. The obligation to submit a given course to C-ID is created when the college enters their Course ID adjacent to a C-ID designation on the COT. While a college might have an administration of justice course with a title identical or similar to that of one of the C-ID descriptors, the obligation to submit to C-ID only applies if they wish to include the course in List A (no articulation option) or if they specify the C-ID descriptor and their course in the List B row that states "Any LIST A course not already used." In the example below, the requirement to obtain a C-ID designation is created by the act of listing AJ 222 alongside the AJ 122 C-ID descriptor and SOC 100 alongside SOCI 110. In contrast, AJ 256, SOC 112, and PSY 100 have not been associated with a C-ID designation and can be included based on carrying the specified articulation.

Course Title (Units)	C-ID Descriptor	Course ID	Course Title
<b>LIST B: Select two (6 units)</b>			
Any LIST A course not already used.	AJ 122	AJ 222	Criminal Court Process
Introduction to Sociology (3)	SOCI 110	SOC 100	Intro to Sociology
Introductory Psychology (3)	PSY 110		

Any CSU transferable Administration of Justice Course.		AJ 256	Introduction to Juvenile Procedures
Any course outside of Administration of Justice discipline articulated as lower division preparation in the Criminology major at CSU. (3)		SOC 112	Introduction to Criminology
		PSY 100	Introduction to Psychology

## Approval of the ADT

### *Curriculum Committee Approval*

If a college has all of the required documentation for all of the courses it plans to include in the ADT, the next step is obtaining approval of the degree locally. As previously noted, colleges may need to modify existing or create new courses to obtain a C-ID designation or required articulation. Before revising existing courses, faculty developing the degree should consult with the college's AO to ensure that the proposed changes will not affect existing articulation agreements. Discipline faculty should consult with the AO to develop a strategy for revising and creating courses to maximize the likelihood of approval.

Creation and modification of courses is not enough to create a new degree. Each new degree will need a catalog entry, learning outcomes, and a listing of required and elective courses to satisfy the major requirements for the degree. To maximize the time available for approval, faculty should complete the proposal for a new degree and submit it with the revised and new course outlines. Even though the new degree cannot be submitted to the Chancellor's Office until all courses have the required documentation, a college can approve the degree locally so it can be submitted once the course approvals are received.

Local curriculum approval processes vary, but they often include review by departments, deans, divisions, and the curriculum committee. The approval process could take as little as a month, but it could also take much longer. While colleges cannot control the length of time needed to obtain C-ID approval or approval from the Chancellor's Office, they can control the length of time local approval takes. Colleges should take steps locally to ensure that local processes are as efficient as possible, exploring this possibility is highly recommended.

Curriculum chairs should develop a plan that will move the courses and the new degree through the approval process as quickly as possible. One strategy may be to determine a date when the degree must be submitted to the Chancellor's Office and work backwards to determine when each approval needs to happen. Colleges should allow for a minimum of two months for approval by the Chancellor's Office. Even though the approval might come though more quickly, an effective practice is to give the Chancellor's Office as much time as possible to review and approve the new ADT. C-ID

approval takes approximately one month, but may take longer if revisions to the course are necessary for final approval. The timeline will also need to include time to develop the courses and the degree, time for all the reviews required locally prior to submission to the curriculum committee, approval by the curriculum committee, approval at the academic senate, if necessary, and approval by the governing board.

The aggressive timelines for ADT development have highlighted challenges that some colleges have with their curriculum and degree approval processes to make modifications within a reasonable time period. Colleges should review their local processes to ensure that they are flexible enough to respond to any situation. One option would be to create an accelerated process to review and approve curriculum that is time sensitive. The key to accelerating the approval process is to have an open dialog about what needs to happen and make sure that everyone has a clearly defined role in the process. Accelerating the process can be challenging and the curriculum chair should work with the articulation officer, faculty, classified staff, and administrators to develop a strategy that will allow the college to address any situation that arises. After using an accelerated process for a few approvals, colleges may discover that their current process could be improved, eliminating the need for two separate processes.

There are a number of challenges that arise with some frequency, but will not affect every college. One such challenge is how curriculum approval is handled in a multi-college district. In some multi-college districts where curriculum is aligned, a single outline is used for a course at multiple campuses. In these cases, course revisions often have to go through each college's curriculum committee and a district curriculum committee before being brought to the governing board. Each additional approval step makes development of an ADT more difficult. It is important that representatives from all campuses in the district come together and develop processes that will satisfy local requirements and allow colleges to meet all timelines.

### *Board of Trustee Approval*

Some colleges that submit curriculum to their boards once or twice a year may face a challenge with respect to obtaining timely approval by the local governing board. Bringing curriculum to the governing board infrequently makes completing all of the work necessary to submit a new ADT to the Chancellor's Office a difficult task. Colleges may address this challenge in a number of ways. One option is to bring curriculum to the governing board more frequently. Bringing curriculum to the board more often usually simply involves working with administration and having them keep a placeholder for curriculum at each board meeting. Another possible challenge could occur in multi-college districts if the board prefers to review curriculum items from all of the colleges at the same time. In these cases, one college could hold up the approval of another college's curriculum because the two colleges are not ready to bring items to the governing board at the same time.

If coming to the board more frequently does not appear to be a good option for a college, the board could grant a designee the authority to approve curriculum. This



solution would require the development of a board policy and administrative procedures outlining the designation of authority and how the approval is completed. If authority is delegated, the board approval date is replaced by the date of the approval by the delegated authority. Colleges could implement this approval process in several possible ways, such as a curriculum review committee composed of administration and faculty or an approval by the college president or chief instructional officer. This option would likely make obtaining board approval much easier, but the governing board may not be willing to give up its decision-making authority. Other options may exist, but these two will both facilitate more rapid approval by the governing board.

### *Chancellor's Office Approval*

Once all local approvals have been completed and all required documentation for the included courses is available, the ADT is ready to be submitted to the Chancellor's Office. Before submitting the degree proposal, several pieces of information will need to be collected. The required items include:

- the catalog entry for the new degree
- the expected number of students completing the degree each year
- the number of full time faculty dedicated to the degree
- any additional resources necessary to offer the degree at the college
- the course outlines for each course included in the degree
- C-ID or articulation documentation for each course
- documentation for general education
- a completed Chancellor's Office Template
- a completed degree narrative.

When compiling this information, it is often helpful to review examples from previously approved ADTs. Even though the degrees will be different, each submission has similarities and using an approved ADT example as a guide is an excellent way to ensure that the submission is complete.

Completion of the Chancellor's Office Template requires the college to demonstrate that the student can complete the major requirements and a transfer general education pattern in no more than 60 units. Colleges must look at each pattern (CSU GE Breadth or IGETC), identify the required and elective courses that satisfy a general education requirement, determine the range of units that can be double-counted, and compute the range of transferable elective units needed to complete the 60 unit degree requirement. Colleges are encouraged to determine the double-counting and elective units for both CSU GE Breadth and IGETC. It is important to keep in mind that students who are choosing to use IGETC must also complete the CSU admissions requirements, including a course that fulfills the oral communication requirement (Area 1C). When specified in the TMC, CSU GE Breadth or IGETC for STEM may be an option. Both allow some lower division general education courses to be completed after transfer.

The degree proposal, along with all of the required documentation, is submitted using the Curriculum Inventory (<http://curriculum.cccco.edu>). Instructions for using the Curriculum Inventory can be found on the Chancellor's office website.

### One TMC Yields a Variety of ADTs

It should be noted that the TMC is intended to serve as a tool that allows local colleges to create degrees that best meet the needs of their students. While some TMCs are very structured, most introduce a variety of options. Some colleges may choose to pass these options on to students, while others may make the local ADTs more prescriptive. Examples of the variety of ADTs that can be produced from one TMC have been provided in the documentation for some TMCs, often as a means of addressing concerns raised during the vetting. On the following page are examples of the different degree configurations that can be created based on the Administration of Justice TMC, demonstrating the variety of ADTs that can be developed and aligned to the TMC. Other degree samples can be found in the documentation associated with the both the English and the psychology TMCs. Colleges typically limit student options based on the courses that are in their local curriculum and the courses that are most desired by the local CSUs.

#### Sample TMC-Aligned Degrees

##### **A - Prescriptive**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. SOCI 110 - Introduction to Sociology (List B)
6. MATH 110 – Introduction to Statistics (List B)

*Students have no options within the major component of the degree. This lack of flexibility may be due to limited curriculum, the requirements of the CSUs students commonly attend, or the philosophy of the CCC faculty. Note – some posted TMCs may refer to the CORE as List A. The first list in the TMC that typically consists of required courses is the CORE and the subsequent lists are alphabetized.*

##### **B – Options within List A, no List B**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)

Choose four of (List A)

- |   |                                    |
|---|------------------------------------|
| AJ 122 - Criminal Court Process           | AJ 124 - Legal Aspects of Evidence |
| AJ 140 – Criminal Investigation           | AJ 150 – Introduction to Forensics |
| AJ 160 – Community and the Justice System |                                    |
| AJ 200 – Introduction to Corrections      | AJ 220 – Juvenile Procedures       |

*In this example there is no "List B". Instead, the student selects four courses from List A.*

**C – No options within List A, one List B course required**

1. AJ 110 - Introduction to Criminal Justice (Core)
2. AJ 120 - Concepts of Criminal Law (Core)
3. AJ 122 - Criminal Court Process (List A)
4. AJ 124 - Legal Aspects of Evidence (List A)
5. MATH 110 – Introduction to Statistics (List B)

Choose one of (List B):|

**Any CSU transferable Administration of Justice lower division course or courses outside the Administration of Justice discipline that are articulated as lower division major preparation for the Criminal Justice or Criminology Major at any CSU.**

**Conclusion**

Local culture, policy, and practice with respect to curriculum vary widely. The establishment of externally imposed curriculum development mandates and timelines creates a unique challenge that can be used as an opportunity to revisit existing curriculum processes to ensure that they are both effective and efficient. Critical to any local process is maintaining the integrity of the curriculum and ensuring that students are appropriately served.

Associate Degrees for Transfer provide a number of benefits for community college students. However, it is up to the colleges and most especially the discipline faculty, curriculum committees, and academic senates to ensure that the degrees are valuable and useful. ADTs should be thoughtfully developed to serve local student populations as well as ensure that students are fully prepared to transfer, succeed in their chosen majors, and meet their educational and career goals.





## Executive Committee Agenda Item

<b>SUBJECT:</b> Executive Committee Resolutions Fall 2015		<b>Month:</b> October	<b>Year:</b> 2015
		<b>Item No:</b> IV, J	
		<b>Attachment:</b> YES	
<b>DESIRED OUTCOME:</b>	The Executive Committee will consider for approval resolutions to be forwarded to pre-session Area meetings for discussion.	<b>Urgent:</b> YES	
		<b>Time Requested:</b> 3 hours	
<b>CATEGORY:</b>	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
<b>REQUESTED BY:</b>	J. Stanskas	Consent/Routine	
		First Reading	
<b>STAFF REVIEW<sup>1</sup>:</b>	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

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

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





## Executive Committee Agenda Item

SUBJECT: Fall Plenary Session Program		Month: October	Year: 2015
		Item No: IV K	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the preliminary program for the 2015 Fall Plenary Session.	Urgent: YES	
		Time Requested: 25 mins.	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup> :	Julie Adams	Action	X
		Information	

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

**BACKGROUND:**

The 2015 Fall Plenary Session is November 5 – 7, 2015 in Irvine, California. The Executive Committee approved the preliminary session program breakout topics at its last meeting. The Executive Committee will review the preliminary program and make any modifications if necessary, as well as be updated about the keynote presentations.

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





## FALL 2015 PLENARY SESSION PROGRAM

Thursday, November 5, 2015

**7:30 a.m. Registration/Delegate Sign In/Continental Breakfast**  
*Grand Ballroom Foyer*

**FIRST GENERAL SESSION (8:30 a.m. to 9:45 a.m.)**  
*Grand Ballroom Salon D*

Welcome – David Morse, President  
Adoption of the Procedures – Julie Bruno, Vice President

**Panel Discussion:** The CCCCCO's Task Force on Accreditation Report  
This general session would discuss the report and its implications. Ideally this would be with the CCCCCO. This would be accompanied by a breakout on the same topic for deeper discussions.

**COFFEE BREAK (9:45 a.m. to 10:00 a.m.)**

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

1. New Attendee Orientation-Pointers for Faculty (Rico/Bruno) *Newport & Marina*
2. The Chancellor's Office Task Force on Accreditation Report (Beach) *Salon A & B1*
3. Dual Enrollment: Creating Pathways and Removing Roadblocks (Davison/Freitas) *Salon B2 & C*
4. What is the Standard for Baccalaureate Level Quantitative Reasoning? Starting the Intersegmental Conversation (Stankas/May) *Berkeley & Anaheim*
5. ASCCC Cultural Competency and Advocacy Plan Update, EDAC (Smith) *SC & SB*
6. From Cow to How: New Approaches to Budget Allocation Restrictions (Morse) *LA & Irvine*

**SECOND BREAKOUT SESSION (11:20 p.m. to 12:30 p.m.)**

1. Hot Topics in Online Education: Accreditation Standards, the Online Education Initiative, Accessibility, and More (Davison/Beach) *Newport & Marina*
2. Minimum Qualifications (Stankas) *Salon A & B1*
3. Update on the Common Assessment Initiative and Multiple Measures Assessment Project and Student Placement, CAI (Rutan) *Salon B2 & C*
4. Educational Planning Initiative- Portal, Early Alert, and Ed planning Tools (Rico) *Berkeley & Anaheim*
5. LGBT Campus Climate Survey to Action, EDAC (Smith) *SC & SB*
6. The \$62M Question: Managing the Demands of the Faculty Hiring Boom (Morse/North) *LA & Irvine*

**SECOND GENERAL SESSION (12:30 p.m. to 2:30 p.m.)**  
*Grand Ballroom Salon D*

Lunch  
Foundation Presentation, Ginni May  
Resolution Presentations – Michelle Grimes-Hillman

**Keynote Panel Presentation: EEO/Diversity Advisory Committee**

**Break (2:45 p.m. to 3:00 p.m.)**

**THIRD BREAKOUT SESSION (3:00 p.m. to 4:15 p.m.)**

1. UC Transfer Pathways, ADTs, and Articulation: What are they and how do we advise our Students? (May/Rutan) *Newport & Marina*
2. Board Policies and the Academic Senate, Educational Policies (Davison/North) *Salon A & B1*
3. They Showed Us the Money, Now Give Them the (Non)Credit: Effectively Implementing CDCP Noncredit (Freitas, Aschenbach) *Salon B2 & C*
4. Diversity Hiring: Outreach, Campus Climate, and Screening, EDAC (Smith/Foster) *Berkeley & Anaheim*
5. Implementing the Workforce Taskforce Recommendations (Bruno/Goold) *SC & SB*
6. The California Community College Baccalaureate Degree Pilot Update and Overview (Stankas/Grande) *LA & Irvine*

**4:15 p.m. to 5:00 p.m. Resolution Writing**

*Resolutions Committee*

If you are submitting resolutions or amendments, come to this working session to apply the finishing touches and submit them to the Resolutions Committee. Electronic copies of new resolutions and amendments are strongly encouraged and greatly appreciated. Resolutions are due by the end of this session.

**5:00 p.m. Resolutions Due**

*Rancho Las Palmas*

**5:00 p.m. to 6:30 p.m. Caucus Meeting**

The rooms listed above are available on a first come first serve basis. This time noted is reserved for caucus meetings or for those interested in forming a caucus. The caucus meeting schedule will be posted at the registration table. If you would like to request a meeting room, please visit the registration table.

**6:30 p.m. to 8:30 p.m. Reception**

*Grand Ballroom Salon E*

**Friday, November 6, 2015**

**7:30 a.m. Registration/Delegate Sign In/Continental Breakfast**

*Grand Ballroom Foyer*

**THIRD GENERAL SESSION (8:30 a.m. – 9:15 a.m.)**

*Grand Ballroom Salon D*

***Elections Speeches***

**FOURTH BREAKOUT SESSION (9:15 a.m. to 10:30 a.m.)**

1. The California Community College Baccalaureate Degree Task Force Recommendations and Resolution Review (Stankas/Aschenbach) *Newport & Marina*
2. Professional Development: An Academic and Professional Manner, FDC (Rutan/Adams) *Salon A & B1*
3. Statewide Curriculum Hot Topics: A Chancellor's Office Update (Freitas) *Salon B2 & C*
4. Institutional Effectiveness Partnership Initiative: Indicators, Partnership Resource Teams, and Professional Development (Bruno/Beach/Goold) *Berkeley & Anaheim*
5. Empowering Part Time Faculty (North) *SC & SB*
6. Counselors, Paraprofessionals, and Advisors – Identifying their roles, and determining the differences (May) *LA & Irvine*

**Coffee Break – 10:30 a.m. – 10:45 a.m.**

**Area Meetings: 10:45 a.m. to 12:30 p.m.**

Area A: Grant Goold, *Santa Clara & Santa Barbara*  
 Area B: Dolores Davison, *Newport Beach & Marina Del Rey*  
 Area C: John Freitas, *Los Angeles & Irvine*  
 Area D: Craig Rutan, *Berkeley & Anaheim*

**FOURTH GENERAL SESSION (12:30 p.m. to 2:15 p.m.)**

*Grand Ballroom Salon D*

Lunch

State of the Senate: Executive Committee

**FIFTH BREAKOUT SESSION (2:30 p.m. to 3:45 p.m.)**

1. ASCCC Resources to Support your Local Senate, (Rico) *Newport & Marina*
2. And the Beat Goes On: Effective Practices for Meeting the 2014 ACCJC Accreditation Standards-AAC (Beach) *Salon A & B1*
3. Tune-up Your Curriculum: Making Curriculum Processes and Effective and Efficient (Freitas/May) *Salon B2 & C*
4. C-ID Update including model curriculum and AoEs (Rutan) *Berkeley & Anaheim*
5. Are You Discussing Noncredit on Your Campus? You Should Be (Aschenbach) *SC & SB*
6. Legislation and Advocacy: Update on Legislation and Setting an Agenda (Bruno) *LA & Irvine*
7. Amendment Writing Assistance Program - Getting it Right Before Saturday (Stankas) *Suite 219 (Second Floor)*

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

*Rancho Las Palmas*

**4:00 p.m. to 4:30 p.m. Resolution Amendment Discussions**

*Santa Clara & Santa Barbara*

Resolutions Committee Members

Anyone who amends a resolution after 4:00 p.m. on the first day of the plenary session or offers an urgent resolution (or his or her designee) is expected to attend this 30-minute meeting to mitigate unintended conflicts or confusion that might otherwise result during Saturday's resolutions debate.

**5:00 pm – 6:00 p.m. Foundation Reception**  
*Lounge*

*Santa Clara & Santa Barbara*

If you have donated to the Academic Senate Foundation over the past year, please join the Foundation Directors reception on Friday evening. Anyone sporting an Academic Senate Foundation badge holder as evidence of his or her on-going support for the work of the Academic Senate is welcome.

**6:00 p.m. to 6:30 p.m. Executive Committee Meeting**  
*Presidential Suite*

The purpose of this meeting is to entertain any “urgent” resolutions (see Resolution Procedures).

**Saturday, November 7, 2015**

**7:30 a.m. to 8:00 a.m. Final Delegate Sign In**  
*Grand Ballroom Foyer*

**7:30 a.m. to 8:00 a.m. – Breakfast**  
*Tuscany Ballroom*

**FIFTH GENERAL SESSION (8:30 a.m. to 11:45 a.m.)**  
*Grand Ballroom Salon E*

**Announcements**  
**Resolution Voting Begins**

**12:00 p.m. – 12:45 p.m. Lunch Buffet**  
*Salon D*

**Secretary’s Report:** John Stankas  
**Treasurer’s Report:** Wheeler North

**FIFTH GENERAL SESSION CONTINUES (1:00 p.m. to 3:30 p.m.)**  
*Grand Ballroom Salon E*

**Executive Committee Members**  
President: David Morse, Long Beach City College  
Vice President: Julie Bruno, Sierra College  
Secretary: John Stankas, San Bernardino Valley College  
Treasurer: Wheeler North, San Diego Miramar College  
Area A: Grant Goold, American River College  
Area B: Dolores Davison, Foothill College  
Area C: John Freitas, Los Angeles City College  
Area D: Craig Rutan, Santiago Canyon College  
North Representative: Cleavon Smith, Berkeley City College  
North Representative: Ginni May, Sacramento City College

South Representative: Adrienne Foster, West Los Angeles College  
South Representative: Cynthia Rico, San Diego Mesa College  
At Large Representative: Cheryl Aschenbach, Lassen College  
At Large Representative: Randy Beach, Southwestern College  
Executive Director: Julie Adams

**Office Staff**

Tonya Davis, Office Manager  
Kyoko Hatano, Administrative Assistant  
Rita Sabler, Creative Director  
Sandra Sanchez, Executive Assistant  
Kiana Traylor, Administrative Assistant

**Project Staff**

Krystinne Mica, Program Manager, C-ID System





## Executive Committee Agenda Item

SUBJECT: Curriculum Processes and Effective Practices White Paper		Month: October	Year: 2015
		Item No: IV. L	
		Attachment: YES	
DESIRED OUTCOME:	The Executive Committee will consider for approval the Curriculum Processes and Effective Practices white paper	Urgent: YES	
		Time Requested: 20 minutes	
CATEGORY:	Action	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	Freitas/May	Consent/Routine	
		First Reading	X
STAFF REVIEW <sup>1</sup>	Julie Adams	Action	X
		Information	

Please note: Staff will complete the grey areas.

### BACKGROUND:

In response to the Workforce Task Force recommendation to improve curriculum approval processes, the Curriculum Committee was charged with drafting a white paper on effective practices for optimizing local curriculum processes, to be distributed to the body by fall 2015 plenary session. This will give local curriculum committees and senates some tools for reviewing and revising as needed their processes. The white paper will be incorporated into the position paper on effective curriculum processes that is scheduled to come before the body in spring 2016. Review, input and possibly approve this draft of the white paper. If it is not approved at this meeting, it can still be approved at the November 4 meeting and distributed to the body at plenary.

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





**Ensuring Effective and Efficient Curriculum Processes –  
An Academic Senate White Paper**

Approved by the Executive Committee

Fall 2015

**2015-2016 Curriculum Committee**

John Freitas (Chair), Chemistry, Los Angeles City College  
Lori Bennett, Executive Vice President, Moorpark College  
Ryan Carey, Emergency Medical Technology, El Camino College  
Sofia Gelpi, Spanish, Allan Hancock College  
Michael Heumann, English, Imperial Valley College  
Diana Hurlbut, Life Sciences, Irvine Valley College  
Ginni May, Mathematics, Sacramento City College  
Gerald Sirotnak, Student Senate for CCC, Norco College  
Tiffany Tran, Counseling/Articulation Officer, Irvine Valley College  
Vivian Varela, Sociology, Mendocino College

## Introduction

Curriculum is the driving force and foundation of all educational institutions. In the California community colleges, faculty assume primary responsibility for not only developing curriculum but also, through their local senates, establishing effective local curriculum processes. Ensuring the effectiveness of local curricular processes is therefore a matter of faculty responsibility, and concerns about how well local curriculum processes function are often a source of discussion and concern at both the local and state levels. When development or approval of curriculum is stalled, inefficient, or otherwise not working properly, the entire institution suffers. In recognition of this the body adopted Resolution 9.01 S15:

*Whereas, Colleges and districts have a variety of local curriculum processes, including timelines indicating when courses and programs are submitted to technical review committees, curriculum committees, academic senates, and governing boards;*

*Whereas, Timely curriculum processes are required for all disciplines and programs; and*

*Whereas, Colleges would benefit from a paper outlining effective practices for local processes on curriculum approval;*

*Resolved, That the Academic Senate for California Community Colleges survey curriculum chairs on the timeliness of their local curriculum approval processes by Fall 2015 and develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session.*

With the release of the report of the Task Force on Workforce, Jobs and a Strong Economy, with its focus on Career and Technical Education (CTE), and with the advent of the pilot baccalaureate degrees and the need for colleges to approve these degrees in spring 2016, there is a renewed focus on ensuring that curriculum approval processes, at the local and state level are effective and efficient. Many of the Task Force recommendations relate directly to curriculum, and, more specifically, to the need to ensure that local curriculum processes function in a way that allow for community college CTE programs to respond effectively to changes in industry and the workforce and to the needs of the communities they serve. The purpose of this white paper is to provide to local senates and curriculum committees guidance reviewing and revising their local curriculum policies and procedures as needed, and to provide examples of effective practices for improving the effectiveness and efficiency of their curriculum approval processes

### **The Curriculum Committee – Its Role and Authority**

It is important to understand the legal authority of curriculum committees. Curriculum committees derive their authority from the Education Code and the California Code of Regulations. Specifically, Education Code §70902(b)(7) gives local academic senates the right “to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” California Code of Regulations Title 5 §53200 identifies curriculum as one of the “10+1” academic and professional matters while Title

5 §55002 requires colleges and/or districts to establish a curriculum committee either under the control of the local senate or as a separate committee established by mutual agreement between the administration and the local senate. Furthermore, §55002 gives curriculum committees the full authority to recommend approval of new collegiate credit, non-degree applicable credit and noncredit courses directly to the governing board. Finally, while Title 5 is silent about the authority of curriculum committees to approve new degree and certificate programs, educational program development is an academic and professional matter identified in §53200 and curriculum committees are given the responsibility for reviewing and approving new programs. Furthermore, it is permissible to grant local curriculum committees the authority to recommend approval of new programs directly to the governing board.

It is important to note that while colleges and districts have local policies and procedures that require additional approval steps between curriculum committee approval and governing board approval of new courses and programs, there is no legal requirement for such intermediate approvals. In other words, *there is no legal requirement in Education Code or in Title 5 that new courses and programs be then approved by local senates, deans, CIOs and CEOs prior to submission to the governing board upon curriculum committee approval.*

While there is no legal requirement for administrative approvals of new courses and programs prior to submission to the governing board, it is still quite important to include

academic deans and CIOs in the curriculum development process. CIOs and academic deans, which should include CTE and noncredit deans, are knowledgeable about compliance requirements for courses and programs, and their involvement early in the process can prevent mistakes and delays later in the process. Furthermore, many deans and CIOs are knowledgeable about the emerging trends in higher education androgogy and policy and can provide valuable guidance to the faculty content experts who may not be aware of such trends. A final review (not approval) prior to submission to the governing board, and to regional consortia for new CTE programs (and subsequently to the Chancellor's Office), can ensure that proposals are aligned with the college mission, meet the curriculum standards in Title 5 and the Program and Course Approval Handbook (PCAH), fulfill validated college needs, are compliant and that there are sufficient resources to support the new curriculum. Finally, it is important to remember that the CIO is often responsible for ensuring that proposals are forwarded to the governing board for approval. Involving the CIO throughout the process can help the faculty identify problems with curriculum early in the process and minimize any concerns that the CIO might express the College President or the governing board.

### **Local Curriculum Approval Processes: Review, Evaluate and Improve**

#### **Step 1 - Review and Evaluate the Process**

Suggestions for improving your local curriculum approval processes are provided later in this section. However, before implementing suggested changes, it is important that local senates and curriculum committees first conduct a review and evaluation of the

effectiveness and efficiency of their processes. Important questions to ask during such a review include:

- How long does it take to approve a new course or program from initiation by the discipline faculty to approval by the governing board, and is there room for improvement?
- Are there redundant and/or unnecessary steps in the approval process, and if so, what steps could be eliminated without negative impacts?
- Are there too many “approvers” relative to what is actually required by Title 5?
- Are there steps in the process that could be completed simultaneously rather than sequentially?
- Are local course and program submission opportunities and deadlines too infrequent or restrictive?
- Are there problems caused by ineffective technology, or even a lack of technology?
- Is there too great a focus on complying with course outline formatting instructions and too little on course and program quality?

While senates and curriculum committees must lead the effort to review and evaluate their curriculum approval processes, it is important to include your CIO, academic deans (including CTE and noncredit deans), curriculum specialist, articulation officer and student leadership in the conversation about the curriculum process. It is also important to gather input from the faculty at large. They can provide a perspective

about the curriculum process that many not be readily visible to curriculum leaders who live in the “curriculum weeds”. Regardless of how the local review and evaluation is done, since curriculum approval policies and processes fall under the 10+1, local senates are responsible for recommending revisions to curriculum policies and procedures directly to their governing boards or their designees as appropriate.

### Step 2. Make the Changes - Recommendations for Optimizing Curriculum Processes

*Make sure the process for initiation of new curriculum and/or revisions to existing curriculum is clear. Provide faculty with a clear description of the process and timelines.*

Effective practices for doing this include:

- Creating a curriculum calendar and/or a process flow chart that clearly presents important due dates and illustrates the process from initiation to approval
- Create a curriculum website that allows easy access to local, district and statewide curriculum resources
- Create a curriculum handbook that includes all curriculum policies and procedures, a discussion of the importance of high quality curriculum and a description of its elements and descriptions and instructions for all aspects of the curriculum process (including instructions for using the curriculum management system)

*Make sure the technical review process is streamlined and effective. A common criticism of local curriculum processes is that they are too slow. Local senates and curriculum*

committees should work on developing ways to minimize the time between curriculum development, technical review, and curriculum approval without sacrificing quality. Ideally, once a new course or program is submitted for review and approval, it should come to the curriculum committee for first reading within one month of submission, provided the curriculum developer does his/her part in responding to requests for corrections to the course or program submission during the technical review and other stages. Some examples of ways to make technical review more efficient include:

- Make technical review simultaneous with the curriculum development process so that the curriculum developer is receiving constructive input by technical reviewers prior to submission for technical review
- Limit the number of individuals on a technical review committee to the most critical individuals (curriculum chair, articulation officer, librarian, SLO coordinator, distance education expert, curriculum specialist, CIO or designee) and allow them to conduct their review simultaneously, rather than sequentially.
- Create submission schedules and approval processes that allow minor changes to courses and programs to undergo expedited technical review, or even bypass the technical review process altogether if deemed appropriate by the curriculum chair.

*Make sure curriculum committee meetings are run efficiently.* Once the technical review of new curriculum is completed, proposals move to the curriculum committee for



review and approval. It is therefore important that curriculum committee members are well-prepared and that curriculum committee meetings are run as effectively as possible. It is more important for curriculum committees to focus on curriculum substance rather than on technical minutiae during meetings. Focusing too much on minutiae can render a curriculum committee ineffective and result in delays to new curriculum. Some effective practices that can be employed to ensure curriculum committees complete their business in a timely and effective manner include:

- Prepare a well-organized agenda that includes the pertinent information such as course number, title, whether it is a revision or new course, etc.
- Assign several curriculum committee members to each proposal as “readers” that will provide prepared responses to the curriculum developers and help the curriculum committee from becoming too overwhelmed, particularly when there are a large number of new curriculum proposals
- Use a consent agenda for non-substantial changes to curriculum
- Engage in detailed review of new curriculum during first readings and use consent calendars for approval at the second reading.
- Consider giving curriculum committee members access to the curriculum management system so that they can make reviewer comments prior to the first reading by the curriculum committee.

*Streamline the approval process.* While governing boards must approve new courses and programs, colleges may grant their curriculum committees authority for final

approval of minor revisions. Again, there are no legal requirements for boards, CEOs, CIOs or even local senates to approve minor revisions to courses and programs.

Effective technical review processes should eliminate the need for further approvals beyond the curriculum committee. It should also be noted that there are also no legal requirements that substantial changes to courses and programs be submitted to the governing board for approval, nor are there any legal requirements that substantial changes be approved by the CIO and/or CEO. Colleges may also consider expedited approval for time-sensitive curriculum proposals. It is important to consider whether or not all new courses need to go through all of the steps of curriculum adoption. There may be time-sensitive cases, particularly in CTE, that require timely action. At the same time, any expedited approval must not come at the expense of the quality of the curriculum. Examples of methods for expediting approval of new curriculum include:

- Give curriculum committees full authority to make recommendations on new courses and programs directly to the governing board and remove any intermediate approval steps
- Give curriculum committees full authority to approval non-substantial changes to courses and programs without any additional approvals, including from the governing board
- Limit the requirements for governing board approval to new courses and new programs
- Submit new CTE program proposals to the regional consortium simultaneously with submission for local program approval

- Expedite technical review for course revisions that only involve changes to course attributes such as content and objectives, or for changes to courses and programs that are required as a result of changes to statutory and/or external accreditation requirements
- Multi-college districts should consider giving college curriculum committees the authority to grant final approval for adoption of courses at a college that already exist at other colleges within the district since those courses have already been approved by the governing board<sup>1</sup>

On the last point stated above, it is important to note that the Chancellor's Office only needs to know when the course was originally approved by the governing board when the college submits the newly adopted course to the state curriculum inventory.

*Increase the frequency of curriculum approvals by the curriculum committee and the governing board.* The frequencies of curriculum approvals among the California community colleges vary widely. The truth is that no matter how efficient and timely the technical review process is, if the rate of review and approval by the curriculum committee and governing board is slow, then approval of curriculum will be slow. Some curriculum committees meet weekly or biweekly while others meet only monthly.

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<sup>1</sup> An example of this process exists in the Los Rios CCD. The Los Rios CCD is a four-college district and allows colleges to adopt courses into their curriculum upon curriculum committee approval if those courses have already been approved by the governing board for adoption at another college in the district. For example, if Cosumnes River College wants to adopt a course that already exists at Sacramento City College, then all that is required to adopt the course at Cosumnes River College is approval by their curriculum committee.

Given that many curriculum committees use a first reading/second reading model for curriculum approvals, one can see that new course and program approvals by curriculum committees that meet monthly can take two months. Likewise, some governing boards consider curriculum at every meeting while others consider it only once per term or even once per academic year. Such limitations in frequency of approvals by governing boards are local practices that have no legal basis and should be changed. Recommendations for improving the frequency of curriculum approvals include:

- Schedule biweekly, or even weekly, standing meetings of the curriculum committee, particularly in the fall when curriculum approval workload is often the heaviest
- Change local policies and procedures so that the governing board can approve curriculum at every meeting
- Change local policies to limit board approval of curriculum to new courses and programs.

*Give colleges in multi-college districts autonomy over their curriculum.* Multi-college districts present additional challenges. For example, some districts have aligned or partially aligned curriculum that requires district-wide review before new courses and programs are approved, or even before approval of substantial changes to existing courses and programs. It is important to note that there is no legal basis for colleges in multi-college districts to have identical or aligned curriculum. It is also important to

remember that accreditors hold colleges, not districts, responsible for the quality of their curriculum and the effectiveness of their curriculum approval processes, and if a district-wide process is identified as not meeting the accreditation standards, then all of the colleges in the district will be sanctioned for not meeting the standard. If district-wide processes are identified as reasons that curriculum is not approved in a timely manner, then local senates should strongly consider changing their district-wide processes. Considerations include:

- Eliminating district-wide approvals or requirements for achieving consensus among the colleges in the district
- Give colleges in the district full autonomy over their curriculum, including attributes such as units and contact hours, and instead use C-ID to ensure alignment of curriculum

### **Conclusions and Recommendations**

The academic senate, curriculum committee, administrators, and curriculum specialist should work together to review, evaluate, and revise the college's and/or district's curriculum approval policies and procedures. The release of the report of the Task Force on Workforce, Jobs and a Strong Economy, along with the need for fifteen colleges to approve new baccalaureate degrees by spring 2016, has created a new sense of urgency for local senates and curriculum committees to ensure that their curriculum approval processes effective and efficient so that new courses and programs can be

approved in a timely enough manner to meet community and industry needs.

Recommendations for local senates and curriculum committees include:

- Review and evaluate the effectiveness of local curriculum processes
- Make sure the process for Initiation of new curriculum and/or revisions to existing curriculum is clear
- Make sure the technical review process is streamlined and effective
- Make sure curriculum committee meetings are run efficiently
- Streamline the curriculum approval process, including Increasing the frequency of curriculum approval by the curriculum committee and the governing board
- Give colleges in multi-college districts autonomy over their curriculum

In addition to providing the recommended effective practices provided in this white paper, the Academic Senate for California Community Colleges is also available to work with colleges and districts that may need additional assistance in revising their curriculum processes.

## Resources

1. *California Community Colleges Task Force on Workforce, Jobs and a Strong Economy: Report and Recommendations*, August 14, 2015

[http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015\\_08\\_22%20BOG%20TF%20DRAFT%20report%20v5.pdf](http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015_08_22%20BOG%20TF%20DRAFT%20report%20v5.pdf)

2. *Program Course and Approval Handbook*, 5<sup>th</sup> Edition,

[http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook\\_5thEd\\_BOApproved.pdf](http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOApproved.pdf)

3. *The Course Outline of Record: A Curriculum Reference Guide*, Academic Senate for California Community Colleges (adopted spring 2008).

[http://asccc.org/sites/default/files/publications/Curriculum-paper\\_0.pdf](http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf)

4. *Sacramento City College Curriculum Handbook*

[https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/93b14b61-3541-4dc8-8366-ddf2bdaa1d03/SCC\\_Curriculum\\_Handbook\\_2009.pdf](https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/93b14b61-3541-4dc8-8366-ddf2bdaa1d03/SCC_Curriculum_Handbook_2009.pdf)







## Executive Committee Agenda Item

SUBJECT: Chancellor's Office Liaison Discussion		Month: October	Year: 2015
		Item No. V. A.	
DESIRED OUTCOME: A liaison from the Chancellor's Office will provide the Executive Committee with an update of system-wide issues and projects.		Attachment: NO	
		Urgent: NO	
		Time Requested: 45 min.	
CATEGORY:	Discussion	<b>TYPE OF BOARD CONSIDERATION:</b>	
REQUESTED BY:	David Morse/Julie Bruno	Consent/Routine	
STAFF REVIEW <sup>1</sup> :	Julie Adams	First Reading	
		Action	
		Information	X

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

**BACKGROUND:**

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

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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: Board of Governors/Consultation Council Meetings		Month: October	Year: 2015
		Item No: V. B	
		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 mins.	
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 Board of Governors and Consultation meetings for October. 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>

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



**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLORS OFFICE**

1102 Q STREET

SACRAMENTO, CA 95811

(916) 445-8752

<http://www.cccco.edu>



**AGENDA**

**Consultation Council  
Thursday, September 10, 2015  
Chancellor's Office, Room 6B and C  
9:30 a.m. to 2:00 p.m.  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, CA 95811**

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

- 1. Orientation**
- 2. Student Report**
- 3. Institutional Effectiveness: Framework of Indicators**
- 4. Board of Governor's Task Force on Workforce, Job Creation and a Strong Economy**
- 5. Task Force on Accreditation Report**
- 6. State and Federal Legislative Update**
  - State Legislative Program**
- 7. 2016-17 System Budget Request**
- 8. Equal Employment Opportunity Fund Allocation (EEO Fund)**
- 9. Other**

**Future 2015 Meeting Dates:**

**October 8, 2015  
November 19, 2015  
(San Francisco Hyatt, Burlingame)**









**Board of Governors Meeting  
Chancellor's Office  
1102 Q Street, 6<sup>th</sup> Floor  
Sacramento, CA 95811**

**Monday, September 21, 2015  
9:00 AM to 3:30 PM\*  
(or until the conclusion of business)**

**Closed session, if any, will take place at approximately 3:00 PM\*  
on Monday, September 21, 2015  
(Closed sessions are not open to the public)**

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

All Board of Governors meetings are held in locations that are wheelchair accessible. Other disability-related accommodations, such as alternate media materials, sign language interpreters, or real time transcription, will be provided to persons with disabilities upon request. Persons requesting such accommodations should notify Christina Castro at 1102 Q Street, Sacramento, California, 95811 or ccastro@ccco.edu, (916) 323-5889, no less than five working days prior to the meeting. The Chancellor's Office will make efforts to meet requests made after such date, if possible.

Public testimony will be invited in conjunction with board discussion on each item. A written request to address the board shall be made on the form provided at the meeting.

Persons wishing to make a presentation to the board on a subject not on the agenda shall address the board during the time listed for public forum.

Items placed on the consent calendar will be voted on by a single board action, without staff or public presentations, and without board discussion. Any board member may remove an item from consent by informing the president of this intent. A member of the public may request that an item be removed from consent by filling out a request to testify in accordance with section 41 of these Procedures and Standing Orders of the Board of Governors, or by asking a board member to remove an item from consent. The item shall then be removed from consent if any board member exercises his or her authority to remove an item from consent.

**Chancellor's Office**

**Brice W. Harris**  
Chancellor

**Erik Skinner**  
Deputy Chancellor

**Paul Feist**  
Vice Chancellor for  
Communications

**Thuy T. Nguyen**  
Interim  
General Counsel

**Denise F. Noldon**  
Vice Chancellor for  
Student Services and  
Special Programs

**Vincent W. Stewart**  
Vice Chancellor for  
Governmental Relations

**Theresa D. Tena**  
Vice Chancellor for  
Institutional Effectiveness

**Van Ton-Quinlivan**  
Vice Chancellor for  
Workforce and Economic  
Development

**Dan Troy**  
Vice Chancellor for  
Fiscal Policy

**Pamela D. Walker**  
Vice Chancellor for  
Academic Affairs

## **STANDING ORDERS OF BUSINESS**

**Roll Call**

**Pledge of Allegiance**

**President's Report**

**Chancellor's Report**

## **CONSENT CALENDAR**

**July 20, 2015, Meeting Minutes (Erik Skinner)** **Item 1.1**  
This item recommends the approval of the July 20, 2015, board meeting minutes.

## **ACTION**

**Approval of Contracts and Grants (Erik Skinner)** **Item 2.1**  
This item recommends that the Board of Governors approve entering into the contracts and grants described in the September 2015 agenda.

**Adoption of 2016-17 System Budget Request (Dan Troy)** **Item 2.2**  
This item presents the proposed 2016-17 California Community Colleges System Budget Request for approval of the Board of Governors.

**Independent Warrant Authority (Dan Troy)** **Item 2.3**  
This item presents a request for Independent Warrant Authority status pursuant to Education Code section 85266.5 from the Grossmont-Cuyamaca Community College District (GCCCD) and the Chabot-Las Positas Community College District (CLPCCD) to be effective July 1, 2016.

**California Community Colleges 2016-17 Five-Year Capital Outlay Plan (Dan Troy)** **Item 2.4**  
This item requests approval of the California Community Colleges 2016-17 Five-Year Capital Outlay Plan prepared pursuant to the requirements of Government Code sections 13100-13102 and Education Code sections 67500-67503.

**Adult Education Block Grant (Van Ton -Quinlivan)** **Item 2.5**  
This item provides information to the members of the Board of Governors regarding the Adult Education Block Grant and the \$163,132,133 that will be disbursed to the Adult Education Block Grant regional consortia.

## **FIRST READING**

**Nomination of 2016 Board Officers (Erik Skinner)** **Item 3.1**  
This item calls for nominations of the 2016 board officers.

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

**Board of Governors Meeting Dates for 2017 (Erik Skinner) Item 3.2**

This item presents the 2017 Board of Governors meeting dates.

**AB 1906 Community College Property—Direct Costs for Use Regulations (Public Hearing) (Dan Troy) Item 3.3**

This item is to add sections 59601-59606 to the California Code of Regulations, title 5, to implement the statutory requirement of AB 1906 (Ch. 233, Statutes of 2014).

## **INFORMATION AND REPORTS**

**Aspen Institute’s New College Leadership Project (Erik Skinner) Item 4.1**

This item on the Aspen Institute’s New College Leadership Project is being presented at the Board’s request for an informational briefing.

**California High Speed Rail Authority (Van Ton-Quinlivan) Item 4.2**

This item presents for the Board’s consideration an update on the High Speed Rail Authority.

**Accreditation Task Force Report (Pamela Walker) Item 4.3**

This item presents a report on the 2015 Accreditation Task Force.

**State and Federal Legislative Update (Vincent W. Stewart) Item 4.4**

This item will provide an update on recent state and federal legislative activities.

**Board Energy and Sustainability Award Program (Dan Troy) Item 4.5**

This item announces the Board of Governors Energy and Sustainability Awards for 2015, which represent the best of California’s community college Proposition 39 energy projects.

**Board Member Reports Item 4.6**

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, September 21, 2015**  
**3:00 PM\***  
**Chancellor's Office**  
**1102 Q Street, 6<sup>th</sup> Floor**  
**Sacramento, CA 95811**

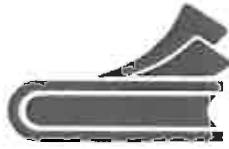
**CLOSED SESSION AGENDA**

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:

- *Community Initiatives, Inc., v. Harris, Brice, et al.*, San Francisco Superior Court, Case No. CPF 13-512950, California Court of Appeals, First Appellate District, Division Four, No. A140645
- *Martinez, Jesus, et al. v. Harris, Brice, et al.*, Los Angeles Superior Court of California, Case No. BS145681
- *Padilla & Associates v. San Joaquin Delta Community College District, et al.*, San Joaquin Superior Court, Case No. 39-2011-00271550-CU-BC-STK

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.



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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

August 27, 2015 – 10:00-3:00

Long Beach City College

MINUTES

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

**Members Absent:** Vicki Maheu

1. Introductions, select note taker (Dolores Davison)
2. Committee Charge  
Reviewed the committee charge and confirmed the roster.
3. Priorities
  - a. Resolution – F14 20.01 Developing A System Plan for Serving Disenfranchised Students:  
Have revised survey ready for October Executive Committee meeting so that survey can be sent out in fall 2015 and reported on in spring 2016. The committee reviewed and made edits to the survey. Dolores will send Ginni the notes. Ginni will clean up the survey and send to the committee for comments and additional edits. Final survey will be ready by September 15 for Executive Committee. In addition, the committee will write a Rostrum Article on Disenfranchised Students. Committee members will send information on disenfranchised students to Ginni by September 19. Ginni will organize the information into an article and circulate for feedback and edits. The committee plans to submit the article by the October 12, 2016 deadline.
  - b. Counseling role regarding Bachelor's degrees: The committee had the following questions: What will be the role? How will applications to bachelor degree programs work? It is difficult for us to give a message to the counselors if we're not certain what the role will be. Ask Executive Committee if we could/should do a survey of the schools that are in the pilot to see what they need? Should we wait for direction? If we do a survey:
    - i. Send to Senate Presidents, Articulation officers, VPSS, counselors, deans of counseling, transfer center staff
    - ii. Write a Rostrum article after survey
  - c. STARFISH – Early Alert System <http://www.starfishsolutions.com/home/starfish-enterprise-success-platform/starfish-early-alert/>
    - i. Student Services portal: used to serve as a conduit between colleges and third party vendors;
    - ii. Concerns regarding workload, FERPA: do the students want all this information sent about them? Who would have access to this information?
    - iii. Currently being investigated by pilot colleges: how is it working for them?

Agenda Item VI. A. i. 1.

- Who will use it? How will it be used? Support for counselors? Involvement of IT; integration into native/existing system
  - Invite pilot colleges to report out at plenary; what should we be looking at?
  - Wait for direction from the Executive Committee about where this information is to be presented.
  - How will the DAS work for transfer students?
4. Other resolutions for committee
- a. S08 13.04 Effective Practices for Online Tutoring  
A paper might not be appropriate at this point; Reach out to the OEI regarding tools and vetting of online tutoring.
  - b. F11 11.01 Consultation Regarding Technology Tools Impacting Student Services  
Necessary involvement of counselors; should we declare it completed? Revisit resolution? The committee felt this resolution was completed with EPI. It could be communicated to the field through a breakout.
5. Regionals, Academies, Institutes
- a. CTE Regional Meetings: Committee members will attend if possible.
  - b. Fall Plenary, Irvine Marriott, Nov. 5-7—BREAKOUT TOPICS:
    - i. Difference between academic advisors, counselors, paraprofessionals
    - ii. UC Pathways and articulation: differences with ADTs and UC Pathways, Advising and articulation
    - iii. Articulation with Bachelors Degrees: Transfer and articulation between CCCs
  - c. Career Technical Education Curriculum Academy, Napa Valley Marriott, Jan. 14-15
  - d. Instructional Design and Innovation, Riverside Convention Center, Jan. 21-23—  
BREAKOUT TOPICS
    - i. STARFISH presentation
  - e. Accreditation Institute, Marriott Mission Valley San Diego, Feb. 19-20
  - f. Academic Academy, Sheraton Sacramento, March 17-19
  - g. Spring Plenary, Sacramento Convention Center, April 21-23  
The Committee recommended having a BREAKOUT on Minimum Qualifications, Equivalent Qualifications, and Hiring since faculty and admin would be at this plenary.
6. Workforce Taskforce Update and Direction
- a. ASCCC CTE Regional Meetings: North-Fri 10/9, South-Sat 10/10, Bay-Fri 10/16, Central-Sat 10/17
  - b. <http://doingwhatmatters.cccco.edu/StrongWorkforce.aspx> Read Draft Report to BOG
  - c. committee comments
    - i. Recommendation #5: tracking of students from high school and across disciplines; concerns about access for student information; federated id; FERPA
    - ii. Recommendation #6: support services for students; how is that data going to be used to support students? Two parts of statement are two different issues.
    - iii. Minimum qualifications – discussion about baccalaureate degrees should involve the work force.
7. Rostrum Articles – due Oct. 12, 2015

Agenda Item VI. A. i. 1.

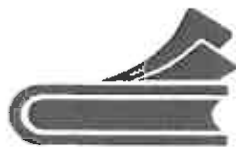
The Committee is going to write a Rostrum Article on Disenfranchised students. This article is meant to inform the field about disenfranchised students and also help improve the responses to the Survey going out in response to Resolution F14 20.01.

8. Set up next meetings:

September 9, 2015	10:00-11:00 by phone
October 14, 2015	12:30-1:30 by phone
December 11, 2015	10:00-3:00 in person TBA







## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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

September 9, 2015 – 10:00-11:00

**CCCConfer**

Dial your telephone conference line: 1-719-785-4469\*

Participant Passcode: 465175

\*Toll free number available: 1-888-450-4821

MINUTES

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

**Members Absent:** April Pavlik, Shuntay Taylor

1. Select note taker -- Dolores Davison
2. Approval of the Agenda -- Approved
3. Approval of the Minutes from August 27, 2015 -- Approved
4. Survey on **Services for Disenfranchised Students** – Approved with minor changes (Change question 9 to read “Does your college have a formal or official method to identify disenfranchised students?” and switch questions 9 and 10.) Will be sent to Executive Committee for October agenda.
5. **TASSC Meetings**  
October 14, 2015 – 12:30-1:30 by phone – finalize **Rostrum Article on Disenfranchised Students** The Rostrum Article is due October 12. Should we change this meeting to Monday October 12? – Decision was made to keep meeting on 14 October.  
December 11, 2015 – 10:00-3:00 in person at Long Beach City College. Trevor will make arrangements.
6. **TASSC Deadlines**  
September 19, 2015 – Information due to Ginni for **Rostrum Article on Disenfranchised Students** due to me by September 19, 2015, noon. Ginni will compile article; Dolores and Michael will read and edit and then distribute to committee for comment before submission.
7. STARFISH update – invite presenters to Instructional Design and Innovation Institute, Riverside Convention Center, January 21-23
8. **Events**  
Executive Committee – September 11-12, Sacramento City College/Citizen Hotel  
Executive Committee – October 2-3, Mira Costa College/Hilton Resort and Spa

Agenda Item VI. A. i. 2.

Executive Committee – November 4, Marriott Irvine

Fall CTE Regionals – October 9, American River College

October 10, Irvine Valley College

October 16, Bay Area-TBD

October 17, Modesto College

\*Area Meetings – October 23, North Clovis for Area A, Evergreen Valley for Area B

October 24, South TBD

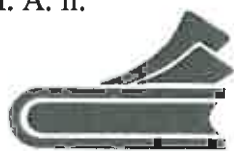
\*Fall Plenary – November 5-7, Marriott Irvine

Curriculum Regional (North) -- November 13, TBD

Curriculum Regional (South) – November 14, Mt. San Antonio College

\*Instructional Design and Innovation – January 21-23, Riverside Convention Center

Academic Academy March 17-19 (Sacramento) -- Ginni will talk to Cleavon about the participation of TASSC at the Academic Academy. Michael said it was quite helpful to have two committees working together for this event.



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### RELATIONS TO LOCAL SENATES COMMITTEE

September 17, 2015

3:00 PM – 5:00 PM

CCC Confer

1-888-450-4821

Passcode: 812050

### MINUTES

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**Members Present:** Cynthia Rico (chair), Ginni May (2<sup>nd</sup>), Sara Pierce (A), Rochelle Olive (B), Mary Rees (C), Alicia Nunez (D), John Zarske (D) **GUEST:** Julie Adams

Minutes taken by Ginni

- I. Call to Order – done
- II. Approval of the Agenda – approved
- III. Discussion items, with action as needed
  - a. Committee Charge (Please see attachment)
    - Resolution 1.02, Spring 2007-- *Ensuring Participatory Governance*  
<http://www.asccc.org/resolutions/ensuring-participatory-governance>
    - Resolution 1.02, Spring 2006 --*Assistance for Local Senates*  
<http://www.asccc.org/resolutions/assistance-local-senates>
    - Resolution 1.04, Spring 2005 --*Topic experts provided by Academic Senate*  
<http://www.asccc.org/resolutions/topic-experts-provided-academic-senate>
    - Resolution 17.01, Spring 2001 --*Urge Newly Elected Local Presidents to Attend Leadership and Sessions*  
<http://www.asccc.org/resolutions/urge-newly-elected-local-presidents-attend-leadership-and-sessions>

The committee reviewed the resolutions to assure that these resolutions were covered in the committee charge. The discussion follows:

How are we (Local Senates Committee) getting this message out to local senates about the resources available to them by the State ASCCC? How do we even assess what local senates need and, or ask what kinds of resources area needed. What are kinds of faculty outreach efforts does the State ASCCC conduct to be more inclusive?

There also was a question raised is then how does the charge become actionable with some outcomes. We need more of an action in our charge. It was suggested that the committee could decide each year on how we would act on each one of these resolutions. Every year there could be an action plan so that the local senates will know what is available.

## Agenda Item VI. A. ii.

It was also suggested that in the committee should also focus on outreach, network and inclusivity when it comes to the Area meetings, and plenaries.

Consider doing a big visual to show who is attending fall plenary.

Consider having area representatives take ownership to bring in new senate presidents and orienting them to the ASCCC. At the mixers there is a courtesy hello and that is it. Have a "tool kit" for new presidents to direct them as to what to do.

In the registration data base there is a designation for 1<sup>st</sup> timers. We could send out an email to these persons to orient and welcome them. Maybe new registrants could be paired up with veteran registrants. The entire committee could be available at the first breakout to welcome to the new attendees. This will help to build the relationships.

**Assignment:** Review charge and the resolves to see if we need to incorporate them into the charge. Look at how we can set up an Action.

**Assignment:** At plenary, we will have Ambassadors, beginning with the members of this committee where we wear sashes or another identifier to connect with the 1<sup>st</sup> timers.

Don't forget about the more seasoned attendees as well.

### b. Local Senates Handbook: <http://www.asccc.org/papers/handbook2015>

There are 500 hard copies of the actual handbook, however the appendices are all online. These will be available at fall plenary. There was a thought about sending one out to each senate president. Maybe the local senates could write a cover letter to let the local senates know what we are doing.

**Assignment:** Cynthia will begin a draft of the cover letter and the rest of us will edit.

### c. Fall Plenary Breakout-

#### i. **FIFTH BREAKOUT SESSION (2:30 p.m. to 3:45 p.m.)**

ASCCC Resources to Support your Local Senate, (Rico)

**Assignment:** Look at the ppts and send ideas to Cynthia on what we would like to present at plenary. We need to answer, "what do I need to know?" Cynthia will send us a ppt template and we put in ideas and send to her. Be sure to date and initial the file name.

There are some new challenges for our local senates.

### d. Rostrum Article – the next one is due October 12.

**Assignment:** Cynthia will start an outline. Title, "I'm new, now what?" Rochelle will send some bullet points to Alicia. We have to consider the diversity, discuss how to make everyone feel welcome. Give 1<sup>st</sup> timers a ribbon. Get at least two articles in, one talking about diversity. Maybe a Monkey Survey about what the diversity or issues are

Agenda Item VI. A. ii.

regarding new attendees should be sent out. This diversity component will take a little more time to do some research. The diversity article could be a follow up to the "I'm new...". Or, introduction to plenary there could be maybe 5 voices with a variety of different positions as attendees of plenary. That would be something that folks would want to read. Embedded in each person's story would be something that you want them to learn. The story could include the responsibility that the individuals need to reach out as well. Local senates could be where they would feel safe to reach out. Cynthia will try capture some of these stories. Each of us can provide a brief personal story.

**Assignment:** send your personal story to Cynthia.

e. Scheduling next meeting(s) – October 17 in San Diego 10-3 or 9-2 look at your flight schedules to see which works better. **Bring your calendars!**

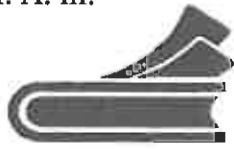
IV. Announcements

- a. 2015 Fall Session, November 5, 6, 7, 2015 Irvine Marriott
- b. 2016 CTE Curriculum Academy, January 14, 2016, Napa Valley Marriott
- c. 2016 Innovation and Instructional Design, January 21, 2016, Riverside Convention Center
- d. Various Regionals—<http://www.asccc.org/calendar/list/regional-meetings>

Cynthia informed the committee about the regionals for the fall and winter. She urged us to promote these activities, **especially the "Call for Proposals"** at the Innovation and Instructional Design. She shared some ideas. **SEND OUT THE CALL FOR PROPOSALS!**

V. Adjournment





## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

### EDUCATIONAL POLICIES COMMITTEE

Thursday, 17 September 2015

9:00Am – 10:30 AM

CCC Confer (CCCConfer.org)

Participant Passcode: 306393

\*Toll free number: 1-888-450-4821

### MINUTES

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- I. Call to Order at 9:00am
- II. Introductions and Note Taker – Corinna Evett agreed to take notes. Members present: Dolores Davison (chair), Lillian Batista-Edwards, Julie Bruno, Tonya Cobb, Jason Edington, Corinna Evett, Cynthia Reiss, Wheeler North
- III. Approval of the Agenda
  - a. Moved Instructional Design and Innovation Institute from events to discussion
- IV. Discussion items, with action as needed
  - a. Priorities for 2015-16
    - i. Set calendar for remaining meetings:
      1. One person meeting in fall (perhaps before Plenary), another CCCConfer (perhaps after Plenary) for fall.
      2. Do Fridays work? Get majority of people in the room and have others call in.
        - a. Oct. 30<sup>th</sup>—in person meeting—Jason will call in – probably in south but will determine where
      3. Perhaps set up a separate call for those doing presentations for Plenary.
    - ii. Dual Enrollment Document (13.02, F14): Resolved, that the Academic Senate for California Community Colleges compile and communicate guidance which identifies pertinent regulations and effective practices and clarifies terminology regarding the enrollment of high school students in college courses and publish this guidance by the end of Fall 2015.
      1. This is the main priority set for us by Exec.
      2. Supposed to have a toolkit released some time in the next few weeks: This will influence our paper—The toolkit might take care of the resolution.
      3. Might want to invite someone from the RP Group to join us for the breakout—good idea.
      4. Do we know who is in charge of the toolkit with RP? A few members will try to connect with folks at the Chancellor's Office to see who will be in charge of the toolkit.

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5. Other perspectives will come from the senate, but let's wait, see, and then decide where to go.
  6. Freitas may join us on this breakout since he has worked on this in the past.
- b. Review of status of assigned resolutions –updated from August Executive Committee meeting (Not the areas that were prioritized by Exec. so as to not to overburden committees—but will still review and discuss)
- i. 7.01 and 15.01 (S15): Academic Dishonesty
    1. Crafting practice to try and prevent academic dishonesty
    2. Even though the handbook wasn't one of the priorities, we can still look at this and work on this.
    3. There is a paper that was written in 2007 that we may want to review
    4. Integrity is a learned skill—another focus we can have
    5. What is the conversation that the field needs to have? How do we get the field engaged in the conversation?
    6. Asked to provide effective practices for prevention
    7. Consider different levels and ramifications of cheating—EMT who cheats can be scary.
    8. This would be a good conversation to continue when we meet in person in Oct.
  - ii. 17.01 (F12): Approval of Grant Driven Projects
    1. Need to look at this more
  - iii. 13.02 (F11): Supplemental Instruction Survey and Glossary
    1. Survey sent out last year
    2. Need to compile info and analyze it
  - iv. 17.04 (S09): Resources for Senate/Bargaining Unit Relations
    1. Many discussions about update to senate/union paper
    2. Pres. Morse has been consulting with union leaders
- c. Plenary Breakouts – who will be attending?
- i. All will attend.
  - ii. Dolores would like to take us out to dinner (Thanks, Dolores!)
    1. Board Policies and Senate: Wheeler and Dolores
      - a. Third breakout on Thursday
      - b. Things popping up about the CCLC's (the league's) board policy templates. Can use templates and modify to fit local practices.
      - c. Seeing that templates have been manipulated or that boards are ignoring primacy of faculty with curriculum.
      - d. Concerns about the way templates are being used by various boards.
      - e. What is the Academic Senate's role in board policy? When does the Senate assert itself?
      - f. A member of CCLC is interested in joining us during the breakout. Can have a dialog about how the templates are used,



role of faculty in revising them, role of board in revising them.

- g. Like a technical visit turned into a breakout: What are the legalities? What are the roles of constituent groups? How does policy creation meet the letter of the law but also meet collegial governance? More in the spirit of what our obligations are as members of a community.
  - h. Difference between legally advised and legally required. (It is all legal opinion—vetted through CCLC attorneys)
    - i. Is there assistance from CCLC if we use their templates because their lawyers have vetted the policies?
    - ii. Unclear whether or not CCLC would provide legal representation.
  - i. Have Jason and Corinna at the breakout so that they can share how it can work well—provide a possible positive model for other colleges.
  - j. Committee could generate a list of questions for the person from CCLC who might be serving with us.
  - k. Perhaps we should invite a college administrator to join us on this breakout. Perhaps invite RSCCD Vice Chancellor John Didion to join us.
  - l. Dolores will check with President Morse to see if have the CCLC rep and RSCCD Vice Chancellor join us on the breakout.
  - m. This is not meant to be an attack on CCLC, for it is not their
  - n. Need someone to attend and take notes to capture the discussion so that we can use the information for the creation of a *Rostrum* article.
  - o. Dolores will forward us the templates.
  - p. Dolores will write up a plenary description and send it out to us for feedback.
2. Dual Enrollment:
- a. Thursday—first breakout.
  - b. Use the breakout to see what else faculty might want need after we share the toolkit
- d. Resolutions due Monday, 21 September by 9am
- i. Not sure that there's anything that we would be bringing out this fall.
  - ii. In a holding pattern with dual enrollment.
  - iii. Perhaps after our breakouts on Thursday, we may have something that comes out of the board policy breakout reminding administrators that board policy creation should follow governance practices.
- e. *Rostrum* Articles due 12 October 2015 (typically 1500 words)
- i. We could write an article on the board policy issue after our breakout: More like a summary of the breakout to report back to the body and with some effective practices.
  - ii. We could also write an article about academic dishonesty and including part

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- time faculty as well as the philosophical perspective about academic integrity.
- iii. If someone has an idea for an article now, we can. Otherwise, we can wait until Feb. to submit articles.
  - iv. Another possible future article might be related to the Workforce Task Force published findings in November.
  - v. How long has it been since there has been a Rostrum article that provides a general overview of each committee and what they are doing? The annual report has that information about what the committees have accomplished through the year. Could be a way to advertise the committees to the body. Local Senates might be the group to take the charge on this. Or maybe the president or the Officers Committee. Have each of the chairs write a blurb—and put it all together in one doc with one voice.
- f. Instructional Design and Innovation – January 21-23, Riverside Convention Center
- i. Dates are unclear. Should be a Thursday-Saturday.
  - ii. New institute. Variety of approaches to instructional design and innovation—CTE, Basic Skills, online, face-to-face and also bring in issues of equity, access, retention, etc.
  - iii. Call for proposals asking colleges to submit suggestions and ideas about innovative designs implemented in classrooms.
  - iv. Faculty Development Committee will pull them together.
  - v. Civic engagement, global citizenship could be a topic that our committee and the legislative committee could partner on to do some work for the institute.
  - vi. Not sure how many proposals we'll get from the field, so committees may be called upon to put together additional breakouts.
  - vii. If we do need to expand, we could also discuss academic integrity.
  - viii. Do some outreach about the ways that we provide informal learning opportunities for our students. Can include architecture, furniture, and other facilities to assist with student learning.
    - 1. If any of us come up with ideas related to this topic, forward them to Julie Bruno.
  - ix. What is the deadline for submissions? Sept. 28<sup>th</sup> might be just a brief description of what we want to do—not necessarily a formal proposal—but a good description.
  - x. If other topics come to people,

V. Events:

- a. Executive Committee – September 11-12, Sacramento City College/Citizen Hotel
- b. Executive Committee – October 2-3, Mira Costa College/Hilton Resort and Spa (come and visit)
- c. Executive Committee – November 4, Marriott Irvine
- d. Fall CTE Regionals – October 9, American River College  
October 10, Irvine Valley College  
October 16, Bay Area-TBD  
October 17, Modesto College
- e. Area Meetings – October 23, North

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October 24, South

- f. Fall Plenary – November 5-7, Marriott Irvine (Wednesday night is already sold out)
- g. Curriculum Regional (North) – November 13, Solano College
- h. Curriculum Regional (South) – November 14, Mt. San Antonio College

VI. Other

VII. Adjournment at 10:30am



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**Meeting Notes from the General Education Advisory Committee (GEAC) of the California State University System**

September 1, 2015

So many of you have been tracking Statway - the pilot program approved for CSU GE Breadth Area B4 for the last several years. Most of today's General Education Advisory Committee, GEAC, meeting at the CSU Chancellor's Office was taken up by discussion regarding the fate of the pilot. I thought I would inform you all at once of the background and outcome of today's discussion.

The CSU pilot program allowed 6 districts to attempt remediation specifically pointed to statistics in a one-year period culminating in college credit for area B4 (mathematical and quantitative reasoning). So two semesters of material that incorporated both remediation and statistics. The Carnegie Foundation made a presentation regarding the success of this pilot pointing to the success rates for the two-semester sequence compared to success rates in the traditional remediation sequence. CSU had a limited study of student success rates in upper division courses that require statistics as a prerequisite and the results were positive, but with small numbers.

Katie Hern and Myra Snell presented work that 22 other community colleges are doing similar to this. One semester of remediation and then a prerequisite challenge to permit enrollment in Statistics. The difference between the pilot colleges and the other 22 is that those not in the pilot maintain a Course Outline of Record for Statistics that has the intermediate algebra prerequisite and students in the select remediation program challenge the prerequisite through our normal processes allowable by Title 5. The pilot colleges have no such prerequisite at the end of the year of remediation, but limit enrollment to those who completed the specified remediation pathway.

There was a great deal of discussion regarding linking to the Carnegie model (they now charge a one-time fee of \$25,000 per college to participate in the program and proscribe the curriculum). There was further objection by the CSU Math Council that states students in these programs are unable to pass the ELM (CSU's Entry Level Mathematics assessment based on arithmetic, algebra, and geometry) before or after this pathway. And there was further discussion about what is the minimum competency required in area B4 to earn a Bachelor's Degree from the CSU system.

Here's what was finally decided by GEAC:

1. The pilot will continue for three more years.
2. The pilot will be expanded to invite all community colleges to propose remediation pathways through statistics that lead to fulfillment of area B4.

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3. During the three-year period of the expanded pilot, GEAC will work with the math council, UC, K-12 schools, and the CCCs to define the basic competency required for a Bachelor's Degree in the area of B4. It is expected that this group will grapple with the level of algebra and/or statistics necessary to meet the threshold.

The meeting was painful. I've left out details of the hand wringing, implicit accusations of bias, and tension between increasing competency and increasing completers. The CSU math council seemed satisfied with this outcome, as did the CCCs represented by the pilot and the alternative pathways.

I am concerned that the exploration of fulfillment of B4 is limited only to statistics pathways – I personally think there may be pathways through geometry and accelerated pathways through algebra we should explore independently. I strongly urge both general education faculty and math faculty to engage in this discussion regarding minimum competency in quantitative reasoning expected for baccalaureate level attainment in the next few years.

Respectfully submitted,

John Stankas, Ph.D.  
Faculty Chair of Chemistry  
San Bernardino Valley College District Assembly President  
Academic Senate for California Community Colleges, Secretary  
(909) 384-8268



**Institutional Effectiveness**

**Partnership Initiative**

**Executive Committee  
Chancellor's Office, Third Floor Conference Room  
August 8, 2015, 9:30am-1:00pm  
Minutes**

1. Communications RFP Update
  - A. Two firms have submitted proposals.
  - B. Interviews 8/13/15.
  - C. Award is expected 8/24 and on board of trustees agenda for approval 9/9/15.
2. Dissemination of Best Practices Update
  - A. There will be a budget change proposal for professional development that would provide funds directly to districts.
  - B. The PD workgroup already exists and is a good advisory structure for the \$12 million grant to use.
  - C. Need a Visional Body that will meet a few times a year and include no more than 20 people.
  - D. There could be a great opportunity to address current CTE Industry needs, ongoing certification needs of faculty.
  - E. RFP could solicit models like the above and include a variety of examples of models.
  - F. Some workshops are planned to be delivered by COC to fill the gap between current IEPI activity and when the new grant is up and running. This would continue to be done in concert with groups around the state.
3. Communities of Practice
  - A. See hand out.
  - B. The intent is to provide a structure to sustain progress.
  - C. This could be a hybrid of topic focused (i.e. enrollment management or integrated planning) and common experience focused (like PRTs).
  - D. Need to see how topics evolve.
  - E. This could directly address change as a topic.
  - F. We should consider how to leverage existing communities of practices. Some current communities of practices include: Reading Apprenticeships, CAP, Innovation Awards, Curriculum Listserv, ALO, Articulation Officers, SLO, and CAMP and other regional research groups.
  - G. We also need to encourage communities of practice at colleges.
  - H. We need to capture the effects of these using technology.
4. IEPI Budget Update
  - A. Completing Year 2 Budget.
  - B. We should commit to providing seed grants for all PRT colleges if at all possible, including using Year 3 money and seeking another augmentation if needed.
  - C. There will be a conversation with the RP Group about changing the evaluator to avoid the appearance of conflict of interest. If this happens, we will likely scale the evaluation back to make more money available to the PRTs.
  - D. We are providing some funding for Communities of Practice and gap workshops.

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5. Update on Indicators
  - a. Workgroup
    - i. The workgroup wrapped up Year 2 recommendations. Barry will send to the Chancellor's Office and Julie.
    - ii. Next we will focus on Year 3 changes, especially including access and CTE measures, and figuring out how to include disaggregations and connect with other efforts without requiring too many targets and end up being counterproductive.
    - iii. We want to have the changes ready for the Senate Plenary in April.
  - b. Activity
    - i. No Report
6. Update on PRTs
  - a. Workgroup
    - i. Matthew reviewed PRT visits with the group.
  - b. Activity
    - i. Colleges / Districts.  
(A) Laney and Peralta were approved.
    - ii. Pool: We have a strong pool, but could use more CEOs.
    - iii. We are doing additional workshops for PRTs. Addressing many areas including appreciative inquiry. The most valuable experience from the workshops is the activity centered on the LOI and identifying questions that need to be asked.
7. Updates on PD
  - a. Workgroup
    - i. Workgroup provided input to the upcoming RFP. Theresa distributed a draft.
  - b. Activity
    - i. Enrollment Management Workshop was yesterday. The presentations and reports went well. We're looking forward to seeing survey results.
    - ii. Riverside workshops on August 20-21 are next.
    - iii. We need to request information on the results of these and request more information on the changes that resulted from colleges.
    - iv. Student Support Redefined workshops are next. Colleges who have used the principles will present as will students.
    - v. Online Clearinghouse. Paul would like input on My PD development. The master calendar would be great. Some has been programmed. More coming.
8. Updates on Policy/Procedures
  - a. Same comments as above re the Communications RFP.
  - b. We are considering merging the group with the indicators workgroup.
9. Meeting Schedule
  - A. For November meeting, we will have it at COC if no location in Sacramento can be secured.



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B. Meeting every other month beginning in the spring. Specifically, we will meet (December (17/18) and/or January (14/15)), March (17/18), and May (12/13) for Exec and Advisory.

C. For months with no advisory, we will have a conference call for Exec.

10. Adjournment



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California Academic Partnership Program (CAPP) Advisory Committee

2014-2015 Summary

To: Julie Adams, ASCCC

From: Brandi Asmus, CAPP Member, representing ASCCC

**Background:** The purpose of the CAPP Advisory committee is to develop cooperative efforts to improve the academic quality of public secondary schools to better prepare students for post-secondary education. In doing so, there is an awareness and focus of schools/student populations with low student participation in post-secondary education. CAPP develops projects to support this endeavor, keeping equity and access at its' central focus.

2014-2015 Summary:

The opening of each meeting is focused on systems updates (CCC, CSU, UC, Cal-SOAP, ICC, CDE), which included information on current pending or approved legislation, and how this legislation can impact (positive or negative) students across the systems. Updates regarding SB 1440, SB 440 at the Community College, and how the CSU system is working through the acceptance of each student who is awarded transfer degrees. Additionally, information regarding the Student Success Initiative and Baccalaureate Degree programs at CCC (SB 850) were being handled. CDE reports focused around the New Career Pathway Trust grants and the direct impact on workforce development and seamless transitions between secondary and post-secondary institutions. And an overall recognition across the systems regarding the importance of school counselors led to discussion of counselor to student ratios across systems/campuses can directly impact the success of our students. Finally, post-secondary applications at the UC system are at an overall high, not enough space to accommodate the applications across the 9 campuses.

Currently, the CAPP Demonstration Project (CDP) grant is the current project in place for the advisory committee. The CDP grant initiated in 2013, with a focus on math, English, science, or social studies, to enhance academic rigor and student success in these areas. Additionally, the grant awardees would need to establish a formal relationship with a post-secondary institution, to bridge students leaving secondary and entering post-secondary education. The RFP will be posted in 2015 academic year for Spring 2016 implementation. The end goal: increase matriculation rates and increase student success.



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ASCCC Visit to Cosumnes River College  
20 August 2015  
Cheryl Aschenbach and Dolores Davison

Summary:

The Cosumnes River College academic senate president, Julie Oliver, asked for a local senate visit from the ASCCC to discuss academic senate roles and responsibilities with full and part time faculty at both the state and local levels. Julie let us know that there were some concerns regarding succession planning and institutional memory, particularly since their recent Academic Senate past presidents have gone into administration.

The presentation involved defining the role of the academic senate and the responsibilities of local senates as well as the part that the ASCCC plays. The meeting was attended by about 25 faculty, and included a mix of disciplines as well as full and part time faculty. We also went through ways that CRC faculty could become involved in statewide activities, and the events that are forthcoming from the ASCCC.

There were a number of questions from the audience, including some very specific questions about faculty moving into administration and about equivalencies.

